

## Objectives

### Grammar:

*can, can't, must, mustn't* for permission and obligation

### Reading

Reading a leaflet about safety in the kitchen

### Listening

Listening to people asking for and offering help

### Speaking

Asking for and offering help

### Writing

Writing an email offering help

## LESSON 1 SB page 29

### Outcomes:

- To ask and answer about staying safe in the kitchen
- To read a leaflet about staying safe in the kitchen and answer questions
- To carry out an internet search about the danger of pouring water on burning oil

### Before using the book:

- Write the title of the unit **Health and safety** on the board and elicit the meaning.
- Ask the students to work in small groups to brainstorm a list of rooms in the home, and a list of dangers for each room. Provide an example for each one to start them off, for example, very hot water in the bathroom, hot food in the kitchen.
- Ask the students to think about how to stay safe in each of the rooms.
- Invite different groups to share their ideas and hold a short class discussion about staying safe at home.

# Health and safety

## Lesson 1

UNIT 15

**1 Match the words and the pictures**

cooker lid oven oven gloves  
 pan sleeves towel



**2 Ask and answer**

- Why is the girl rolling up her sleeves?
- What else are the girls and their mother doing in the kitchen to stay safe?

**3 Now read the leaflet and check your answers to exercise 2**

**4 Choose the correct answer**

- What must you roll up when you cook?  
a oven gloves **b** long sleeves
- If a pan is too hot, what's the first thing to do?  
a Put a lid on the pan.  
b Turn off the cooker.
- What should you not do if there is a fire in a pan?  
a Put a lid on the pan.    b Move the pan.
- What must you do before you touch something electric?  
a Dry your hands.    b Wash your hands.

**OBJECTIVES**

- **Grammar** *can, can't, must, mustn't* for permission and obligation
- **Reading** Reading a leaflet about safety in the kitchen
- **Listening** Listening to people asking for and offering help
- **Speaking** Asking for and offering help
- **Writing** Writing an email offering help

STAY SAFE

Fires often start in kitchens. What can you do to stay safe?

- Does your mother say you can cook with her? It is good to help in the kitchen, but it is important to be safe. You must roll up long sleeves when you are cooking.
- You mustn't touch a hot pan in the oven without oven gloves or a towel. If you do, you will burn yourself.
- Sometimes, a pan becomes too hot when you are cooking. What must you do? You must turn the cooker off immediately.
- What must you do if oil catches fire? If oil in a pan catches fire, you mustn't try to move the pan. It's too dangerous. You must put a lid on the pan. You mustn't pour water on the fire. The oil will still burn.
- Remember, electricity can be dangerous. You must dry your hands before you touch something electric. Water mustn't go near anything electric!

**Internet search** →

What happens if you pour water on burning oil? Find a video.

### 1 Match the words and the pictures

- 1 Draw attention to the Objectives box on page 29, which refers to the objectives of the unit, and explain in Arabic if necessary.
- 2 Now ask the students to look at the picture in exercise 1 and ask *What can you see?* (A mother and two girls in the kitchen.)
- 3 Then ask them to look at the words in the box and check pronunciation and meaning. They then work in small groups to match the words and pictures.
- 4 Check the answers as a whole class.

### Answers:

a lid    b pan    c towel    d sleeves    e cooker  
f oven    g oven gloves

### 2 Ask and answer

- 1 Ask the students to work in small groups to discuss the questions about the picture in exercise 1.
- 2 Then hold a short class discussion about what is happening, but do not confirm their answers at this point.

- Ask the students what they do to stay safe in the kitchen. Ask *Do you stay safe like this in the kitchen?*
- Now read the leaflet and check your answers to exercise 2**
- Tell the students that they are going to find out whether their ideas for exercise 2 were correct.
- Ask them to read the leaflet and check the answers as a whole class. Go through any unknown vocabulary.

**Answers:**

- Because she is being safe.
- The mother is using oven gloves to take the hot pan from the oven.  
The girl is drying her hands before she touches anything electric.

