

<Unit number>**Unit 7**

<Unit head>**Health and safety**

<Lesson head>**Lesson 1**

<Page reference head>**SB pages 6-7    WB page 86**

[Insert image: SB pages 6-7]

<Objectives panel>**Objectives**

**Reading** Leaflet about hygiene around the home

**Writing** An email giving advice

**Listening** How to give first aid

**Speaking** Giving advice

**Language** *Should/shouldn't, must/mustn't*

**Critical thinking** Interpreting research: the importance of hygiene

<B head>**Before you start**

1 With books closed, write the unit title 'Health and safety' on the board and lead a brainstorm of vocabulary students associate with the phrase. If necessary, offer some suggestions to get students started such as *accident, emergency, fire*.

2 Accept all answers.

3 Ask students to open their books. Allow them a few minutes to discuss the questions in pairs. Then ask students to tell the class their answers.

<AK Lozenge>**Suggested answers**

1 An ambulance in an emergency situation, perhaps at an accident, someone doing CPR (trying to revive the man on the ground).

2 The people in the ambulance are trying to take someone to hospital; the person doing CPR is trying to help someone who is very ill.

<B head>**Vocabulary**

**1 Look at the words and phrases in the box and answer the questions.**

1 Go through the example with the class. Elicit situations which present danger to check understanding.

2 Allow students three or four minutes to complete the exercise individually before discussing answers with a partner. Encourage students to use a dictionary to check the meanings of any words they don't know.

3 Check answers as a class.

### <AK Lozenge>Answers

1 danger 2 breathe 3 respond 4 emergency services 5 CPR 6 first aid

### <B head>Listening

#### **2 Listen to a nurse telling people how to give first aid and answer the questions.**

1 Tell students they are going to listen to a nurse explaining how to give first aid.

2 Before playing the recording, read through the questions with the class, checking understanding.

3 Play the recording and ask students to make notes of their answers.

4 Check answers as a class.

### <AK Lozenge>Answers

1 What to do if you find someone lying on the floor who isn't moving.

2 How to do CPR.

### <AS Lozenge>Audioscript

#### <AS Tint - Start>

**Nurse:** Today, I'm going to tell you what to do if you find a person who is lying on the ground and not moving. Call the emergency services immediately. Then you must check if there are any dangers near to the person, like electrical cables. If there are any dangers, move the person away from them.

When you know they're safe, shout 'Hello!' or 'Wake up!' and see if the person responds. If the person doesn't respond to you, put your face next to their face so you can check their breathing.

If the person isn't breathing, the emergency services will tell you how to do CPR so you can help the person start to breathe again.

<AS Tint - End>

### **3 Listen again and put the things that the nurse describes (a-f) in the correct order.**

1 Read through the sentences as a class to check understanding. Point out that sentence *f* is the first thing that the nurse describes.

2 Play the recording for the second time, pausing after the first example.

3 Play the rest of the recording. Students write numbers 2 to 6 in the boxes.

4 Go through the exercise with the class. If necessary, play the recording again, stopping after each thing is mentioned.

### **<AK Lozenge>Answers**

1 f   2 e   3 b   4 a   5 c   6 d

### **<B Head>Speaking**

#### **4 Discuss in pairs. What can you do to help someone? Would you like to learn first aid? Why/Why not?**

1 Read the questions and the example with the class and allow students a few minutes to discuss their answers in pairs. Go round and help with vocabulary as necessary.

2 Ask the pairs to report back to the class and compare their answers.

#### **5 Read the two examples of research into hygiene. What are the two reports trying to say?**

1 Explain to students that these are two short texts describing research into hygiene.

2 Allow students two or three minutes to read the texts and to decide the main message.

3 Compare answers as a class without commenting as this stage.

**<AK Lozenge>Answers**

The reports are highlighting possible problems if you do not keep things clean (clothes and your hands).

**6 Do you believe the reports? Why/Why not?**

1 Allow students a few minutes to discuss their ideas with a partner before having a class discussion.

2 Accept any answers that show good reasoning.

**<AK Lozenge>Suggested answers**

I only believe one of the reports. Text A isn't a real example of research.

Depending on usage and the environment, it's possible to wear trousers for a week without concern. Text B is a real example of research.

**<B head>Reading**

**7 Read the advice about interpreting research. What is it warning us about?**

1 Read the question as a class and ask students to predict the answer without commenting on their suggestions at this stage.

2 Encourage students to scan the article to check whether their predictions were correct.

3 Check answers as a class.

**<AK Lozenge>Answers**

Some information you read online might not be correct.

**8 Read the article again and correct these statements.**

1 Ask students to read the statements before reading the article again to try to identify the mistakes in the statements.

- 2 Students correct the mistakes and discuss their answers with a partner.
- 3 Feedback as a class, asking students to say where they found the answer in the article.

### <AK Lozenge>Answers

- 1 You can find ~~hundreds~~ **thousands** of articles online.
- 2 You ~~shouldn't~~ **should** ask if the information is true.
- 3 Ask ~~your teacher~~ **yourself** if the report is surprising.
- 4 You should ~~only look at only one report on a website~~ **look for other research** to decide if it's true.

### 9 Discuss these questions in pairs.

- 1 Ask students to read the two questions and to discuss them in pairs.
- 2 Open the questions up into a class discussion. See if students all agree.

### <Pale AK lozenge>Students' own answers

### <B head>Skills for Life

- 1 Draw students' attention to the skills for life box.
- 2 Read through the advice as a class and ask students to suggest why this is important.

### <Page reference head>WB page 86

[Include image of WB page 86]

### <B head>Vocabulary

#### 1 Match the words with the definitions.

- 1 Allow time for the students to match the first word to its definition and check understanding.
- 2 Students complete the exercise individually before class feedback.

### <AK Lozenge>Answers

1 c   2 e   3 a   4 d   5 b   6 f   8 g

## **<B head>Reading**

### **2 Read the article about being clean around the house and answer the following questions.**

1 Read through the sentences/question with the class to check understanding.

2 Allow time for students to complete the task individually before class feedback.

### **<AK Lozenge>Answers**

1 (four from:) use plastic chopping boards and clean them properly; replace kitchen sponges every two weeks; clean things in our homes that we touch such as phone and tablets with special cleaners; wash our hands; use a tissue when you sneeze.

2 Suggested: A healthy home

3 Students' own answers

## **<B head>Writing**

### **3 Write a paragraph about how you help to keep your home clean.**

1 Read through the task with the class and lead a discussion to elicit possible suggestions, providing vocabulary as necessary.

2 Allow students some time to write the paragraph. As they are writing, monitor and offer support as needed.

3 Read the Remember! box as a class and check that they follow this advice.

4 Ask students to read their suggestions to a partner and to comment on the similarities and differences.

### **<Pale AK lozenge>Students' own answers**

<Lesson head> **Lesson 2**

<Page reference head> **SB pages 8–9 WB page 87**

[Insert image SB pages 8-9]

<B head> **Before you start**

1 Refer students to the question and allow them a few minutes to discuss their answers with a partner. This revises what they discussed in the last lesson.

2 Compare answers as a whole class.

<Pale AK Lozenge> **Students' own answers**

<B head> **Focus on Vocabulary**

1 Direct students' attention to the words in the Focus on Vocabulary box and ask them to check they understand their meanings. Allow students to use their dictionaries if necessary.

2 Tell students these items will be useful in the reading exercise.

<B head> **Reading**

**1 Read the leaflet about hygiene at home quickly. Which DOs and DON'Ts are only for inside a house or flat?**

1 Elicit what Dos and Don'ts are. If necessary, explain that Dos are things we advise people to do and Don'ts are things we advise people not to do.

2 Ask students to scan the leaflet to find the answers to the question.

3 Students discuss their answers with a partner before class feedback.

<AK Lozenge> **Answers**

1 Take your shoes off

2 No more dust

3 Wash the kitchen floor

4 Change your bedding

7 Don't forget to keep your bins clean (this answer will depend on whether students have outside bins).

## **2 Read the leaflet again. Are these sentences true (T) or false (F)?**

1 Put students in pairs to read the sentences and guess the answers based on what they remember from the first reading.

2 Students read the text again to find the answers.

3 Ask different students to read out the answers and correct false statements.

4 Read *Hygiene rules around the world*. Initiate a class discussion by asking students if the rules are also true for them and if they find them surprising. Ask whether they know of any other rules from different countries or cultures.

### **<AK Lozenge>Answers**

1 F They can carry a lot of bacteria.

2 T

3 T

4 F You should change your bedding at least once every two weeks.

5 T

6 F You should wash your hands when you've finished gardening.

7 F You shouldn't leave your bin open.

### **<B head>Speaking**

#### **3 Discuss these questions in pairs.**

1 Go through the questions with the whole class to check understanding.

2 Allow students four or five minutes to discuss the questions with a partner. Monitor and offer support with vocabulary as necessary.

3 Feedback by asking some pairs for their answers and, if appropriate, make a list on the board of any other hygiene rules the class suggest.

#### **<Pale AK Lozenge>Students' own answers**

### **<B head>Language**

#### **4 Match sentences 1-4 with one of these descriptions.**

1 Read the descriptions in the box with the class to check understanding.

2 Allow students time to match the sentences.



3 Check answers as a class, drawing attention to the Focus on Language box for further examples. If necessary, refer students to the Language Review on page 78.

**<AK Lozenge>Answers**

1 very strong advice   2 a rule or law   3 a suggestion   4 advice

**5 Reply using *should/shouldn't, must/mustn't* and the words in brackets.**

1 Go over the example sentence with the class to check understanding.

2 Allow time for students to complete the other replies individually. Go around and offer help where needed.

3 Check answers as a class.

**<AK Lozenge>Answers**

1 You should open the windows.

2 You must wash your hands after you've touched a/the/your bin.

3 He shouldn't wear his shoes inside.

4 She should clean her bedroom more often.

5 You mustn't eat in the library.

**<B head>Speaking**

**6 Discuss these questions in pairs.**

1 Put students in pairs.

2 Ask them to suggest two or three answers to each question. Monitor and listen as students talk, helping with vocabulary as necessary.

3 Elicit answers from the whole class to encourage a short class discussion.

**<Pale AK Lozenge>Students' own answers**

<Page reference head>WB page 87

[Insert image WB page 87]

<B head>**Vocabulary**

**1 Complete the sentences with the correct words.**

1 Encourage students to read through the sentences to decide what kind of word is missing from each gap.

2 Allow students time to complete the exercise individually before class feedback.

<AK Lozenge>**Answers**

1 bin 2 dust 3 soil 4 bedding 5 at least 6 allergy 7 grow

<B head>**Language**

**2 Look at the advice and put it into the correct list in the table. Then make sentences.**

1 Read through the advice with the class to check understanding.

2 Allow students a few minutes to copy the advice into the correct list in the table.

3 After checking the answers, ask students to work in pairs to make sentences using the advice. Monitor as they do the task.

<AK Lozenge>**Answers**

**should/must**

You should/must wash your hands often.

You should/must cover your mouth when you cough.

You should/must use a tissue when you sneeze.

You should/must wash your hands with soap after using the toilet.

You should/must wash your hands before you eat.

**shouldn't /mustn't**

You shouldn't/mustn't go to school when you are ill.

You shouldn't/mustn't keep the same sponge in your kitchen for months.

You shouldn't/mustn't sleep in the same bedding without cleaning it for many days.

You shouldn't/mustn't prepare food after touching an animal.

You shouldn't/mustn't drink from the same cup as a person who is ill.

### 3 Circle the best option to complete the sentences.

1 Go over the example to check understanding.

2 Students complete the task individually before class feedback.

#### <AK Lozenge>Answers

1 mustn't 2 should 3 mustn't 4 should 5 mustn't

#### <B head>Video

1 Ask students to use the EKB to watch a video on "Health and safety."

2 Show them how to use the EKB, if necessary.

3 You could ask them questions to check understanding in the next lesson, for example:

*Why is food hygiene important?*

*What can happen if we aren't careful with food hygiene?*

4 Discuss students' answers.

#### <Video script heading> Video script

#### <video script text box, green tinted background>

We need food to live, but if our food isn't prepared hygienically, we can have some serious health problems. That's the reason why food hygiene is very important, both in restaurants and shops, and at home.

Before you start cooking, you must wash your hands, so that there's no bacteria on them.

If you have long hair, you should tie it up so no hairs will go into the food you're cooking.

After that, you can take your ingredients, knives and other equipment and start preparing the food. You must wash fruit and vegetables first. You mustn't touch the metal part of the knife while you're using it.

#### <end of video script text box, green tinted background/>



<Lesson head>**Lesson 3**

<Page reference head>**SB page 10      WB page 88**

[Insert image SB page 10]

<B head>**Before you start**

1 Allow time for students to discuss the questions in pairs. Monitor and offer prompts where needed.

2 Invite different students to report back to the class and allow a short class discussion.

<Pale AK Lozenge>**Students' own answers**

<B head>**Reading**

**1 You are going to think of some helpful ideas and suggestions for a friend who has a problem.**

1 Go over the instructions with the whole class to check understanding.

2 Allow students time to read the email and ask them to underline the answers to the questions.

3 Students discuss their answers with a partner before whole class feedback.

<AK Lozenge>**Answers**

1 Mrs Saki had an accident so the bins are full, the floor and kitchen are dirty and her back is hurting.

2 He/she has exams coming up.

<B head>**Speaking**

**2 In pairs, discuss these questions. Make a note of any ideas that you and your partner agree about.**

1 Read out the questions and allow students some time to think about their answers individually.

2 Put students in pairs to discuss their answers to the questions.

3 Elicit answers from different pairs.

<Pale AK Lozenge>**Students' own answers**

### **3 Make notes of some advice to give your friend using your ideas from Exercises 1 and 2.**

1 Read through the sentence starters and point out these different ways of giving advice.

2 Allow students some time to complete the notes using the ideas they discussed previously.

3 Elicit some suggestions from different students around the class and hold a class vote to choose the best advice.

**<Pale AK Lozenge>Students' own answers**

### **4 Work with a partner and discuss what advice you would give in these situations.**

1 Go over the three situations with the whole class, explaining vocabulary as necessary.

2 Allow students a few minutes to discuss the advice they would give in the three situations. Monitor as students talk, offering support as necessary.

3 Ask different students to tell the whole class their suggestions and decide which advice is best in each situation.

**<Pale AK Lozenge>Students' own answers**

<Page reference head>WB page 88

[Insert image of WB Page 88]

## <B head> Reading

### 1 Read the email quickly and answer these questions.

1 Read the question with the class and ask them to scan the email quickly to find the answer.

2 Check with the whole class.

### <AK Lozenge>Answer

a Maher forgot to clean the house at the weekend. It is very dirty and his parents are coming home tomorrow.

b Amir got angry in an argument with Hany.

### 2 Read the email again and choose the correct answers.

1 Ask students to read the sentences first and then to read the email again more carefully.

2 Allow time for students to complete the task individually before class feedback.

### <AK Lozenge>Answers

1 beach    2 Hany    3 should    4 morning    5 clean    6 tomorrow

## <B head>Writing

**Imagine you are Maher's friend. Write an email to him with your advice. Tell him what he should and shouldn't do.**

1 Go over the instructions with the class to check understanding.

2 Remind students to use *should/shouldn't* to give advice in the email.

3 Allow time for students to write their emails and then ask some students to read theirs out to the class. Talk about the similarities and differences in the advice.

### <Pale AK Lozenge>Students' own answers

<Lesson head>**Lesson 4**

<Page reference head>**SB page 11      WB page 89**

[Insert image SB page 11]

<B head>**Before you start**

- 1 Draw attention to the photo and ask students what they can see. Elicit vocabulary (a building on fire, fire engine, flames etc).
- 2 Go over the questions with the whole class before giving students a few minutes to discuss their answers in pairs.
- 3 Lead a whole class discussion to elicit ideas and suggestions.

<Pale AK Lozenge>**Students' own answers**

<B head>**Vocabulary**

**1 Match the words to their definitions.**

- 1 Students match the words and definitions before checking answers with a partner.
- 2 Feedback as a class.

<AK Lozenge>**Answers**

1 d   2 c   3 b   4 a   5 e

**2 Listen and complete the sentences with the words in the box.**

- 1 Ask students to read the sentences and see if they can complete them before they listen.
- 2 Play the recording. Students work individually to check their answers and complete the sentences.
- 3 Feedback as a class.

<AK Lozenge>**Answers**

1 emergency   2 evacuate   3 doors   4 breathe   5 Wrap   6  
immediately

<AS Lozenge>**Audioscript**

<AS Tint - Start>



- 1 If you see a fire, call the emergency services.
- 2 Stay calm and evacuate the building quickly.
- 3 If possible, close the doors and windows when you leave.
- 4 When there is smoke, it is easier to breathe close to the ground.
- 5 Wrap a blanket around injured people.
- 6 Put running water on mild burns immediately.

<AS Tint - End>

### <B head>Speaking

#### **3 What should people do if there's a fire? Discuss your answers in pairs.**

- 1 Allow students some time to discuss their answers in pairs.
- 2 Feedback as a class.

<Pale AK Lozenge>Students' own answers

#### **4 Look back at the actions in Exercise 2 and answer the questions.**

- 1 Ask individual students to read out the actions from Exercise 2.
- 2 Allow students some time to discuss their answers.
- 3 Feedback as a class.

<AK Lozenge>Answers

- 1 Yes, they are all necessary.
- 2 Student's own answers.

#### **5 What actions are necessary in these situations?**

- 1 Go over the three situations to check understanding.
- 2 Put students into groups to suggest actions for each of the situations.  
Monitor and provide language support as necessary.
- 3 Ask each group to report their answers to the whole class and choose the best suggestions.

<Pale AK Lozenge>Students' own answers

<Page reference head>WB page 89

[Insert image of WB page 89]

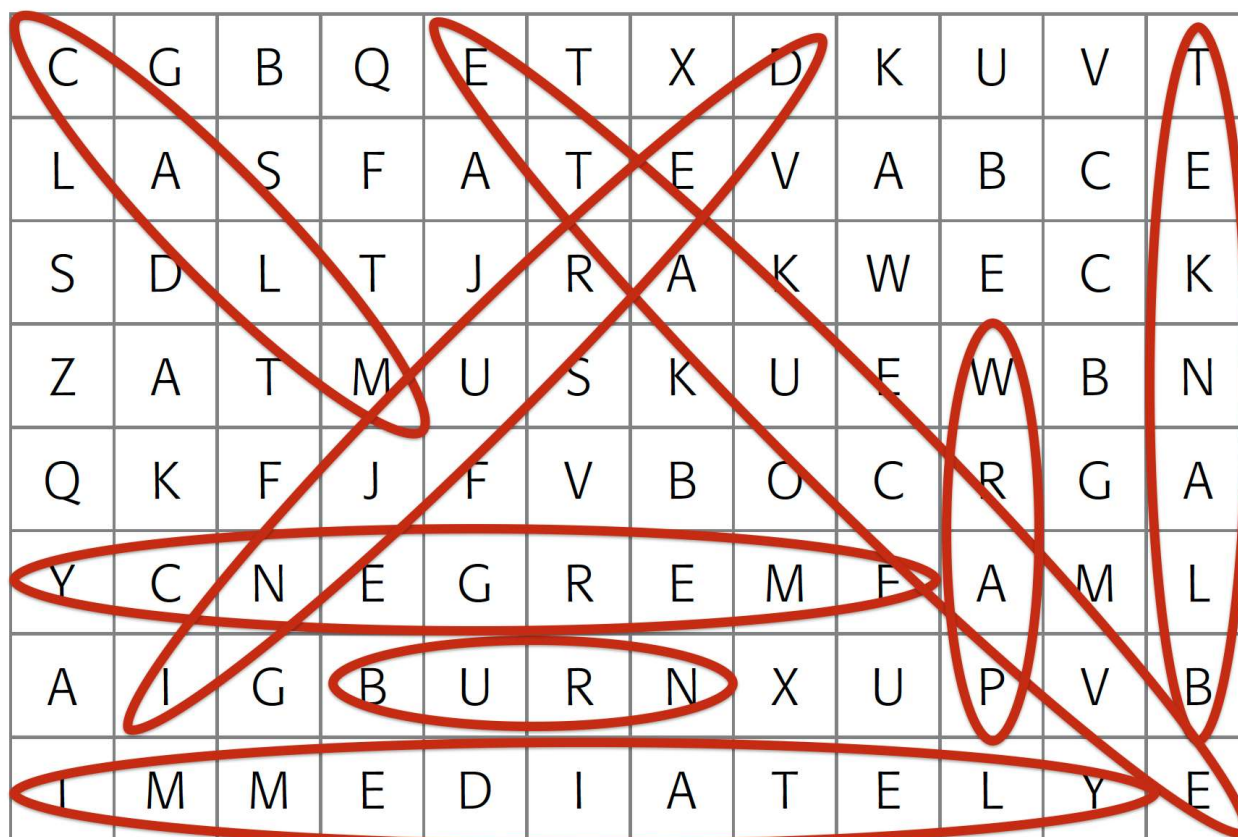
<B head>Vocabulary

### 1 Find the words in the wordsearch.

1 Explain the task and allow students to work in pairs to find the words.

2 Go round and monitor to check they are doing this well and offer help and support.

<AK Lozenge>Answers



### 2 Complete the sentences with the words from the wordsearch.

1 Go over the instructions and then allow students a few minutes to complete the exercise.

2 Check answers as a class.

<AK Lozenge>Answers

- 1 emergency, calm
- 2 injured, wrap, blanket
- 3 evacuate, immediately, burn

### <B head>Reading

#### **3 Read the advice and match the ideas with the different situations. In case of emergency ...**

- 1 Go over the instructions and check understanding.
- 2 Allow students time to read the advice and match it with the appropriate situation.
- 3 Check answers as a class.

### <AK Lozenge>Answers

1 B   2 A   3 B   4 A   5 B   6 A

### <B head>Writing

#### **4 Write a paragraph giving advice about what to do in a fire.**

- 1 Go over the instructions and check understanding.
- 2 Students discuss their ideas in pairs, then write individually.
- 3 They can complete the task for homework.

<Lesson head>**Lesson 5**

<Page reference head>**SB pages 12–14**

[Insert image SB pages 12-14]

<B head>**Before you read**

1 Ask students to summarise what happened in the previous chapter. Elicit the names of the characters and what they did.

2 Elicit suggested answers to the question.

<AK Lozenge>**Answer**

Ben Gun took Jim to the fort.

<B head>**Reading**

1 Put students into groups of six to read through the story. They each take one of the parts: Jim Hawkins' narrative, Jim's speech, Ben Gun, Dr Livesy, Long John Silver, Captain Smollett.

2 When students finish reading, check understanding of the words in bold. Encourage students to try to understand the meaning from the context before using their dictionaries to check if necessary.

<Lesson head>**Lesson 6**

<Page reference head>**SB page 15      WB pages 90–91**

[Insert image SB page 15]

<B head>**Before you start**

- 1 Read the questions with the class and check understanding.
- 2 Allow students to reread the chapter if necessary and discuss their answers in pairs.

<AK Lozenge>**Answers**

- 1 The fort gave Captain Smollett and his men protection from the pirates. It is where they had a fire for warmth and food to eat.
- 2 Long John Silver wanted the map to the treasure.

<B head>**Vocabulary**

**1 Complete the sentences with these words from the story.**

- 1 Point out that the words in the box are the words in bold from the text before asking students to complete the sentences individually.
- 2 Check answers as a class.

<AK Lozenge>**Answers**

- 1 honest   2 truce   3 mist   4 tricks   5 offer   6 chain   7 trial  
8 advantages

<B head>**Reading**

**2 Are the sentences *true* (T) or (F)? Correct the false sentences.**

- 1 Go through the example with the class, checking understanding.
- 2 Students work through the other questions individually before checking answers as a class.

<AK Lozenge>**Answers**

- 1 F There were pirates on the ship.
- 2 T

3 T

4 F Captain Smollett gave them all jobs.

5 F They could only see them because of the mist.

6 T

### **3 Read the quotations and answer the questions.**

1 Students work through the exercise before checking answers as a class.

#### **<AK Lozenge>Answers**

1 He is talking about Ben Gun. He would be crazy because he has been alone for many years, without talking to anyone.

2 Flint. He was probably frightened of Silver because he knew he was a bad man. It shows that even a clever man like Flint wants to be careful of Silver.

3 Because the pirates have all done bad things. (Student's own answers.) It shows that Captain Smollett is both a brave man, and a person who believes that bad people should be punished/should respect the law.

### **4 Work in pairs. Discuss and answer these questions.**

1 Read through the questions with the class checking understanding.

2 Allow students time to discuss and answer all the questions before leading a class discussion on the answers.

#### **<AK Lozenge>Answers**

1 The white flag is a symbol of truce or request for negotiation. Silver wanted to talk to Captain Smollett.

2 Captain Smollett didn't trust Silver. He thought it was a trick.

3 He wanted them to give him the map for the treasure.

4 Captain Smollett thought there were not enough men with Silver to attack them and the fort was strong so he refused Silver's offer.

5 He slowly walked back down the hill.

#### **<B head>Writing**

### **5 Write two sentences to describe each of these characters.**

1 Students work in pairs to discuss the characters.

2 They write two sentences each.

3 Ask a few students to read their sentences. You could take in their work to mark.

**6 Write a summary of what happens in the chapter in about 100 words.**

1 Students work in pairs to make notes on the most important events in the chapter. If necessary, there could be class feedback to check that everyone has identified the key points.

2 Using their notes, students write the summary individually.

3 Invite volunteers to share their answers with the class.

<Pale AK Lozenge> **Students' own answers**

[Insert image WB pages 90-91]

**1 Answer the questions with full sentences.**

1 Remind students that they can look back at the words in the text to see how they are used in context.

2 Point out that the example is a full sentence and not a short form answer. Remind students that most of the vocabulary that they need is in the questions.

3 Allow the students enough time to choose their answers and to write them out in full.

4 Check answers from around the class. Explain any minor differences between answers. Only accept grammatically accurate answers.

