



ARAB REPUBLIC OF EGYPT
Ministry of Education
Book Sector

Revised Edition

Hello!

English for Secondary Schools

Year One

Teacher's Guide

Helena Gomm

and Liz Kilby with Matthew Hancock

Introduction by Steve Thompson

Egyptian International Publishing Company – Longman
10a Hussein Wassef Street
Messaha Square
Dokki
Giza
Arab Republic of Egypt

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ISBN 978-977-16-1426-5
Deposit No. 7183/2016

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Unit	Title	Grammar/Functions	Listening
Unit 1	Famous Egyptians	The present and past simple	A conversation about famous people
Unit 2	Charles Dickens: <i>The Cricket on the Hearth</i>	The past simple, continuous and perfect	A talk about Charles Dickens
Unit 3	The power of the mind	Zero, first and second conditionals	A conversation about memory
Revision A	Revision A	Revision	An interview with a man with an incredible memory
Unit 4	City or countryside?	The present perfect	A conversation about where people live
Unit 5	Robert Louis Stevenson: "The Gardener"	Verb + infinitive or <i>-ing</i> form	A conversation about Robert Louis Stevenson
Unit 6	Tomorrow's world	Future forms	Five people talking about an aspect of the future
Revision B	Revision B	Revision	"At the Sea-side", a poem by Robert Louis Stevenson
Unit 7	Health and safety	<i>should/shouldn't, must/mustn't</i>	A radio programme about bird flu
Unit 8	William Shakespeare: <i>King Lear</i>	The third conditional	A quiz and talk about Shakespeare
Unit 9	Amazing people	Articles <i>a/an</i> and <i>the</i> with singular nouns	A radio programme about an incredible person
Revision C	Revision C	Revision	A conversation about health
Unit 10	Communications today	The future: <i>will</i> and <i>going to</i>	A conversation about social networking sites
Unit 11	Charlotte Brontë: <i>Jane Eyre</i>	The past simple and past perfect	An extract from the beginning of Charlotte Brontë's novel <i>Jane Eyre</i>
Unit 12	People at work	Reported speech	Five people talking about their jobs
Revision D	Revision D	Revision	A conversation about learning languages
Unit 13	Great works of engineering	Passive verbs: past and present	A description of building a railway
Unit 14	Jules Verne: <i>Around the World in Eighty Days</i>	Relative clauses	A talk about Jules Verne's life
Unit 15	Phobias	Modal verbs of possibility and deduction: <i>must, can't, might</i>	Four people talking about their phobias
Revision E	Revision E	Revision	An expert talking about the Three Gorges Dam in China
Unit 16	Today's world problems	The future perfect	A conversation about biodiversity
Unit 17	Conan Doyle: <i>The Hound of the Baskervilles</i>	Passive verb forms	A talk about the Sherlock Holmes Museum in London
Unit 18	A cleaner world	Countable and uncountable nouns	An interview with a scientist about noise pollution
Revision F	Revision F	Revision	A discussion about sounds

Reading	Critical thinking	Speaking	Writing
A newspaper article about Dr Farouk El-Baz	Women in society	Describing people	A short biography
A summary of Dickens's novel <i>The Cricket on the Hearth</i>	Telling the truth	Starting a story and asking for clarification	The first paragraph of a story
A magazine article about the human brain	The importance of the senses	Giving advice	A reply to an email
An email about a best friend; today's street children	Thinking about the homeless	Describing a friend	A paragraph about a friend
A text about the national census	The advantages of urban and rural living	Giving opinions	The advantages and disadvantages to city life
"The Gardener", a poem by Robert Louis Stevenson	Understanding poetry	Making polite requests	A text about an organisation that helps older people
A magazine article about cars of the future	The implications and consequences of pollution	Discussing consequences; giving reasons for and against an argument	Ideas for and against a suggestion
A text about new cities; fighting world hunger	The advantages and disadvantages of new cities	Discussing a questionnaire about new cities	An email about a place that you know in the city or the countryside
A web article about hygiene and cleanliness	How to discourage smoking	Giving advice on how to stay healthy	A set of instructions giving advice
A summary of Shakespeare's <i>King Lear</i>	Loyalty to the family and learning from your mistakes	Telling a story with a message	A story about learning from past mistakes
A text about Helen Keller	The uses of technology to help people with disabilities	Complimenting and congratulating	A text about the Paralympic Games
A text about car pollution and possible solutions; a text about prejudice	Prejudice	Arguing for and against public transport	A paragraph about how to solve pollution problems
A text about modern and future forms of communication	The advantages and disadvantages of mobile phones	Making plans and promises	A text about social networking sites
Part of Charlotte Brontë's novel <i>Jane Eyre</i>	Teaching children at home and through experience	Agreeing and disagreeing	An informal email about schools
An interview with someone who works for a travel company	The importance of knowing a foreign language and being able to use the internet	Asking and answering interview questions	A job description
A short biography of Charlotte Brontë; the growth of slums	The importance of languages	Planning a new website	A description of a job that you would like to do
A text about the Suez Canal	Analysing great works of engineering	Asking for and giving advice	A description of an engineer's work
A summary of Verne's novel <i>Around the World in Eighty Days</i>	Opportunities for world travel today	Describing journeys	A description of a journey
An article about the treatment for phobias	Understanding people's fears and possible treatment for fears	Asking and answering questions	An article about a phobia
An article about Hong Kong; the importance of law enforcement	Appreciating different cultures	Planning how to improve a town	A description of a fear
A text about producing enough food to feed people	Analysing different types of food production	Asking for and making suggestions	An email about a place of environmental interest
A summary of Conan Doyle's <i>The Hound of the Baskervilles</i>	What people can do to help poor countries	Telling and explaining mysteries	A mystery story
A text about light pollution	The problems with light pollution	Making polite complaints	An email of complaint
A text about saving the planet; education today and in the past	What people can do to help environmental problems	Making a complaint at a hotel	An email to a scientist about the pollution in your area

Check your English!

A Language Functions

1 Finish the following dialogue:

- Tamer:** Are you going to play for your football team this afternoon?
- Kamal:** I don't know. I'm afraid I 1 have a problem.
- Tamer:** What's the 2 problem/ matter? ?
- Kamal:** I fell over this morning and my foot really hurts.
- Tamer:** You must tell your team to find another player.
- Kamal:** I think you're probably 3 right. Would you like to watch the game with me?
- Tamer:** Yes, please. I'm looking 4 forward to that!

2 Write what you would say in each of the following situations:

- 1 You suggest reading a new book about Ancient Egypt to your friend.
Let's read this new book about Ancient Egyptians.
- 2 You see an old man carrying a heavy bag and offer to help.
Let me help you with your bag/that, Sir!
- 3 Your friend apologizes for not meeting you on time. Reply.
It's OK./No worries./Don't worry about it.
- 4 You want to know the price of a green T-shirt that is made of cotton.
How much is this green, cotton T-shirt?
- 5 You encourage your brother to help your mother around the house.
You should help Mother/Mum around the house./Why don't you help Mother/Mum around the house?
- 6 Your teacher asks you what you have been doing for the last ten minutes.
I have been studying for the quiz. / reading the lesson. (Any appropriate response.)
- 7 Your cousin has just won a tennis competition.
Congratulations!/ Well done!/ That's a great achievement!
- 8 Your younger brother asks you what he should do the night before an exam. Give him one piece of advice.
You should review all the lessons./You should go to bed early./You shouldn't stay up late.
- 9 Your cousin just said something but you didn't hear him.
Pardon me? / Excuse me, could you say that again, please?/I'm sorry. Could you repeat that, please?
- 10 You answer the phone. It's your sister's friend, but your sister is not home.
No, she isn't here (right now). Can I take a message?