#### 4 Choose the correct answer

- Ask the students to read the questions and options and discuss their ideas before reading the leaflet in exercise 3 again to find the answers.
- The students work in pairs to choose the correct options according to the leaflet. Then check the answers as a whole class.
- Ask the students what else they do at home to stay safe. Ask them about the other rooms in the house that they talked about at the beginning of the lesson.

**Answers:**

2 b    3 b    4 a

#### Internet search

- Ask the students to recall from the reading what they should do if oil catches fire.
- Then tell them that they are going to find out how dangerous pouring water on burning oil is.
- Ask them to look at the Internet search box. The students carry out their research online and report back their findings to the rest of the class. They may find some very dramatic videos that show the danger.

## LESSON 2 SB page30 WB page19

### Outcomes:

- To use *can, can't, must, mustn't* for permission and obligation
- To discuss what you *can/can't/must/mustn't* do at school

### SB Page 30

15
Lesson 2


**1 Underline the examples of *can, must or mustn't* and the verb that follows in these sentences**

- Does your mother say you can cook with her?
- You mustn't touch a hot pan in the oven without oven gloves or a towel.
- You must turn the cooker off immediately.
- You mustn't try to move the pan.

**GRAMMAR BOX**

***can, can't, must, mustn't* for permission and obligation**

- We use *can* for ability. We also use *can* to give permission. The negative is *can't*.  
*Mona can speak German. My mother says I can go to the library after school. You can't walk on the grass in the park.*
- We use *must* to say that it is important or necessary to do something. The negative is *mustn't*.  
*You must do your homework every day. You mustn't be late for school.*
- The form of *can, can't, must, mustn't* is the same for all subjects.
- We form the Yes/No question by inverting *can/must* and the subject. You can also use a question word:  
*Can I go to the park? Must I buy a ticket? What can he wear to the beach? Where must I put my bag?*

**2 Complete the sentences with *can, can't, must or mustn't***

- "Can I open the window, please?"  
"Yes, you can. It's very hot today."
- "Can I watch television, please, Mum?"  
"No, you can't. You must do your homework first."
- Children must go to school every day.
- You mustn't leave the cooker on all night. It is dangerous.

**3 What *can/can't/must/mustn't* you do at school?**

In this lesson, we can talk in English. We can't talk in Arabic.

We mustn't talk when the teacher is talking. We must listen.



30
Workbook page 19

### 1 Underline the examples of *can, must or mustn't* and the verb that follows in these sentences

- Ask the students to look at the photo in exercise 1 and identify what it shows (*a woman cooking in a kitchen*).
- Ask the students to read the example sentence and look at the underlined verbs. Ask *What does can mean in this sentence? (be allowed)*
- Tell them to copy the sentences into their copybooks and underline the examples of *can, must or mustn't* and the verbs that follow.
- The students complete the exercise in pairs. Then check the answers as a whole class by

writing the sentences on the board and asking different students to underline the words as appropriate.

- Now ask the students to look at sentence 2. Ask what *mustn't* means (*don't*). Repeat the process with sentences 3 (*do*) and 4 (*don't*).
- Ask the students to read the first point in the Grammar box and to read sentence 1 again. Do the same for the second point with sentences 2–4.
- The students then read the next point. Invite different students to say the forms for each subject for each verb (*they are always the same, e.g. I can, you can, he/she/it can, we can, you can, they can*).
- Ask the students to read the final point and to work together to create new questions for the sentences in exercise 1. Do the first one as an example: Can you cook with your mother? (2 = *Mustn't you/I touch a hot pan in the oven without oven gloves or a towel?* 3 = *Must you/I turn the cooker off immediately?* 4 = *Mustn't you/I try to move the pan?*).

Answers:

- You mustn't touch a hot pan in the kitchen without oven gloves or a towel.
- You must turn the cooker off immediately.
- You mustn't try to move the pan.

## 2 Complete the sentences with *can*, *can't*, *must* or *mustn't*

- Ask the students to read the example and ask why *can* is used (*the person is asking permission*).
- The students complete the exercise in pairs. Remind them to think about whether the speakers are asking for/giving permission or whether what they are saying is an obligation.
- Then check the answers as a whole class.