<AK Lozenge>**Suggested answers**

1 It is like low cloud.

2 You usually find a chain on a bike.

3 You usually make someone an offer when you want to buy or get something.

4 You usually find sand on a beach.

5 People go on trial to find out if they did something wrong.

6 If someone tricks you, they are trying to do something to surprise you.

7 If you have a truce with someone, you agree to stop fighting.

8 If you win a match, you are usually happy.

**2 Read Chapter 7 again quickly. Who has or had the following?**

1 Allow students enough time to scan through the chapter quickly, looking for the key words mentioned in the exercise.

2 Allow students enough time to complete the gaps with the correct names.

3 Elicit answers from around the class.

<AK Lozenge>**Answers**

1 Captain Smollett and his men

2 The pirates

3 Doctor Livesy



- 4 Long John Silver/The pirates
- 5 Captain Smollett and his men

**3 Match the people with what they do or what happens to them.**

- 1 Students should try to complete the task from memory, but allow them to read back through the chapter if necessary.
- 2 Give students enough time to match the answers.
- 3 Elicit answers from individual students.

**<AK Lozenge>Answers**

1 b   2 c   3 a   4 e   5 d

**4 Put the events from Chapter 7 in the correct order.**

- 1 Tell students that they can scan the chapter quickly.
- 2 Allow enough time for students to check their answers. Remind them that if they get one answer incorrect, it will affect the others.
- 3 Check answers as a class.

**<AK Lozenge>Answers**

1 d   2 e   3 c   4 a   5 f   6 b

**5 Complete the sentences with these adjectives.**

- 1 Elicit the meanings of the words in the box and ask students for examples.
- 2 Students work through the exercise before checking their answers.

**<AK Lozenge>Answers**

1 clever   2 frightened   3 busy   4 crazy   5 honest   6 safe

**6 Match to make phrases.**

- 1 Go over the instructions with the class to check understanding.
- 2 Give students enough time to complete the task before checking the answers.

**<AK Lozenge>Answers**

1 d   2 a   3 e   4 b   5 c

**7 Answer the following questions.**

- 1 Students can discuss the questions in pairs.

2 Discuss their answers as a class.

**<AK Lozenge>Answers**

1 It showed the pirates that they had the fort.

2 He did not know if he could trust the people inside it.

3 They thought that if they left with the ship, they could wait for help to arrive. (Suggested:) I don't think I agree with this idea as it could be many years before they got help.

4 He says he will take them home or somewhere safe if they give him the map, or they can stay on the island and wait for help. His threat is "the sound of guns": he will fight them.

5 (Suggested:) Yes, he wanted a truce but only if they agreed to his offer.

6 The expression means to do two things at the same time. In this situation, he kept everyone busy to make them feel better, and he also got some jobs done.

**8 What do you think Silver will say to his men after he leaves the fort?**

**Write about 50 words.**

1 Ask students how they think Silver is feeling and how they expect a man like him to behave. Ask them to think about everything the pirates have done to get this far and how much they want the treasure.

2 Tell students that they can write Silver's words as though he was speaking to his men.

3 Give students enough time to write their answers.

4 Invite volunteers from around the class to share their answers.

**<Pale AK Lozenge>Students' own answers**

<Unit number>**Unit 8**

<Unit head>**Robots**

<Lesson head>**Lesson 1**

<Page reference head>**SB pages 16-17      WB page 92**

[Insert image: SB Pages 16-17]

<Objectives panel>**Objectives**

**Reading** Online posts about the advantages of new technology

**Writing** An essay about the advantages and disadvantages of having technology in the house

**Listening** Discussion on how technology can improve learning

**Speaking** Discussing consequences

**Language** Zero, first and second conditionals

**Critical thinking** Is technology always good?

**Respect for diversity** People have different views related to technology

<B head>**Before you start**

1 Read through the question with the class and lead a whole class discussion.

2 Ask students which things they use every day and how their lives would be different without them. Provide vocabulary as needed.

3 Ask students to explain their answers fully.

<Pale AK Lozenge>**Students' own answers**

<B head>**Focus on Vocabulary**

1 Tell students to look at the words in the Vocabulary box and check meaning. Ask students to use their dictionaries if necessary.

2 Tell students these words will be useful in the reading exercise.

<B head>**Reading**

**1 Read three online posts about technology. Write the names of the inventions next to the sentences that describe them.**

1 Read the question at the top of the posts with the class.

2 Ask students to match the inventions with the descriptions individually before checking answers as a class.

**<AK Lozenge>Answers**

1 The internet    2 GPS        3 The internet    4 Hybrid vehicles

**2 Find these phrasal verbs in the online posts and match them with their meanings.**

1 Ask students to find the example phrasal verb (find out) in the texts. Then ask them to read the words around it to understand the meaning.

2 Allow a few minutes for students to find the other two verbs.

Encourage them to read the words around the verbs to understand the meaning and then match the verbs with their definitions.

3 Check answers as a class.

**<AK Lozenge>Answers**

1 learn something that you didn't know before

2 travel from place to place

3 leave your home to do something fun with other people.

**<B head>Speaking**

**3 Discuss in pairs. What do you think is the best invention? Why? Use the idea in the box below or your own ideas.**

1 Read the questions with the class and go over the language in the box.

2 Tell students they can use this language or their own ideas to talk about the best invention. Monitor students as they talk and offer support as necessary.

3 Elicit feedback by asking some pairs to present their ideas to the class.

**<Pale AK Lozenge>Students' own answers**

**<B head>Writing**

**4 Read this article about an invention and then write the questions that it answers in the right order.**

1 Tell students that the article describes an invention. Read the questions with the class and check understanding.

2 Allow students time to read the article and list the questions in the order they are answered in the article.

3 Ask students to check answers with a partner before class feedback.

**<AK Lozenge>Answers**

1 What invention have you chosen?

2 What is the invention?

3 What can this invention do?

4 How long have we had this invention?

5 Why do you think this is the best invention?

**5 Answer the questions in Exercise 4 for the invention that you chose in Exercise 3.**

1 Ask students to answer the questions in Exercise 4 for the invention they chose in Exercise 3 to write an article.

2 Nominate students to share their writing with the class.

**<Pale AK Lozenge>Students' own answers**

<Page reference head>WB page 92

[Insert image of WB page 92]

## <B head>Vocabulary

### 1 Complete the gaps with the correct word.

- 1 Encourage students to read through the whole dialogue before choosing the correct word for each gap.
- 2 Feedback as a class before asking students to act out the dialogue in pairs focusing the correct intonation for questions.

### <AK Lozenge>Answers

1 hybrid car      2 familiar   3 benefit   4 click      5 inventions      6  
navigate

## <B head>Reading

### 2 Match the people to the inventions.

- 1 Read the information about the three people with the class to check understanding.
- 2 Ask students to read invention 1 and say why it is the best for Manal.
- 3 Allow time for students to read 2 and 3 and match them to Marwan and Nadia.
- 4 Elicit feedback by asking students to say why they matched each person with each invention.

### <AK Lozenge>Answers

1 Manal    2 Marwan   3 Nadia

## <B head>Speaking

### 3 Discuss these inventions. Do you think they are useful for you or people you know?

- 1 Read the rubric with the class and put students into small groups to discuss their answers. Remind students to give reasons for their ideas.

2 Elicit feedback by asking different groups to say which inventions are useful for them or people they know and why.

<Pale AK Lozenge>Students' own answers

### <B head>Writing

**4 Write a paragraph about an invention that you think is a good idea. How would it make a difference to your life?**

1 Read through the rubric with the class to check understanding and answering any questions they may have.

2 Ask students to suggest the inventions and write them on the board.

3 Tell students to plan their ideas by making notes before they start writing. They could work in pairs to do this. Go round and offer suggestions where needed.

4 Allow time for students to write their paragraphs individually.

5 Remind students to check their work before they hand it in or read it to a partner.

<Pale AK Lozenge>Students' own answers

## <Lesson head>Lesson 2

<Page reference head>SB pages 18–19      WB page 93

[Insert image SB pages 18-19]

### <B head>Before you start

Draw attention to the photographs and ask students to discuss the questions in pairs before class feedback.

### <AK Lozenge>Answers

- 1 The internet, GPS (vehicle); a laptop computer
- 2 Students' own answers

### <B head>Language

**1 Underline the verbs that follow *if* in these sentences. Then circle the verbs in the other clauses.**

- 1 Go over the instructions. Then check understanding of the task using the example sentence.
- 2 Allow students time to complete the other items.
- 3 Check answers as a class.

### <AK Lozenge>Answers [circle words highlighted]

- 1 don't know / use
- 2 need / 'll use
- 3 broke / 'd buy

**2 Look at the sentences in Exercise 1 and discuss these questions in pairs.**

- 1 Allow time for the students to read the instructions and the questions.
- 2 Put students in pairs to discuss their answers to the questions.
- 3 Go through the exercise with the whole class.

### <AK Lozenge>Answers

- 1  
something that always happens: 1  
something that is possible in the future: 2



something that is unlikely in the future: 3

2

(Sentence 1) if + present simple tense + present simple tense

(Sentence 2) if + present simple tense, will + verb

(Sentence 3) if + past simple tense, would + verb

3 I would

### <B head>Focus on Language

Direct attention to the Focus on Language box and go through the examples with the students, pointing out the verb forms and the uses of the different structures.

If necessary, refer students to the Language Review on page 78 for more examples.

### 3 Choose the correct verbs in these sentences.

1 Go over the example with the class to check understanding.

2 Tell students to complete the task alone. Go round and offer help where necessary.

3 Go through the answers with the whole class.

### <AK Lozenge>Answers

1 would be      2 would be      3 will send      4 tell      5 didn't have

### <B head>Speaking

### 4 Discuss these questions in pairs.

1 Read through the questions with the whole class to check understanding.

2 Put students in pairs and tell them to answer the questions.

3 Elicit feedback by asking some students for their answers.

### <Pale AK Lozenge>Students' own answers

### 5 Work in pairs. Read the statement in the box. Do you agree or disagree with it? Why/Why not?

1 Allow time for the students to read the instructions and the statement.

2 Students work in pairs to give their opinions.

3 Hold a show of hands to see how many students agree and disagree with the statement and elicit some of their reasons.

<Pale AK Lozenge>**Students' own answers**

<B head>**Listening**

**6 Listen to Ahmed and Mustafa discussing the causes and results of the invention of the internet.**

1 Go through the instructions and the questions with the class.

2 Play the recording.

3 Allow time for students to discuss their answers with a partner before class feedback.

<AK Lozenge>**Answers**

1 They both agree that it has caused some (but not a lot of) problems.

2 Student's own answers

<AS Lozenge>**Audioscript**

<AS Tint Start>

**Ahmed:** Well, the reason that we have the internet is so that people in different countries can talk to each other very easily and get answers to their questions very quickly. Although we need this fast and easy communication, it can lead to problems if people spend too much time talking online and don't work or study enough. I wouldn't say that the internet has caused a lot of problems, but I think it has caused some.

**Mustafa:** The problem with the internet is that it makes people feel like they aren't good enough. If you go online, you see all these photos of beautiful people on luxury holidays and you think 'Why isn't my life like that?' This makes some people really unhappy. Perhaps we should all concentrate on our own lives and our own friends and not use the internet anymore.

<AS Tint End>

**7 Listen again and tick (tick symbol) the phrases you hear.**

- 1 Allow time for students to read through the phrases and guess the answers based on what they remember from the first listening.
- 2 Play the recording again and pause after the first phrase.
- 3 Play the rest of the recording and ask students to complete the task alone.
- 4 Ask different students to read out the phrases they heard.

<AK Lozenge>Answers

a [tick symbol] b [tick symbol] c [tick symbol] d [tick symbol]

<B head>Writing

**8 Write the phrases from the *Discussing causes and results* box in the correct column of the table below.**

- 1 Go through the headings in the table and check understanding.
- 2 Allow students time to complete the table with the phrases from the *Discussing causes and results* box.
- 3 Ask different students to read the phrases out to the class.

<AK Lozenge>Answers

**Why we have an invention**

The reason that we have ... is so that ...

**The consequences of an invention**

Although we need ..., it can lead to ...

The problem with ... is that ...

**Giving opinions about the future**

Perhaps we should ...

One day, we will all be able to ...

**9 Use the phrases in Exercise 8 to write about another invention.**

- 1 Allow students time to complete the writing individually in their notebooks before checking answers in pairs.
- 2 Elicit feedback by asking some students to read out their sentences.

<Pale AK Lozenge>Students' own answers

<Page reference head>WB page 93

[Insert image: WB page 93]

<B head>Language

**1 Complete the sentences with zero conditional or first conditional.**

1 If necessary, ask students to go back and look at the forms in the three types of conditional, or elicit the forms using the example sentences to help.

2 Allow time for students to complete the sentences and check answers as a class.

<AK Lozenge>Answers

1 beaks 2 will discover 3 sinks 4 get 5 doesn't work

**2 Complete the sentences with the second conditional.**

1 Go through the example sentence and then ask students to complete the other sentences.

2 Check answers as a class by asking students to read out the completed sentences.

<AK Lozenge>Answers

1 would buy 2 had 3 would we do 4 bought

**3 Choose the correct answer.**

1 Go through the example sentence, pointing out the two verb forms used.

2 Ask students to complete the sentences before class feedback.

<AK Lozenge>Answers

1 would you do 2 would consult 3 melts 4 don't 5 am not 6 had 7 is checked 8 had

**4 Read and choose the correct answer.**

1 Go through the example sentence. Then ask students to read the whole text before they continue.

2 Ask students to complete the sentences before class feedback.

<AK Lozenge>Answers

1 reason 2 that 3 disadvantages 4 problem 5 lead

**<B head>Writing**

**5 Write a paragraph on the problems an invention of your choice can make. Add suggestions to avoid these problems. Use phrases from Student's Book page 19.**

- 1 Read the rubric with the class and check understanding.
- 2 Put students into pairs to discuss their ideas.
- 3 Allow time for students to write their paragraphs individually.
- 4 Elicit feedback by asking different students to read out their paragraphs. You could take in their work to mark.

**<Pale AK Lozenge>Students' own answers**

<Lesson head>Lesson 3

<Page reference head>SB page 20      WB page 94

[Insert image SB page 20]

<B head>**Before you start**

- 1 Draw attention to the question and read the suggested answer.
- 2 If necessary, ask for one or two suggestions to get started before dividing the class into small groups to continue the brainstorm.
- 3 Make sure each student takes notes of the ideas as they will need them for the listening exercise.
- 4 Elicit feedback from the class, writing any new vocabulary on the board.

<B head>**Vocabulary**

**1 Choose the correct meaning of these words. Use your dictionary to check the meaning.**

- 1 Go over the example with the class to check understanding.
- 2 Ask students to complete the exercise individually before checking answers as a class.

<AK Lozenge>**Answers**

1 a   2 a   3 b   4 b   5 a

<B head>**Listening**

**2 Listen to Amal and Hana discussing how technology helps people to learn. Tick (tick symbol) the ideas they mention that you thought of in the brainstorm exercise.**

- 1 Tell students they are going to hear two people having a similar conversation to the one they had in the brainstorming exercise at the start of the lesson.
- 2 Ask students to listen and tick any of the ideas they noted down that Amal or Hana mention.
- 3 Elicit feedback from the class.

<Pale AK Lozenge>**Students' own answers**

<B head>**Audioscript**

[AS tint start]

**Amal:** Technology is so useful when you're learning something, Hana! You can find the information you need really quickly. If you don't understand a word when you're reading a text, you can find the translation for it.

**Hana:** You're right, Amal, but does that really help you to learn? I think that if you learn something, you remember it and you can use it when you're talking or writing. Technology can't help you remember things or write texts.

**Amal:** Well, not exactly, but if you use a language app, for example, you can do quizzes about new words to help you remember them. And there are apps that give you feedback on your writing so you can do it better next time.

**Hana:** I understand what you're saying. That's just not the way I learn. I prefer using a pen and paper and making notes in my notebook. I don't need a smartphone.

**Amal:** That's OK. Everyone's different. For me, the best thing about using technology to learn is that you can chat to people from all over the world online. That's really nice when you're doing your homework on your own. If you have questions, they'll help you.

[AS tint end]

**3 Listen again. Are these sentences *true* (T) or *false* (F)? Correct the false sentences.**

1 Ask different students to read out the sentences before asking them to complete any answers they think they remember from the first listening.

2 Play the recording again and ask students to check/complete the answers, correcting the false sentences.

3 Check answers as a class.

<AK Lozenge> **Answers**

1 T

2 F Hana thinks that technology can't help you to remember things you learn.

3 T

4 F Amal says that apps can help you to improve your writing.

5 T

6 F Amal likes learning online because she can ask other people questions.

**<B head>Speaking**

**4 Discuss these questions in pairs.**

1 Go over the questions with the whole class to check understanding before allowing students time to discuss their answers in pairs.

2 Elicit feedback by asking different pairs to report their ideas to the class.

**<Pale AK Lozenge>Students' own answers**



<Page reference head>WB page 94

[Insert image WB page 94]

### <B head>Vocabulary

**1 Read the text and replace the phrases in bold with the words in the box.**

1 Allow time for students to read the instructions and the text. Then go through the first answer with the class to check understanding.

2 Students work in pairs to complete the exercise.

3 Elicit feedback from the class.

### <AK Lozenge>Answers

1 app      2 chat      3 translation      4 quiz      5 feedback

**2 Match the phrases to complete the opinions.**

1 Go through the example with the class.

2 Ask students to complete the other phrases before checking their answers with a partner.

3 Elicit feedback from the class.

### <AK Lozenge>Answers

1 d    2 e    3 b    4 a    5 c

### <B head>Reading

**3 Read the text and choose the correct answer.**

1 Read through the sentences with the class, making sure they understand them.

2 Ask students to skim the article to find the answer.

3 Check answers as a class asking students to justify their choice.

### <AK Lozenge>Answer

C

**4 Read the text again and answer the questions.**

1 Encourage students to read the questions before reading the text again.

2 Ask students to discuss their answers with a partner and encourage them to give reasons for their ideas.

3 Elicit feedback from the class, asking some students for their opinions.

<Pale AK Lozenge>Students' own answers

<B head>Writing

**4 Write a paragraph about how you think technology can help you study better. Use ideas from Exercise 4 in your Student's Book.**

- 1 Give students time to discuss their ideas in pairs before they write.
- 2 Ask students to check their work carefully when they have finished.
- 3 They could complete the task for homework. Take in their work to mark.

<B head>Video

1 Ask students to use the EKB to watch a video on learning foreign languages in the future.

2 Show them how to use the EKB, if necessary.

3 You could ask them questions to check understanding in the next lesson, for example:

Would you like to learn a language on an app?

Do you use any language learning apps?

What are the pros and cons of learning a language using an app?

4 Discuss students' answers.

<video script green lozenge>Video script

<video script green tinted box>

Will people need to learn foreign languages in the future? Or will technology speak them for us? Some people think that if apps and translation software continue to improve over the next ten to twenty years, language lessons will become a thing of the past. But can an app or a piece of software really communicate like a person can?

They can definitely translate words, or even whole sentences, from one language to another. But they can't smile at the person you're talking to and show them that you really mean what you're saying.

When you speak in a foreign language, you speak to another human being and human beings find it difficult to become friends with

smartphones or computers – we are programmed to prefer other human beings. That's why we can feel sure that learning languages still has a future.

<video script green tinted box/>

<Lesson head>Lesson 4

<Page reference head>SB page 21      WB page 95

[Insert image SB page 21]

<B head>Before you start

**1 Discuss these questions in pairs.**

- 1 Allow students a few minutes to discuss the first question with a partner.
- 2 Write the names of the technology listed on the board and ask students to vote for their favourite by raising their hand. Write the number of votes under each device.

<Pale AK Lozenge>Students' own answers

<B head>Reading

**1 Read the comments two Egyptian students wrote about the advantages and disadvantages of technology. Then answer the questions below.**

- 1 Go over the instructions and the questions with the class to check understanding.
- 2 Allow students time to skim read the texts to find the answers to the questions.
- 3 Check answers as a class.

<AK Lozenge>Answers

- 1 Dina      2 Kamal

**2 Read the comments again. Find three advantages and two disadvantages in the two comments above and then write them in the table below.**

- 1 Check understanding of the instructions and ask students to read the texts more carefully to identify the advantages and disadvantages that are mentioned.
- 2 Allow students to discuss their answers with a partner before class feedback.

<AK Lozenge>Answers

Advantages

It helps me find information for my school work.

I can buy things easily online.

It makes life easier and you can do things so much faster.

Disadvantages

It can lead to a lot of stress.

It can stop people enjoying their free time.

**3 Put a cross next to the advantages and disadvantages you don't agree with. Add another advantage and another disadvantage to the table in Exercise 2.**

1 Go over the instructions with the class.

2 Allow time for students to complete the task alone or in pairs.

3 Elicit feedback by asking students to report their ideas to the class.

<Pale AK Lozenge>**Students' own answers**

**4 Put the advantages and disadvantages in order of how important they are. (1=most important.)**

1 Read through the instructions and allow time for students to complete the task with a partner.

2 Elicit feedback by asking students to discuss why they chose the answers they did.

<Pale AK Lozenge>**Students' own answers**

<B head>**Skills for Life**

Ask students to read the Skills for life box.

Ask students to say why it is important to think about other people's opinions.

<B head> **Speaking**

**5 Work in pairs. Discuss these questions.**

1 Read through the questions with the class. Ask them to think about the information in the Skills for Life box as they discuss their answers with a partner. Encourage them to justify their answers.

2 Elicit feedback by asking some pairs to tell the class their ideas.

<Pale AK Lozenge>**Students' own answers**

<Page reference head>WB page 95

[Insert image WB page 95]

<B head>Reading

**1 Put the conversation in the correct order. Start with a.**

1 Read through *a* as a class and elicit suggestions for the next part of the conversation.

2 Ask students to work through the exercise with a partner.

3 Check answers as a class.

<AK Lozenge>Answers

1 a 2 g 3 f 4 b 5 e 6 c 7 d

**2 Read the conversation again in the right order and answer the questions.**

1 Encourage students to read the questions and answer options before reading the conversation aloud in the correct order.

2 Allow students time to choose the correct answers and then discuss their answers with a partner.

3 Check answers as a class, asking students to justify their choices.

<AK Lozenge>Answers

1 c 2 b 3 a 4 b 5 c

<B head>Writing

**3 Write an essay about the advantages and disadvantages of having technology in the house. Use the notes below and the expressions in bold from the text in Exercise 1 to help you.**

1 Go over the rubric and the notes with the class to check understanding and answer any questions that come up.

2 Ask students to work in pairs or small groups to make notes about the advantages and disadvantages. Go round and offer help as needed.

3 Allow students time to write their essays individually, reminding them to use the expression from the text in Exercise 1.

4 Ask students to check their writing before handing it in or reading it out to the class.

<Pale AK Lozenge>Students' own answers

<Lesson head>Lesson 5

<Page reference head>SB pages 22–24

[Insert image SB pages 22-24]

<B head>Before you read

1 Hold a class feedback session to make sure the whole class remember what happened in Chapter 7 and then elicit possible answers to the question.

<Pale AK Lozenge>Students' own answers

<B head>Reading

1 Put students in pairs to read through the story. Ask them to take turns and read a paragraph each.

2 When they finish reading, check understanding of the words in bold. Encourage students to try to understand the words from the context before checking meanings in their dictionaries.

<Lesson head>**Lesson 6**

<Page reference head>**SB page 25      WB pages 96–97**

[Insert image SB page 25]

<B head>**Before you start**

1 Put students in pairs and ask them to go back and skim read the chapter again to find the answers to the two questions.

2 Check answers as a class.

<AK Lozenge>**Answers**

1 He wanted to visit Ben Gun.

2 He found a small boat.

<B head>**Vocabulary**

**1 Match the words and the definitions.**

1 Students match the words to their definitions before checking answers together.

<AK Lozenge>**Answers**

1 f    2 c    3 a    4 b    5 e    6 d

**2 What happened to the people in the fight? Complete the diagram with the names in the box.**

1 Check understanding of the headings in the diagram before asking students to scan the part of the chapter which describes the fight to help them complete it.

2 Check answers as a class.

<AK Lozenge>**Answers**

Survived: Doctor Livesy      Gray      Jim

Hurt: Captain Smollett

Killed: Anderson      Hunter      Joyce

<B head>**Reading**

**3 Read and answer the questions.**



1 If necessary, tell students to reread the chapter to find the answer to the questions. They can discuss these in pairs.

2 Elicit feedback from the class.

**<AK Lozenge>Answers**

1 He wants to visit Ben Gun (plus Student's own answers).

2 He thought it was much nicer to be outside the fort.

3 He found it by a white rock, inside a tent made of animal skins.

4 It was badly made from old wood and was very small.

5 He saw Hands and another pirate fighting through the window.

6 He was in the boat in the south-west end of Treasure Island.

**4 Complete the summary using the words in the box.**

1 Encourage students to read the summary before completing the gaps with the words in the box.

2 Check answers as a class.

**<AK Lozenge>Answers**

1 pirates   2 die   3 Ben Gun   4 Jim   5 steers   6 anchor   7 waves   8 morning

**<B head>Speaking**

**5 Work in pairs. Discuss these questions.**

1 Read through the questions with the class to check understanding.

2 Allow students time to discuss their answers to the questions.

3 Elicit feedback by asking some pairs to report their ideas to the class and lead a class discussion on the same topics.

**<AK Lozenge>Suggested answers**

1 Yes, because he made good decisions in the fight with the pirates.

2 There are fewer pirates now, because some of them died in the fight.

3 He planned to cut the rope to the anchor, so the *Hispaniola* would float away. This plan was successful until his boat was carried in the waves.

4 He thought that his boat was going to sink.

**6 Work in groups to answer these questions.**

1 Check understanding of the questions before putting students in small groups to discuss their answers. Encourage them to give their opinions and talk about whether they agree with each other.