B Vocabulary and Structure

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

- 1 My grandparents have in the same house for forty years.
☒ a have lived b live c was living d use to live
- 2 We _____ taken the earlier bus, but now we will be late.
 a should be b might have ☒ c should have d must not have
- 3 Ola _____ to come to school yesterday because she was ill.
 a couldn't be ☒ b was not able c could not able d is not able
- 4 _____ my room is something I have to do every week.
 a Tidied b To tidy c Tidy ☒ d Tidying
- 5 That was a very interesting lesson, _____ ?
 a isn't it b was it ☒ c wasn't it d didn't it
- 6 The volleyball championship _____ by the same team for the last three years.
 a is won ☒ b has been won c has won d were won
- 7 Maher didn't go to the show because he _____ a ticket.
 a doesn't buy b haven't bought ☒ c hadn't bought d not bought
- 8 If Randa went to Luxor, she _____ her penfriend for the first time.
☒ a would meet b would have met c will meet d met
- 9 Omar _____ be in England now. I saw him a minute ago!
☒ a can't b could c must d might not
- 10 Which school subjects are you most interested _____ ?
 a on ☒ b in c at d for
- 11 Many countries _____ the start of spring.
 a decorate ☒ b celebrate c preserve d protect
- 12 The _____ of Cairo is more than seven million.
☒ a population b number c people d price
- 13 There were about a thousand _____ at the stadium yesterday.
 a opponents b referees c partners ☒ d spectators
- 14 Leila is very _____ and always understands things very quickly.
 a genius ☒ b intelligent c essential d expert
- 15 The family asked for a hotel room with air _____ because it was very hot.
 a carriage b craft ☒ c conditioning d cover
- 16 The Ancient Egyptians were one of the most important _____ ever.
☒ a civilisations b scribes c periods d places

- 17 In which _____ is Brazil?
 a country b attraction c channel **d continent**
- 18 Nabil's grandfather _____ his hat when he came into the house.
 a took up **b took off** c came off d took turns
- 19 Many shops in the city are international, but the shops in our village are all owned by _____ people.
a local b location c foreigner d fresh
- 20 When Hatem went to Cairo, he took the wrong metro train because he was _____ by the map.
 a lost **b confused** c looking forward to d taken

4 Rewrite the following sentences using the words in brackets, to give the same meaning:

- 1 She got up late, so she missed the school bus. (because)
She missed the school bus because she got up late.
- 2 First I prepared my bag. Then I called a taxi. (before)
I prepared my bag before I called a taxi.
- 3 Adel has lived in Tanta for five years. (since)
Adel has lived in Tanta since 2011.
- 4 Don't forget your science book. (Remember)
Remember your science book.
- 5 The doctors are going to operate on my aunt tomorrow. (operation)
My aunt is going to have an operation tomorrow.
- 6 It was cold and cloudy, but we went to the beach. (although)
We went to the beach although it was cold and cloudy.
- 7 The red computer costs more than the black one. (cheaper)
The black computer is cheaper than the red one/computer.
- 8 Wearing a uniform in our school is not an obligation. (have to)
We don't have to wear a uniform in our school.

5 Read and correct the underlined words:

- 1 Alexandar Graham Bell invited the telephone. *invented*
- 2 A lot of the world's coffee made in Brazil. *is made*
- 3 Clouds are blown to the wind. *by*
- 4 Water burns at zero degrees Celsius. *freezes*
- 5 There is no water in the lake! The sun must have condensed it. *evaporated*
- 6 I need a ride home. Let's call the taxi. *a*
- 7 Mr Mohy took his sick goat to the pet. *vet*
- 8 Is that the place when you were born? *where*

C Reading Comprehension

6 Read the information and answer the following questions:

The biggest planet in our solar system is called Jupiter. In the past, astronomers did not know very much about this mysterious planet because it is so far from earth. So scientists built and sent a special spaceship to explore the enormous planet. The spaceship, called Juno, took five years to get to Jupiter. All its energy came from the sun, but scientists were able to control it from the earth.

So what do we know about Jupiter today? The largest of Jupiter's moons is bigger than some of the planets in our solar system. The famous red area of the planet is an enormous storm. The storm has not stopped for hundreds of years. Jupiter is not made of rock. It is made of different gases. The gases are very dangerous, so if you visited Jupiter, you would need special clothes and a helmet with fresh air. It is an amazing planet!

- 1 Why did astronomers not know much about Jupiter in the past?

Because it is so far from Earth.

- 2 Where did Juno's energy come from?

Its/Juno's energy came from the sun.

- 3 Why would you need a special helmet on Jupiter?

Because Jupiter is made of dangerous gases.

- 4 The spaceship Juno was controlled by _____ .

a the sun

b different gases



c scientists on earth

d batteries

- 5 What is the main subject of the article?

a Juno's journey to Jupiter

b modern science

c facts about the solar system



d discovering facts about Jupiter

D Writing

- 7 Write an email of six sentences telling your cousin (Amin/Amina) about how you spent your summer vacation. Your name is Nael/Naela.

Students' own answers

UNIT 1

FAMOUS EGYPTIANS

SB pages 1-5

WB pages 1-4

Objectives

Listening

Listening for gist and detailed information

Grammar

The present and past simple

Reading

Reading for detail

Critical thinking


Understanding the rights and opportunities of women

Functions

Describing people

Writing

Writing a short biography



Famous Egyptians


OBJECTIVES **Listening** Listening for gist and detailed information
Grammar The present and past simple
Reading Reading for detail
Critical thinking Understanding the rights and opportunities of women
Functions Describing people
Writing Writing a short biography

Listening


1 What do you know about these people? Discuss in pairs.




a



b



c



d

2 You are going to hear about two of these people. Listen and answer the questions.

a Which two people do the speakers talk about, a, b, c or d?

b Were any of the ideas you talked about in Exercise 1 mentioned?

3 Listen again and complete these sentences.

a Nabawiya Musa was the first *Egyptian woman to go to high school*.

b In 1920, she wrote

c Later she became the headmistress of

d Dr Mostafa El-Sayed is

e Leila sometimes sees him on television programmes about


f His son is

g Dr Mostafa El-Sayed studies

4 Discuss these questions in pairs.

a Who are the most important Egyptians in history? Why?

b Who are the most important Egyptians today? Why?



WORKBOOK
PAGE 1

LESSON 1

SB page 1

WB page 1

Before using the book:

- As this is a new class, introduce yourself to the students. Then say, *Good morning* or *Good afternoon* to them. Use this greeting every time you enter the classroom.
- Ask the students to introduce themselves, using *Hello... I'm...* Then ask them to introduce

themselves again and add one piece of information about themselves. For example:
Hello, I'm Aisha. I like coffee. Hello, I'm Sara. My favourite colour is green.

Listening

1 What do you know about these people? Discuss in pairs.

- 1 Draw attention to the pictures. Go through the three questions with the class and make sure everyone understands them. Before putting the students in pairs, ask the first question and establish the names of the people in the pictures.
- 2 In pairs, the students discuss the remaining questions.
- 3 Check answers with the whole class and write all the information that the students know about the four people on the board.

Answers:

- a Naguib Mahfouz – a Nobel laureate and author
- b Dr Mostafa El-Sayed – nanoscience researcher
- c Dr Sameera Moussa – nuclear scientist
- d Nabawiya Musa – early 20th century feminist/educationalist

2 You are going to hear about two of these people. Listen and answer the questions.

- 1 Go through the instructions with the class to make sure that everyone know what information they are listening for.
- 2 Play the recording or read the tapescript and ask the students to answer the question.
- 3 Play the recording a second time and ask the students to say what information they talked about in Exercise 1 was mentioned.