Answers:

- 1 can    2 Can, can't, must    3 must    4 mustn't

## 3 What can/can't/must/mustn't you do at school?

- Ask two students to read out the sentences shown in the speech bubbles. Then elicit some further school rules, for example, We mustn't run in the corridor.

- The students then work in small groups to discuss school rules, using each of the modals for permission and obligation.
- Invite different groups to share their ideas with the rest of the class.

Answers:

Students' own answers

## WB Page 19

UNIT 15

# Health and safety



**1 Answer the questions with these words**

cooker    lid    towel    oven gloves    sleeves

- What can you use to dry your hands? towel.....
- What do you put on a pan when you are cooking? .....
- What do you find on a shirt or blouse? .....
- What do you put a pan on to cook pasta or rice? .....
- What can you use to hold things that are hot? .....

**2 Match to make sentences**

1 <input checked="" type="checkbox"/> At school, we must	a meet his friends in the park.
2 <input type="checkbox"/> We can talk in groups	b eat during lessons.
3 <input type="checkbox"/> You can't drive a car	c be on time for our lessons.
4 <input type="checkbox"/> When Hamdi finishes his homework, he can	d in our English lessons.
5 <input type="checkbox"/> We must not	e until you are 18.
6 <input type="checkbox"/> You mustn't make a lot of noise	f when people are sleeping.

**3 Answer the questions**

- What must you do before you go to school in the morning? .....
- What mustn't you do on a busy road? .....
- What can you do in the holidays that you cannot do during school time? .....
- What must you do if there is a fire in the school? .....



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## 1 Answer the questions with these words

- Elicit the new vocabulary for safety in the kitchen that the students have learned in this unit. Ask the students to look at the photo at the top of the page and ask them what they can see (*a pan on a cooker*).
- The students then look at the example answer and complete the rest of the exercise. Check the answers as a whole class.

Answers:

- 2 lid    3 sleeves    4 cooker    5 oven gloves

## 2 Match to make sentences

- Elicit the modals used for permission and obligation (*can, can't, must, mustn't*).
- Ask the students to read the example and explain that they have to match the sentence halves.
- The students complete the exercise in pairs. Then invite different students to read out the full sentences.

**Answers:**

2 d    3 e    4 a    5 b    6 f

## 3 Answer the questions

- Go through the sentences orally, inviting different students to offer ideas.
- The students then complete the rest of the exercise individually, before comparing answers with a partner. Go round and monitor while they are working, helping where necessary.
- Invite different students to read out their answers.

**Suggested answers:**

- I must get dressed. I must wash and clean my teeth.
- You mustn't run. You mustn't cross the road before looking.
- You can stay at home. You can get up late. You can go to the park.
- You must leave the school quickly. You must listen to the teachers.

## LESSON 3 SB page 31

### Outcomes:

- To listen to people asking for and offering help, and answer questions
- To use phrases for asking for and offering help



## Lesson 3

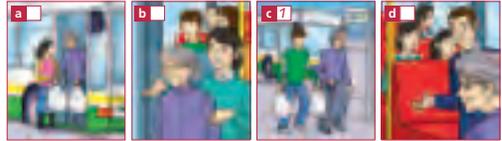
UNIT 15

### 1 Answer the questions

- Which can you *get on/off* and which can you *turn on/off*?  
a a bus or train    b a cooker
- Where can you catch a bus?  
a a bus stop    b a ticket office



### 2 Listen and put the pictures in the correct order



### 3 Listen again and answer the questions

- What two things does the boy offer to do?
- What does the man offer to do on the bus?
- What does the woman offer to do on the bus?
- What does the girl offer to do at the end?

I want to buy this bag of potatoes, but it's too heavy for me. Can you help me, please?

I'll carry it for you.

### 4 Take turns to ask for and offer help

- You want something in the supermarket, but it's too heavy to carry.
- You need directions to the train station.
- You can't find your school bag.
- You can't understand an English text.