2 Elicit feedback by asking three or four groups to tell the class their opinions.

<Pale AK Lozenge> **Students' own answers**

[Insert image WB pages 96-97]

**1 Complete the sentences with these words.**

1 Point out that the words are in bold in the text so students can check the meanings in context if necessary.

2 Allow students a few minutes to do the exercise with a partner before checking answers as a class.

<AK Lozenge>**Answers**

1 noise    2 cry    3 thick    4 steer    5 paddle    6 rope    7 anchor

**2 Match the characters to their positions in the fort during the fight.**

1 Ask students to complete the task from memory before referring back to the text to check their answers as necessary.

2 Check answers as a class.

<AK Lozenge>**Answers**

1 b   2 a   3 c   4 d   5 e

**3 Are these sentences true (T) or false (F)? Correct the false sentences.**

1 Allow students time to work through the exercise in pairs referring back to the text as necessary.

2 Check answers as a class.

<AK Lozenge>**Answers**

1 T

2 F Joyce and Hunter were killed.

3 F Dr Livesy told Captain Smollett that he would get better.

4 F Dr Livesy left the fort alone.

5 F It was made of old wood.

6 T

7 F He was on the south-west end of Treasure island.

8 T

**4 Complete the sentences with these adverbs.**

- 1 Read through the adverbs and check they can pronounce them correctly.
- 2 Explain that students need to use the same adverbs that are used in the story and they will need to refer back to it if necessary.
- 3 Allow students time to complete the sentences.
- 4 Check answers as a class.

**<AK Lozenge>Answers**

1 suddenly 2 quickly 3 weakly 4 quietly 5 nearly 6 badly 7 completely

**5 Match to make phrases.**

- 1 Point out that the verb phrases are all used in the text.
- 2 Allow students time to make the collocations and discuss their answers with a partner.
- 3 Check answers as a class.

**<AK Lozenge>Answers**

1 b 2 e 3 d 4 c 5 a

**6 Who says each of the following quotations? Who is the speaker talking to?**

- 1 Encourage students to try to do the task from memory before checking in the text as needed.
- 2 Check answers as a class.

**<AK Lozenge>Answers**

- 1 Captain Smollett to his men
- 2 Captain Smollett to Joyce
- 3 Captain Smollett to Dr Livesy
- 4 Gray to Jim

**7 Read the quotation and answer the question.**

- 1 Read the quotation with the class and check pronunciation.
- 2 Lead a class brainstorm, encouraging students to use their imagination to answer the question.
- 3 Allow students time to write an answer to the question individually.

**<Pale AK Lozenge>Students' own answers**

**8 What do you think will happen to Hands and the *Hispaniola*? Write 50–100 words.**

1 After reading through the question with the class, put students in small groups to brainstorm ideas.

2 Ask students to write a paragraph individually.

3 Elicit feedback by asking some students to read out their paragraphs.

**<Pale AK Lozenge>Students' own answers**

[Unit head] **Unit 9 A good education**

**Lesson 1**

[page ref] **SB pages 26–27 WB page 98**

[Facsimile SB pp26-27]

[objectives box]

**OBJECTIVES**

**Reading** A text about Charlotte Brontë and her novel *Jane Eyre*

**Writing** A summary of *Jane Eyre*

**Listening** A discussion on changing schools; agreeing and disagreeing on an opinion

**Speaking** Agreeing and disagreeing

**Language** Past simple passive; Past simple and past perfect (active)

**Communication** Supporting your opinion with reasons

**Life skills:** Different ways of learning

[B head] **Before you start**

- 1 Students are going to read a summary of the book *Jane Eyre* by Charlotte Brontë. Before you read, refer students to the questions and brainstorm a few ideas. Revise words for different relations if necessary.
- 2 Allow students a few minutes to discuss their answers in pairs.
- 3 Discuss by asking a couple of pairs their answers.

[B head] **Reading**

[Rubric] **1 You're going to read a summary of the book *Jane Eyre* by Charlotte Brontë. What do you know about Charlotte Brontë?**

- 1 Read the question with the class and elicit any information they know about Charlotte Brontë. They will check some of their ideas by reading the text.

### Extra information

Charlotte Brontë (1816–1855) was an English novelist, the eldest of three sisters. Her sisters, Emily and Anne were also poets and novelists. They lived in Yorkshire in the north of England and attended different schools as well as being taught at home. They all worked as teachers and governesses. Charlotte wrote two other novels, but *Jane Eyre* was her most famous and has been made into many films.

**[Rubric] 2 Read the summary of *Jane Eyre* quickly. Which phrase best explains what the story is about?**

- 1 Read through the phrases with the class explaining any words as needed.
- 2 Allow students a few minutes to skim read the article to find the answer. Remind them that it's not important to understand every word at this stage.
- 3 Discuss students' answers as a class asking them to justify their ideas.

### Answer

A

### **[B head] Vocabulary**

**[Rubric] 3 Match the words and the definitions.**

- 1 Point out that the words are in blue in the text so students can read the words in context to help them understand the meanings.
- 2 Allow time for students to do the task.
- 3 Check answers as a class.

### Answers

1 d 2 a 3 c 4 b 5 e

**[Rubric] 4 Are these sentences true (T) or false (F)? Correct the false sentences.**

- 1 Read the first sentence and example with the class. Ask students to find the answer in the text to demonstrate the task.
- 2 Encourage students to read through the other sentences before looking for the information in the text.

3 Allow students a few minutes to check their answers with a partner before class feedback.

### **Answers**

1 F Mrs Reed sends Jane to Lowood School.

2 T

3 F Jane was a teacher at Lowood School.

4 F Jane taught a girl called Adele.

5 F Jane saved Mr Rochester

6 T

### **[B head] Language**

**[Rubric] 5 Read these sentences from the summary. Circle the past simple passive verbs.**

1 Go over the example sentence with the class and refer them to the Focus on Language box if necessary.

2 Ask students to circle the other passive verbs in the sentences.

3 Discuss as a class.

### **Answers**

1 was sent

2 was told

3 were (often) employed

4 was started

**[Rubric] 6 Complete the sentences with the past simple passive form of the verbs in the box.**

1 Read through the Focus on Language box with the class.

2 Look at the first sentence with the students. Point out the past simple plural form of the verb *to be* (*were*) and the past participle of the verb teach (*taught*).

3 Ask students to complete the task alone, then check their answers with peers.

4 Go through the answers with the whole class, nominating students to give answers.

### **Answers**

1 were taught



2 was given  
3 were taken  
4 were sent  
5 were asked

### [B head] Speaking

#### [Rubric] 7 Research these questions and discuss.

- 1 Go through the questions as a class.
- 2 Allow students a few minutes to discuss the questions with a partner before asking some pairs to tell the class their ideas.

#### **Suggested answers**

- 1 Perhaps because she was an orphan: she was not the aunt's daughter.
- 2 It shows that although she had a difficult childhood, she wanted to work hard and be successful.

[page ref] **WB page 98**

[Facsimile WB p98]

### [B head] Vocabulary

#### [Rubric] 1 Choose the correct answers to complete the sentences.

- 1 Remind students that these are the words which are in blue/bold in the text, so they can look back at the words in context if needed.
- 2 Allow a few minutes for students to complete the task.
- 3 Give feedback as a class.

#### **Answers**

- 1 governess
- 2 orphan
- 3 cruel
- 4 housekeeper

### [B head] Reading

**[Rubric] 2 Read a letter that Charlotte Brontë wrote to her friend Ellen Nussey. Do you think Charlotte likes her new job? Why/Why not?**

1 Go over the rubric and ask students to skim read the letter to find the answer to the question.

2 Check answers and ask students to justify their ideas.

**Suggested answer**

She likes her job because she says she is quite happy, the house is comfortable and the people are kind and friendly. However, she earns less money than her previous job and it can be very difficult.

**[Rubric] 3 Read the letter again. Answer these questions.**

1 Read through the questions with the class, checking understanding.

2 Allow students time to reread the letter to find the answers.

3 Discuss as a class, asking different students for their answers.

**Answers**

1 Charlotte will be teaching two children.

2 She hopes she will not become ill trying to keep the children under control and make them happy.

3/4 Students' own answers.

**[B head] Language**

**[Rubric] 4 Choose the correct answer.**

1 If necessary, tell students to look back at the Focus on Language box and/or the Language review on page 80.

2 Allow students time to choose the correct answers.

3 Share feedback by asking different students to read out their sentences. Ask students to say which sentence is not passive (sentence 2).

**Answers**

1 was sent

2 saved

3 was told

4 wasn't repaired

5 was taught

## Lesson 2

[page ref] SB pages 28–29 WB page 99

[Facsimile SB pp28-29]

**[B head]** Before you start

**[Rubric]** Read the text and discuss the questions in pairs.

- 1 Go over the text and the questions with the class, explaining vocabulary as needed.
- 2 Allow students time to discuss the questions in pairs. Move round the classroom while they talk, offering support and encouraging students to justify their ideas.
- 3 Discuss by asking some different pairs to tell their answers to the class.

### **Suggested answers**

- 1 Because teachers were expensive.
- 2 There were fewer schools.
- 3 Student's own answers

**[B head]** Listening

**[Rubric]** 1 Listen to a discussion about education. Complete the sentences with one word.

- 1 Ask students to read through the sentences and guess what the answers might be before they listen.
- 2 Play the recording and ask students to complete the sentences as they listen.
- 3 Give feedback by checking whether anyone correctly guessed the answers.
- 4 Play the recording again if necessary.

### **Answers**

- 1 read
- 2 live
- 3 six
- 4 email

### **Audioscript**

**Teacher:** *We don't know much about Jane's early school days, but I imagine she had gone to school before she moved to her aunt's house, as we know she could read. We also know that she was sent to a boarding school after she had upset Mrs Reed and her cousin John.*

**Omar:** *What's a boarding school?*

**Teacher:** *It's a school where children live as well as study. In the past, there were boarding schools for rich children and ones like Lowood House for children who weren't rich. And of course some rich children were taught at home. Governesses, like Jane, were employed to teach them.*

**Ali:** *My cousin, Kemal, had lessons at home.*

**Teacher:** *Did he, Ali? Why was that?*

**Ali:** *He had to stay at home for six months because he'd broken his back when the school term started. He wanted to go to school, but he'd already made lots of friends and they came round to see him, so it wasn't too bad.*

**Teacher:** *Did a teacher come to his house every day?*

**Ali:** *No. He was sent an email every day with the work that his friends were doing in school, but my aunt helped him when he couldn't understand it.*

### **[Rubric] 2 Match these collocations with their meanings.**

- 1 Ask students to read through the expressions 1–4 and to discuss their meanings in pairs.
- 2 Check answers as a class. Then read the Remember! box as a class.

### **Answers**

1 c 2 d 3 b 4 a

### **[Rubric] 3 Listen to a discussion and choose the correct answer.**

- 1 Tell students to read through the questions and answer options and explain vocabulary as necessary.

- 2 Play the recording and pause after the example answer to check understanding.
- 3 Play the rest of the recording and ask students to choose the correct answers.
- 4 Students compare answers with a partner before class feedback.
- 5 Play the recording again if necessary.

### Answers

1 a 2 b 3 a 4 c

### Audioscript

**Dareen:** Dad, I don't want to change schools. I want to go to school with my friends.

**Father:** It's not so bad, Dareen. You know, my family used to travel, and I was taken to lots of different countries. So, I'd been to lot of different schools before we came back to Egypt. You can make new friends at a different school.

**Dareen:** I like my friends at my school now.

**Father:** It is easy to keep in touch with your friends. I always see you on your phone. I lost touch with the people I'd gone to school with.

**Mother:** If you don't change school, maybe you can do an online course. Some extra lessons will be helpful. Mona's mother said that Mona had had lots of problems in school before she started having extra lessons.

And they say some of these online courses are fantastic. They can understand what your level is and give you work that's just right for you. In fact, you were given a new computer to help you study.

**Father:** And you can chat with other students online, too. Just like you do at school.

**Mother:** Mona's mother says Mona has really improved with so much help from her online teachers.

**Dareen:** But, Mum, I learn a lot at school now. I only failed the test because I'd been ill when I took it.

**Father:** OK. OK. We'll leave things the way they are for now and then we can discuss it again after your exams at the end of the year.

**Dareen:** OK. Thank you.

## [B head] Language

**[Rubric] 4** Look at these sentences from the listening for Exercise 1 and circle the two main verbs.

1 Go over the example sentence with the class, pointing out the two verb forms.

2 Ask students to circle the verbs in the other sentences and check with a partner before class feedback.

### Answers

1 had gone; moved

2 was sent; had upset

3 'd broken; started

4; 'd (already) made; went

5 lost; 'd gone

**[Rubric] 5** Read the text and underline the actions that happened first (the past perfect). Then, circle the correct form of the verbs.

1 Refer students to the Focus on Language box and the Language review on page 80 to introduce the use of past simple and past perfect.

2 Read the example answer. Then tell students to read the whole text through before deciding which verb form is correct.

3 Students discuss answers with a partner before class feedback.

### Answers

1 allowed

2 had become

3 had visited

4 had told

5 were

6 had spent

7 had advertised

8 received

**[Rubric] 6 Complete the sentences with the correct past tense of the verbs in brackets.**

1 Allow time for students to read the rubric and the example sentence together before checking understanding.

2 Tell students to complete the task alone. They can refer to the Language review in the Student's Book as needed. Go round and offer help if necessary.

3 Put students in pairs to compare answers and then go through the exercise with the whole class.

**Answers**

1 had read; saw

2 was; had argued

3 remembered; had watched

4 hadn't played; met

**[B head] Speaking**

**[Rubric] 7 Read the text in Exercise 5 again and answer the questions.**

1 Tell students to read through the questions and see if they can remember the answers before rereading the text to check.

2 Students compare answers in pairs before class feedback.

**Answers**

1 Jane became ill.

2 The girls were cold because the head teacher had spent no money to keep the school warm.

3 Students' own answers

**[page ref] WB page 99**

**[B head] Language**

**[Rubric] 1 Find and correct the mistakes.**

1 Go over the example sentence with the class and elicit the rules for the use of the past simple and past perfect.

2 If necessary, refer students to the Focus on Language box in the Student's book on page 29.

3 Students complete the exercise before class feedback.

### **Answers**

1 ~~has~~ had 2 ~~don't~~ didn't 3 ~~has been~~ had been 4 ~~have revised~~ had revised 5 ~~knew~~ had known

**[Rubric] 2 Complete the sentences in the past simple or past perfect.**

**Use the verbs in brackets.**

1 Read through the example sentence with the class, checking understanding.

2 Tell students to do the exercise individually before comparing their answers with a partner.

3 Discuss as a class.

### **Answers**

1 had fought 2 had become 3 realised 4 had advertised 5 was

**[B head] Listening**

**[Rubric] 3 Listen and complete the sentences. Then put the events into the correct order.**

1 Read through the sentences with the class, and answer any queries.

2 Allow students time to guess the words which go in the gaps before playing the recording.

3 Play the recording again if necessary before checking answers. Ask if anyone correctly guessed the answers before listening.

4 Ask students to put the events in order before listening to the recording again to check their answers.

5 Share feedback as a class.

### **Answers**

1 had read

2 didn't have

3 saw

4 had waited

5 said

6 had lost

7 had been



Order:

a 2 b 3 c 5 d 4 e 6 f 1 g 7

### Audioscript

**Karim:** My name is Karim and I love to read. I had read another one of Charlotte Brontë's books called *Villette* before I decided to buy a copy of *Jane Eyre*.

They didn't have it in my local bookshop, so I kept going back to check.

Finally, I saw it on the shelf but then an old man took it. I spoke to the owner of the bookshop and I explained that I had waited three weeks for the book to arrive.

He said there was nothing he could do, but then I heard someone laughing.

The old man said he had lost his copy of the book many years ago, before I was born, so he didn't mind waiting a little longer.

He let me buy it and when I got home, I knew I had been very lucky.

### [B head] Writing

**[Rubric] 4 Write your own summary of *Jane Eyre* (about 100–120 words). Remember to:**

- 1 Go over the rubric with the class.
- 2 Allow students a few minutes to brainstorm ideas for the writing with a partner. Go round and help with vocabulary as needed.
- 3 Ask students to write their summary and check it through when they finish writing.
- 4 Ask different students to read their summaries out to the class. Allow other students to ask any questions they may have.
- 5 You can take in their work to mark.

### Students' own answers

## Lesson 3

[page ref] SB pages 30      WB page 100

### [B head] Before you start

- 1 Draw attention to the photographs and read through the questions with the class.
- 2 Lead a class discussion to answer the questions and provide any useful vocabulary as necessary.
- 3 Write the vocabulary on the board so that students can use it later in the lesson.

**Students' own answers**

### [B head] Reading

[Rubric] 1 Read these opinions about education. Tick (tick symbol) the opinions you agree with.

- 1 Read through the opinions with the class, checking understanding.
- 2 Allow students time to complete the task individually.

**Students' own answers**

### [Rubric] 2 Work in pairs.

- 1 Remind students of the information in the *Remember!* box.
- 2 Students work with a partner to discuss their opinions on the statements in Exercise 1.
- 3 Ask students to write two sentences expressing their own opinions before discussing them with a partner.
- 4 Feedback by asking some students to report their ideas.

**Students' own answers**

### [B head] Listening

[Rubric] 3 Listen to some people discussing the opinions in Exercise 1. Match the conversations 1–5 with their opinions a–e.

- 1 Go over the rubric with the class.
- 2 Play the recording and pause after conversation 1. Ask students to say why it corresponds to opinion c.

- 3 Play the rest of the recording while students complete the task.
- 4 If necessary, play the recording again, stopping after each conversation to check answers, asking students to justify their choices.

### Answers

Conversation 1 c  
Conversation 2 e  
Conversation 3 b  
Conversation 4 a  
Conversation 5 d

### Audioscript

1

**Girl 1:** I don't think that everyone needs to go to university. In fact I think it's a waste of time for some people.

**Girl 2:** That's true. If you know you want a job doing something practical, like being an electrician, or if you have a great idea for a business, why not start immediately?

**Girl 1:** Exactly.

2

**Boy 1:** I know in some countries, children start school really early, but I think three is too young. I mean, at that age all children want to do is play!

**Boy 2:** I'd say the opposite. The earlier you start the better. It will give you a good start in life.

3

**Boy 3:** They say that your school days are the best days of your life and I think that's probably true. It's not just about learning, it's also about making friends and learning to help each other.

**Boy 4:** You're right. My parents both loved school and made really good friends there.

4

**Girl 3:** If you're really ill, then it's great that there are ways of learning at home so that there isn't a break in your education. But, otherwise, you should go to school.

<b>Girl 4:</b>	I don't agree with you. There are lots of advantages with learning at home. There isn't any bullying, for instance.
<b>5</b>	
<b>Girl 5:</b>	I don't think people understand how important education really is for young people. I mean, what kind of a future can you have without a good education these days?
<b>Girl 6:</b>	A lot of people have good lives without doing well at school. I'm completely against this idea that education is the only way to do well.

### [B head] Speaking

**[Rubric] 4** In pairs, agree or disagree with the opinions. Give reasons for your ideas.

- 1 Read the sentences as a class.
- 2 Allow time for students to discuss their ideas.
- 3 Feedback by asking different students to report their own and/or their partner's ideas.

### Students' own answers

#### Skills for Life

- 1 Ask a student to read the *Skills for Life* box.
- 2 Ask students if they agree with that tip. Encourage them to justify their responses.
- 3 Encourage students to say who they have learnt from in their lives.

[page ref] **WB page 100**

[Facsimile WB p100]

### [B head] Vocabulary

**[Rubric] 1** Decide which expressions we use to agree and which expressions we use to disagree. Write *A* for agree and *D* for disagree.

1 Allow students to work through the exercise individually before comparing their answers with a partner.

2 Check answers as a class.

### **Answers**

1 A 2 D 3 A 4 D 5 D 6 A 7 A 8 D 9 D 10 A 11 A 12 D 13 D 14 A

### **[Rubric] 2 Complete the conversation using some expressions from Exercise 1.**

1 Tell students to read through the whole conversation first and check understanding of vocabulary.

2 Allow students time to complete the task in pairs before class feedback.

### **Answers**

1 opposite

2 suppose

3 sure

4 right

5 Exactly

6 true

7 agree

### **[B head] Writing**

### **[Rubric] 3 Imagine that you are going to have a class discussion about the best way to learn. Your teacher has asked you to prepare some notes about the following statement:**

1 Allow time for students to read the rubric and check understanding.

2 Go over the examples and ask students to work in pairs to list some other ideas.

3 Compare students' suggestions as a class and talk about whether there are more advantages or disadvantages.

### **Students' own answers**

## Lesson 4

[page ref] SB page 31

WB page 101

[Facsimile SB p31]

### [B head] Before you start

Initiate a class discussion on the topic by reading out the question to the class. Write their suggestions on the board.

### [B head] Reading

**[Rubric] 1 Read this newspaper article about STEM subjects. What is the newspaper's opinion of them?**

- 1 Ask students to skim read the article to find the answer to the question.
- 2 Compare ideas as a class.
- 3 Ask students if the subjects in the article were the same as they discussed in the *Before you start* section.

#### Answers

It says that STEM subjects (science, technology, engineering and maths) are very important subjects for students who want to get good jobs, and can be fun and interesting to learn.

**[Rubric] 2 Work in pairs. Write a list of the advantages and disadvantages of schools teaching STEM subjects according to the article.**

- 1 Go over the rubric and the example to check understanding.
- 2 Ask students to work in pairs to find the advantages and disadvantages listed in the article. Ask students to underline where they find the information and to copy it into the table.
- 2 Elicit feedback as a class.

#### Answers

##### *Advantages*

Businesses need people with knowledge of STEM subjects.

Schools are helping students to realise that the subjects can be interesting and fun.

Students can learn by doing things which helps with critical thinking skills.

### *Disadvantages*

STEM subjects are often seen as difficult.

Not all schools have the equipment to do experiments.

### **[B head] Writing**

#### **[Rubric] 3 Work in groups. Share your opinions about this article.**

1 Read through the two opinions on the page and check understanding.

2 Put students into small groups and encourage them to express their opinions and justify them. Go round and provide language support as necessary while they are talking.

3 Ask different groups to share their ideas with the class.

#### **Students' own answers**

#### **[Rubric] 4 Write three sentences giving your opinion about STEM subjects. Use your ideas from the list in Exercise 2.**

1 Draw attention to the *Remember!* box before allowing students time to write their sentences.

2 Share feedback by asking some students to read their sentences to the class.

#### **Students' own answers**

**[page ref] WB page 101**

**[Facsimile WB p103]**

### **[B head] Reading**

#### **1 Read this article about making mistakes and put the paragraphs in the correct order.**

1 Go over the rubric checking that students understand the task and point out the headings and the example.

2 Allow students time to read the whole article and then decide on the order before comparing answers with a partner.

3 Share feedback by checking answers and asking students to say how they decided in each case.

### Answers

1 B 2 A 3 D 4 C

**[Rubric]** 2 Read the article again. Are these sentences true (T) or false (F)? Correct the false sentences.

1 Allow students time to reread the article and look for the answers.

2 Ask them to check their answers with a partner before class feedback.

### Answers

1 F The writer doesn't give his/her own opinion at the beginning.

2 T

3 T

4 T

**[B head]** Listening

**[Rubric]** 3 Listen to some people's opinions. Are they describing the advantages or the disadvantages of failure? Write **A** for advantages and **D** for disadvantages.

1 Go through the instructions, checking understanding, before playing the first speaker.

2 Elicit reasons why the speaker is disagreeing before playing the other speakers.

3 If necessary, play the recording again before going through the answers.

### Answers

1 D 2 A 3 A 4 D 5 A

### Audioscript

1

**Speaker 1:** I mean, it can't be good for your confidence, can it? It's got to get you down.

2

**Speaker 2:** It was the best thing that ever happened to me. Everything had been a bit too easy for me before, so I wasn't ready for it. But then I had to make some real effort.

3



**Speaker 3:** I hated it but, after feeling sorry for myself for a while, I could see my mistakes and I knew what I had to do.

4

**Speaker 4:** My friends were lovely, but I just felt terrible and I kept on feeling terrible. In fact, haven't tried it again because it upset me too much.

5

**Speaker 5:** When you've made as many mistakes as me, you learn to pick yourself up and carry on.

### [B head] Writing

**[Rubric] 4 Read the article in Exercise 1 again. Do you agree that failure is necessary? What are your opinions about the article?**

1 Allow students time to reread the article and then encourage them to discuss their ideas with a partner.

2 Ask students to write a few sentences describing their ideas and opinions.

3 Share feedback by asking students to read their answers out to the class.

### Students' own answers

### [B head] Video

1 Ask students to use the EKB to watch a video on 'home-schooling'.

2 Show them how to use the EKB, if necessary.

3 You could ask them questions to check understanding in the next lesson, for example:

What is 'home-schooling'?

Why might some students be home-schooled?

4 Discuss students' answers.

### Video Script

Most young people go to school every day and have lessons with other children, but not everyone does this. In some countries, students can learn at home instead and their teachers are usually their parents.

We call this way of learning 'home-schooling'. Home-schooling is useful for young people who live a long way from a school, and it's becoming more popular today because students can easily use computers to learn wherever they are. Home-schooling is also useful for students who are sick and cannot go to a school every day.

A good thing about home-schooling is that children can learn at a time and in a place that's best for them, rather than following a school timetable. But, on the other hand, home-schooling isn't right for everyone. Home-schooled children might feel lonely because it can be harder for them to make friends. They may not be able to do sports with other young people either.

## Lesson 5

[page ref] SB pages 32–33

[Facsimile SB pp34–33]

### [B head] Before you start

- 1 Ask students to summarise what happened in the previous chapter. Elicit the names of the characters and what they did.
- 2 If they don't remember the details, they can refer back to the previous chapter.