Answers:

- a b and d (Nabawiya Musa and Dr Mostafa El-Sayed)
- b Students' own answers

TAPESCRIPT

Soha: Let's do this quiz about famous people, shall we?

Leila: Good idea.

Soha: OK, Leila, the first person is Nabawiya Musa. Why was she famous?

Leila: Because she was the first Egyptian woman to go

to high school.

Soha: That's right. And, what did she do when she was older?

Leila: She helped other women to succeed in education and work. Did she write books, Soha?

Soha: Yes, she wrote a very famous book in 1920. It was about girls' education. She also became the headmistress of Al-Mohammadia School for Girls.

Leila: So, she was a really important person.

Soha: Yes, she was. Now another question: this one is about a famous man. He's called Dr Mostafa El-Sayed. Do you know what he's famous for?

Leila: Is he a scientist?

Soha: Yes, he is. He's one of the most famous scientists in the world.

Leila: I've seen him talking about science on television.

Soha: Yes, he sometimes speaks on radio and television programmes about science and he often writes in science magazines.

Leila: Really?

Soha: Yes. And do you know what his son does?

Leila: No, I don't.

Soha: Well, he's an important surgeon and he wants to use his father's work to help people.

Leila: How does he do that?

Soha: Dr Mostafa El-Sayed studies the smallest parts of things. Surgeons don't usually see such small things, so his work can be very useful in medicine.

3 Listen again and complete these sentences.

- 1 Give the students a minute or two to look through the sentences and think about how they could be completed.
- 2 Play the recording again and ask them to work individually to complete the sentences.
- 3 Allow the students to compare their sentences in pairs before you check the answers with the class.

Answers:

- b a very famous book about girls' education.
- c Al-Mohammadia School for Girls.
- d one of the most famous scientists in the world.
- e science.
- f an important surgeon.
- g the smallest parts of things.

4 Discuss these questions in pairs.

- Go through the questions with the class and make sure everyone understands them.
- Put the students into pairs and ask them to discuss the questions. As they do this, go round, helping with vocabulary.
- Ask the pairs to report back to the class on what they discussed. Write any new useful vocabulary on the board.

Students' own answers



WORKBOOK

page 1

1 Match to make sentences.

- Students should match the two halves of the sentences.
- Check their answers by asking individual students to read out their sentences.

Answers: _____

- d
- f
- b
- c
- a
- e
- g

2 Add these words to the dictionary page.

- Ask the students to look at the words and read the definitions. They should then match them up.
- Check answers with the class. You could also tell them that the male equivalent of *headmistress* is *headmaster* and that the word *head* can be used for both.

Answers: _____

- | | |
|------------|-----------|
| 2 medicine | 3 surgeon |
| 4 useful | 5 famous |



UNIT
1

Famous Egyptians

- Match to make sentences.**

<ol style="list-style-type: none"> Nabawiya Musa was the first Egyptian woman In 1920, she wrote a famous book Nabawiya Musa became Dr Mostafa El-Sayed is He often writes in His work is Dr Mostafa El-Sayed's son is 	<ol style="list-style-type: none"> <input type="checkbox"/> a famous scientist. <input type="checkbox"/> very useful in medicine. <input type="checkbox"/> about girls' education. <input type="checkbox"/> the headmistress of a girls' school. <input checked="" type="checkbox"/> to go to high school. <input type="checkbox"/> science magazines. <input type="checkbox"/> an important surgeon.
---	--
- Add these words to the dictionary page.**

famous	① <u>headmistress</u> ... a teacher who is a woman and the leader of a school
headmistress	② the treatment and study of illnesses and injuries
medicine	③ a doctor who does operations in a hospital
surgeon	④ something that makes it easier to do something
useful	⑤ known about by a lot of people
- Complete these sentences with words from Exercise 2.**

- My brother is studying medicine because he wants to be a doctor.
 - The of my first school was a good teacher and a very clever woman.
 - After the accident, the saved the man's life.
 - We all knew the name of the tennis player because he is very
 - Mobile phones are very They can do many things.



3 Complete these sentences with words from Exercise 2.

- Ask the students to work individually to complete the sentences.
- Allow them to compare their sentences in pairs, before checking answers with the class.

Answers: _____

- headmistress
- surgeon
- famous
- useful

LESSON 2

SB page 2

WB page 2

UNIT 1

Grammar The present and past simple

1 Circle all the verbs in these sentences from the listening text. Write *P* (present) or *PS* (past simple) next to each one.

- a What did she do when she was older? *PS*
 b She helped other women to succeed in education.
 c Did she write books?
 d She wrote a famous book.
 e He sometimes speaks on radio and television.
 f He often writes in science magazines.
 g Surgeons don't usually see such small things.

FOCUS ON GRAMMAR

The present and past simple

Use the present simple

- for situations or actions that are always or usually true:
Hamid *lives* in a house near Cairo.

- for habits or repeated actions, often with frequency adverbs:
I *often see* my grandparents at the weekend.

Use the past simple

- for completed actions in the past:
I *watched* TV last night.

- for repeated actions in the past:
He *played* tennis every Wednesday evening.



2 Discuss these questions in pairs.

- a Which sentences have irregular verbs?
 b Which sentence has a negative verb?
 c Which sentences are questions?
 d Which three words tell you how often something happens?

3 Complete the dialogue with the present or past simple of the verbs in brackets.

- A What a *do you know* (you/know) about Neil Armstrong?
 B He b (walk) on the moon.
 A What date c (be) that?
d (you/have) any idea?
 B 1968, I e (think).
 A No, it f (be/not) 1968. It was 1969.
 And who g (go) with Armstrong?
 B Buzz somebody, but I h (not remember) his name.
 A Buzz Aldrin.
 B That's right! I always i (forget) people's names.

4 Think of a famous Egyptian. Your partner has to ask you questions until he/she guesses who you are. Ask some of these questions.

- Is this person a man or a woman? How old is he/she? What is his/her job?
 Where does he/she come from? What did he/she do? When did he/she do that?

WORKBOOK PAGE 2

Answers:

- b She helped other women to succeed in education. PS
 c Did she write books? PS
 d She wrote a famous book. PS
 e He sometimes speaks on radio and television. P
 f He often writes in science magazines. P
 g Surgeons don't usually see such small things. P

2 Discuss these questions in pairs.

- 1 Go through the questions with the class and explain anything they don't understand.
 2 Ask the students to answer the questions. You could ask them to work in pairs or small groups.
 3 Check answers with the class. If your students need more help, see the Focus on Grammar box or the Grammar Review on page 121.

3 Complete the dialogue with the present or past simple of the verbs in brackets.

- 1 Focus the students' attention on the photograph of Neil Armstrong on the moon. Ask them to say what they can see in the photograph.
 2 Go through the example with the class and ask them to complete the other gaps in the dialogue using the verbs in brackets.

Grammar

The present and past simple

1 Circle all the verbs in these sentences from the listening text. Write *P* (present) or *PS* (past simple) next to each one

- 1 Ask the students to read the sentences, and remind them that they all come from the listening text in the previous lesson.
 2 Read the example sentence and ask them to do the same with the remaining sentences. They can do this in pairs.
 3 Check their answers as a class.

- 3 As they do this, go round checking that everyone is using the verbs correctly.
 4 Check the answers with the class. Then ask two confident students to read the dialogue aloud for the class. Point out the use of *somebody* (as in *Buzz somebody*) when we don't know or can't remember someone's family name. Explain that this is only acceptable in informal speech.

Answers:

- b walked c was d do you have
 e think f was not g went
 h don't remember i forget

4 Think of a famous Egyptian.

Your partner has to ask you questions until he/she guesses who you are. Ask some of these questions.