FUNCTIONS BOX	Asking for help	Offering help
	Excuse me. I need (to sit down), please.	Can I (carry the bags) for you?
	Can you help me (to get off the bus), please?	I'll (help you to get on the bus).
		I can (stand).
		Let me (help you to the door).
		Shall I (hold your arm)?

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## 1 Answer the questions

- Ask the students to look at the photo and ask *What can you see? (a bus)*
- Ask the students to read the first sentence and decide in pairs what the correct answers are. Check their answers and explain that these verbs are known as phrasal verbs (they contain a verb and a particle and/or preposition).
- The students work in pairs to discuss the second question. Check the answers as a whole class.

**Answers:**

- You can get on/off a bus or train. You can turn on/off a cooker.
- You can catch a bus at a bus stop.

## 2 Listen and put the pictures in the correct order

- Ask the students to look at the pictures and say what they think is happening in each one. Tell them that they are going to listen to some conversations and find out.

- 2 Play the recording. The students listen and put the pictures in the correct order. Check the answers as a whole class.
- 3 Ask the students whether they help older people in this way, and what else they do. Ask which other people might need help, for example, people with young children, or people who are disabled or have an injury.



### Tapescript

1

Boy: *Those bags are very heavy! Can I carry them for you?*

Old lady: *Oh, thank you. I'm going to the bus stop over there. Look, there's the bus.*

Boy: *I'll help you to get on the bus.*

Old lady: *Thank you.*

2

Old lady: *Excuse me, I need to sit down. There isn't anywhere to sit, the bus is full.*

Man: *You can take my seat. I can stand.*

Old lady: *Oh, thank you very much.*

3

Old lady: *Excuse me. I'm getting off at the next stop, but I can't get to the door!*

Woman: *Don't worry. Let me help you to the door.*

4

Old lady: *Can you help me to get off the bus, please?*

Girl: *Of course. Shall I hold your arm? Then you won't fall.*

Old lady: *Thank you for your help!*

Answers:

2 d    3 b    4 a

### 3 Listen again and answer the questions

- 1 Ask the students to read the questions and discuss them in pairs to see what they remember from the conversations.
- 2 Then tell them that they are going to hear the conversations again.
- 3 Play the recording and then check the answers as a whole class.

Answers:

- 1 He offers to carry the woman's bags for her, and to help her get on the bus.
- 2 He offers to stand for her (so she can sit down)
- 3 She offers to help the woman to the door.
- 4 She offers to help her get off the bus (and to hold her arm so she will not fall).

### 4 Take turns to ask for and offer help

- 1 Ask the students when they might ask someone for help. Then ask two students to read out the question and answer shown in the speech bubbles. Ask what the person on the right is doing (*offering help*).
- 2 Then refer them to the Functions box and ask them to read the phrases for asking for and offering help.
- 3 The students work in pairs to take turns asking for and offering help for each of the situations 1–4. Go round and monitor while they are working, helping where necessary. Remind them to use the phrases in the Functions box.
- 4 Invite pairs of students to hold mini-dialogues for the rest of the class to listen to and say which phrases the pair has used.

Answers:

Students' own answers

## LESSON 4 SB page32 WB page20

### Outcomes:

- To read about clean water for health and answer questions
- To use critical thinking skills to discuss keeping water clean and staying healthy



UNIT 15 Lesson 4 EYE ON EGYPT

## CLEAN WATER FOR HEALTH

The Nile and canals are very important for farmers, but many animals and insects also use our rivers, canals and lakes. Sometimes this can make the water dirty and it can become unhealthy.

Bilharzia, for example, is a disease which people can get from drinking or washing in dirty water. Bilharzia can make you very ill. People who have the disease feel very hot and have a bad stomach-ache. In the past, many people got bilharzia. Now, we know how to stop bilharzia and not many people get it. People usually get better quickly if they take the right medicine.