### Suggested answers

Silver's men attack the fort. Captain Smollett is injured, but the pirates do not take the fort. Doctor Livesy leaves the fort to look for Ben Gun. Jim also leaves the fort and finds Ben Gun's boat. He waits until it is dark and takes the boat to the *Hispaniola*. He cuts the rope to the anchor, but the wind takes both boats out to sea. Jim soon finds himself in the boat at one end of the island.

### [B head] Before you read

- 1 Ask students to look at the photos and suggest how they might relate to the story.
- 2 Elicit suggestions to answer the question. Accept all ideas at this stage without worrying about which answer is correct and help with vocabulary as necessary.
- 3 Note down their ideas on the board.

### Students' own answers

### [B head] Reading

- 1 Allow students sufficient time to read Chapter 9. Monitor the class while they are reading and encourage them to use a dictionary to look up any words they don't know.
- 2 After they have finished reading, ask them to talk to a partner to answer the question about what Jim will do next.
- 3 Discuss the answers as a class and check whether any of the initial suggestions were correct.

### **Answer**

He paddled a boat to the *Hispaniola*. He found Hands on the ship. He is very ill so he helps him. Then Hands shows him how to sail the ship north, but when they are near a beach, Hands attacks him. Jim kills Hands and gets onto the beach, but he is hurt.

### **Lesson 6**

[page ref] **SB page 35    WB pages 102–103**

[Facsimile SB pp35]

#### **[B head] Before you start**

- 1 Put students in pairs to re-read the story and find the answers to the questions.
- 2 Share feedback as a class.

#### **Answers**

- 1 He thought nobody was on the ship, so he thought he could return the *Hispaniola* to Captain Smollett.
- 2 The pirate, Hands, showed him how to sail the ship.

#### **[B head] Vocabulary**

##### **[Rubric] 1 Choose the correct word.**

- 1 Students choose the words before checking answers with a partner.
- 2 Share feedback as a class.

#### **Answers**

1 reach 2 deck 3 flat 4 shoulder 5 bandage 6 paddle

#### **[B head] Reading**

##### **[Rubric] 2 Choose the correct answer.**

- 1 Allow students time to read through the questions and answers and encourage them to reread the text as necessary to find the answers.
- 2 Check answers as a class.

## Answers

1 A 2 A 3 B 4 B 5 A

### [Rubric] 3 Which is the best description of Hands?

1 Tell students to read all three descriptions carefully before they choose the correct answer.

2 Check answers as a class.

## Answer

2

### [B head] Speaking

### [Rubric] 4 Work in pairs. Discuss the questions.

1 Put students in pairs to discuss their answers to the questions.

2 Encourage students to give reasons for their answers.

3 Elicit answers from some pairs around the class.

## Answers

1 He is brave because he sails out to the ship alone and gets onto it just as his small boat is destroyed. He is also clever because he quietly watches Hands and realises he cannot be trusted. He is kind because he gives Hands some water and a bandage. He is strong because he climbs up the mast quickly.

2 Hands says this. Jim wanted him to take the ship to the north of the island. He helped Jim by showing him how to sail the ship.

3 He did this because he wanted to watch Hands secretly to see what he did. It shows that Jim is clever and does not trust Hands.

### [B head] Writing

### [Rubric] 5 A wave helped Jim on the Hispaniola but he was clever enough to help himself. Write 100 words showing how Jim saved himself on the ship.

1 Encourage students to brainstorm ideas in pairs before starting to write. Go round and help with vocabulary as needed.

2 Allow students time to write their texts and ask some of them to read them out to the class. You could take in their work to mark.

## Students' own answers

[page ref] WB pages 102–103

[Facsimile WB pp104–105]

### [Rubric] 1 Match the words and the definitions.

1 Point out that the words in the exercise are the words in bold in the text so students can check the meanings by reading the words in context if necessary.

2 Students work in pairs to complete the task before checking answers as a class.

#### Answers

1 d 2 g 3 i 4 j 5 a 6 b 7 c 8 f 9 h 10 e

### [Rubric] 2 Are these sentences true (T) or false (F)? Correct the false sentences.

1 Allow students to work in pairs to complete the task.

2 Check answers as a class.

#### Answers

1 F He thought that nobody was on it.

2 T

3 F He wanted to help him.

4 T

5 F He knew that he couldn't trust him.

6 T

7 F He was not slow.

8 T

### [Rubric] 3 Put the events from Chapter 9 in the correct order.

1 Ask different students to read out the events in the list, checking understanding.

2 Ask students to put the events in order.

2 Students compare answers with a partner before class feedback.

#### Answers

a 4 b 1 c 3 d 7 e 5 f 2 g 6

**[Rubric] 4 Complete the sentences with these adjectives.**

- 1 Ask students to work through the exercise in pairs.
- 2 Share feedback as a class.

**Answers**

1 empty 2 dead 3 dirty 4 rocky 5 worried 6 honest 7 correct 8 wet

**[Rubric] 5 Match to make collocations.**

- 1 Students do the task individually before checking answers with a partner.
- 2 Share feedback as a class.

**Answers**

1 d 2 a 3 e 4 b 5 c

**[Rubric] 6 Answer these questions.**

- 1 Students can discuss the answers to the questions in pairs, before writing the answers individually.
- 3 Share feedback as a class.

**Answers**

- 1 It looked empty.
- 2 He held onto a rope at the side of the ship.
- 3 He planned to kill him.

**[Rubric] 7 Read the quotations and answer the questions.**

- 1 Ask different students to read the quotations and the questions, checking understanding.
- 2 Allow students a few minutes to answer the questions with a partner before checking answers as a class.

**Answers**

- 1  
1 Because Jim had said he was taking over the ship from the pirates so he was the Captain.
- 2 Hands knew how to sail the ship and Jim didn't.
- 2

- 1 The pirates' flag.
- 2 To show that he was captain now, not the pirates.
- 3 It shows who (or which country) a ship belongs to.

**[Rubric] 8 There are only two people in this chapter. Do you think this makes it more or less exciting? Write 50 words to say why.**

- 1 Allow students time to think about the question and write their answers. Go round and help with vocabulary as needed.
- 2 Ask some students to read out their answers to the class and lead a brief class discussion to answer the question. Do all the students have the same opinions?

**Students' own answers**



## Revision 3

### Lesson 1

SB page 36 [in coloured box]

[objectives box]

#### **OBJECTIVES**

**Reading:** A blog about old technology, a text about driverless cars

**Writing:** Write a presentation

**Listening:** A radio programme about food and hygiene

**Speaking:** Discussing old technology, discussing food and hygiene, giving a presentation about forms of energy

**Language:** Modals should / shouldn't, must / mustn't, the zero and first conditional, past passive, past simple and past perfect

**Life Skills:** Critical thinking, understanding food hygiene

#### **Before you start**

1 Brainstorm the names of some inventions/objects that help us do things in our everyday life and write students' suggestions on the board.

2 Initiate a class discussion to answer the questions.

#### **Reading**

**1 Read Dalia's blog. What old technology does she use to do the things in *Before you start*?**

1 Go through the rubric and ask students to scan the text to find the answers to the question.

2 Check answers as a class.

#### **Answers**

An alarm clock; a map; a camera with film

**2 Read the text again. Are these sentences true (T) or false (F)? Correct the false sentences.**

1 Read through the sentences with the class and answer any questions they may have about vocabulary.

2 Give students about five minutes to read the texts more carefully to look for the answers.

3 Check answers as a class, encouraging students to correct the false statements using the information in the texts.

#### **Answers**

1 T

2 T

3 F It was in square G5 on the map.

4 F Hana had helped her father use an old camera.

5 F They decided not to take the camera to a special shop to see the photos.

6 T

#### **Speaking**

### **3 Discuss these questions in pairs.**

1 Ask individual students to read out the questions checking understanding as necessary.

2 Put students in pairs to discuss their answers to the questions. Go around and monitor, offering help and support.

3 Feedback by asking some pairs to report their answers to the class.

#### **Suggested answers**

1-2 Students' own answers

3 Telephone – to telephone people. Today we use mobile phones mostly.

Typewriter – to write letters or documents – today we use a computer. Fax machine – to send documents quickly – today we use emails with attachments.

## Lesson 2

SB page 37 [in coloured box]

### Listening

#### 1 Discuss these questions in pairs.

1 Draw attention to the photos and ask students to say what they can see, helping with vocabulary as needed.

2 Give students time to answer the questions with a partner before reporting back to the class.

#### Students' own answers

#### 2 Now listen to a radio programme about health and hygiene and answer the questions.

1 Before listening, read through the questions with the class, checking understanding.

2 Play the recording and ask students to listen and make notes to answer the questions.

3 Allow students time to discuss their answers with a partner before playing the recording for a second time for them to check their answers.

4 Check answers as a class. Do they confirm their answers to Exercise 1?

#### Answers

1 The food will be OK if you pick it up before five seconds.

2 He advises her to put the piece of food in the bin immediately.

3 She doesn't wash her hands very well.

4 95% of people do not wash their hands correctly.

5 Soap helps to take the bacteria from our hands.

6 Bacteria does not die when we freeze food.

#### Audioscript

<b>Presenter:</b>	Hello, welcome to Stay Healthy, our weekly look at health and hygiene. In today's programme, we're taking calls from students. They have questions about hygiene in the house for our guest expert. This week we're pleased to have with us Dr Amal El-Aziz from the Cairo University Hospital. So, our first caller is Lamia from Tanta. Hello, Lamia.
<b>Lamia:</b>	Hello doctor. Sometimes when I eat, my food falls on the ground. But my friends say there is a five second rule: "the food will be OK to eat if you pick it up before five seconds". Is that true?
<b>Dr Amal:</b>	I'd say the opposite, Lamia. You mustn't eat any food if it has fallen on the ground. Bacteria will already be on it. So I'd advise you to put that piece of food in the bin immediately.
<b>Presenter:</b>	OK, now our next callers are Hamid and Leila from Hurghada. They're brother and sister.
<b>Hamid:</b>	Hi, I'm Hamid. I always tell my sister that she doesn't wash her hands very well, but she doesn't believe me.
<b>Leila:</b>	Yes, because he says I have to wash my hands really carefully. But if I use soap, it will kill the bacteria on my hands, won't it? So soap and water should be enough.
<b>Dr Amal:</b>	OK, so there are two points here. Firstly, it's very easy to wash your hands, but research shows that 95% of people do not wash their hands correctly. Secondly,

	soap doesn't kill bacteria. The reason we have soap is that it helps to take the bacteria from your hands. So your brother is right, Leila. Remember, you should always wash your hands very carefully with soap and a lot of water.
<b>Presenter:</b>	Now we have Maya from Cairo.
<b>Maya:</b>	Hello. My mother says I must always clean the table before we eat. But if the table looks clean, it won't have bacteria on it, so I don't understand why. Can the doctor tell me?
<b>Dr Amal:</b>	Your mother is right, Maya. You can't see bacteria, so you should clean your table even if it looks clean.
<b>Presenter:</b>	Finally here's Omar from Alexandria.
<b>Omar:</b>	Hello doctor, is it true that if you freeze food, it kills the bacteria on it?
<b>Dr Amal:</b>	I don't think so, Omar. Bacteria does not always die when you freeze things. When you cook frozen food, you must always heat it to about 75C or more. Then you know the bacteria has gone.
<b>Presenter:</b>	Thank you, that's all we have time for, but I think we have all learned a lot about how to stay healthy today.

### Language

#### 3 Match to complete the sentences from the radio programme. Which sentences are true?

- 1 Give students a few minutes to match the sentence parts and compare their answers with a partner.
- 2 Feedback as a class.

#### Answers

1 c    2 a    3 d    4 b

None of the sentences is true.

#### 4 Listen again and complete the sentences with the correct words.

- 1 Read through the sentences with the class.
- 2 Allow students time to guess which words go in the gaps.
- 3 Play the recording again for students to check their answers, stopping after each sentence if necessary.
- 4 Feedback as a class.

#### Answers

1 mustn't eat    2 should wash  
 3 must clean    4 should clean  
 5 must heat

### Speaking

#### 5 Discuss these questions in pairs.

- 1 Ask individual students to read out the questions and make sure that the whole class understands.
- 2 Put students in pairs to discuss the questions. Monitor and listen, offering prompts where needed.
- 3 Invite volunteers to report their answers to the class.

#### Students' own answers

## **6 What do you know about food hygiene?**

**Discuss in pairs and agree or disagree with the following.**

- 1 Go through the rubric and the statements checking understanding.
- 2 Encourage students to look back at the language for agreeing and disagreeing if they don't remember it.
- 3 Students work in pairs to do the task.
- 4 Feedback as a class.

### **Suggested answers**

- 1 This is true.
- 2 This probably depends on the food. You should never eat old fish or meat, for example.
- 3 This is not true. River water is dirty.
- 4 This is not true. You should not keep rice for more than a day or two.
- 5 This is true.

## Lesson 3

**SB page 38** [in coloured box]

### Before you start

1 Draw attention to the photo of the busy road and initiate a class discussion to answer the two questions.

### 1 Read the article. Why do some people think cars are not safe without drivers?

1 Tell the students not to worry about understanding every word in the article at this point, and that they should take a few minutes to scan it to find the answer to the question.

#### Answer

Some people think they are not safe (do not work well) in bad weather.

### 2 Read the text again and answer the questions.

1 Read through the questions with the class.

2 Tell students to re-read the text to look for the answer to the questions. Encourage them to underline the parts of the text where they find the answers.

3 Students compare their answers with a partner before class feedback.

#### Answers

1 Because cars won't need drivers.

2 Computers do all the work.

3 Mistakes made by people cause most car accidents today.

4 It will be faster because they will choose the best way and they will cause less pollution because there will be less traffic.

5 There have been at least 12 accidents.

6 It was to warn people about cars with engines because people were worried about them.

### 3 Discuss these questions in pairs.

1 Put students in pairs to answer the questions. Monitor and assist with language when necessary. Encourage students to give reasons for their answers.

2 Feedback by asking some pairs to tell the class their ideas.

#### Students' own answers

### 4 Use the internet or a library to find out where driverless cars are already driven and how far they have gone on roads.

1 Students can work in pairs or individually to find the information.

2 When reporting back to the class, encourage students to say where they found the information. Make sure that they use reliable sources.

#### Students' own answers

## Revision 3

### Lesson 4 SB

page 39 [in coloured box]

#### Writing

##### 1 Choose the correct words to complete this presentation.

- 1 Ask students to read the text through before trying to choose the answers.
- 2 Allow students some time to compare their answers with a partner.
- 3 Feedback as a class.

##### Answers

- |            |          |         |
|------------|----------|---------|
| 1 have had | 2 reason | 3 would |
| 4 problem  | 5 One    | 6 In    |
| 7 must     |          |         |

##### 2 You are going to write a presentation about solar or wind power. In pairs, make notes to answer the following questions.

- 1 Direct attention to the photos and elicit the names and function of what they can see.
- 2 Go through the questions with the class, checking understanding.
- 3 Put students in pairs to make notes and answer the questions. Make sure that both students in each pair write the notes.

##### Students' own answers

##### 3 Work in a different pair.

- 1 Make sure all the students work with a different partner to complete the task.
- 2 Point out that students should try to improve the notes they made in the previous exercise.
- 3 Monitor and help with language as necessary.
- 4 Feedback as a class by asking each pair for their suggestions and answers. Praise good ideas to motivate others to share.

##### Students' own answers

##### 4 Use your notes to each write a presentation about solar or wind power. Write about 150 words in your notebook.

- 1 Encourage students to look at the model presentation: *Why we need driverless cars* in Exercise 1, to help them write their own presentation.
- 2 Monitor and provide help as needed.
- 3 Encourage students to check their writing when they have finished.

##### Students' own answers

#### Speaking

##### 5 Take turns to give your presentations to the class.

- 1 Elicit some tips for making a good presentation such as not reading directly from their notes, making eye contact, and not speaking too fast or too slowly etc.

2 Ask students to give their presentations to the whole class or divide the class into groups so that students can present to a smaller group of peers.

3 Ask the listening students to give feedback on the quality of the presentation. Tell them to think about content, pronunciation, presentation style, etc.

**6 Research online or in a library to find out about a wind or solar power project.**

1 Students can do the research in class or for homework.

2 Ask students to report back on what they found.

**Students' own answers**



## Revision 3

### Treasure Island: Chapters 7–9

SB pages 40–41 [in coloured box]

#### Vocabulary

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

- 1 Encourage students to read the complete sentence before choosing each answer.
- 2 Give students enough time to answer all the questions.
- 3 Check answers as a class.

#### Answers

1 a	2 c	3 c	4 b	5 c
6 c	7 a	8 a	9 b	10 c
11 c	12 b	13 d	14 a	15 d
16 c	17 d	18 b	19 c	20 b

#### Reading

##### 2 Match and complete the sentences.

- 1 Students work individually to match the sentence parts before comparing answers with a partner.
- 2 Check answers as a class.

#### Answers

1 c    2 e    3 a    4 f    5 d    6 b

##### 3 Answer these questions.

- 1 Tell students to read through the questions first before choosing the correct answers. Explain any unknown words.
- 2 Feedback as a class.

#### Answers

1 b    2 a    3 b    4 a    5 b    6 a    7 a

##### 4 Read the quotations and answer the questions.

- 1 Read through the quotations with the whole class checking understanding.
- 2 Allow students time to discuss their answers with a partner.
- 3 Feedback as a class.

#### Suggested answers

1

1 He does not trust him. He does think he is an honest man.

2 It shows that he agrees with Captain Smollett because he does not try to persuade him to allow him into the fort.

2

1 Jim put Ben Gun's boat into the water.

2 He wants to cut the rope to the anchor.

3 Because he saw Hands and another pirate fighting.

3

1 Hands says this to Jim.

2 Yes, he did.

3 He helped Jim by showing him how to sail the boat to the island, but then he tries to kill Jim. At the end of the chapter, Jim is wounded and Hands dies.

### Writing

**6 Imagine that you are Captain Smollett. While you are resting in the fort after the attack, write a letter to your wife telling her about what has happened on the island and what you plan to do next.**

1 Go over the instructions with the whole class checking understanding.

2 Allow students some time to brainstorm their ideas and make notes with a partner.

3 Remind students how to organise a letter, including the opening and closing phrases.

4 Students can do the writing in class or for homework.

5 Feedback by taking the letters in or asking different students to read their letters to the class.

### Students' own answers

### WB pages 104–107

[facsimile WB p104–107]

### [B head] Before you start

Remind students that this Revision unit in the Workbook reviews the language covered in units 7 to 9 in the Student's Book. It uses the format of the end of year exams to give them practice in exam-style questions.

### 1 Choose the correct words to complete the sentences.

1 Students work in pairs or individually to complete the exercise. Encourage them to think about why the other answers are incorrect.

3 Go through answers with the class. Remind students they can look back at the appropriate pages in the Student's Book if they need to review any areas of language in more detail.

### Answers

1 B 2 C 3 D 4 A 5 A 6 C 7 C 8 D 9 D 10 A 11 B 12 B 13 A 14 A 15 C 16 B

### 2 Complete the text with the past simple or past perfect form of the verbs in brackets.

1 Encourage students to read the whole text first, without worrying about the gaps, in order to get a general idea of the topic.

2 Allow students a few minutes to complete the gaps.

3 Put students in pairs to compare answers and then go through the answers with the whole class.

### Answers

1 went 2 broken 3 arrived 4 had started 5 were 6 had walked 7 asked 8 had gone

### 3 Complete the sentences with the past simple (active or passive) form of the verb in brackets.

1 Elicit the rule for forming the past passive (past tense of the verb *be* plus the past participle), then elicit the answer to sentence 1.

2 Students then complete the task individually. Then can compare answers in pairs.

3 Check answers as a class.

#### Answers

- 1 was written
- 2 were taught
- 3 asked
- 4 was sent
- 5 told
- 6 was not chosen
- 7 were called
- 8 took

#### 4 Translate into Arabic.

- 1 Read the sentences with the class and allow time for students to write the translations.
- 2 Invite three or four students to read their answers out to the class.

#### Answers

- 1 [add sentence in Arabic: GPS, which stands for Global Positioning System, is a radio navigation system. This system helps land, sea and airline users determine their exact location.]

#### 5 Translate the sentences into English.

- 1 Allow students time to write their answers.
- 2 Invite three or four different students to read their answers to the class.

#### Answers

- [please include English translation of sentence]

#### WB pages 106–107

[\[facsimile WB p106–107\]](#)

#### 6 Read the text and answer the questions.

- 1 Look at the photo and draw attention to the title of the text.
- 2 Encourage students to read through the questions and all the answer options before reading the text.
- 3 Allow students time to complete their answers.
- 4 Ask them to compare answers in pairs before class feedback.
- 5 Initiate a brief discussion to compare the students' answers to questions 5–7.

#### Answers

- 1 C 2 A 3 C 4 D
- 5–7 Students' own answers.

#### 7 Find and correct the mistakes in the following sentences.

- 1 Read the first sentence as a class and elicit the mistake (*was* should read *were*).
- 2 Now ask students to continue the task. They can work individually or in pairs.
- 3 Check answers as a class.

#### Answers

- 1 The children **were** allowed to play basketball at lunchtime.

2 You don't look well. I think you **should** go to the doctor.

3 What **would** you do if you got a bad grade in the test?/What will you do if you **get** a bad grade in the test?

4 You **must** always respect the school rules.

5 *Jane Eyre* **was written** by Charlotte Brontë in 1847.

6 If my mum **gives** me some money, I will come to the cinema on Saturday.

7 Nawal had done CPR before the ambulance **arrived**.

8 I **would go** to university in the US if I had enough money.

**8 Choose one of the two topics. Write an essay of about 150 words. Include reasons for your ideas and opinions.**

1 Point out that students have to choose one of the two topics. Go through both options and help students with understanding as necessary.

2 Give students time to plan their writing: remind them to think about how to separate different ideas into paragraphs and how to start and finish the essay.

3 Allow time for the students to write their essays.

4 Go round and offer help where needed. Make sure they use some of the language from the units.

5 Tell the students to compare their essays with their partners.

6 Finally, either take the essays in to correct or ask three or four students to read out their essays to the class.

**Students' own answers**

[Unit head] **Unit 10 What's your job?**

**Lesson 1**

[page ref] **SB pages 42–43 WB page 108**

[Facsimile SB pp42-43]

[objectives box]

**OBJECTIVES**

**Reading** An article about jobs

**Writing** An email asking for advice; a personal CV

**Listening** Students at a job fair

**Speaking** Talking about job opportunities

**Language** Reported speech: statements and questions

**Life Skills** Self-management: Planning for the world of work

[facsimile SB page 42]

[B head] **Before you start**

- 1 Write the word *jobs* on the board and have a quick team competition to see who can come up with the most jobs in one minute. Award one point for the job, two points if no one else thought of the job, and one point for correct spelling.
- 2 Refer the students to the question and lead a whole class discussion. You could also have a poll to rank the most / least popular jobs and why.

[B head] **Vocabulary**

[Rubric] **1 Match the meaning of these words and phrases, then check in a dictionary.**

- 1 Go over the pronunciation of the words on the left and ask if students know any of these words.
- 2 Refer students to the example match, then allow students to complete the task in pairs. Set time limits and monitor as needed.
- 3 Ask the students to check their answers in a dictionary and deal with any questions as required.

**Answers**

1 e 2 h 3 i 4 b 5 c 6 g 7 a 8 d 9 f

[B head] **Reading**

[Rubric] **2 Read the magazine article. Which job do you think is the most difficult?**

- 1 Refer students to the pictures of Ali and Nadia and elicit what jobs they have (Ali is a nurse; Nadia is a scientist).
- 2 Tell the students to read the interviews quickly in order to answer the question. Set a time limit for the skim reading.
- 3 Invite different students to share their views with the class, and allow a short class discussion on which job is the most difficult and why.

**Students' own answers**

**[Rubric] 3 Read the article again and answer the questions.**

- 1 Explain that the students will now read the interviews more slowly to answer the questions. Refer students to the example answer and ask them to find the answer in the interview with Ali.
- 2 Allow students some time to answer the questions, then pair check before whole class check.

**Answers**

- 1 He has always liked caring for people.
- 2 Long hours, hard work, stressful
- 3 To be a good communicator, have medical knowledge, understanding and kindness
- 4 Her best subject at school was chemistry.
- 5 The challenges and variety.
- 6 A degree, problem-solving skills, communication skills.
- 7 Communication skills

**[Rubric] 4 Look at the interviews again. Choose which words best describe each job.**

- 1 Write NURSE and SCIENTIST on the board.
- 2 Ask the students to work in pairs to think of key words which best describe the two jobs.
- 3 Elicit students' ideas and write them on the board. Have a discussion on whether everyone agrees on the suggestions.

**Answers**

Nurse: rewarding, stressful, hard, long hours, a good communicator

Scientist: practical, has challenges, variety, frustrating, able to communicate

**[B head] Speaking**

**[Rubric] 5 Discuss these questions in pairs.**

- 1 Read at the three questions with the students.
- 2 Explain that the pairs will have three minutes to discuss the questions and that they should make notes on their answers. Monitor and offer support as needed.
- 3 Ask each pair to join another pair and start a pyramid discussion on the students' answers.
- 4 Lead whole class feedback and, time permitting, have a debate on the answers to the questions. Encourage students to justify their views with practical examples.

**Students' own answers**

[\[facsimile WB page 108\]](#)

[\[page ref\]](#) **WB page 108**

**[B head] Vocabulary**

**[Rubric] 1 Complete the table.**

- 1 Point out the headings of the three columns and go over the first example with the students.
- 2 Tell the students to complete the exercise alone or in pairs. They can check their dictionaries if they wish.
- 3 Check answers as a whole class.