- 1 Go through the instructions with the class and make sure that everyone understands them. Demonstrate with a confident student.
- 2 Put the students into pairs and ask them to take turns being the person who thinks of the famous Egyptian and the person who asks the questions.
- 3 As they do this, go round helping with vocabulary where necessary.



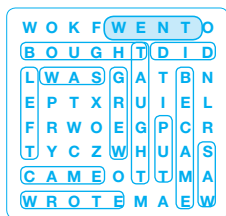
WORKBOOK

page 2

1 Find 12 past forms of irregular verbs.

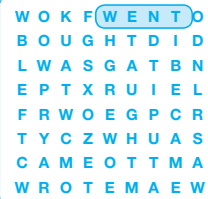
- 1 Remind the students that irregular verbs are those which don't form the past simple and past participle by adding *-ed*. Ask the class to suggest a few examples.
- 2 Ask them to look through the word square and find 12 past simple verb forms of irregular verbs. Point out that one has been done for them (*went*). Tell them to put a circle around the ones that they find. The words can be found by going from left to right and from top to bottom.
- 3 Give them a few minutes to find the words. You can check their answers in the next exercise.

Answers: _____



UNIT
1

1 Find 12 past forms of irregular verbs.



2 Now write the past and present simple form of the verbs from Exercise 1.

- | | |
|------------------|---------|
| a <u>went/go</u> | g _____ |
| b _____ | h _____ |
| c _____ | i _____ |
| d _____ | j _____ |
| e _____ | k _____ |
| f _____ | l _____ |

3 Complete with the present or past simple form of the verbs in brackets.

DR AHMED ZEWAIL

Ahmed Zewail was born in 1946 in Egypt where he a *grew up* . (grow up). He b _____ (go) to Alexandria University. He c _____ (finish) his studies in the United States in 1974. After this, Dr Zewail d _____ (work) at the University of California. In 1976, he e _____ (become) a professor at the California Institute of Technology.

In 1998, at the age of 52, Dr Zewail f _____ (win) the Benjamin Franklin Medal because he g _____ (discover) the femtosecond, which is one millionth of one billionth of a second. Many scientists, students and important people h _____ (come) to the ceremony and i _____ (see) Dr Zewail receive his prize. One year later, Dr Zewail j _____ (get) the Nobel Prize for Chemistry.

Dr Zewail now k _____ (live) in California and l _____ (have) four children. His wife, Dema Zewail, m _____ (be) a doctor. He now n _____ (help) scientists to make new medicines.



4 Write questions about Dr Zewail, then answer them.

- a Where/grow up?
Where did Dr Zewail grow up? He grew up in Egypt.
- b Which universities/go to?

- c Why/win the Benjamin Franklin Medal?

- d Where/live now?

2

2 Now write the past and present simple form of the verbs from Exercise 1.

- 1 Draw the students' attention to the example. Ask them to write the present and past simple forms of all the verbs they found in the word square, using the first person form.
- 2 Check answers with the class.

Answers: _____

- | | |
|---------------|-----------------|
| b bought/buy | c did/do |
| d was/be | e came/come |
| f wrote/write | g left/leave |
| h grew/grow | i taught/teach |
| j put/put | k became/become |
| l saw/see | |

Reading

1 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

astronaut expert geologist
soil space underground

2 Read and complete the sentences with words from Exercise 1.

- Plants grow better in soil than in sand.
- The astronaut Neil Armstrong went into space and walked on the moon.
- Experts study rocks and their history.
- Many large, modern cities have underground railways.

3 Read about Dr Farouk El-Baz, then use the present or past simple to complete the questions and answers. Answer in pairs.

- How often/rain/Western Desert?
How often does it rain in the Western desert?
- When/heavy rain/fall there?
- Who/find/underground water?
- What/use/to find/water?
- Where/Dr El-Baz work?
- What/his job?
- When/Dr El-Baz work/Apollo space project?
- Which university/Dr El-Baz study at?

4 FOCUS ON COLLOCATIONS

What nouns can follow these five verbs?

Verbs

give play score take win

Nouns

advice chess medicine the piano
points a prize a race a goal

Thank you,
Dr Farouk El-Baz

It only rains every 20–50 years in the Western Desert. However, two million years ago, very heavy rain fell there and a huge quantity of water collected under the desert sand. Today, we need this water, and the person we have to thank for finding it is one of Egypt's most famous men, Dr Farouk El-Baz.

Remote sensing

Dr El-Baz, who is a space scientist and a **geologist**, is the Director of Remote Sensing at Boston University in the USA. He is the world's greatest **expert** in remote sensing: the use of satellites to find water under deserts. **Underground** water was found in the Western Desert and in Sinai thanks to photographs which he took from satellites.

Space projects

From 1967 to 1973, Dr El-Baz worked on the American Apollo **space** project, which landed men on the moon. He gave advice on where the **astronauts** should land, and told them how to collect rocks and **soil** on the moon.

Dr El-Baz was born in Zagazig in 1938 and was educated at Ain Shams University.



Answers:

- | | |
|----------|--------------|
| b went | c finished |
| d worked | e became |
| f won | g discovered |
| h came | i saw |
| j got | k lives |
| l has | m is |
| n helps | |

4 Write questions about Dr Zewail, then answer them.

- Go through the example question and answer with the class. Point out the use of the pronoun *he* to avoid repeating *Dr Zewail* in the answer. Then ask the students to work individually to complete the other questions.
- Ask the students to write the answers to the questions they have written. Then check answers by choosing some students to read out their questions and others to read out their answers.

Answers:

- Which universities did he go to?
He went to Alexandria University and the University of California.
- Why did he win the Benjamin Franklin Prize?
He won the prize because he discovered the femtosecond.
- Where does he live now?
He lives in California.

3 Complete with the present or past simple form of the verbs in brackets.

- Introduce the exercise by asking the students what they know about Dr Ahmed Zewail – a couple of facts should be enough. Then ask them to read the article and complete it. Read the example with the whole class to make sure they understand what they have to do.
- Go round as the students work, giving extra help to anyone who is struggling.
- Check answers with the class.

LESSON 3

SB page 3

Reading

1 Check the meanings of these words in your dictionary.

- Give the students a few minutes to check the words in their dictionaries.
- Make sure everyone has the correct meanings by asking different students the meaning of each word.

Answers:

<i>astronaut:</i>	someone who travels and works in space
<i>expert:</i>	someone with special skills or knowledge of a subject
<i>geologist:</i>	a scientist who studies what the earth is made of, how it was made and how it has changed over time
<i>soil:</i>	the layer on the earth in which plants grow
<i>space:</i>	the area outside the earth's atmosphere
<i>underground:</i>	under the surface of the earth

2 Read and complete the sentences with words from Exercise 1.

- 1 Ask the students to use the words from Exercise 1 to complete the sentences.
- 2 Check answers with the class.

Answers:

-
- b astronaut, space
 - c Geologist
 - d underground
-

3 Read about Dr Farouk El-Baz, then use the present or past simple to complete the questions and answers. Answer in pairs.

- 1 Ask the students to look at the pictures. Find out if anyone knows anything about Dr Farouk El-Baz. Write any information the students can provide on the board. Ask them which of the words in Exercise 1 they could use to describe Dr Farouk El-Baz (*geologist*).
- 2 Give the students plenty of time to read the text. You could have them read one section at a time and answer any questions or explain any difficulties after each section.
- 3 Go through the example with the class and remind them of the use of the verb *do* when forming questions.
- 4 Ask the students to work individually to complete the questions. Allow them to compare their questions in pairs before checking with the class.
- 5 Ask the students to look back at the text to find the answers to their questions. Ask them to write complete sentences in their copybooks to answer these questions and to use the present or past simple tense as appropriate.