**How can you help yourself stay healthy?**

- You mustn't swim in rivers, canals or lakes and you must never drink water from them.
- You must only swim in the sea or in swimming pools which use a chemical to kill diseases.
- If you are not sure that drinking water is clean, you need to boil it first.
- You must always wash your hands before you cook or eat.
- You must always wash fruit and vegetables before you eat them.
- Flies can also carry diseases, so you must cover food or put it in the fridge.

**1 Read and match**

1 <input checked="" type="checkbox"/> a Water often becomes unhealthy when	a it will be safer to drink.
2 <input type="checkbox"/> b If you boil water,	b you wash them well first.
3 <input type="checkbox"/> c You must only swim in swimming pools because	c these insects can carry diseases.
4 <input type="checkbox"/> d You must always keep food away from flies because	d the chemical in them kills diseases.
5 <input type="checkbox"/> e You mustn't eat fruit and vegetables unless	e animals use it.

**2 CRITICAL THINKING**

- How can we help to keep the water in our rivers, canals and lakes clean?
- What can we do to help people understand how to avoid getting bilharzia?
- What other ways can you think of to stay healthy?

Workbook page 20

### 1 Read and match

- Ask the students to look at the picture of the Nile river in the border, and ask them why the Nile is important. Ask what canals are and what they do. Then ask them to read the introductory paragraph and check their answers.
- Ask the students to say what they can see in the pictures in the text (*someone washing food, a no-swimming sign*). Ask them whether they know what diseases people can get from dirty water. Tell them that they are going to find out about a disease called bilharzia and how to avoid getting it.
- The students read the text. Tell them not to worry about any unknown words at this point.
- Once they have finished reading, ask the students to summarise the text.
- Then ask them to read the sentence halves in exercise 1 and look at the example. Explain that they have to match the sentence halves according to the information given in the text.
- The students complete the exercise in pairs. Then check the answers as a whole class. Invite different students to read out the part of the text which provides the answer.

- Ask the students which of the advice they follow and then check the meaning of any unknown vocabulary.

### Answers:

2 a 3 d 4 c 5 b

### 2 Critical thinking

- Ask the students to read the first question and discuss this as a class.
- Then ask the students to work in small groups to discuss questions 2 and 3.
- Hold a brief class discussion, inviting the students to share their ideas and opinions, using modal verbs for obligation where appropriate.

### Suggested answers:

- We can stop animals from using them. We can collect rubbish from them.
- We can make posters, teach children in schools about it, etc.
- We can exercise and eat healthy food.



### WB Page 20

UNIT 15

**1 Complete the sentences with these words**



down off off on on

- We are nearly home! We must get off the train at the next station.
- The teacher told the children to sit down.
- You must turn off the computer when you finish doing your homework.
- Mr Sayed waited for an hour at the airport before he got on the plane to fly to Dubai.
- Amal's family had a picnic by the river, but Amal's grandmother had a chair to sit on.

**2 Read and correct the mistakes in these sentences**

- Excuse me. I need sit down, please. ~~Excuse me. I need to sit down, please.~~
- Of course. Let help you with your bag.
- Thank you. You can tell me when we arrive in Cairo, please?
- Yes, I can. I'll to help you to get off the bus, too.
- Shall I calling you a taxi at the bus stop?

**3 Choose the correct answer from a, b, c or d**

- Water can become unhealthy when animals and ..... use it.  
a insects b sleeves c plants d cars
- Bilharzia is a ..... which people can get from swimming or washing in dirty water.  
a canal b disease c medicine d pool
- Water is safer to drink if you ..... it.  
a pour b wash c boil d cool
- It is important to cover food because ..... are very dirty insects.  
a animals b plants c scales d flies

## 1 Complete the sentences with these words

- Elicit the phrasal verbs which the students learned in Lesson 3 (*get on/off, turn on/off*) and their meanings.
- Ask the students to look at the picture in exercise 1 and identify where the people are (*on a train*). Then ask them to look at the example answer and explain that they have to complete the sentences with the other words in the box.
- The students complete the exercise in pairs. Then invite different students to read out the completed sentences.