#### Answers

Verb	Noun	Adjective
1 <i>apply</i>	application	applied
2 <i>qualify</i>	<i>qualification</i>	qualified
3 <i>reassure</i>	reassurance	reassuring
4 <i>reward</i>	reward	<i>rewarding</i>
5 <i>stress</i>	stress	<i>stressful</i>
6 <i>succeed</i>	success	<i>successful</i>

#### [Rubric] 2 Join the sentences with the correct words.

- 1 Tell the students to read the example, then allow time for them to complete the task alone or in pairs. Point out the use of *despite* followed by a noun.
- 2 Check answers as a whole class.

#### Answers

1 although 2 so 3 Despite 4 and 5 but

#### [Rubric] 3 Choose the correct answers to complete the sentences.

- 1 Allow time for the students to read the passage and go over the first example together; allow them to work in pairs if they wish.
- 2 Invite volunteers to read out their answers to the class, and deal with any queries as needed.

#### Answers

1 and 2 but 3 so 4 Although 5 despite

#### [B head] Writing

#### [Rubric] 4 Write a paragraph about a job that you think is rewarding.

- 1 Tell the students to discuss ideas in pairs or small groups first. Tell them to note down ideas. They can refer to the interviews in the Student's Book if they wish.
- 2 Allow time for them to write their paragraphs; go round and check their work, offering prompts if necessary.
- 3 Invite different students to read out their paragraphs to the class. Try to choose students who have expressed different opinions.
- 4 Space and time permitting, display the students' work on the walls. You can take in their work to mark.

#### Students' own answers

[facsimile SB page 44]

## Lesson 2

[page ref] SB page 44 WB page 109

### [B head] Before you start

- 1 Look at each question with the whole class and allow them to discuss their answers in small groups.
- 2 Elicit students' responses and lead a whole class discussion. You could also have a mini debate about the best way to find a job.

### Students' own answers

### [B head] Vocabulary

#### [Rubric] 1 Use these words to complete the definitions.

- 1 Go over the pronunciation of the words in the word bank and ask if students know the meaning of any of these words.
- 2 Refer students to the example, then allow students to complete the task in pairs. Set time limits and monitor as needed.
- 3 Check their answers as a class and deal with any questions as required.

### Answers

1 degree 2 industry 3 Construction 4 attendant 5 apprenticeship

### [B head] Listening

#### [Rubric] 2 Listen to three students talking about their experiences at a job fair.

##### What industry does each student want to work in?

- 1 Read the question with the students and remind them that they are only focusing on key words related to different industries.
- 2 Students listen while you play the recording.
- 3 Ask them to check their answers in pairs.
- 4 Go through the answers with the whole class; if necessary, play the recording again.

### Answers

Ahmed – IT industry

Sarah – airline industry

Omar – construction industry

### Audioscript

**Narrator:** Ahmed

**Man:** Did you find out about any job opportunities at the job fair, Ahmed?

**Ahmed:** I had a talk with a man from an IT company and he said that there were lots of jobs for young people in his company. He told me that I needed to have good maths and IT skills but also English. He said



	<i>that most people in IT used English at work. I asked him if I needed to do a degree in Information Technology and he said 'no'.</i>
<b>Narrator:</b>	<i>Sarah</i>
<b>Woman:</b>	<i>Hello Sarah. Was the job fair interesting?</i>
<b>Sarah:</b>	<i>Yes, I've decided what I want to do as a job now.</i>
<b>Woman:</b>	<i>Oh, what's that?</i>
<b>Sarah:</b>	<i>I want to be a flight attendant for an international airline. I talked to a woman from an airline company and she said that it was a really interesting job. She told me that I had to speak at least two other languages as well as Arabic, so I'm going to start learning French. I asked her how many countries she has visited and she said that so far she'd been to over 40 – imagine that!</i>
<b>Narrator:</b>	<i>Omar</i>
<b>Fatima:</b>	<i>Did you get any useful information about work at the fair, Omar?</i>
<b>Omar:</b>	<i>Yes. I'm not going to go to university, but I'm going to learn a trade. I spoke to a man who owns a construction company and I told him that I didn't really like studying and that I wanted to do something practical.</i>
<b>Fatima:</b>	<i>Well, you've always been really good at making and fixing things. Mum and Dad agree, too.</i>
<b>Omar:</b>	<i>I know. That's what I told him. He asked me whether I had had any work experience and I told him that I'd been helping our uncle make furniture for a few years. He said that would be useful and that I should try and get an apprenticeship in a local company.</i>

**[Rubric] 3 Listen again. Are the sentences *true (T)* or *false (F)*?**

- 1 Put the students in pairs to read the sentences. Play the first part of the audio and the example answer. Ask students to say why the statement is false.
- 2 Play the rest of the recording. Students complete the task, then they check their answers in pairs.
- 3 Check their answers as a class by inviting answers from different students. Ask students to justify their answers.

**Answers**

- 1 F He needs English too.
- 2 T
- 3 T

4 F She needs to speak two and Arabic.

5 T

6 F He has worked with his uncle.

### [B head] Language

**[Rubric] 4** Listen to what people actually said at the job fair and complete the sentences.

- 1 Look at the gapped sentences and ask students to predict what the missing word might be.
- 2 Tell the students to listen while you play the recording.
- 3 Allow time for them to complete the gaps alone or in pairs.
- 4 Ask different students to read out the completed sentences.

### Answers

1 It's 2 need 3 are 4 I'm 5 have

### Audioscript

**Woman:** *It's a really interesting job.*

**Ahmed:** *Do I need to do a degree in Information Technology?*

**Man 1:** *There are lots of jobs for young people in my company.*

**Omar:** *I'm interested in doing a practical job.*

**Man 2:** *Do you have any work experience?*

**[Rubric] 5** Now compare the sentences in Exercise 4 with these sentences from the listening.

- 1 Read out the first question and refer students to the example sentences.
- 2 Then put them in pairs to underline the verbs. Go round and listen, offering support where needed.
- 3 Write the direct speech sentence from the script on the board (*It's a really interesting job*) and the reported speech sentence below it. Underline the verbs and draw the students' attention to the fact that the verb in reported speech moves 'back' one step from the tense in direct speech.
- 4 Refer students to the second question and ask them to share what they notice about the language of reported speech with the whole class. Prompt students by highlighting the changes that occur in reported speech e.g. ask students *,What comes after 'tell' and 'ask'? What happens to questions in reported speech?*

### Answers

1

1 She said that it was a really interesting job.

2 I asked him if I needed to do a degree in Information Technology.

3 He said that there were lots of jobs for young people in his company.

4 I told him that I was interested in doing a practical job.

5 He asked me whether I had any work experience.

2

The tenses move back one step. An object pronoun is added after *tell* and *ask*.

The word *that* is added in some sentences.

In the questions, the reported question contains *if* or *whether* and there is no question mark.

[page ref] SB page 45

**[Rubric] 6 Read about Safiya. Then change what she says into reported speech.**

- 1 Refer students to the photo and elicit Safiya's job (*nurse*).
- 2 Go over the rules in the *Focus on Language* box and *Language Review* section.
- 3 Read out the instructions and refer students to the example sentence. Remind students that they must use the verb in brackets to report what was said.
- 4 Then put them in pairs to complete the task. Go round and listen, offering support where needed.
- 5 Invite students to share their answers with the whole class. Pay particular attention to the correct use of reporting verbs.

#### Answers

- 1 She told me that her name was Safiya and she was a nurse.
- 2 She said that she had qualified four years ago.
- 3 She said that she was employed on the children's ward in a hospital.
- 4 She told me that it could be very difficult working with sick children, but it was very rewarding.
- 5 She asked me if/whether I knew that some children had been in the hospital for months.
- 6 She said that it was very sad and the parents were often very worried.
- 7 She told me that next year she was going to America to do some more training.

**[B head] Speaking**

**[Rubric] 7 Discuss these questions in pairs.**

- 1 Read the two questions with the students. Tell them that they will discuss the questions in pairs and express their opinions.
- 2 Review different ways to express an opinion, agree and disagree. Refer the students to the speech bubbles in the student book.
- 3 Then put them in pairs to complete the task. Remind students to make notes of their views. Go round and listen, offering support where needed.
- 4 Invite students to share their answers with the whole class. You could write the students' answers on the board e.g. AGREE and DISAGREE for question 1 and lead a whole class debate.

#### Students' own answers

[facsimile WB page 109[]

[page ref] WB page 109

**[B head] Vocabulary**

**[Rubric] 1 Complete the sentences with these words.**

- 1 Allow time for the students to look at the words in the box and elicit the meaning of each one.

- 2 Tell the students to complete the exercise alone or in pairs.
- 3 Check answers as a whole class.

#### Answers

1 apprenticeship 2 construction 3 degree 4 industry 5 attendant

#### [B head] Language

##### [Rubric] 2 Change what the people say into reported speech.

- 1 Tell the students to read the example, then allow time for them to complete the task alone or in pairs. Refer students to the reported speech rules in the *Focus on Language* box in their Student Book as needed.
- 2 Check answers as a whole class.

#### Answers

- 1 Hatem said that he didn't want to play football at the weekend.
- 2 My neighbours told me that they hadn't seen the children leaving for school that morning.
- 3 The interviewer asked me if/whether I could tell him/her my name.
- 4 She asked if/whether I had got a degree in maths or science.

##### [Rubric] 3 Now change this reported speech into direct speech.

- 1 Do the first example with the students and draw their attention to the use of quotation marks in direct speech. Remind students that the tenses in direct speech moves one step forward from reported speech. Highlight this tense change in the example sentence.
- 2 Allow time for the students to write their answers; allow them to work in pairs if they wish.
- 3 Invite volunteers to read out their answers to the class.

#### Answers

- 1 "I haven't seen the film about global warming," Hamdi told me.
- 2 "I qualified as a doctor five years ago," Maya's mother said.
- 3 "We are sorry but the road is closed," the police officer told the driver.
- 4 "Are you going to the book club this afternoon?" Hana asked Eman.

##### [Rubric] 4 Listen to the phone messages and report what the people said.

- 1 Depending on the level of the group, you could play the recording once and have students take notes on what the people say. Alternatively you can play it more than once.
- 2 Tell the students to discuss their notes in pairs or small groups first. Then tell them to write their notes using reported speech.
- 3 Allow time for them to write their answers; go round and check their work, offering prompts if necessary.
- 4 Invite different students to read out their sentences to the class. Encourage students to use different reporting verbs e.g. say, tell, ask.

#### Answers

- 1 Samir said that his bus had broken down, so he would be late for the meeting.
- 2 Hassan said that he had read the story that was online and he really liked it.
- 3 Dalia said that she was sorry Nabila was ill and hadn't come to school that day, but she didn't need to worry, there wasn't much homework to do.

- 4 Laila's mum said that she was working late that evening. She said there was some fish and rice in the fridge so she could cook it herself if she was hungry.
- 5 Tarek asked Ahmed if/whether he had seen the news. He told him to turn on the TV because it was very exciting.

### Audioscript

1

**Samir:** Hello, this is Samir. The bus has broken down so I'll be late for the meeting.

2

**Hassan:** Hello, my name's Hassan. I read the story that is online and I really like it.

3

**Dalia:** Hi, Nabila, this is Dalia. I'm sorry you're ill and didn't come to school today, but you don't need to worry, there isn't much homework to do.

4

**Mum:** Hi Laila, Mum here. I'm working late this evening. There is some fish and rice in the fridge so you can cook it yourself if you're hungry.

5

**Tarek:** Ahmed, it's Tarek. Have you seen the news? Turn on the TV, because it's very exciting.

### [Rubric] 5 Ask your partner what he or she did last week and why.

- 1 Read the two questions with the students, then model the task by asking one of the students what they did last week and why. Make notes on the board as the student answers and then report what the student had said e.g. went shopping / needed new shoes. *Ahmed said he had gone shopping because he needed new shoes.*
- 2 Ask the students to work in pairs; monitor and support as needed.
- 3 Ask pairs to share their answers with the whole class and see if anyone did the same thing last week.
- 4 Alternatively, students could report what they heard but not say who their partner was. The other students must then guess whose speech is being reported.

### Students' own answers

### Video

- 1 Ask students to use the EKB to watch a video on the world of work.
- 2 Show them how to use the EKB, if necessary.
- 3 You could ask them questions to check understanding in the next lesson, for example:  
*What information can you learn at a job fair?*  
*What is important to think about when deciding on a job for you?*
- 4 Discuss students' answers.

### Video Script

The world of work is vast. There are routes into employment for everyone, with options to study at university, through apprenticeships or progressing through work experience.

Job fairs are often held to give non-biased information about many industries. They can tell you about what qualifications, skills and experience you will need, and you can also find out about what you can expect to earn.

Every job has its challenges and rewards which can affect a person's decision about whether to pursue a career. Equally, some characteristics are essential for certain jobs. For example, a medical professional must be compassionate, caring and have excellent communication skills.

[facsimile SB page 46]

### Lesson 3

[page ref] SB page 46    WB page 110

#### [B head] Before you start

- 1 Write the words *men* and *women* on the board. Then name a job which is traditionally done by one gender or the other e.g. primary teacher, builder, and ask the students who is more suitable to do the job and why.
- 2 Elicit students' responses and lead a whole class discussion. You could also have a mini debate about which jobs might not be suitable for both men or women and why.

#### Students' own answers

#### [B head] Vocabulary

#### [Rubric] 1 Match these jobs to the photos.

- 1 Look at the photos with the students and see if they know any of the jobs portrayed.
- 2 Go over the pronunciation of the words in the box, paying attention to any special features e.g. the silent 'b' in *plumber*. Then allow students to complete the task in pairs. Set time limits and monitor as needed.
- 3 Ask the students to check their answers with other pairs or in a dictionary and deal with any questions as required.

#### Answers

G Baker D farmer E office officer H plumber A police officer C shop assistant B teacher F vet

**[B head] Issues**

Ask a student to read the Issues box. Do they agree?

**[Rubric] 2 In pairs, choose which skills are best for each job in Exercise 1.**

- 1 Establish the meaning of 'skills' by using the job of teacher as an example. Make sure the students are clear about the difference between 'skills' and 'duties' e.g. a teacher must be patient (skill), a teacher must correct homework (duty). Elicit a few more examples of a teacher's skills from the students.
- 2 Refer the students to the skills in Exercise 2 and ask them to match a skill to a job.
- 3 Students can do this in pairs or small groups. Then you can discuss as a class.
- 4 Fast finishers can also discuss which skill is the most/least important for each job.

**Students' own answers**

**[Rubric] 3 Can you think of any other skills which are necessary for the jobs in Exercise 1?**

- 1 Ask the students to look at the jobs in Exercise 1 and think of one additional skill for each.
- 2 Pool their answers on the board.

**Students' own answers**

**[Rubric] 4 Imagine you are going to a job fair. Match the two halves of the questions.**

- 1 Ask the students to imagine they are going to a job fair and brainstorm a few questions they might ask / be asked. Prompt students by writing a few ideas on the board e.g. holidays, pay, working hours.
- 2 Students complete the task alone then compare their answers in pairs.
- 3 Lead a whole class check and deal with any questions as needed.

**Answers**

1 d 2 c 3 e 4 a 5 f 6 b

**[B head] Speaking**

**[Rubric] 5 Discuss these questions in pairs or small groups.**

- 1 Go over the questions with the students.
- 2 Set the students in pairs or small groups and assign one student the role of scribe. They should take notes on what is discussed.
- 3 As the students are carrying out the task, monitor and support as needed. Make notes of any good language or errors for delayed feedback.
- 4 Lead class feedback by asking the scribes to report what was discussed in their pairs / groups. Did they agree? Did they choose the same job / questions?

**5 Students' own answers**

**[B head] Vocabulary**

**[Rubric] 1 Complete the crossword.**

- 1 Students can complete this in pairs as a competition to see who finishes first.
- 2 Check answers as a whole class.

**Answers**

**Across**

1 caring 3 honest 5 flexible 7 attention 8 player

**Down**

1 communicator 2 confident 4 reliable 6 loyal

**[Rubric]2 Choose three of these jobs and write a sentence describing the qualities needed for each one using the words from Exercise 1.**

- 1 Refer the students to the example sentence. Students can complete this task alone or in pairs. Monitor and support as needed as students complete the task.
- 2 Ask the students to exchange their answers so they can see what their peers have written. Has anyone chosen similar skills?
- 3 As an alternative, ask the students to describe a skill without saying the job and ask the others to guess what job they are referring to e.g. *A xxx needs to be caring with animals.*

**Students' own answers**

**[B head] Language**

**[Rubric] 3 Match the questions 1–6 with the answers a–f from a job fair.**

- 1 Refer the students to the example answer. Then look at the other questions and encourage the students to predict possible answers.
- 2 Students can complete the task alone or in pairs.
- 3 Lead a whole class check by having one student read out the question and another read out the answer.

**Answers**

1 c 2 d 3 e 4 f 5 a 6 b

**[B head] Writing**

**[Rubric] 4 Choose a job and send an email asking an expert for advice about it. You can think about the questions in Exercise 3 to help you.**

- 1 Students can complete this task alone and then exchange emails so they answers each other's questions. They can write in their notebooks.
- 2 You can collect the writing to correct.

**3 Students' own answers**



## Lesson 4

[facsimile SB page 47]

[page ref] SB page 47 WB page 111

### [B head] Before you start

- 1 Write the words *dream job* on the board and give students a minute to think about their dream job. Encourage them to be creative and possibly provide some prompts e.g. astronaut, zoo keeper.
- 2 Invite students to share their ideas. Then have students vote on a few jobs e.g. the most interesting, the most unusual, the best paid.

### Students' own answers

### [B head] Reading

[Rubric]1 Read the information about Mohammed's dream job and complete the sentences.

- 1 Refer the students to the picture and elicit Mohammed's dream job (firefighter). Ask students to predict why this might be his dream job.
- 2 Give students time to complete the task alone, then to check their answers in pairs.
- 3 Go over their answers as a class. You could invite students to say where they found the answers in the text.

### Answers

1 boy 2 an office 3 dangerous 4 the community 5 jobs/careers

### [B head] Writing

### [B head] Writing

[Rubric]2 Write a list of skills required for your dream job and how you might get these skills.

- 1 Refer students to the example of and make sure students are clear on the fact that they must say how they can obtain the skills.
- 2 Prompt a few ideas by saying a job e.g. pilot, eliciting some skills e.g. fly a plane and asking where you can obtain these skills e.g. pilot school.
- 3 Students can complete the task alone or in pairs. You can assign this as homework.
- 4 Take in their work to mark.

### Students' own answers

### [B head] Project

- 1 Read the instructions and make sure students are clear about the task.
- 2 Encourage them to spend time researching the information. They can complete the poster for homework and display it in the next lesson.

### Students' own answers

[facsimile WB page 111]

[page ref] WB page 111

**[B head] Reading**

**[Rubric] 1 Read the CV. Do you think Nabila would be a good teacher?**

**Why/Why not?**

- 1 Read the instructions with the students and make sure they understand the meaning of CV. Refer them to Nabila's CV in order to clarify the meaning.
- 2 Allow the students some time to read through the CV then discuss whether Nabil would be a good teacher and why.
- 3 Prompt students by asking if they would like to have Nabila as a teacher.

**Suggested answer**

Yes, because she has got good qualifications and all the write skills to be a good teacher. She also has experience working with young people.

**[Rubric] 2 Answer the questions about the CV.**

- 1 Read the instructions and questions with the students and make sure they understand that they are scanning for specific information only.
- 2 Allow the students some time to read through the CV again and complete the task alone.
- 3 Go over their answers as a class. Encourage students to tell you where they found the information in the CV.

**Answers**

- 1 Bradly College, Oxford, England and Cairo University, Cairo, Egypt
- 2 She is punctual, reliable, a good communicator and is caring. She is also patient.
- 3 She has taught English to young people aged 7–16 years old in the UK.
- 4 She likes reading, going to the theatre and Egyptian cuisine.

**[Rubric] 3 Complete the CV below for your own dream job. Follow this plan.**

- 1 Go over the headings of the CV with the students and make sure they understand what information goes under each one.
- 2 Students can complete the task alone and refer to Nabila's CV as a model.
- 3 Take in their work to mark.
- 4 You could later display the students' CVs for other students to look at. Ask the students to decide if each student would get their dream job based on the CVs.

**Students' own answers**

## Lesson 5

[page ref] SB page 48

[facsimile SB page 48 -49]

### [B head] Before you read

- 1 Ask students to summarise what happened in the previous chapter. Elicit the names of the characters and what they did. Ask students to look at the photo and suggest how it relates to the story.
- 2 Look at the *Before you read* question and prompt students by asking questions e.g. where was Jim? Why? Was anyone with him?
- 3 Allow students to discuss their answers in pairs or small groups then write a few of their ideas on the board.

### Students' own answers

### [B head] Reading

- 1 Put students into small groups and ask them to take turns reading Chapter 10 to each other.
- 2 Monitor progress and help with pronunciation when necessary.
- 3 Ask the students to answer the *Before you read* question and check if any of their predictions were correct.

### Suggested answer

Jim discovered that the fort had been taken by the pirates.

## Lesson 6

[page ref] SB page 51 WB pages 112–113

[facsimile SB page 51]

### [B head] Before you start

- 1 Ask students to read the story again quickly.
- 2 Draw attention to the questions.
- 3 Give students time to discuss the answers and then feedback to the class.

#### Answers

- 1 He found Silver and the other pirates.
- 2 He agreed to help Silver.

### [B head] Vocabulary

#### [Rubric]1 Match the words and the definitions.

- 1 Point out that the words on the left are the words in bold in the text, so students can check the meanings by reading the words in context if necessary.
- 2 Allow students some time to complete the matching task alone. They can compare answers in pairs.
- 3 Check their answers as a class. Go over the pronunciation of the key words and any challenging features e.g the consonant cluster in *torch*.

#### Answers

1 b 2 c 3 e 4 a 5 d

#### [Rubric]2 Complete the sentences with these words from the Exercise 1.

- 1 Remind students that some of the words are verbs and some are nouns and that knowing this can help them decide whether a word fits in a gap or not.
- 2 Allow students a few minutes to do the exercise with a partner before checking answers as a class.

#### Answers

1 care 2 torch 3 alive 4 trapped 5 rules

### [B head] Reading

#### [Rubric] 3 Read the chapter again and complete the sentences with these names.

- 1 Read through the instructions with the class and check what the students remember about each character.
- 2 Give students a few minutes to answer the questions alone, and to check their answers with in pairs.
- 3 Check answers as a class.

#### Answers

- 1 The parrot
- 2 Silver
- 3 Jim
- 4 Dr Livesy
- 5 The pirates

**[Rubric] 4 Arrange these events in the order they happened.**

- 1 Tell the students to read all the sentences before they begin the task.
- 2 Refer to the first example which has been done for them. Allow time for them to complete the task. Go round and offer help where needed.
- 3 Put them in pairs to compare answers, then go through the exercise with the whole class.

**Answers**

1 b 2 e 3 a 4 d 5 f 6 c

**[B head] Speaking**

**[Rubric] 5 Work in pairs. Discuss and answer these questions.**

- 1 Read through the questions with the class, checking understanding.
- 2 Allow students three or four minutes to discuss the questions with their partner.
- 3 Move around the classroom and monitor the students as they have the discussion and offer help as needed.
- 4 Feedback by asking some pairs to report their answers to the class. Allow a brief class discussion.

**Answers**

- 1 He remembered the map.
- 2 Captain Smollett did not usually waste wood.
- 3 They did not see him when he walked in.
- 4 Because he was like Jim as a boy, and because he was clever.
- 5 Dr Livesy told him he could enter it.
- 6 Because they didn't have a ship any more.

**[B head] Writing**

**[Rubric] 6 Would you prefer to have Silver as a friend or an enemy? Write 50 words explaining why.**

- 1 Read through the question with the class and elicit a few ideas from the students. Write *Friend* and *Enemy* on the board with the relevant ideas under each.
- 2 Model the task by taking one of the ideas and expanding it into a sentence e.g. *I would prefer to have Silver as a friend because he can protect me.*
- 3 Allow students time to complete the writing. This can be set as homework which you take in to correct.
- 4 You could also display or ask students to read out some of their paragraphs in the following lesson.

**Students' own answers**

**[page ref] WB pages 112–113**

**[facsimile WB pages 113–113]**

**[Rubric] 1 Answer the questions with full sentences.**

- 1 Read through the questions with the class and see if the students remember any of the meaning of the key vocabulary.
- 2 Allow students time to complete the task and refer them to the vocabulary matching exercise in their Student book as needed. Remind students to write full sentences.
- 3 Check their answers as a class. Make sure they answer in full sentences.

**Answers**

- 1 If something is alive, it is living.
- 2 If you care for something, you find it important.
- 3 You use a torch when it is dark.
- 4 If you are trapped, you have to stay in one place.
- 5 Rules tell you what to do.

**2 Circle *True* or *False* and correct the false sentences.**

- 1 Read through the sentences with the class.
- 2 Give students a few minutes to answer the questions and to correct the false sentences.
- 3 Check answers as a class.

**Answers**

- 1 False. He remembered the map.
- 2 False. He did not usually like to waste wood.
- 3 True
- 4 False. One of them looked badly hurt. Silver looked tired and dirty.
- 5 False. Dr Livesy gave them the fort.
- 6 True
- 7 False. He told Silver that he was not frightened of them.
- 8 True

**3 Work in pairs. Who are the speakers of the quotations, and what are they talking about?**

- 1 Read through the instructions with the class and check they understand the task.
- 2 Students can scan the text to find the speakers and answer the question. They can do this individually or in pairs.
- 3 Check answers as a class.

**Answers**

- 1 Silver says this to Jim, when he finds that Jim has walked into the fort at night.
- 2 Silver says this to Jim. He is talking about what Dr Livesy told him.
- 3 Jim says this to Silver because he has helped to stop his plans and is not frightened of him.
- 4 One of the pirates says this to Silver because they are not sure they want him to be their captain any more.
- 5 Silver says this to Jim before he tells Jim he has the map.

[facsimile WB page 113]

**[Rubric]4 Match to make phrases.**

- 1 Ask students to read both columns before they begin
- 2 Give students enough time to match the phrases. They can do this in pairs.
- 3 Check answers as a class.