- 6 Check answers by asking some students to read out their questions and others to give their answers.

Answers:

-
- a It only rains every 20–50 years.
 - b When did heavy rain fall there? It fell about two million years ago.
 - c Who found the underground water? Dr Farouk El-Baz found it.
 - d What did he use to find the water? He used photographs which he took from satellites.
 - e Where does Dr El-Baz work? He works at Boston University in the USA.
 - f What is his job? He is Director of Remote Sensing.
 - g When did Dr El-Baz work on the Apollo space project? He worked on it from 1967 to 1973.
 - h Which university did Dr El-Baz study at? He studied at Ain Shams University.
-

4 What nouns can follow these five verbs.

- 1 Quickly revise the meanings of *verb* and *noun* by asking for examples of each.
- 2 Ask the students to find any instances in the reading passage where a verb is followed by a noun (*find water, landed men, gave advice, collect rocks*, etc.)
- 3 Point out that, in the exercise, there are five verbs in the first box and eight nouns or noun phrases in the second box. Ask the students to decide which verbs can go with which nouns. Explain that several of the nouns can go with more than one verb.
- 4 Ask the students to match each verb in the exercise with the nouns that can follow it.
- 5 Check answers with the class. Follow up by asking the students if they play chess, play the piano, have won a prize, etc.

Answers:

-
- give: advice, medicine, a prize
 play: chess, the piano
 score: points, a goal
 take: advice, medicine
 win: points, a prize, a race
-

LESSON 4

SB page 4

WB page 4

UNIT 1

Critical thinking

1 Read this quotation from the listening text and answer the questions.

Nabawiya Musa was the first Egyptian woman to go to high school. She helped other women to succeed in education and work.

- Why do Egyptians remember Nabawiya Musa today?
Because she helped other women to succeed in education and work.
- Nabawiya Musa lived from 1886 to 1951. What do you think was different for women at that time?
- Did women do the same jobs then as they do now? Why/Why not?

2 Look at the pictures. What do you think the text will be about?



Not many girls went to school in Egypt in the early twentieth century. Now it is very different. There are nearly as many girls in secondary education as boys, and many girls study at university too. About 20% of people who work in Egypt are women.

Women's health is also much better today. A recent report says that fewer children and mothers have health problems than they did 100 years ago. In 1960, most women lived until they were about 47. Today, most women live to be older than 75.

SKILLS FOR LIFE

When you learn a new word, make a note of the part of speech (verb, noun, adjective, etc.). This will help you to know how to use the word.

WORKBOOK PAGE 3

4

Suggested answers:

- Not many women worked or went to university at that time.
- No. Few women worked, and the only jobs available to women were jobs such as being a teacher, nurse or secretary.

2 Look at the pictures. What do you think the text will be about?

- Ask the students to look at the pictures and to discuss the question in pairs or small groups. They can check their answers in the next exercise.

Answer:

The text is about women today.

3 Now read the text, check your answers to Exercise 2 and answer the questions.

- Ask students to quickly read the text to check their answers to Exercise 2.
- Go through the questions with the class and make sure that everyone understands them.
- Put the students into pairs and ask them to take turns asking and answering the questions. Go round monitoring and assisting where necessary. Take note of any interesting answers that you hear and ask those students to report back to the class on what they said.

Suggested answers:

- No, they didn't.
- No, there are nearly as many girls as boys.
- About 20% of the people are women.
- Women's health is much better.
- Women now live about 28 years longer than they did in 1960.

4 Discuss these questions in pairs.

- Go through the questions with the class and make sure that everyone understands them.
- Put the students into pairs and ask them to take turns asking and answering the questions.

Critical thinking

1 Read this quotation from the listening text and answer the questions.

- Read through the quotation and the questions with the class.
- Give them a few minutes to find and discuss the answers to the questions in pairs.
- In class, ask different pairs for their answers to the questions. Does everyone agree? Why/Why not?

Go round the class as they do this, monitoring and assisting where necessary. Take note of any interesting answers that you hear and ask those students to report back to the class on what they said.

Answers:

- a Students' answers
b Because we have more medicines, better hospitals and better hygiene.
c and d Students' answers

Skills for life

- 1 Ask a student to read the Skills for Life box. Ask students what they think about this. Do they all agree? Why/Why not?



WORKBOOK

page 3

1 Complete the sentences with the past simple of these verbs.

- 1 Read the verbs in the box and the gapped sentences with the class. Go over the example with the class to make sure they all understand what they have to do.
- 2 Ask the students to work individually to complete the sentences with the past simple form of the correct verb from the box.
- 3 Ask different students to read one of the completed sentences to the class to check the answers.

Answers:

- b played c won, scored

2 Choose the correct word.

- 1 Ask the students to work individually to choose the correct words to complete the sentences.
- 2 Check answers with the class. For homework, you might like to ask the students to write sentences using the words that they didn't choose.

Answers:

- b expert c space
d astronauts e geologist
f education g soil

1 Complete the sentences with the past simple of these verbs.

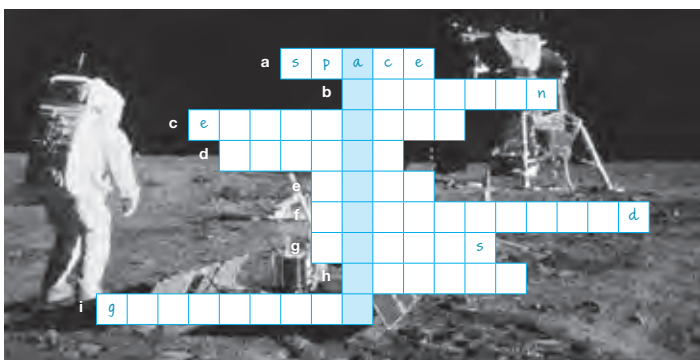
- a When I went on holiday, I always took a lot of photographs.
b When my brother was young, he played football every day.
c My football team won their match last weekend. They scored more goals than the other team.

2 Choose the correct word.

- a Farms in the desert often need to find underground/grounded water.
b Our teacher is a real expert/geologist. She knows everything about Egyptian history.
c The start of space/satellites is about 100km above the earth.
d Only astronauts/directors can travel to the moon.
e I like studying rocks, so I want to become an astronaut/a geologist.
f It is important for all children to have a good expression/education.
g Plants grow very quickly in the soil/space in our garden.

3 Complete the puzzle to find a word that relates to space.

- a the area outside the earth, where stars are
b a doctor who does operations in a hospital
c the process of learning that you get at school or university
d someone who knows a lot about a subject or is very good at something
e plants grown well in this
f under the earth
g known about by a lot of people
h something that makes it easier to do something
i someone who studies the history of rocks



3 Complete the puzzle to find a word that relates to space.

- 1 Explain that all the words needed have been used in the unit so far, and that when they have solved all the clues and put the correct words in the puzzle, they will find another word from the unit in the blue-shaded squares.
- 2 Go round, giving help where necessary.

Answers:

- a space b surgeon c education
d expert e soil f underground
g famous h useful i geologist
Revealed word: astronaut

LESSON 5

SB page 5

WB page 4

Communication skills Describing people

- 1 You are going to speak about a person you like.



- a Choose a person who is famous or who you know well. He/She can be alive or from history.
- b Make notes to answer these questions, like the sample 1-4 below. You can use some of these adjectives.

beautiful brave calm careful cheerful
clever different enjoyable exciting fit
friendly funny great hard-working
helpful important interesting ordinary
polite popular strong

- 1 Who have you chosen to write about?
Zeinab Oteify
- 2 When was he/she born? What is/was he/she like?
1978. Brave, fit, hard-working, strong
- 3 Where does/did he/she live? What does/did he/she do?
Egypt. Paralympic champion at weightlifting
- 4 Why do you like him/her? How has he/she influenced you?
showed me you can do a lot of things even with a disability

- 2 Tell other students about the person you have chosen.