Answers:

2 down 3 off 4 on 5 on

## 2 Read and correct the mistakes in these sentences

- Elicit phrases for asking for and offering help.
- The students then work in pairs to find and correct the mistakes in the sentences, as in the example.
- Check the answers by inviting different students to write the corrected sentences on the board.

Answers:

- Of course. Let me help you with your bag.
- Thank you. Can you tell me when we arrive in Cairo, please?
- Yes, I can. I'll help you to get off the bus, too.
- Shall I call you a taxi at the bus stop?

## 3 Choose the correct answer from a, b, c or d

- Ask the students what they remember about the text on Student's Book page 32. Ask the students to look at the picture in exercise 3 and ask the students why we cover food like this (*to keep flies away*).
- The students then work individually to read the sentences and choose the correct options. They then check their answers with a partner.
- Check the answers as a whole class.

Answers:

2 b 3 c 4 d

REVIEW SB page 33 WB page 21

## Outcomes:

- To review and practise the vocabulary and structures of the unit
- To practise spelling the noun and verb forms of words correctly

## Before using the book:

- Write **Health and safety** on the board and ask the students what they have learned in this unit. Brainstorm a list of topics, vocabulary and grammar points.
- Tell the students that they are now going to complete the review section for this unit, to see what they can remember.



SB Page 33

Review
Unit 15

**Now you can ...**

- use words to talk about safety in the kitchen

1 Complete the sentences with these words

cooker lid oven gloves pan Roll up sleeves towel catches

- You can cook food on a cooker.
- Use sleeves or a towel when you touch a hot oven on the cooker.
- If oil in a pan catches fire, put a lid on the pan.
- Roll up the long sleeves of your shirt when you are cooking.

- use **can, can't, must, mustn't** for permission and obligation

2 Complete the sentences with **can, can't, must or mustn't**

- You **must** be careful here. 
- You **can't** cross the road here. 
- "..... I take this bottle of water on the plane?"  
"Yes, you **can** bring a small bottle, but you **can't** bring a big bottle."

- ask for and offer help

3 Complete the dialogues

**Can, need, Shall, I'll, Let**

**Man:** Excuse me. I **1 need** to sit here, but your bag is on the chair.  
**Boy:** Sorry. **2** ..... move my bag.

**Hala:** I must tidy my room, but I've got a lot of homework to finish!  
**Nadia:** **3** ..... me help you.

**Grandmother:** **4** ..... you close the window, please? I'm cold.  
**Nevine:** Of course, Grandma. **5** ..... I make you a hot drink, too?

Writing skills

The noun and verb forms of some words have a different spelling:

We **must practise** speaking English every day.  
Every Thursday **after** school, we have basketball **practice**.  
Your teacher **will advise** you what to do.  
Please give me some **advice**.

Workbook page 21

## 1 Complete the sentences with these words

- Elicit what the students remember about staying safe in the kitchen and any related vocabulary.
- Ask the students to look at the example answer, and then ask them to complete the rest of the exercise individually before checking their

answers with a partner.

- Invite different students to read out the completed sentences.

**Answers:**

2 oven gloves, towel, pan      3 catches, lid  
4 Roll up, sleeves

## 2 Complete the sentences with *can*, *can't*, *must* or *mustn't*

- Elicit the modals for permission and obligation and when they are used (*can/can't for permission*, *must/mustn't for obligation*).
- Then ask them to look at the pictures and say what rule they think they represent.
- The students then complete the rules with a partner. Check the answers as a whole class.

**Answers:**

2 mustn't      3 Can, can, can't

## 3 Complete the dialogues

- Ask the students to read the words in the box and decide whether they think they are used for asking for or offering help.
- The students then complete the dialogues in pairs.
- Invite different students to read out the lines of the dialogues. Then invite pairs of students to read out each dialogue.

**Answers:**

2 I'll      3 Let      4 Can      5 Shall

## Writing skills

- Ask the students to look at the examples of the noun and verb forms, and discuss in pairs what the differences in spelling are between them.
- Invite the students to share their ideas with the rest of the class (*-ise is used in the verbs, and -ice in the nouns*).