**Answers**

1 d 2 c 3 a 4 e 5 b

**[Rubric]5 Read the quotations and answer the questions.**

- 1 Ask students to think about when and where the quotations were made, and who they concern.
- 2 Give students enough time to write their answers. They can refer back to the story if necessary.
- 3 Check answers as a class.

**Answers**

- 1 He means Dr Livesy and his friends.
- 2 No, they were not.
- 3 They left the fort and gave it to Silver and his men.
- 4 Because he knew that he had the ship, so Silver could not do anything to him.
- 5 Suggested answer: Yes, because this was a good way for him to protect himself. He wanted to offer Silver something.
- 6 Suggested answer: This was perhaps not a good idea, as the pirates became angry with both him and Silver, because they knew Jim was right.

**[Rubric]6 Write three sentences to explain these comments.**

- 1 Ask students to think about when and where these events happened in the story. They can reread if necessary.
- 2 Encourage them to discuss the comments in pairs before they write individually.
- 3 Ask a few students to read out their sentences. Do they all agree?

**Suggested answers**

- 1 This means that although he is with the pirates – and in trouble – he can use his knowledge of where the ship is to have power over Silver.
- 2 He was sad because first he thought his friends were dead. He was happy when he found they were alive, but worried because he did not know where they were.
- 3 First he asks Jim to join the pirates, then he asks Jim to help him, perhaps against the pirates.

**[Rubric] 7 Imagine you are one of the pirates. Write the note that you will give to Silver at the end of the chapter.**

- 1 Go through the instructions.
- 2 Encourage students to make notes before they start writing. As they are preparing, move around the room offering support as required.
- 3 Students can write the note in class or at home.
- 4 You could ask the students to read out their notes in the next lesson as a roleplay. Students could vote for the best / most creative note.

## Students' own answers



**<Unit number>Unit 11**

**<Unit head>Amazing people**

**<Lesson head>Lesson 1**

**<Page reference head>SB pages 52–53      WB page 114**

**[Insert image SB pages 52-53]**

**<Objectives panel>OBJECTIVES**

<b>Reading</b>	An article about athletes with disabilities
<b>Writing</b>	A paragraph on a disabled person you like; an email to arrange a job interview
<b>Listening</b>	A radio interview about equal opportunities
<b>Speaking</b>	Making complaints and polite responses
<b>Language</b>	Relative clauses
<b>Life Skills</b>	Respect for diversity' creativity; cooperation

**<B head>Before you start**

- 1 Write the word *disability* on the board and ask if anyone knows the meaning.
- 2 If no one knows the meaning, refer the students to the picture and ask them to guess the meaning.
- 3 Read the three possible definitions with the class, go over any new words and ask students to choose which of the three choices they think is correct.

**Answer**

b

**<B head>Vocabulary**

**1 Choose the meanings of these words, then check in a dictionary.**

- 1 Go over the pronunciation of the words on the left and ask if students know any of these words.
- 2 Make sure that students have access to dictionaries.
- 3 Refer students to the example match, then allow students to complete the task in pairs. Set time limits and monitor as needed.
- 4 Students can check their answers in a dictionary. Monitor and support as required.

**Answers**

1 f    2 a    3 d    4 g    5 h    6 c    7 b    8 e

**<B head>Reading**

**2 Read about three athletes with disabilities and answer these questions.**

- 1 Explain that the students must read the article in order to find the answers. Tell them not to worry if there are any words that they don't know. They should read the questions carefully and only look for this information.
- 2 Look at the example with the students and show them where in the text they can find the answer.
- 3 Set a time limit to keep the class in synch.
- 4 Invite students to compare answers in small groups, then check with the whole class.

**Answers**

- 1 Kung Fu, wheelchair tennis, powerlifting, basketball, athletics
- 2 Competed in the sports competitions and won medals
- 3 A love of sport; a determination to do well despite their disabilities

**3 Read about the athletes again and answer these questions. Which athlete or athletes ...**

- 1 Encourage the students to read the texts more slowly to answer questions. Refer students to the example and ask them to find the answer in the text about Mahmoud Mohamed Youssef.
- 2 Allow students some time to answer the questions before checking the answers as a class.

**Answers**

- 1 Mahmoud Mohamed Youssef
- 2 Tanni Grey-Thompson
- 3 Mahmoud Mohamed Youssef, Tanni Grey-Thompson
- 4 Mahmoud Mohamed Youssef, Tanni Grey-Thompson
- 5 Amany Ali
- 6 Amany Ali
- 7 Mahmoud Mohamed Youssef, Tanni Grey-Thompson
- 8 Tanni Grey-Thompson

**<B head>Speaking**

**4 Discuss these questions in pairs.**

- 1 Look at the questions with the students and check understanding.
- 2 Set a time limit to discuss the questions. Students should make notes of their answers. Monitor and offer support as needed.
- 3 Lead a whole class feedback. Encourage students to justify their views with examples.

**Students' own answers**

**5 Research successful disabled people. Choose one person to do a project about.**

- 1 Refer the students to the instruction and brainstorm a few ideas with the whole class.
- 2 Write the students' suggestions on the board. Refer to the pictures as prompts. (from left to right: Ibrahim Hamato – Egyptian table tennis player who has no arms; Fatma Omar – Egyptian powerlifter, who was disabled by polio; Taha Hussein – an important Egyptian writer who was blind).

**<B head>Project**

**6 Find out more information about the person you chose. Write answers to the questions below.**

- 1 Make sure students are clear about the task and questions.
- 2 Encourage students to spend time researching the information.
- 3 Students can write brief notes to answer the questions.

**7 Work in groups. Assign roles so that each group member works to search for the answers and presents information.**

- 1 Set the students in groups. Each member of the group should be given one question to research further information about if possible.
- 2 Students then present the information to the group.
- 3 Monitor and support as needed.
- 4 Students then use the information to write a report about the person.
- 5 Display some of the projects on the classroom wall if possible.

**Students' own answers**

[Insert image of WB page 114]

<B head>Vocabulary

**1 Complete the text with these words.**

- 1 Look at the example sentence. Students complete the exercise alone or in pairs. They can check their dictionaries if they wish.
- 2 Check answers as a whole class.

**Answers**

1 compete    2 disability    3 wheelchairs    4 muscles    5 achieved    6 medals

**2 Are these sentences true (T) or false (F)? Correct the false sentences.**

- 1 Put the students in pairs to read the sentences. Monitor and support as needed.
- 2 Students complete the task and then check their answers in pairs.
- 3 Elicit answers from different students. Ask students to correct the false sentences.

**Answers**

- 1 F Some amazing athletes compete in different sports even when they have a disability.
- 2 F The playing area is the same as for other tennis competitions.
- 3 T
- 4 F Only the best athletes can get a place at the Paralympic Games.
- 5 T

**3 Many sports end in *-ing* and the name of the person who does the sport ends in *-er*. Complete these sentences with the correct form of the verb in brackets.**

- 1 Give students an example by writing the verb *run* on the board. Ask students the same of the sport (running) and highlight the *-ing* ending for the name of the sport. Then ask the students the name of the person who does this sport (*runner*) and highlight the *-er* ending.
- 2 Allow time for the students to read the passage and complete the task.
- 3 Invite students to read out their answers to the class, and deal with any queries as needed.

**Answers**

1 cycling    2 swimming    3 runners    4 windsurfing    5 snowboarding  
6 powerlifting    7 powerlifters

<B head>Writing

**4 Write a paragraph about a successful disabled person you searched for with your group, who has achieved success despite many difficulties,**

- 1 Remind students about the person they researched for their project.
- 2 Ask the students to discuss ideas in pairs or small groups first. Ask them to note down ideas.
- 3 Allow time for them to write their paragraphs; go round and check their work, offering prompts if necessary.
- 4 Invite different students to read out their paragraphs to the class.

## Students' own answers

### Video

1 Ask students to use the EKB to watch a video on Paralympians.

2 Show them how to use the EKB, if necessary.

3 You could ask them questions to check understanding in the next lesson, for example:

What challenges do Paralympians face?

Would you want to dedicate yourself to training every day?

Who has inspired you in your life? Why?

4 Discuss students' answers.

### Video Script

To become an award-winning Paralympian is an outstanding achievement. These athletes battle against physical disabilities to prove their strength, stamina and determination.

Competing in the Paralympics often means a life dedicated to training and often requires a lot of sacrifices to be successful. Even simple tasks can be difficult with a disability which is why they are so inspiring.

Many Paralympians inspire people to persevere to achieve their dreams. They often dedicate their time to promoting their sport and helping young people find opportunities to train.

**<Lesson head>Lesson 2**

**<Page reference head>SB pages 54–55      WB page 115**

**[Insert image SB pages 54-55]**

**<B head>Before you start**

- 1 If necessary, explain the expression 'equal opportunities' e.g. If two people want the same job, they have the same chances of getting it.
- 2 Elicit students' responses to the questions and lead a whole class discussion. If students cannot answer question 2, be prepared with an example of your own.

**Students' own answers**

**<B head>Vocabulary**

**1 Complete the definitions with these words.**

- 1 Go over the pronunciation of the words and check understanding.
- 2 If necessary, do the first sentence with the students as an example. Set a time limit, then allow students to complete the task. Monitor and deal with any questions as required.
- 3 Check answers as a class.

**Answers**

1 highs and lows      2 campaign      3 ramp      4 activist

**<B head>Listening**

**[CD icon] 2 Listen to an interview with Leila about a charity organisation and tick the correct answer.**

- 1 Read the sentences with the students. Play the recording while students listen and tick the correct answer.
- 2 Go through the answers with the whole class; if necessary, play the recording again.

**Answers**

Not everybody likes to work for charities.

**Audioscript**

**Nadia:** Hello everyone and welcome to the podcast. Every week we talk to a different guest about their job. Today we have a very special guest who's a charity activist from Egypt. Her name is Leila El-Baz. Leila, who has been an equal opportunities campaigner for almost ten years now, is here to talk about trying to change the world. Thank you very much for joining us, Leila.

**Leila:** Great to be here, Nadia.

**Nadia:** So tell us a little bit about yourself, Leila. Where are you from?

**Leila:** I'm from Alexandria, which is a city in the north of Egypt, but I work in Cairo now.

**Nadia:** What did you study?

**Leila:** I studied sociology which I found really interesting.

**Nadia:** And how did you get into working for charities supporting equal opportunities? It's not something that everyone does for living, is it?

**Leila:** No, I guess it isn't, but it's a brilliant job. I would recommend it to all young people because you can really make a difference – that's why I love it so much. I started campaigning for disabled people when I was at university actually. One of my best friends was disabled and she used a wheelchair. I noticed that she was having lots of problems just trying to get from one classroom to another, or from the library to the cafeteria. There were steps everywhere and hardly any lifts or ramps to help disabled people get from one floor to the next.

**Nadia:** Wow. That's awful.

**Leila:** Yes, I know, so my friend and I decided to try to make changes in our university. We asked the teachers to talk to the people who were in charge of the university about the issue and they did.

**Nadia:** What happened next?

**Leila:** Well, after about a year, we got four new lifts and lots of ramps. The university also promised to think about disabled students when they build new parts of the campus or change existing buildings.

**Nadia:** That's excellent.

**Leila:** When I finished studying, I got a job at a charity which helps disabled young people find jobs. That was really interesting.

**Nadia:** But, now you campaign for equal opportunities for a wider range of people – not just people with disabilities – is that right?

**Leila:** Yes, that's right. Now I work for an organisation called *Open Eyes* which campaigns in lots of different areas. We try to ensure that people who are different to other people, in one way or another, still have the same chances in life.

**Nadia:** That sounds like great work to be doing, but is there anything you don't like about your job?

**Leila:** Well, I don't like it when you think you're going to succeed, but, in the end, you don't. And, of course, not all of our work is exciting. We have to do paperwork too, you know!

[CD icon] **3 Listen again. Choose the correct word or phrase to complete the sentences.**

1. Play the first part of the audio and pause after the example answer.

2 Play the rest of the recording. Students complete the task, then they check their answers in pairs.

3 Elicit answers from different students. Play the recording again if necessary.

#### **Answers**

1 ten   2 Alexandria   3 going to class   4 teachers   5 find jobs  
6 many areas

#### **4 Discuss these questions in pairs.**

1 Explain that students will discuss the questions in pairs and express their opinions.

2 Review different ways to express an opinion, and agree and disagree. Refer the students to the speech bubble in the Student's Book.

3 Then put students in pairs to complete the task. Remind students to make notes of their views. Go round and listen, offering support where needed.

4 Elicit answers from around the class.

#### **Students' own answers**

## <B head>Language

### 5 Look at the sentences A–D and answer questions 1–4.

- 1 Look at questions 1–4 and focus students' attention on key words e.g. people, places, things.
- 2 Answer the first question with the students and point out that both A and B contain the word 'who' for people.
- 3 Allow time for students to complete the task alone or in pairs.
- 4 Ask different students to read out the answers.

#### Answers

1 A and B      2 C and D      3 we use *who* for people      4 we use *which* for things or places

### 6 Complete the descriptions of these sentences from Exercise 5.

- 1 Read out the first description and draw students' attention to the term *relative clauses*. Refer them to the rules in the *Focus on Language* box and *Language Review* section and highlight the relative clauses.
- 2 Then put them in pairs to complete the task. Go round and listen, offering support where needed.
- 3 Write two sentences on the board, one with a defining relative clause and one with non-defining relative clauses. You can use the example from the *Focus on Language* box. Circle the commas and draw the students' attention to the fact that non-defining relative clauses use commas. Strike through the 'extra' information contained within the commas and ask students if the sentence still has a complete sense (yes, the extra information contained in non-defining relative clauses is not essential).
- 4 Do the same with the sentence containing a defining relative clause and ask the students if the sentence makes sense without this clause (no, it does not make sense).
- 5 Students complete the task in pairs, then elicit answers from around the class.

#### Answers

- A and D
- B and C

### 7 The relative clauses in these sentences give necessary information. Complete the sentences with *who* or *which*.

- 1 Read out the instructions and elicit from students the difference between *who* and *which* (*who* = people, *which* = things).
- 2 Refer students to the example sentence. Ask them why we use *who* (it refers to a person, Amany Ali, the Paralympian).
- 3 Then put students in pairs to complete the task. Remind students to refer to the rules in the *Focus on Language* box and *Language Review* section. Remind students to look at the word or phrase immediately before the relative pronoun to determine if the relative clause is about a person or thing. Go round and listen, offering support where needed.
- 4 Invite students to share their answers with the whole class.

#### Answers



1 who 2 who 3 which 4 which 5 which 6 who

**8 Work in pairs and use defining or non-defining relative clauses to write sentences about the people or things in your list.**

1 Read out the instructions and elicit from students the difference between defining and non-defining relative clauses. Refer students to the *Focus on Language* box if necessary.

2 Elicit a few ideas from students to describe the school and create a mind map. The write a gapped sentence using one of the students' ideas e.g. *My school, \_\_\_\_\_ is in an old building, is near my house.* Ask the students whether this is a defining or a non-defining relative clause (non-defining: highlight the commas and extra information) and elicit the missing relative pronoun (*which*).

3 Allow students some time to complete the task. They can do this alone or in pairs. Encourage them to write at least one sentence for each type of relative clause.

**Students' own answers**

**<B head>Speaking**

**9 Describe the things in your list to your partner without saying what they are. As you listen, try to guess what they are.**

1 Look at the example sentence and ask the students to guess what the sentence refers to (*your best friend or a celebrity you like*).

2 Then put students in pairs to complete the task. Remind them to use *who* or *which* depending on whether they are talking about a person or thing. Go round and listen, offering support where needed.

3 Invite a few students to share their sentences with the whole class. Ask them to guess what or who they are talking about.

**Students' own answers**

**<Page reference head>WB page 115**

**[Insert image WB page 115]**

**<B head>Vocabulary**

**1 Complete the sentences with these words and expressions.**

1 Allow time for the students to look at the words and elicit the meaning of each one. Refer students to the first example and the picture illustrating the sentence.

2 Students complete the exercise alone or in pairs.

3 Check answers as a whole class.

**Answers**

1 ramp 2 highs and lows 3 campaign 4 activist

**<B head>Language**

**2 Match to make sentences.**

1 Students read the example. Allow time for them to complete the task alone or in pairs. Refer students to the relative clauses rules in the *Focus on Language* box in their Student Book as needed.

2 Check answers as a whole class.

### Answers

1 d    2 a    3 c    4 b

### 3 Complete the text with these clauses.

- 1 Read the first example with the students and remind them of the use of *who* and *which* in relative clauses. Highlight the word *passengers* in the example sentences and elicit that these are people, so we use the relative pronoun *who*.
- 2 Allow time for the students to work in pairs to complete the task.
- 3 Elicit answers from different around the class.

### Answers

- 1 who travel by plane
- 2 who has used a wheelchair since 2004
- 3 which had landed at London's Heathrow airport
- 4 who was very sorry for what happened
- 5 which is often broken on long flights

### 4 Complete these sentence so they are true for you.

- 1 Read the sentence beginnings with the students then model the task by completing the first sentence with an example.
- 2 Students complete the task alone. Monitor and support as needed.
- 3 Pairs share their answers with each other.
- 4 Invite a few students to share their answers with the whole class.

### Suggested answers

- 1 who I enjoy being with.
- 2 which was in the mountains.
- 3 who want to sell me things.
- 4 which I use every day.

[Insert image SB page 56]

<B head>Before you start

1 Ask the students when they last complained about something and why they complained.

2 Read the instructions and give students time to think of ideas in pairs. Then elicit students' responses and write these on the board.

Students' own answers

<B head>Listening

[CD icon] 1 Listen to three conversations where one person is making a complaint and the other person is responding to that complaint. Write the answers to the questions in the table.

1 Read the instructions and the questions in the table with the students and remind them to answer with short sentences.

2 Students listen while you play the recording. Pause after the example answer.

3 Students listen to the rest of the recording then check their answers in pairs.

4 Go through the answers with the whole class; if necessary, play the recording again.

Answers

Conversation 1:

1 In a restaurant

2 A customer

3 Her soup is cold

4 She will bring another soup which is hot.

Conversation 2:

1 At someone's house

2 A neighbour

3 The music coming from the

house is too loud

4 He will ask his son to turn the music down

Conversation 3:

1 At a train station

2 A traveller

3 Her train is two hours late

4 She offers to book a taxi for her

Audioscript

Narrator: One

Woman 1: Excuse me, I'd like to make a complaint. My soup is cold.

Woman 2: I do apologise. I'll make sure you get another soup which is hot.

Narrator: Two

Old Man: I'm sorry to bother you, but the music is really loud.

Man 1: I'm sorry about that. I'll make sure my son turns the music down.

Narrator: Three

Old Woman: I'd like to speak to the manager, please.

Woman 3: I'm afraid she's out at the moment. Can I help you?

Old Woman: Yes, the problem is that my train is now two hours late. How am I going to get home this evening?

Woman 3: I'm sorry about that. Perhaps we can book a taxi for you.

[CD icon] **2 Listen again and complete the sentences that you hear.**

1 Remind students to answer with the specific words that they hear. Give students time to read through the gapped sentences and predict what the answers might be.

2 Students listen while you play the recording. Pause as necessary.

3 Students check their answers in pairs.

4 Go through the answers with the whole class. If necessary, play the recording again.

### **Answers**

#### **Making complaints**

Excuse me, I'd like to make a complaint.

I'm sorry to bother you but ...

I'd like to speak to the manager, please.

#### **Polite responses**

I do apologise.

I'm sorry about that.

I'm afraid she's out at the moment. Can I help you?

I'm sorry about that. Perhaps we can...

### **<B head>Speaking**

**3 Work in pairs. Make conversations using the expressions for making complaints and polite responses in the table.**

1 Give students time to read through their roles and make notes about what they will say. Remind them to use the expressions in the box in Exercise 2.

2 Allow students to complete the task in pairs. Set a time limit and monitor as needed.

3 Ask a few pairs to perform their roleplay for the rest of the class.

### **Students' own answers**

<Page reference head>WB page 116

[Insert image WB page 116]

<B head>Listening

[CD icon] **1 Complete the following conversations with these sentences. Then listen and check your answers.**

- 1 Give students time to read the sentences and answer any queries.
- 2 Play the recording. Students complete the task alone.
- 3 Elicit answers from around the class.

**Answers**

- 1 I do apologise. Perhaps we can repair it.
- 2 I'm sorry about that. I'll change places with my wife. She is shorter.
- 3 I'm afraid he's out at the moment. Can I help you?
- 4 I'm sorry about that. We will give you a new meal.

**Audioscript**

**Narrator: One**

**Lama:** Excuse me, I'd like to make a complaint. My phone doesn't work.

**Assistant:** I do apologise. Perhaps we can repair it.

**Narrator: Two**

**Hany:** I'm sorry to bother you, but you're very tall. I can't see the play.

**Man:** I'm sorry about that. I'll change places with my wife. She is shorter.

**Narrator: Three**

**Heba:** I'd like to speak to the manager, please.

**Waitress:** I'm afraid he's out at the moment. Can I help you?

**Heba:** Yes, the problem is that my meat is undercooked.

**Waitress:** I'm sorry about that. We will give you a new meal.

<B head>Vocabulary

**2 Complete the conversation using these words to make a complaint.**

- 1 Look at the example sentence together.
- 2 Students can complete this task alone or in pairs. Set a time limit. Monitor and support as necessary.
- 3 Ask different students to read out their answers. Draw students' attention to the stress on *do* when saying *I do apologise*.

**Answers**

1 speak                      2 afraid              3 Can    4 complaint    5 sorry              6 do    7  
Perhaps

**3 Read the conversation again and answer the questions.**

- 1 Students can complete the task alone or in pairs.
- 2 Lead a whole class check by asking one student read out the question and another to read out the answer.

**Answers**

1 His window won't close and it is very noisy outside.

## 2 In a hotel

### <B head>Writing

**4 Imagine you are in a café and you have a reason to make a complaint. Write a short dialogue between yourself and the waiter.**

1 Refer students to the photo and elicit some reason why customers might complain e.g. too noisy, dirty glasses, too expensive, too much sugar.

2 Monitor and support as students complete the task. Encourage students to use the phrases from Exercise 1 and the vocabulary from Exercise 2.

3 Ask pairs to perform the dialogue for the rest of the class.

### Students' own answers

## <Lesson head>Lesson 4

<Page reference head>SB page 57 WB page 117

### <B head>Before you start

1 Write the words MY FUTURE JOB on the board and give students one minute to think about what job they would like to do in the future. Encourage them to be creative.

2 Ask them to talk about companies and why they might like to work for them.

### Students' own answers

### <B head>Writing

**1 Read this email from a disabled person who is looking for a job. Label the parts of the email with the words or phrases in the box.**

1 Explain that the email text is divided into a clear structure, with each part having a main idea or purpose.

2 Complete the first label with the whole class as an example.

3 Allow students time to complete the task alone or in pairs. Deal with any new vocabulary as necessary. Stress that it is always important to state what the email is about in the subject line.

4 Ask different students from around the class for their answers.

### Answers

3 the greeting / opening

2 what the email is about

5 the reason you're writing

4 requests

1 the close / sign-off

**2 Read the email again. Tick (tick symbol) the phrases from the box below that are in the email.**

1 Refer the students to the heading *Professional emails* and ask what this means. Prompt students by asking *Does Christine know the person she's writing to? (no) Is it about a personal matter or a work matter? (work) Does she use every day language in her email like 'Hi' or 'Bye'? (no)*

2 Students complete the task alone. Ask them to scan the email quickly to tick the sentences they find.

3 Elicit answers from around the class.

### Answers

✓Dear Sir or Madam

✓I am writing because ...

✓Could you tell me ...?

✓I look forward to hearing from you.

✓Kind regards

**3 Imagine that you have a disability and that you would like to apply for a job. Make notes in the table below to help you plan a professional email.**

- 1 Refer students to the example email and make sure that students understand the task.
- 2 Prompt a few ideas by eliciting some of the difficulties experienced by people with disabilities, e.g. in a wheelchair, blind, deaf.
- 3 Students can complete the task alone or in pairs. Go round and monitor, offering help and support.

#### Students' own answers

<Page reference head>WB page 117

[Insert image WB page 117]

#### <B head>Vocabulary

##### 1 Complete the crossword.

- 1 Students can complete this individually or in pairs as a competition to see who finishes first. Allow them to refer to the sample email in their Student book if necessary.
- 2 Check answers as a whole class.

#### Answers

Across

1 sign-off      3 request      5 disabled

Down

2 greeting      4 madam

#### <B head>Reading

##### 1 Complete this reply to Christine Harrison's email with these words.

- 1 Read the email with the students and answer any questions.
- 2 Look at the example with the students. Encourage students to think about the type of word that is required for each gap, then allow some time to complete this task individually.
- 3 Check answers from around the class..

#### Answers

1 Dear	2 writing	3 employees	4 ramps	5 staff
6 support	7 would	8 Could	9 hearing	10 regards

#### <B head>Writing

##### 3 Now write a reply to the manager's email to arrange a job interview using the following notes.

- 1 Go over the points which need to be covered in the email.
- 2 Students can complete the task alone and refer to Christine's original email as a model, and use the notes they took in Exercise 3 of the Student's Book.
- 3 Time permitting, ask the students to think of some other information they might like to include in the email e.g. what experience they have.

#### Students' own answers



**<Lesson head>Lesson 5**

**<Page reference head>SB pages 58–60**

**[Insert image SB pages 58-60]**

**<B head>Before you read**

- 1 Ask students to summarise what happened in the previous chapter. Elicit the names of the characters and what they did.
- 2 Look at the *Before you read* question and prompt students by asking questions e.g. *Do the pirates like Silver? Are they afraid of him? Why? Why not?*
- 3 Allow students to discuss their predictions in pairs or small groups, then write their suggestions on the board.