- a Talk for about a minute. Use your notes to help you.
- b Answer any questions other students ask about the person.

3 Research the following about a famous person

Choose another famous person you would like to know more about. Find out:

- why he/she was famous
- what he/she did
- why people should remember him/her

WORKBOOK
PAGE 4

5

make sure everyone knows what they have to do. Explain any of the words in the adjective box in instruction b that the students don't know.

- 4 Focus attention on the sample notes and ask the students to choose their own person that they would like to write about and to produce a similar set of notes, using the sample as a model. Go round the class helping them as they do this. Point out that the notes are not complete sentences. Discourage them from writing complete sentences in their notes. This will prevent them from simply reading what they have written in the next exercise.

2 Tell other students about the person you have chosen.

- 1 Explain that you would like each student to talk for one minute about the person they have chosen. Emphasise that they can use their notes, but should not simply read them out. They should make sentences based on their notes.
- 2 As each student gives their talk, ask the other to listen carefully and to think of one question that they would like to ask about the person being talked about.
- 3 At the end of each talk, choose one or two students to ask their questions (maintain concentration by not telling the students in advance who will be chosen). Encourage the student giving the talk to answer the question.

Communication

1 You are going to speak about a person you like.

- 1 Ask the students to look at the pictures and to discuss with a partner or in small groups who the people are and what they know about them. Give them five to ten minutes to do this. This will be time well spent, as ideas will be generated which the students can then use in their writing.
- 2 Have a class feedback session in which the information about the famous people is shared.
- 3 Go through the instructions with the class and

- 4 With large classes, you may need to allocate time at the beginning or end of each lesson to hear two or three more students giving their talks. If you do this, give advance warning of who has to give their talk on which day.

3 Research the following about a famous person.

- 1 Go through the instructions with the class and make sure they understand what they have to do.

- 2 Encourage students to use the library or the internet to find this information. They can do this for homework. You can take in this work in the next lesson.



WORKBOOK

page 4

1 Read these sentences and answer the questions.

- 1 Read each of the sentences aloud, or ask four students to read them.
- 2 Go through the questions with the class.
- 3 Give them a few minutes to decide on their answers and then check them.

Answers:

- a sentence 1
- b sentence 2
- c Commas are used at the end of phrases including numbers and dates, for example, *At the age of 16*, and *During the 1980s*. Commas are also used to separate dates from years, (e.g. *September 14, 1986*), but not when the date precedes the month (e.g. *14 September 1987*).

2 Write a paragraph about the person you described.

- 1 Remind the students of the talks they gave in Exercise 2 in their Student's book. Tell them that they are going to use their notes and their talks to write a paragraph.
- 2 Go through the paragraph plan with the class and make sure everyone understands what they have to do.
- 3 As the students write their paragraphs using about 80 to 100 words, go round the class monitoring and helping. Remind them to use present and past tense verbs and to use time words and phrases to say when and how long something happened. The finished paragraphs might make a good display for the classroom, or you could take in their work to mark.

UNIT
1

1 Read these sentences and answer the questions.

- 1 From 1967 to 1973, Dr El-Baz worked on the Apollo space project.
- 2 During the 1980s, he lived in Alexandria.
- 3 In 1960, most women lived until they were about 47.
- 4 In 1920, she wrote a famous book.

Questions

- a ☐ Which sentence is about something that happened for six years?
- b ☐ Which sentence is about something that happened for about ten years?
- c How are commas used with numbers and dates? _____



2 Write a paragraph about the person you described.

- a Plan five sentences using your speech and notes from the Student's Book.

Sentence 1 Say who the person is/was and say how you know him/her.

Sentences 2/3 Give some information about the person, e.g. when and where he/she lives or lived and what he/she does or did.

Sentence 4 Describe the person's appearance, his/her qualities and character.

Sentence 5 Write about why you like this person and why he/she is important to you. How has this person influenced you?



b Write your paragraph in 80–100 words.

- Use present and past tense verbs.
- Use time words and phrases to say when and for how long something happened.

Critical Thinking!

You do not become successful by chance. You must work very hard in order to succeed in life. What do you think you can change about yourself in order to become a successful citizen? What good qualities do you have? What qualities do you think you can change or improve?

4

Critical Thinking!

Ask a student to read the Critical Thinking box. Get students to ask and answer the questions in pairs. Have a class discussion using their answers.

Assessment

Listening Task

Target element: present simple and past simple tenses

Read the following sentences based on the conversation in SB page 1 twice. The first time, students say if they refer to Nabawiya Musa or

Dr El-Sayed. The second time, they must say what tense is used (they can write S for present simple and P for past simple). The answers are given below in brackets.

This person is one of the most famous scientists in the world. (Dr El-Sayed. S)

This person was really important. (Nabawiya Musa. P)

This person is really important. (Dr El-Sayed. S)

This person wrote a famous book. (Nabawiya Musa. P)

This person sometimes speaks on the radio. (Dr El-Sayed. S)

This person studies the smallest parts of things. (Dr El-Sayed. S)

This person helped women to succeed in education and work. (Nabawiya Musa. P)

For further practice, use SB page 1, Ex. 4. Write the names of other famous people. Make similar sentences to those above, giving information about the person without naming them. Students name the person the sentences are about and say what tense is used.

Reading Task

Target elements: vocabulary from the unit and present simple / past simple tenses

Use SB page 4, Ex. 2. Ask the following questions about the text. Ensure students answer in full sentences using the correct verb forms. The answers are given in brackets below.

- 1 *How many girls went to school in Egypt in the early twentieth century?* (Not many girls went to school.)
- 2 *Are there more boys or girls in secondary education in Egypt?* (There are more boys, but there are almost as many girls.)

3 *How many people who work in Egypt today are women?* (Twenty percent of people who work are women.)

4 *Was women's health better or worse in the past?* (It was worse.)

5 *In 1960, how long did most women live?* (Most women lived until they were about 47.)

6 *How old do most women live to be now?* (Most women live to be older than 75.)

Speaking Task

Target element: present simple and past simple tenses

Ask students to think of one of the Egyptians from the unit (Nabawiya Musa, Dr El-Sayed, Dr Farouk El-Baz, Dr Ahmed Zewail, Umm Kulthum or one of the people from SB page 1, Ex. 4) without telling their partner who they have chosen. One student then tells their partner about this person without naming them. The other student guesses the person. Partners can also ask questions if necessary. Encourage students to withhold key information to make the task more challenging. So for Dr Farouk El-Baz, for example, they should not say *This person is a geologist* but, *This person takes a lot of photographs* etc, and for Nabawiya Musa they should say, for example, *This person wrote a famous book*, not *This person was the first Egyptian woman to go to high school*.

At the end of the exercise, get one or two pairs to perform their task to the class.

Writing Task

Target element: vocabulary from the unit

Use WB page 3 Ex. 2. Students write a sentence for each of the highlighted words that were *not* the correct answers for Exercise 2. The sentence should show the meaning of the highlighted words in context or should define the word, for example: **The aeroplane was grounded because of the snow, so our flight was late.** They can use their dictionaries if necessary.