### 1 Choose the correct words

- Hamdi and his brother practise/practice tennis every Saturday.
- I don't know which shirt to buy. Please can you give me some *advise*/*advice*?
- In today's lesson, we did a lot of speaking *practise*/*practice*.
- Lamia and Nawal usually *advise*/*advice* their little sister what to wear in the mornings.

### 2 Ahmed is writing an email to his grandmother who lives in another city. Complete the email with these words

Best wishes   can   Dear   help   I'll   Let   Shall

To: Grandmother@example.com  
Subject: helping you

1 Dear..... Grandmother  
I am sorry to hear that you broke your arm. 2 ..... I visit you next weekend so I can help you?  
3 ..... me cook for you. 4 ..... do your shopping for you, too.  
5 ..... also do other things in the house.  
Let me 6 ..... in the garden, too. I know you love your garden.  
See you soon,  
7 .....  
Ahmed

### 3 Write an email offering help

- One of your cousins has a cold.
- Write an email to the cousin and offer to come and visit.
- Offer to help your cousin. Say what you can do to help when you visit. Remember to organise your email correctly.

.....  
.....  
.....  
.....  
.....  
.....  
.....

## 1 Choose the correct words

- Ask the students to read the example sentence and say why the circled option is correct (*it's a verb*).
- Then ask the students to read the rest of the sentences and work in pairs to decide whether the noun or the verb is needed.
- Check the answers as a whole class.

**Answers:**

2 advice      3 practice      4 advise

## 2 Ahmed is writing an email to his grandmother who lives in another city. Complete the email with these words

- Ask the students what they think Ahmed might write in the email to his grandmother. Then ask them to read the email and check their ideas (*he is offering to help her when he visits*).
- The students then complete the email with the words in the box.
- Check the answers as a whole class. Then ask

the students what they do to help their own grandparents.

**Answers:**

- 2 Shall    3 Let    4 I'll    5 can    6 help  
7 Best wishes

### 3 Write an email offering help

- 1 Ask the students to read the instructions and discuss ideas for their emails in pairs.
- 2 The students then write their email. They should start their answer in the Workbook and continue in their copybooks if they need more space. Remind them to use phrases for offering help and to structure their email using the organisational features in exercise 2.
- 3 Go round and monitor while they are working, helping where necessary. Then invite different students to read out their emails. Ask them to vote on who the most helpful person in the class is.

**Answers:**

Students' own answers

## A s s e s s m e n t

### Speaking task

**Outcome: to ask for and offer help**

Use SB page 31, exercises 2 and 4 and Functions box  
In pairs, students choose two of the pictures in exercise 2 and practise conversations asking for and offering help, using the language practised in Lesson 3.

### Reading task

**Outcome: to read a leaflet about safety in the kitchen**

Use SB page 29, exercise 3, text

On the board, write the following:

- |                              |                      |
|------------------------------|----------------------|
| <b>1 Roll up</b>             | <b>an oil fire.</b>  |
| <b>2 Always use</b>          | <b>your hands.</b>   |
| <b>3 Don't pour water on</b> | <b>long sleeves.</b> |
| <b>4 Always dry</b>          | <b>oven gloves.</b>  |

Students read the text, then join the beginnings and endings to make sentences.

### Writing Task

**Outcome: to write an email offering help**

Tell the students that they have received an email from a British friend asking for help with a project about family life in Egypt. Students write a reply to the email, including at least two offers of help.

### Listening task

**Outcome: to understand people asking for and offering help**

Use the recording for SB page 31, exercises 2 and 3

On the board, write the following gapped extracts from the recording:

- 1 Those bags are very heavy! \_\_\_\_\_ for you?
- 2 Don't worry. \_\_\_\_\_ you to the door.
- 3 \_\_\_\_\_ to get off the bus, please?
- 4 Of course. \_\_\_\_\_ your arm? Then you won't fall.

Students complete the missing words as you play the recording, pausing as necessary.