**Students' own answers**

**<B head>Reading**

- 1 Put students into small groups and ask them to take turns reading the story to each other. Monitor progress and help with pronunciation when necessary.
- 2 Ask the students to answer the *Before you read* question and check if any of their predictions were correct.

**Answers**

Silver seems to be on Jim's side in this chapter.

**<Lesson head> Lesson 6**

**<Page reference head> SB page 61    WB pages 118–119**

**[Insert image SB page 61]**

**<B head> Before you start**

- 1 Ask students to read the story again quickly.
- 2 Draw attention to the questions and explain any unknown words.
- 3 Give students time to discuss the answers and then elicit answers from around the class.

**Answers**

- 1 Because he did not have a ship and he was not sure that the pirates would follow him.
- 2 He planned to keep him safe so that they could help each other until they find the treasure.

**<B head> Vocabulary**

**1 Match the words and the definitions.**

- 1 Point out that the words are in bold in the text, so students can check the meanings by reading the words in context if necessary.
- 2 Allow students some time to complete the matching task alone. Students check their answers with a partner before feeding back to the class.

**Answers**

1 e 2 c 3 f 4 d 5 b 6 a

**2 Read and answer the following questions.**

- 1 Ask students to read the questions carefully. They can reread the text to find the answers if necessary.
- 2 Students can compare answers in pairs, before checking answers as a class.

**Answers**

- 1 Because he had the map for the treasure.
- 2 He spoke to Jim, then he got Silver to promise he would look after Jim.
- 3 He says he wants them to be well so he can take them to England for trial.
- 4 Because he is allowing Dr Livesy to talk to Jim. He probably thinks they are planning something.
- 5 Silver said that they might need Jim and the doctor's help to find the treasure.

**<B head> Reading**

**3 Are these sentences true (T) or false (F)? Correct the false sentences.**

- 1 Read through the sentences with the class.
- 2 Give students a few minutes to answer the question and to correct the mistakes.
- 3 Check answers as a class.

**Answers**

- 1 T
- 2 F Silver gave them reasons why he should stay as captain.
- 3 F He was worried that Dr Livesy thought he was now part of Silver's gang.
- 4 T

5 F He told him where the ship was.  
6 T

**4 Match to complete the sentences.**

- 1 Students read all the sentences before they begin the task.
- 2 Allow time for them to complete the task. Go round and offer help where needed.
- 3 Put students in pairs to compare answers, then go through the exercise with the whole class.

**Answers**

1 c    2 d    3 a    4 b

**<B head>Speaking**

**5 Work in pairs. Read the quotation. Discuss and answer the questions.**

- 1 Read through the questions with the class, checking understanding.
- 2 Allow students three or four minutes to discuss the questions with their partner.
- 3 Move around the classroom and monitor the students as they have the discussion and offer help as needed.
- 4 Elicit feedback by asking some pairs to report their answers to the class. Allow a brief class discussion.

**Suggested answers**

- 1 Because he is always able to keep the pirates on his side.
- 2 Because he has seen him do this many times.
- 3 Because he has the map.
- 4 He probably has a plan.
- 5 Students' own answers

**<B head>Writing**

**6 Imagine you are Dr Livesy. Write your diary entry for the day, after you have returned from your visit to the pirates.**

- 1 Read through the task with the class and elicit a few ideas from the students. Put their ideas on the board and prompt by asking questions e.g. *What happened? How did you feel? What will you do next?*
- 2 Allow students time to complete the writing. This can be set as homework which you take in to correct. You could also display or have students read out some of their paragraphs in the following lesson.

**Students' own answers**

**<Page reference head>WB pages 118–119**

**[Insert image WB pages 118-119]**

**1 Complete the sentences with these words.**

- 1 Read through the sentences with the class.
- 2 Allow students time to complete the task alone.
- 3 Check answers from around the class.

**Answers**

1 negotiate    2 agreement    3 nod    4 malaria    5 arrested    6 promise

**2 Read Chapter 11 again quickly. Who has the following?**

- 1 Read through the sentences with the class.
- 2 Give students a few minutes to answer the questions and check with a partner.
- 3 Check answers as a class.

**Answers**

1 the pirates    2 Silver    3 Dr Livesy    4 Jim

**3 Complete with Silver's responses to the pirate's reasons.**

- 1 Explain the task. Ask students to find the relevant section in the chapter and to complete the sentences. They can do this in pairs.
- 2 Check answers as a class. Accept all reasonable answers.

**Answers**

- 1 Anderson, Hands and George did not do what he asked them to.
- 2 I came to an agreement with Dr Livesy who will help us.
- 3 I have the treasure map.

**4 Put the events from Chapter 11 in the correct order.**

- 1 Read through the instructions with the class. If students struggle to find the answers, do the first sentence with them.
- 2 Give students a few minutes to re-order the sentences. Encourage them to justify their answers and find the place in the story to support the order.
- 3 Check answers as a class.

**Answers**

a 5    b 3    c 1    d 4    e 2

**5 Match to make collocations.**

- 1 Ask students to read both columns before they begin
- 2 Give students enough time to match the collocations.
- 3 Check answers as a class.

**Answers**

1 e    2 a    3 b    4 d    5 c

**6 Complete the sentences with these adjectives.**

- 1 Read through the adjectives with the class and see if the students remember any of their meanings.
- 2 Allow students time to complete the task alone. They can use a dictionary if they wish.
- 3 Elicit answers from around the class.

**Answers**

1 important (or useful) / ill    2 useful (or important)    3 happy    4 safe  
5 frightened    6 dangerous

**7 Read these quotations and answer the questions.**

- 1 Read through the instructions and check understanding.
- 2 Allow students three or four minutes to answer the questions with their partner.

- 3 Move around the classroom, monitor and offer help as needed.
- 4 Elicit feedback by asking some pairs to report their answers to the class.
- 5 For the second quotation, students can write the text for homework. Take in their work to mark.

#### **Answers**

- 1 Jim is talking to Dr Livesy.
- 2 Because he is now with the pirates.
- 3 Because Silver saved him.
- 4 Students' own answers

#### **8 Imagine you are Dr Livesy. Write what you will say to Trelawney and the other men when you return to them after visiting the fort.**

- 1 Go through the instructions.
- 2 Encourage students to make notes before they start writing. As they are preparing, move around the room offering support as required.
- 3 Students can write their ideas in class or at home.
- 4 Consider having the students read out their ideas in the next lesson as a roleplay.

#### **Students' own answers**

## Lesson 1

[page ref] SB pages 62–63 WB page 120

[Facsimile SB pp62-63]

[objectives box]

### OBJECTIVES

**Reading:** A summary of *Silas Marner*

**Writing:** A novel review; a short story

**Listening:** A conversation about how people work

**Speaking:** Explaining mysteries

**Language:** Modal verbs of possibility *can't, might, must*

**Critical thinking:** Project – research and present a famous mystery

### [B head] Before you start

**Look at the photograph and answer the questions in pairs.**

- 1 Draw attention to the photograph and allow students time to discuss the questions in pairs
- 2 Elicit feedback from different pairs to compare ideas and elicit or provide vocabulary such as *weave, loom* and *cloth*.

### Answers

- 1 The photo shows a loom used to weave cloth.
- 2 It is from the nineteenth century (although looms are still used today).

### [B head] Reading

[Rubric] **1 *Silas Marner* is a famous novel that was written by the English writer George Eliot and published in 1861. Read the summary of the first part of book. Who do you think stole Silas's gold? Why? Discuss in pairs.**

- 1 Elicit or provide some information about George Eliot using the notes below.
- 2 Go over the rubric with the class and ask students to skim read the article, without worrying about understanding every word at this stage.
- 3 Allow students to discuss their answers in pairs, reminding them that they should give reasons for their ideas.
- 4 Elicit suggestions from some pairs to compare suggested answers.

### Students' own answers

### Extra information

George Eliot is the pen name or pseudonym of Mary Anne (Marian) Evans (1819–1880). She chose to write under a male name to avoid being stereotyped as a writer of light, romantic fiction. She is known principally for the psychological depth of her characters and her descriptions of rural life in Victorian England. Other works by her include *The Mill on the Floss* (1860) and *Middlemarch* (1871–2).

### [B head] Vocabulary

[Rubric] **2 Use these words to complete the definitions.**

1 Point out that the words are highlighted in bold in the text so students can read them in context to help with understanding if necessary.

2 Students work individually to complete the task before comparing answers with a partner.

3 Elicit feedback from the class by asking individual students to read out the sentences.

#### **Answers**

1 mystery

2 guilty

3 solve

4 weaver

5 disappear

6 engaged

#### **[B head] Reading**

**[Rubric] 3 Read the summary again. Answer the questions.**

1 Read through the questions with the class, checking understanding.

2 Ask students to find the part of the text where the example answer is given.

3 Allow students time to reread the text in more detail and find the answers to the other questions.

4 When eliciting answers from students, ask them to point out where they found the answers.

#### **Answers**

1 He is new to the village and he lives alone.

2 His church decided that he had stolen some money so he couldn't live there anymore.

3 His work.

4 The local people feel sorry for him and are more friendly. He feels angry and wants to solve the mystery.

#### **[B head] Listening**

**[Rubric] 4 Listen to a conversation about Silas Marner that could have happened between two people in Raveloe. Write answers to the questions.**

1 Read through the rubric and the questions with the class, helping with vocabulary as necessary.

2 Play the recording and pause after the answer to the example question (... *he always works so much*), checking understanding.

3 Play the rest of the recording while students listen for the answers.

4 Elicit suggested answers from the class.

#### **Answers**

1 Because he's working late.

2 No, they think he has enough money without working.

3 People losing their jobs because machines will be able to do their work instead.

#### **Audioscript**

**Woman:** Hello, husband! Come and sit down, and I will get you some water.

**Man:** Look! It's eight o'clock at night and Silas Marner is still working!

**Woman:** He must have got another new customer.

**Man:** Yes, that must be why he's working so late. I don't understand why he always works so much.

**Woman:** He might have lost a lot of money while he was living in the north.

<b>Man:</b>	<i>But all his customers are so happy with the things he makes. He can't have lost money. I've heard that he could stop working now if he wanted to — he's got bags and bags full of gold coins.</i>
<b>Woman:</b>	<i>Really? I just don't really like weavers. I think weaving is a very strange job to have. Why can't he work as a farmer or a fisherman instead of working with these crazy new machines?</i>
<b>Man:</b>	<i>I know what you mean. What is happening to the world today? Soon there won't be any jobs for people like us who don't want anything to do with these machines.</i>

**[Rubric] 5 Listen again. Find and correct the factual mistakes in these sentences.**

- 1 Encourage students to read through the sentences before listening to see if they remember the information and can identify the mistakes.
- 2 Play the recording again. If necessary, stop after the first answer to check understanding of the task and comprehension.
- 3 Allow students a few minutes to compare their answers with a partner.
- 4 Check answers by playing the recording again and asking students to say *stop* when they hear the answer to each question.

**Answers**

- a The man is surprised that Silas is still working at **eight** o'clock.
- b The **woman** thinks Silas hasn't got very much money.
- c The woman can't understand why people want to work as **weavers**.
- d The man **doesn't want** to start working with machines.

**[Rubric] 6 Discuss these questions in pairs.**

- 1 Read through the questions with the class, checking understanding.
- 2 Put students in pairs to discuss their answers. Go round providing support with vocabulary if needed.
- 3 Elicit answers from some pairs and initiate a brief class discussion to compare ideas.

**Students' own answers**

**[B head] Skills for Life**

Read through the box with the class and elicit suggestions for how the information connects to the recording they have just heard. Initiate a brief discussion with the class about why it is important to respect and try to understand the people around you.

**[page ref] WB page 120**

**[Facsimile WB p120]**

**[B head] Vocabulary**

**[Rubric] 1 Complete the sentences with these words.**

- 1 Go through the example with the class and remind students that these are all key words from the story summary.
- 2 Allow students to complete the sentences individually before eliciting feedback from the class to check answers.

**Answers**



1 engaged 2 mystery 3 disappeared 4 solve 5 guilty 6 weaver

### [B head] Reading

[Rubric] 2 Read the description. Do you think that being a weaver was a good job? Why?/Why not?

1 Ask students to skim the text and discuss their answer to the question with a partner.

2 Ask different students to report their ideas to the class.

### Suggested answer

It was not easy to do this job because people did not trust weavers, so they lived lonely lives. However, you needed to be clever to do this job so it was probably well paid.

[Rubric] 3 Read the description in Exercise 2 again and answer the questions.

1 Ask students to read the questions and check understanding.

2 Go over the example question with the class, pointing out the answer in the text.

2 Allow students time to reread the text and write their answers to the questions.

3 Check answers as a class.

### Answers

1 In the English countryside

2 No, there were only a few weavers in the countryside.

3 No, they were not popular. People in the countryside didn't trust them and they lived lonely lives.

4 They look pale and thin.

5 Students' own answers

### [B head] Writing

[Rubric] 4 Write a paragraph about another job which requires hard work.

1 Lead a brief class discussion to elicit ideas from the students and write down any useful vocabulary on the board.

2 Students can do the writing at home or in class.

3 Ask some students to read their writing out to the class.

### Students' own answers

### [B head] Video

1 Ask students to use the Egyptian Knowledge Bank ([www.ekb.eg](http://www.ekb.eg)) to watch a video on how the workplace has changed.

2 Show them how to use the Egyptian Knowledge Bank if necessary.

3 You could ask some questions to check understanding in the next lesson. For example:

*What were working conditions like 160 years ago?*

*How do modern technology and machines help us at work today?*

*What is Artificial Intelligence?*

*Do you think people still work hard today or do computers do most of the work?*

3 Discuss students' answers.

### Video script

One hundred and sixty years ago, hard work would have looked very different for an ordinary person. Manual labour could be very difficult; the machinery was often heavy and dangerous to operate, and working conditions were not good.

Today, hard work can look very different. We are able to work more efficiently with the help of modern machinery and technology.

Modern workplaces are even using Artificial Intelligence, so that computers can do much more work for us. The workplace is changing, and technology will continue to be part of the workplace of the future.

The question is: are we still working hard or are computers doing all the work for us?

## Lesson 2

[page ref] SB pages 64–65 WB page 121

[Facsimile SB pp64-65]

### [B head] Before you start

- 1 Encourage students to discuss the questions, allowing them to look back at the first part of the story if necessary.
- 2 Elicit feedback from the class and note some of their predictions on the board.
- 3 They can check their answers in the next exercise.

### [B head] Reading

[Rubric] 1 Read the next part of the story and check your answers to the *Before you start* question.

- 1 Allow students time to read the text to see if any of the predictions discussed were correct.
- 2 Go over the events in the story and the predictions made with the class. Were they correct?

#### Students' own answers

[Rubric] 2 Read the rest of the summary again. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 Read through the statements with the class.
- 2 Ask students to find the answer to the example sentence in the text (paragraph 2).
- 3 Allow students time to reread the rest of the text to find the answers to the other statements.
- 4 Students discuss their answers with a partner before checking answers as a class.

#### Answers

- 1 T
- 2 F It was Dunstan, Godfrey's brother, who stole the money.
- 3 F Eppie doesn't go to live with Godfrey and his wife – she stays with Silas.
- 4 F Silas returns to his old village but he can't find anyone that he used to know there.

[Rubric] 3 Discuss the questions about *Silas Marner* in pairs.

- 1 Read the questions with the class, checking understanding.
- 2 Allow students a few minutes to discuss their answers with a partner.
- 3 Ask different pairs to report their answers to the class, encouraging them to justify their ideas.

#### Answers

- 1 Because he looks after Eppie well.
- 2 He realises that his daughter is more important than gold.
- 3 Students' own answers

### [B head] Language

[Rubric] 4 Underline the modal verbs in these sentences from the conversations you listened to.

- 1 Go over the example sentence with the class, checking understanding.
- 2 Allow students time to complete the task individually.
- 3 Check answers as a class.

#### Answers

- 1 Something must have happened to her parents. They might have had an accident.
- 2 Silas can't be a bad person.
- 3 He must have got another customer.

4 Yes, that must be why he is working late.

**[Rubric] 5 Answer the questions about the sentences in Exercise 4.**

1 First, tell students to study the *Focus on Language* box and remind them to refer to it as necessary.

2 Check students understand the task and tell them to complete it in pairs or alone.

3 Check answers with the whole class.

**Answers**

1 Past: 1 Present: 2, 3, 4

2 Present: modal + infinitive without *to*; past: modal + *have* + past participle

**[Rubric] 6 What is the difference between these groups of sentences? Discuss in pairs.**

1 Read through the sentences with the class and go over the example, checking understanding.

2 Put students in pairs to discuss the other sentences. Remind them that they can check their answers using the information in the *Focus on Language* box if necessary.

3 Check answers by asking different students to report their ideas to the class.

**Answers**

1 In sentence A, you are sure that he worked hard last year. In Sentence B, you think it's possible that he worked hard last year, but you aren't sure.

2 In Sentence A, you think it isn't possible that Silas stole the gold. In Sentence B, you are sure that Silas stole the gold.

3 In Sentence A, you think it's possible that he was a weaver but you aren't sure. In Sentence B, you think it isn't possible that he was a farmer.

**[Rubric] 7 Write sentences for these situations using the words in brackets and *might/can't/must/could*.**

1 Read the example situation and the sentence with the class and elicit answers to check understanding. For example, does it refer to the present or the past? (yesterday – past) Which form will follow the modal verb? (have + past participle) Is the speaker sure or not sure? (sure)

2 Put students in pairs to complete the exercise and encourage them to use the same type of questions to help them choose the correct answers.

3 Check answers as a class.

**Answers**

1 Heba must have forgotten to meet me.

2 Amira might have won first place.

3 Ali must have done a lot of practice.

4 Hazem can't have got a good grade (for maths).

[page ref] **WB page 121**

[Facsimile WB p121]

**[B head] Language**

**[Rubric] 1 Complete the sentences with *must have*, *can't have* or *might have* and the past participle of the verbs in brackets.**

1 Refer students to the Language review on page 84 of the Student's Book before they start if necessary.

2 Go over the rubric and the example sentence. Point out that all the situations refer to the past and students have to decide whether they are sure, not sure or sure that something is not possible to identify the correct modal verb.

3 Allow students time to complete the exercise alone or in pairs.

4 Check answers as a class.

#### **Answers**

- 1 must have won
- 2 might have broken
- 3 must have been
- 4 can't have seen
- 5 might have taken
- 6 can't have been

#### **[Rubric] 2 Choose the correct answer.**

1 Go over the instructions and the example and check they are clear about the task. As before, students have to decide whether they are sure, not sure or sure that something is not possible to identify the correct modal verb.

2 Allow students some time to complete the task and then compare their answers with a partner.

3 Elicit answers from around the class.

#### **Answers**

- 1 might 2 can't 3 must 4 must 5 can't 6 must 7 might

#### **[B head] Speaking**

**[Rubric] 3 Look at the following photos and explain what *must have*, *can't have* or *might have* happened in each.**

1 Draw attention to the first photo and elicit suggested answers from the class. If necessary, write them on the board as a model for the other photos.

2 Put students into small groups and ask each student to say a sentence about each photo. Go round checking answers as they work.

3 Elicit answers for each photo from around the class.

#### **Suggested answers**

- 1 The cat must have climbed the tree. The cat might be stuck in the tree. The cat might have chased a bird.
- 2 The car must have broken down. The man must be feeling worried. The man might be late.
- 3 It must be very cold.
- 4 He can't have known the phone was on the ground. / He might have been angry with the phone and wanted to break it!

#### **[B head] Writing**

**[Rubric] 4 Look at the example, then use the prompts to write a paragraph that tells a short story.**

1 Read through the rubric and the example with the class, pointing out that there are many possible explanations and not one correct answer.

2 Allow students time to think about and then write their answer. Go round and help with vocabulary as necessary.

3 Ask different students to read out their answers to the class.

#### **Students' own answers**

### Lesson 3

[page ref] SB page 66 WB page 122

[Facsimile SB p66]

#### [B head] Before you start

##### 1 Discuss these questions in pairs.

- 1 Draw attention to the photos and read through the questions with the class. If possible, tell them your answers to the questions to demonstrate the task.
- 2 Put students in pairs and allow them time to ask and answer the questions.
- 3 Elicit feedback from around the class and make a list on the board of the books that students recommend.

#### Students' own answers

#### [B head] Vocabulary

##### [Rubric] 1 Match the words in bold in the reviews to the definitions.

- 1 Allow students time to match the words and definitions, encouraging them to use a dictionary if they are unsure of the meanings.
- 2 Check answers as a class.

#### Answers

- 1 plot
- 2 characters
- 3 theme
- 4 pace
- 5 page-turner

#### [B head] Reading

##### [Rubric] 2 Read two reviews of *Silas Marner*. Which reader liked the book more?

- 1 Ask students to quickly read the two reviews to answer the question.
- 2 Check answers as a class.

#### Answer

Ismail

##### [Rubric] 3 Match the things the readers wrote about with the adjectives or adjective phrases they used to describe them.

- 1 Go over the instruction and ask students to find the example answer in Ishmail's review.
- 2 Allow students time to complete the task and check their answers with a partner.
- 3 Go over the answers as a class.

#### Answers

- 1 The pace is quite fast.
- 2 The plot is full of surprises.
- 3 The characters are wonderful.
- 4 The novel is long.

#### [B head] Writing

##### [Rubric] 4 Make notes about a book you have read recently. Describe:

- 1 Go over the rubric, checking understanding.

2 Allow students time to make their notes and provide support as needed as they do so. If possible, encourage students to write about a different book to the one they talked about in the *Before you start* task.

3 Ask students to tell their partner about the book, using the notes they have made.

4 Elicit answers from different students.

### **Student's own answers**

[page ref] **WB page 122**

[Facsimile WB p122]

### **[B head] Vocabulary**

#### **[Rubric] 1 Complete this chart on Treasure Island.**

1 This task is a useful way for students to revise the story using the language from this unit. Read the instruction and check they understand the task.

2 Students can complete the chart in pairs. Go around and offer help and support.

3 Check answers as a class.

#### **Suggested answers**

Main characters: Jim, Silver, Trelawney, Dr Livesy, Ben Gun

Theme: Adventure, travel, mystery

Plot: Jim's friends try to find treasure on the island but Silver and his pirates want to find it first. Who will be successful?

Pace: Fast and exciting

#### **[Rubric] 2 Complete these book reviews with the correct words from Exercise 1 in your Student's Book.**

1 Encourage students to read the reviews through before choosing the words to fill the gaps.

2 Point out that students can check their answers in the next activity.

#### **[Rubric] 3 Listen and check your answers to exercise 2.**

1 Play the recording so that students can listen to check their answers.

2 Check their answers as a class.

#### **Answers**

1 theme 2 pace 3 plot 4 characters

#### **Audioscript**

**Boy:** *This book is about people living on a farm near a small village in the mountains. The theme is how life in a village is changing in the modern world. The pace is very slow and it is quite sad because many traditional parts of their life will never be the same again. But it is beautiful to read and I enjoyed it.*

**Girl:** *This book is very funny! It is about a family who drive across the country for a holiday. They have to return their car to the airport before the end of the day. The plot is full of things that go wrong! The car is stopped by a bear, and they meet a lot of strange people. My favourite character is a police officer who is not very good at his job! I laughed a lot and would recommend this book.*

**[B head] Writing**

**[Rubric] 4 Think about a book you have read and write a review of it.**

- 1 Allow students some time to think about and make notes on the different aspects of the book and go round and provide support as necessary.
- 2 Students can do the writing at home or in class.
- 3 Take the reviews in to correct or ask some students to read their reviews out to the class.

**Students' own answers**

**Lesson 4**

**[page ref] SB page 67 WB page 123**

**[Facsimile SB p67]**

**[B head] Before you start**

- 1 Remind students of the meaning of *mystery* (something strange or unknown that has not been explained or understood).
- 2 Put students in pairs to discuss the questions.
- 3 Ask some pairs to report their ideas to the class.

**Students' own answers**

**[B head] Reading**

**[Rubric] 1 Read the story *What happened to the gold?***

- 1 Draw attention to the photo and read the questions with the class.
- 2 Ask students to read the story and then think about the answer to the question.
- 3 Put students in pairs to discuss their answers. Encourage them to use their own words when explaining the mystery and some of the modal verbs from page 65 of the Student's Book.
- 4 Elicit answers from the class about what might have happened to the gold. Have a vote on the best suggestion.

**Students' own answers**

**[Rubric] 2 You are going to explain a mystery. Think of a mystery you know. It can be:**

- 1 Go over the instructions with the class, checking understanding and eliciting some examples of mysteries the students have heard or read about.
- 2 Allow students some time to work in pairs to discuss some more mysteries and select one to talk about.

**Students' own answers**

**[Rubric] 3 Make notes in answer to these questions, like the sample.**

- 1 Read through the questions and example answers about the mystery described in the text, checking understanding.
- 2 Allow students to work alone or in pairs to make notes about the mystery they have chosen.
- 3 Go round providing support as students work.

**[Rubric] 4 Tell each other your mystery stories, using your notes.**



- 1 Look at the example phrase and tell students they should use complete sentences and tell their partner about the mystery as if it were a story and not just reading out their notes.
- 2 Allow time for each student to finish telling a partner about their mystery.
- 3 Initiate a class discussion about the most interesting or strange mysteries. Also encourage students to make suggestions for possible explanations for the mysteries. Remind them to use modal verbs where possible.

#### **Students' own answers**

#### **[Rubric] 5 What do you think these famous mysteries are about?**

- 1 Read through the rubric with the class and elicit suggested answers for a brief class discussion.
- 2 If necessary, ask students which mystery the picture relates to and how the names help give suggestions about the mysteries.

#### **Students' own answers**

#### **Extra information**

The Saqqara Bird is a wooden bird-shaped object found in 1898 in a tomb in Saqqara. Nobody knows why it was put there.

The Loch Ness Monster is a giant creature that people claim to have seen in a Scottish lake called Loch Ness over hundreds of years. Despite scientific research, no creature has ever been found.