UNIT 2

CHARLES DICKENS

SB pages 6-10

WB pages 5-8

Objectives

Listening

Listening for detail

Grammar

The past simple, past continuous and past perfect

Reading

Sequencing a series of events

Critical thinking

Reflecting on the difficulties that disabled people face

Functions

Starting a story and asking for clarification

Writing

Writing the first paragraph of a story

UNIT
2

Charles Dickens

OBJECTIVES

Listening Listening for detail

Grammar The past simple, past continuous and past perfect

Reading Sequencing a series of events

Critical thinking Reflecting on the difficulties that disabled people face

Functions Starting a story and asking for clarification

Writing Writing the first paragraph of a story

Listening

- 1 **Guess the meanings of the highlighted words from the listening text.**

CHECK
IN YOUR
DICTIONARY


a *Oliver Twist* is a **novel** by Charles Dickens.

b Thieves should go to **prison**.

c I don't want to be in **debt**, so I'll have to earn some money.

d A **journalist** writes stories in a newspaper.

e Fagin is a **character** in one of Dickens's stories.


- 2 **Listen to a talk about Charles Dickens and choose the correct answer.**

a What nationality is Dickens?
A Russian **B British** C French D American

b As a writer, what is he most famous for?
A stories B plays C reports D poems

c In which century did he live?
A 17th B 18th C 19th D 20th
- 3 **Listen again and choose the correct words to complete these sentences.**

a Charles Dickens was born in **1912/1812**.


b He was born in the **south/north** of England.

c Charles went to work in a London factory when he was **ten/twelve** years old.

d In the factory he worked for **ten/twelve** hours a day.

e He used the name **Boz/Oliver** when he wrote magazine stories.

f Dickens wrote *A Tale of Two Cities* in **1859/1869**.
- 4 **Discuss this question in pairs.**
What kind of novels do you enjoy reading?



SKILLS FOR LIFE

Read the questions before you listen. This will help you find the information you need.

WORKBOOK
PAGE 5

LESSON 1

SB page 6

WB page 5

Before using the book:

- Find out what sort of books your students like to read. Teach any vocabulary that they will need to talk about books, such as *short story*, *thriller*, *detective fiction*, *science fiction*, etc.

Listening

1 Guess the meanings of the highlighted words from the listening text.

- 1 Read the sentences aloud, or ask five students to do this.
- 2 Draw the students' attention to the highlighted words. Ask them if they know the meaning of these words. If any of them do, ask them to explain the words to the class. Otherwise, let them look them up in their dictionary.

Answers:

- a *novel*: a long written story, usually about characters and events that are not real
- b *prison*: a building where criminals are kept for punishment
- c *debt*: money that you owe to someone
- d *journalist*: someone who writes reports for newspapers, magazines, television or radio
- e *character*: a person in a book, play or film, etc.


2 Listen to a talk about Charles Dickens and choose the correct answer.

- 1 Ask the students to look at the pictures. Explain that the man with the quill pen is Charles Dickens, a famous writer, and that the other people shown are characters in his books.
- 2 Tell students that they are going to listen to a talk about Charles Dickens. Go through the questions with them first and point out the good advice in the Skills for Life box. If they read the questions before they listen, they will have some idea of what the speaker is going to talk about and will know what information they have to listen out for in order to answer the questions.
- 3 Play the recording or read the script and ask the students to choose their answers. Allow them to compare answers in pairs before checking with the class.

Answers:

- b A c C

TAPESCRIPT

Have you heard of Charles Dickens? After Shakespeare, he is probably the most famous writer in the English

language. He is best known for his novels about life in nineteenth-century Britain.

Dickens was born in 1812 into a good family in the south of England. When he was still a young boy, his father went to prison because he had got into debt. Charles went to London to earn money for the family. At the age of twelve, he was working for ten hours a day in a London factory. He saw how hard life was for poor people, and many of the ideas for the stories of his novels and the characters in them came from this time.

After he left the factory, Dickens went to work as an office clerk, but he did not enjoy this. In 1834, he started work as a newspaper journalist. While he was working for the newspaper, he was also writing magazine stories about life in London. Instead of using his real name, he called himself Boz for these stories. He went on to write Oliver Twist in 1838 and Nicholas Nickleby in 1839. David Copperfield followed in 1850, A Tale of Two Cities in 1859 and Great Expectations in 1861.

In Oliver Twist, Dickens shows the dark side of life in nineteenth-century London. He describes the lives of child workers and life in the workhouse, where very poor people were sent to live and work.


3 Listen again and choose the correct words to complete these sentences.

- 1 Remind the students again of the benefits of first carefully reading the six statements with alternatives, before they listen again. Encourage them to see if they can choose the correct word in any of the statements before they hear the talk again.
- 2 Play the recording again or read the script and ask the students to choose the correct words.
- 3 Check answers with the class.

Answers:

- b south c twelve d ten
- e Boz f 1859

4 Discuss this question in pairs.

- 1 Put the students into pairs and ask them to discuss the question.
- 2 Go round the class, monitoring and helping with vocabulary.
- 3 Ask any confident students to talk to the class about their reading habits.



1 Correct the facts in these sentences.

- Remind the students of the talk they listened to about Charles Dickens. Tell them that the mistakes in the sentences are all factual mistakes.
- Give them a few minutes to decide what the mistakes are and what the correct information should be. You might like to point out that there are two mistakes in one of the sentences.
- Allow the students to compare their answers in pairs or small groups before checking with the class.

Answers:

- He lived in the 19th century.
- His father went to prison when Charles was a young boy.
- When he was twelve years old, he went to work in a factory.
- Later he became a journalist in London.
- He wrote stories about the lives of poor people.

2 Match the words with their meanings.

- Ask the students to work individually to match the words and meanings.
- Check answers with the class.

Answers:

- b 5 c 1 d 2 e 4

3 Complete these sentences with words from Exercise 2.

- Ask the students to work individually to complete the sentences.
- Allow them to compare their sentences in pairs before checking answers with the class.

Answers:

- b prison c novels
d character e in debt

Charles Dickens

UNIT
2

1 Correct the facts in these sentences.

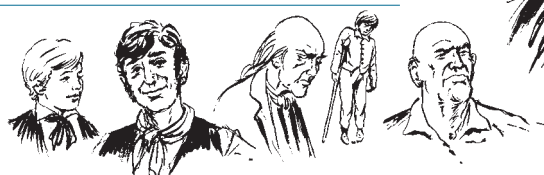
- Charles Dickens was born in the south of France.
Charles Dickens was born in the south of England.
- He lived in the 18th century.

- Charles's father died when Charles was a young boy.

- When he was twelve years old, he went to work in an office.

- Later he became a doctor in London.

- He wrote plays about the lives of rich people.



2 Match the words with their meanings.

- | | |
|--------------|--|
| a character | 1 <input type="checkbox"/> someone who writes for newspapers |
| b in debt | 2 <input type="checkbox"/> a story about people that are not real |
| c journalist | 3 <input checked="" type="checkbox"/> a person in a book, play or film |
| d novel | 4 <input type="checkbox"/> a building where people who do something wrong are sent |
| e prison | 5 <input type="checkbox"/> when you owe money to someone |

3 Complete these sentences with words from Exercise 2.

- A journalist often interviews people before he or she writes a report.
- If you don't want to go to _____, don't do anything wrong.
- Naguib Mahfouz wrote _____s about life in Egypt in the 20th century.
- Bertha is the main _____ in Dickens's story *The Cricket on the Hearth*.
- If you borrow too much money, you will be _____.

LESSON 2

SB page 7

WB page 6

Grammar The past simple, past continuous and past perfect

1 Circle all the verbs in these sentences from the listening. Write **PS** (past simple), **PC** (past continuous) or **PP** (past perfect).