The Mary Celeste was an American ship found empty on the Atlantic Ocean in 1872. Nobody knows what happened to the ship's crew.

#### **[B head] Research**

#### **[Rubric] Find out the following about the Saqqara bird:**

- 1 Read through the questions and put students into small groups to find out the answers. They can use the internet or the library to find the information.
- 2 Encourage students to make notes as they work.
- 3 Tell students to make an oral presentation of the information they found.
- 4 See the Extra information above for possible answers.

**[page ref] WB page 123**

**[Facsimile WB p123]**

#### **[B head] Reading**

#### **[Rubric] 1 Complete the three mysteries with these final sentences.**

- 1 Draw attention to the photos and ask students to describe what they can see.
- 2 Allow students time to read the three descriptions and match the final sentences to each one. Provide help and support with vocabulary as necessary.
- 3 Check answers by asking different students to read out the texts.

#### **Answers**

- 1 What could have happened to her?
- 2 What might have happened to it?
- 3 Might it be hiding somewhere?

#### **[B head] Speaking**

**[Rubric] 2 Look at these three explanations for the second mystery. Which do you agree with? Why/Why not?**

1 Go over the rubric and allow time for students to read through the explanations. Provide help with vocabulary as needed.

2 When students have finished reading, put them into small groups to discuss the different ideas. Encourage them to give reasons for their opinions.

3 Elicit feedback by asking different groups to report their opinions to the whole class.

**Students' own answers**

**[B head] Writing**

**[Rubric] 3 Now write possible explanations for the other two mysteries in Exercise 1.**

1 If necessary, ask students to reread the descriptions in Exercise 1 before thinking about possible explanations.

2 Encourage students to write as many different explanations as they can using the sentences in Exercise 2 as examples.

3 Lead a brief class discussion to compare ideas and choose the most likely explanations from those suggested by the class.

4 Take in their work to mark.

**Students' own answers**

## **Lesson 5**

**[page ref] SB pages 68–70**

**[facsimile SB page 68–69]**

**[B head] Before you start**

1 Put students in small groups to brainstorm what they remember about Chapter 11.

2 Encourage students to list the main events they remember.

**[B head] Before you read**

1 Hold a class feedback session to make sure the whole class remembers Chapter 11 and then elicit possible answers to the question.

**[B head] Reading**

1 Allow time for students to read the chapter. They can do this individually or in pairs.

2 When students finish reading, check understanding of the words in bold. Encourage students to try to understand the words from the context before looking them up in the dictionary as necessary.

3 Compare their predictions to the question against the answer they find in the text.

**Answer**

No, they don't find the treasure using the map. Ben Gun already had the treasure in a cave.

## Lesson 6

[page ref] SB page 71 WB pages 124–125

### [B head] Before you start

- 1 Read the questions with the class, checking understanding.
- 2 Ask students to reread the chapter if necessary and discuss the answers in pairs.

#### Answers

- 1 Trelawney, Captain Smollett and Jim have a happy ending. Ben Gun is perhaps happy, but he quickly spent all his money.
- 2 He, too, perhaps has a happy ending. He leaves the boat with some of the money.

### [B head] Vocabulary

#### [Rubric] 1 Complete the sentences with these words from the story.

- 1 Encourage students to read the sentences through before choosing the words to fill the gaps.
- 2 Check answers as a class.
- 3 If you have time, ask them to write another sentence using each word in context.

#### Answers

- 1 useless 2 ground 3 smile 4 attach 5 point 6 skeleton 7 cave

### [B head] Reading

#### [Rubric] 2 Choose the correct answer to complete the sentences.

- 1 Students work through the sentences, choosing the right answer.
- 2 Check answers as a class.

#### Answers

- 1 B 2 A 3 A 4 B 5 B 6 B 7 B 8 A

### [B head] Speaking

#### [Rubric] 3 Work in pairs. Discuss and answer these questions.

- 1 Read through the questions with the class, checking understanding.
- 2 Put students in pairs and allow them sufficient time to discuss their answers to the questions.
- 3 Elicit feedback from the class to check answers to the questions.

#### Answers

- 1 They found the skeleton of a man. It was pointing north and they thought Flint did this to the man as a game. He was not a good man.
- 2 He wanted to frighten the pirates and slow them down.
- 3 His eyes looked crazy and dangerous.
- 4 He perhaps thought the pirates would attack them because there was no treasure.
- 5 Because they had a very small crew.
- 6 He had a comfortable life back in England.
- 7 They wanted to take them back to England for trial, but they couldn't find them and left them food and medicine. If they find them one day, they will probably want to send them for trial.

### [B head] Writing

#### [Rubric] 4 Silver has helped the group, but he is still a pirate till the last minute. Write 100 words explaining this.

- 1 Initiate a brief class discussion to brainstorm ideas to complete the task, encouraging students to give examples from the text.

- 2 Students can do the writing in class or at home.
- 3 Take the writing in to correct it or ask individual students to read their texts to the class.

### **Students' own answers**

[page ref] **WB pages 124–125**

[facsimile WB pages 124–125]

#### **1 Match the words and the definitions.**

- 1 Remind students that these words are highlighted in bold in Chapter 12 and they can check meanings by reading the words in the text if necessary.
- 2 Let students complete the task before checking answers with a partner.
- 3 Check answers as a class.

#### **Answers**

1 c 2 e 3 a 4 g 5 f 6 d 7 b

#### **[Rubric] 2 Complete with the things Jim and the group saw from the time they left the fort till they met Ben Gun and the group.**

- 1 Tell students to label the pictures with the correct words from the story.
- 2 They can go back to the chapter to check their answers if necessary.
- 3 Check answers as a class.

#### **Answers**

A tree a skeleton treasure a very tall tree

#### **[Rubric] 3 Circle *True* of *False* and correct the false sentences.**

- 1 Put students in pairs to do the task.
- 2 Encourage them to check their answers by rereading the chapter as necessary.
- 3 Check answers as a class.

#### **Answers**

- 1 True
- 2 False, they went in small boats.
- 3 False, they found the skeleton of a man killed by Flint.
- 4 True
- 5 False, they were frightened by it.
- 6 True
- 7 True
- 8 False, Ben Gun hid it in the cave.

#### **[Rubric] 4 Match to make phrases.**

- 1 Ask students to match the collocations alone before checking with a partner.
- 2 Check answers as a class.
- 3 If you have time, ask students to write a sentence using each of the phrases.

#### **Answers**

1 e 2 c 3 f 4 a 5 b 6 d

#### **[Rubric] 5 Complete the sentences with these adjectives.**

- 1 Read through the adjectives in the box with the class, checking understanding.
- 2 Encourage students to read all the sentences before filling the gaps.
- 3 Check answers by asking different students to read the sentences aloud.

**Answers**

1 worried 2 terrible 3 hot/beautiful 4 frightened 5 quieter 6 crazy/dangerous 7 useless 8 comfortable

**6 Complete with information about what happened to these characters after they reached Bristol.**

- 1 Encourage students to complete the task from memory, but they can refer back to the text if necessary.
- 2 Students can compare answers in pairs.
- 3 Check answers as a class.

**Answers**

Captain Smollett: stopped working  
Gray: decided to buy his own ship  
Ben Gun: spent all of his money  
Jim: lived a comfortable life

**7 Read these quotations and answer these questions.**

- 1 Again, encourage students to answer the questions from memory, but they can refer back to the text if necessary.
- 2 Students can compare answers in pairs.
- 3 Check answers as a class.

**Answers**

- 1  
1 It was a skeleton.  
2 Yes, it pointed to where the treasure was buried.
- 2  
1 There was a hole in the ground where the treasure had been.  
2 It means that someone had taken the treasure. Silver had a plan for this.
- 3  
1 Because Dr Livesy shoots the pirates before they can hurt Silver.  
2 He dug up the treasure and put it in a cave. Then he frightened the pirates to slow them down. Finally, he helps Gray to destroy the pirates' boat.  
3 They last saw him in Bristol, in England.

**[Rubric] 8 Imagine you are Jim. It is your first day back in England. Write a letter to your mother telling her briefly what happened to you. Write about 150 words.**

- 1 Tell students to work in pairs to try to identify the main events in the story and decide which parts Jim would tell his mother.
- 2 Encourage students to make notes before they start writing and provide support and help as needed.
- 3 Students write the letter and check it through when they finish writing.
- 4 Ask some students to read their letters to the class.

**Students' own answers**

## &lt;Unit head&gt;Revision 4

## &lt;Lesson head&gt;Lesson 1

[page ref] SB page 72

[facsimile SB p72]

[objectives box]

**OBJECTIVES**

**Reading:** A text about women writers, a text about a speech therapist, an email asking for work

**Writing:** Write a formal email to a company

**Listening:** A conversation in a bookshop

**Speaking:** Talking about when and why you make a complaint

**Language:** Direct and reported speech, relative clauses, modal verbs of deduction

**Life Skills:** Critical thinking, awareness of disabilities

[B head] **Before you start**

- 1 Brainstorm the names of popular authors and write their names on the board.
- 2 Ask students to say why they like these authors.
- 3 Elicit any information students know about the people in the photos. These show Aisha Adb al-Rhaman (far left), Miral Al Tahawy, Agatha Christie (top right) and Lucy Maud Montgomery (bottom right). Explain that they will learn more about these women in the lesson.
- 4 How many other famous women writers can they name?

[B head] **Reading**

**1 Read the article and answer these questions.**

- 1 Before reading, go through the two questions with the class and ask them to suggest answers.
- 2 Allow students a few minutes to scan the texts to find the answers to the questions. Remind them to read quickly to look for the information and not to worry about understanding every word at this stage.
- 3 Check answers as a class.

**Suggested answers**

- 1 Today there are a lot more women writers and it is easier for them to achieve success.
- 2 Some women still change their names to find success.

**2 Are these sentences true (T) or false (F)?**

- 1 Read through the sentences with the class and answer any questions they may have about vocabulary.
- 2 Give students about five minutes to read the texts more carefully to look for the answers.
- 3 Check answers as a class, encouraging students to correct the false statements using the information in the texts.

**Answers**

- 1 F You can read them in different languages.
- 2 F Lucy Maud Montgomery wrote adventure stories.
- 3 F In the past, men and women could both write stories.
- 4 T
- 5 F There are more women writers.
- 6 T

### [B head] Vocabulary

#### 3 Complete the sentences with these words and expressions from the text.

- 1 Point out that the words in the box are in the text so students can check the meanings by reading the words in context if necessary.
- 2 Remind students that some of the words are adjectives, some are nouns and some are verbs. This information can help them decide whether a word fits in the gap in a sentence or not.
- 3 Allow students a few minutes to do the exercise with a partner before checking answers as a class.

#### Answers

- |             |                   |                       |           |           |
|-------------|-------------------|-----------------------|-----------|-----------|
| 1 practical | 2 put pressure on | 3 equal opportunities | 4 achieve | 5 compete |
| 6 challenge | 7 campaigned      | 8 mystery             |           |           |

### [B head] Speaking

#### 4 Work with a partner and discuss these questions.

- 1 Students discuss the questions in pairs. Go round and monitor as they are working and offer help and support if necessary.
- 2 Open it up into a class discussion.

#### Students' own answers

**<Lesson head>Lesson 2**

**<Page reference>SB page 73**

[facsimile SB p73]

**[B head] Before you start**

- 1 Ask students to discuss the three questions in pairs or small groups.
- 2 Open it up into a class discussion. Do they all agree?
- 3 Explain that they will now listen to a conversation in a bookshop.

**[B head] Listening**

**1 [CD icon] Listen to a conversation in a bookshop. What is the problem and what is the manager's solution to the problem?**

- 1 Draw attention to the photos and ask students to say what they can see.
- 2 Now read the question. Ask the students to listen carefully.
- 3 Check their answers as a class.

**Answers**

The problem is that the man's brother did not like the book he bought. The manager's solution is to sell him two books for the price of one.

**Audioscript**

- Man:** Good morning. I'd like to speak to the manager, please.
- Manager:** Good morning. I'm the manager. How can I help you, sir?
- Man:** Well, I'd like to make a complaint.
- Manager:** I'm sorry to hear that. What's the problem?
- Man:** I came here last week. I wanted to buy a book for my brother. It was his birthday, you see.
- Manager:** OK.
- Man:** I asked your assistant if he knew an exciting book that I could buy. He explained that he knew lots of exciting books. He asked me if I liked books about the past or the present. I said I liked books about the present.
- Manager:** Right. Which book did he suggest?
- Man:** He told me to buy a book called *Run Away Fast*. So I said I would buy it for my brother's birthday the following day.
- Manager:** Did your brother not like the book?
- Man:** No, he didn't. He complained that the pace was quite slow, the story was too long and the characters were terrible.
- Manager:** I do apologise, but the problem is, we have hundreds of books in the shop and everyone likes different ones. Do you know the name of the person who told you to buy *Run Away Fast*?
- Man:** No, but it was a young man with glasses.
- Manager:** A young man? Well, it can't have been Tarek because he was on holiday last week. It might have been Ahmed but he doesn't usually wear glasses. I think it must have been Hassan.
- Man:** Well, can I speak to Hassan?



<b>Manager:</b>	I'm afraid he's not here at the moment. But this is what we can do. I'll let you buy two books for the price of one. You can give them both to your brother. I'm sure that your brother will like one of them.
<b>Man:</b>	OK, that sounds fair.
<b>Manager:</b>	This book is my favourite. It's called <i>Look Now</i> . The novel is not very long, the pace is quite fast and the plot is full of surprises. And here is a book called <i>Summertime</i> . The characters are wonderful.
<b>Man:</b>	Well, thanks, you've been very helpful. I'm sure my brother will like one of these books.

## 2 [CD icon] Listen again and answer the questions.

- 1 Encourage the students to read the questions carefully so they know what information to listen for. See if they can answer any questions before they listen again.
- 2 Play the recording.
- 3 Check answers as a class.
- 4 If students find this difficult, play the recording again, pausing after each piece of information is given.

### Answers

- 1 He wanted to buy a present for his brother's birthday.
- 2 He wanted to buy an exciting book about the present.
- 3 The pace was quite slow, the story was too long and the characters were terrible.
- 4 (Probably) Hassan.
- 5 *Look Now*.
- 6 *Summertime*.

## 3 [CD icon] Listen again and complete the reported speech with these words.

- 1 Go through the reporting verbs in the box. With a strong class, you could ask them to try to complete the sentences without listening again.
- 2 Play the recording again while students listen and write the answers.
- 3 Check answers as a class.

### Answers

- |         |             |      |        |        |         |              |
|---------|-------------|------|--------|--------|---------|--------------|
| 1 asked | 2 explained | 3 if | 4 said | 5 told | 6 would | 7 complained |
|---------|-------------|------|--------|--------|---------|--------------|

## 4 What did they say? Write sentences in Exercise 3 as direct speech in your notebooks.

- 1 Go through the example with the class and elicit the rules for direct and reported speech. Remind them that the tenses of reported speech usually go one step back in the past. Here, they are turning reported speech into direct speech, so the tenses go one step forward.
- 2 Elicit the answer for the second sentence, then allow students to complete the task in pairs.
- 3 Check answers as a class.

### Answers

- 1 "Do you know an exciting book that I can buy?"
- 2 "I know lots of exciting books. "
- 3 "Do you like books about the past or the present?"
- 4 "I like books about the present."
- 5 "(You should) buy a book called *Run away fast*."

6 "I'll buy it for my brother's birthday tomorrow."

7 "The pace is quite slow, the story is too long and the characters are terrible."

**[B head] Speaking**

**5 Discuss these questions in pairs.**

1 Discuss the first question as a class and accept any reasonable answer.

2 Read question 2 and the different situations. Students work in pairs or small groups to discuss each one.

3 Ask students to report back on their answers. Encourage them to give reasons for their answers.

**Students' own answers**

## <Lesson head>Lesson 3

<Page reference>SB page 74

[facsimile SB p74]

### [B head] Reading

#### **1 Read this article about Judy and answer these questions.**

- 1 Ask students to look carefully at the photo. Can they suggest what the girl is being taught or helped to do?
- 2 Read the two questions.
- 3 Ask students to read the article quickly to look for the answers.
- 4 Check answers as a class.

#### **Answers**

- 1 She is a speech therapist.
- 2 George VI of the United Kingdom needed help from a speech therapist.

#### **2 Read the interview again and answer the questions.**

- 1 Read through the questions with the class and help with vocabulary as necessary.
- 2 Students read the interview again to find the answers. They can do this individually or in pairs.
- 3 Check answers as a class.

#### **Answers**

- 1 A speech therapist is someone who helps people who have difficulty speaking publicly.
- 2 She heard how a speech therapist helped a girl in her mother's class.
- 3 You need a degree.
- 4 You need to be caring, reliable and a good communicator.
- 5 She helps them by developing muscles around their mouths.
- 6 Because they are not very confident.
- 7 Most of them have been ill.
- 8 He was an Australian speech therapist who helped George VI.

### [B head] Speaking

#### **3 Discuss these questions in pairs.**

- 1 Read the questions and discuss questions 1–3 as a class.
- 2 If students do not know who the people in the photographs are, explain that they show the famous American and Olympic swimmer, Michael Phelps, and the British singer, Ed Sheeran. Michael Phelps had a lisp (which means he found it hard to say words with an s in them). Ed Sheeran had a stutter as a child (which means he found it very hard to finish words), but he found that his singing helped.
- 3 Give students time to discuss question 4 in pairs or small groups. Then ask them to share their ideas with the class.

#### **Student's own answers**

#### **4 Use the internet or a library to find an example of another job which can help people with a disability. What do people in this job do? What qualifications and skills do they need?**

1 Remind students that Ed Sheeran found singing could help with his disability. Encourage them to research other jobs which could help in a similar way.

2 They can finish the task for homework.

3 Encourage students to report back on their findings at the start of the next lesson. Then you can take in their work to mark.

**<Lesson head>Lesson 4**

**<Page reference>SB page 75**

[facsimile SB p75]

**[B head] Writing**

**1 Read this email from a person who is asking for work. Correct the mistakes in bold.**

1 Before students begin, ask them what sort of things you should put in an email to a company when you are looking for work. Elicit their ideas and put them on the board.

2 Ask students to say what they can see in the photo (a bank).

3 Explain that the email is from someone asking for work at a bank, but it contains several mistakes. Ask them to read it carefully and to find and correct the mistakes in bold. (They can ignore the words in blue for now, but they will use these expressions later in the unit).

3 Students who finish early can compare their answers in pairs.

4 Check answers as a class.

**Answers**

1 Sir or Madam	2 working	3 who	4 if	5 have	6 gives/offers
7 hearing	8 regards				

**2 Work in pairs.**

1 Read the instructions as a class and make sure students understand the task.

2 Students work in pairs to match the qualities in the box with each job.

3 When they have finished, pairs can compare answers. Encourage discussion – the pairs do not have to agree, but they should give reasons for their answers.

**Suggested answers**

1 hard-working, stamina

2 flexible, team player

3 caring, compassion

4 good communicator, patient

5 attention to detail, punctual

**3 Choose a job that you would like to do. Make a note of the most important qualities you need for this job.**

1 Give students time to make notes and encourage them to use some of the words from Exercise 2.

2 Go round and offer help and support if necessary.

**4 You want to do an apprenticeship for the job you chose in Exercise 3. Write an email to a company or organisation who might be able to help you with this.**

1 Go through the instructions with the class and check they are clear about the task.

2 Students can complete the task for homework.

3 Take in their work to mark.

**<Lesson head>Treasure Island: Chapters 10–12**

**<Page reference>SB pages 76–77**

[facsimile SB p76–77]

**[B head] Vocabulary**

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

- 1 Encourage students to read the whole sentence before completing each sentence.
- 2 Give students enough time to read and answer all twenty questions.
- 3 Check answers as a class.

**Answers**

1 a    2 c    3 b    4 c    5 d    6 a    7 b    8 d    9 c    10 b    11 a    12 a    13 c  
14 b    15 c    16 a    17 c    18 a    19 b    20 c

**[B head] Reading**

**2 Arrange these events in order on the timeline.**

- 1 Ask students to read sentences A–J carefully. The first answer is given, elicit the second answer.
- 2 Students can complete the task individually or in pairs.
- 3 Check answers as a class.

**Answers**

1 F    2 I    3 B    4 D    5 J    6 E    7 A    8 C    9 G    10 H

**3 Read these quotations and then answer the questions.**

- 1 Check students understand the task.
- 2 Students can work in pairs to discuss the questions.
- 3 Check answers as a class.

**Answers**

- 1  
1 Trelawney  
2 He is speaking to Silver.  
3 He kept Jim safe.  
4 It lasted until he disappeared on the way back to England.
- 2  
1 His plan was to talk to Ben Gun about the treasure.  
2 Yes. Ben Gun told him where the treasure was, which allowed him to trick the pirates.

**[B head] Speaking**

**4 Work in groups and answer these questions.**

- 1 Students discuss the answers to the questions in pairs or small groups.
- 2 Go round and offer help and support.
- 3 Open it up into a class discussion. Encourage students to give reasons for their answers.

**Suggested answers**

- 1 I think he liked Jim because he was clever and he remembered that he was like Jim as a boy. But he also wanted to use Jim for his own plans to get the treasure.

2 I think he only said this because he did not want Silver to know he was worried about Jim. This would give Silver more power to negotiate with him.

3 Silver was pleased because Dr Livesy could help the ill pirates. Dr Livesy wanted Silver to trust him so that he could carry out his plan.

4 Because Dr Livesy knew that Ben Gun had the treasure, so the map was useless.

5 He knew that Silver trusted him so he perhaps thought he would be more useful staying with Silver.

6 No, because the treasure was useless on the island. Ben Gun can only use it if he leaves the island with Dr Livesy and his friends.

7 No, because Silver always looks after himself. He knew that he would go to trial if he returned to England.

### [B head] Writing

**5 Write a review of *Treasure Island*. Think about the following:**

1 Read through the instructions with the class.

2 Elicit some ideas for each point and encourage students to take notes.

3 They can write up their review for homework.

4 Take in their work to mark.

### Students' own answers

[facsimile WB p126–129]

**[B head] Before you start**

Remind students that this Revision unit in the Workbook reviews the language covered in units 10 to 12 in the Student's Book. It uses the format of the end of year exams to give them practice in exam-style questions.

**1 Choose the correct answer to complete the sentences.**

1 Students work in pairs or individually to complete the exercise. Encourage them to think about why the other answers are incorrect.

2 Go through answers with the class. Remind students they can look back at the appropriate pages in the Student's Book if they need to review any areas of language in more detail.

**Answers**

1 B    2 C    3 B    4 A    5 D    6 D    7 B    8 A    9 D    10 B    11 B    12 C    13 A  
14 C    15 B    16 B

**2 Complete the gaps with one word.**

1 Encourage students to read the whole text quickly, without worrying about the gaps, in order to get a general idea of the topic.

2 Allow students a few minutes to complete the gaps.

3 Put students in pairs to compare answers and then go through the answers with the whole class.

**Answers**

1 if    2 told    3 have    4 had    5 can't    6 must    7 left/gone

**3 Change the direct speech into reported speech.**

1 Elicit the rule when changing direct speech into reported speech (the verb moves one step into the past).

2 Students complete the task individually. Then they can compare answers in pairs.

3 Check answers as a class. Make sure that they make other key changes such as changes to pronouns (I finish > she finished) and removing question marks in questions.

**Answers**

1 was going to study medicine at university  
2 could apply for the job before she finished her course.  
3 the class had just finished reading that novel.  
4 the Paralympics were going to be held in 2028.  
5 there was a new ramp at school for wheelchair users.  
6 had to get up at 4.30 a.m. every morning.  
7 (that) her sister had got a better grade than her in the maths exams.  
8 what qualifications you need/needed to become a police officer.

**4 Translate into Arabic.**

1 Read the sentences with the class and allow time for students to write the translations.

2 Invite three or four students to read their answers out to the class.



### Answers

1 [add sentence in Arabic: People with disabilities are useful citizens although they are with special needs. They can share in making progress as they have different skills.]

### 5 Translate into English.

- 1 Allow students time to write their answers.
- 2 Invite three or four different students to read their answers to the class.

### Answers

1 [translate given sentence into English]

### <Page reference>WB pages 128–129

[facsimile WB p128–129]

### 6 Read the text and answer the questions.

- 1 Look at the photo and draw attention to the title of the text.
- 2 Encourage students to read through the questions and all the answer options before reading the text.
- 3 Allow students time to complete their answers.
- 4 Ask them to compare answers in pairs before class feedback.
- 5 Initiate a brief discussion to compare the students' answers to questions 5–7.

### Answers

1 D    2 B    3 A    4 B  
5–7 Students' own answers

### 7 Find and correct the mistakes in the following sentences.

- 1 Read the first sentence as a class and elicit the mistake (*which* should read *who*).
- 2 Now ask students to continue the task. They can work individually or in pairs.
- 3 Check answers as a class.

### Answers

- 1 A baker is a person **who** bakes bread.
- 2 Excuse me, I'd like to **make** a complaint.
- 3 Malak looks very happy. She **must** have passed her exam.
- 4 Cairo is a city **which** attracts millions of tourists every year.
- 5 Salem **asked** me if I would help him to prepare for the competition.
- 6 The girls **can't** have gone to the sports centre because their sports bags are here.
- 7 We **are spending/going to spend** the weekend in the country. We are still discussing our destination.
- 8 I look forward to **hearing** from you soon.

### 8 Choose one of the two topics. Write about 150 words on the topic.

- 1 Point out that students have to choose one of the two topics. Go through both options and help students with understanding as necessary.

2 Give students time to plan their writing. Remind them to think about all the points in the task, how to separate different ideas into paragraphs and how to start and finish the email.

3 Allow time for the students to write their email.

4 Go round and offer help where needed. Encourage students to use some of the language from the units.

5 Tell the students to compare their emails with their partners.

6 Finally, either take the emails in to correct or ask three or four students to read out their emails to the class.

### **Students' own answers**