- a Charles's father went to prison because he had got into debt. **PS**
- b After he left the factory, Dickens went to work as an office clerk. **PS, PS**
- c While he was working as a journalist, Dickens was writing magazine stories about life in London. **PC, PC**

2 Discuss these questions in pairs.

- a Which sentence describes a past action that took place because of another, earlier past action?
- b Which sentence describes two past actions happening at the same time?
- c Which sentence describes two completed past actions?

3 Complete these sentences with the past simple, past continuous or past perfect form of the verbs in brackets.

FOCUS ON GRAMMAR

The past simple, past continuous and past perfect

- Use the past continuous to show that an action was in progress at a certain time:

At one o'clock, *I **was eating** my lunch.*

- Use the past continuous with the past simple to show that a shorter action happened during another longer action:

*I **was eating** my lunch when the phone **rang**.*

- Use the past perfect to show the earlier of two actions in the past:

*I **had eaten** my lunch when the phone rang.*



In the nineteenth century, when Dickens **a** was writing (write), there **b** (be) many poor people in England. Cities like London **c** (grow) very quickly. Many people **d** (come) to the cities to look for work because they **e** (lose) their jobs in the country. Men, women and children **f** (work) very long hours in factories to earn enough money to live. These people often **g** (not have) enough food.

There **h** (be) not enough houses, so many families **i** (share) rooms in crowded buildings. Houses **j** (be) usually cold, so the fire in the hearth of the main room **k** (be) very important. In the evening, all the family **l** (sit) near the hearth to stay warm while they **m** (talk) or reading.



WORKBOOK PAGE 6

7

Grammar

The past simple, past continuous and past perfect

1 Circle all the verbs in these sentences from the listening. Write **PS** (past simple), **PC** (past continuous) or **PP** (past perfect).

1 Read the three sentences aloud or ask three students to do this. Ask the students to circle the verbs and to identify which tenses they are in.

2 Check answers with the class.

2 Then ask the students to read the article and complete it with the correct tense of the verbs in the brackets.

3 Go round as the students work, giving extra help to anyone who is struggling.

4 Check answers with the class.

Answers:

b were	c grew	d came
e had lost	f worked	g did not have
h were	i shared	j were
k was	l sat	m were talking

Answers:

- a Charles's father went to prison because he had got into debt. PS, PP
- b After he left the factory, Dickens went to work as an office clerk. PS, PS
- c While he was working as a journalist, Dickens was writing magazine stories about life in London. PC, PC

2 Discuss these questions in pairs.

- 1 Go through questions a-c with the class and ask them to think about their answers.
- 2 Check answers with the whole class. If your students need more help with these tenses, use the Focus on Grammar box and the Grammar Review on page 122.

Answers:

- a Sentence a
- b Sentence c
- c Sentence b

3 Complete these sentences with the past simple, past continuous or past perfect form of the verbs in brackets.

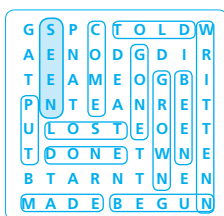
- 1 Introduce the exercise by having a quick review of what the students know about Charles Dickens. Ask several students to tell you anything they can remember.



1 Find 12 past participles of irregular verbs.

- Remind the students that irregular verbs are those which don't form the past simple and past participle by adding *-ed*. Ask the class to suggest a few examples.
- Ask them to look through the word square and circle 12 past participles of irregular verbs. The words can be found by going from left to right and top to bottom.

Answers: _____



2 Now write the present, past simple and past participle forms of the verbs from Exercise 1.

- Draw the students' attention to the example. Ask them to write the present, past simple and past participle forms of all the verbs they found in the word square, using the first person form for the present simple.
- Check answers with the class.

Answers: _____

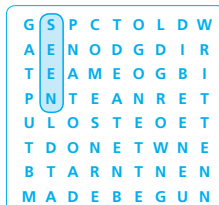
- | | |
|------------------|-----------------------|
| a see/saw/seen | b tell/told/told |
| c lose/lost/lost | d do/did/done |
| e make/made/made | f begin/began/begun |
| g put/put/put | h come/came/come |
| i go/went/gone | j grew/grow/grown |
| k be/was/been | l write/wrote/written |

3 Make questions. Then ask a partner and write the answers.

- Go through the example with the class. Ask the question to several students around the class and get true answers about where they went yesterday evening.

UNIT 2

1 Find 12 past participles of irregular verbs.



2 Now write the present, past simple and past participle forms of the verbs from Exercise 1.

- | | |
|----------------|---------|
| a see/saw/seen | g _____ |
| b _____ | h _____ |
| c _____ | i _____ |
| d _____ | j _____ |
| e _____ | k _____ |
| f _____ | l _____ |

3 Make questions. Then ask a partner and write the answers.

- | | |
|--|--|
| a Where/you go/yesterday evening?
Q <u>Where did you go yesterday evening?</u>
A <u>I went to my friend's house.</u> | c How/you come to school this morning?
Q _____
A _____ |
| b Who/you meet/at the weekend?
Q _____
A _____ | d What time/school begin/this morning?
Q _____
A _____ |

4 Complete this story using the correct past forms of these verbs.

arrive
catch
clean
come
drink
get
happen
introduce
live
read
sail
start
talk
tell
wait
watch

We **a** got on board our felucca at 11 o'clock, although we **b** _____ in Aswan nearly two hours earlier. As soon as we were on board, the captain and crew of our boat **c** _____ themselves to us. After we **d** _____ the Nile Police about our journey at their office, we **e** _____ our journey down the Nile to Faras.

During the hottest part of the day, we **f** _____ to other passengers, **g** _____ our books, or just **h** _____ the everyday lives of the people who **i** _____ by the river. So many things **j** _____: cows which **k** _____ from the nearby fields **l** _____ from the river; fishermen **m** _____ for a fish. As we **n** _____ by, one of these men **o** _____ a fish which he **p** _____ a few minutes earlier.



6

- Ask the students to work individually to write the other three questions. Check answers with the class before moving on to the next part.
- Put the students in pairs and tell them to take turns asking and answering the questions.

Answers: _____

- | |
|--|
| b Who did you meet at the weekend? |
| c How did you come to school this morning? |
| d What time did school begin this morning? |

4 Complete this story using the correct past forms of these verbs.

- Go through the verbs in the box and explain any that the students don't know.

Reading

1 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

belong ceiling cracked
employer fail hearth
plaster truth

2 Read about the title of Dickens's novel *The Cricket on the Hearth*. Are these sentences True or False?

- a ☒ A cricket is an insect.
b ☐ The cricket in the story lives on the ceiling.
c ☐ Good things happen to you if a cricket belongs to you.

A cricket is a kind of jumping insect which makes a loud noise. In this book, a family has a cricket living on the hearth in their house. In the past, people thought that if you saw a cricket, good things would happen to you, so the family in the story is happy to have it in their home.



The Cricket on the Hearth

3 This is from Dickens's novel *The Cricket on the Hearth*. Read and order sentences a-h.

- a ☐ Now that Bertha knew the truth, she realised how kind and loving her father was.
b ☐ Bertha's father did not tell her that they were poor.
c ☐ Bertha was sad because she heard the argument.
d ☐ Caleb Plummer's employer visited their house.
e ☐ Mr Tackleton was angry and shouted at Caleb Plummer.
f ☒ Bertha was born blind.
g ☐ Caleb Plummer realised that Bertha had heard the argument.
h ☐ Caleb Plummer told Bertha that he had hidden the truth from her.

Caleb Plummer and his blind daughter Bertha lived together in a little house. They made toys and their house **belonged** to the businessman who they worked for, Mr Tackleton. Caleb and Bertha were very poor, but Caleb looked after Bertha very well.

Bertha had been blind since she was born. Her father wanted her to have a happy life, so he didn't tell her what their life was really like. Bertha didn't know that the **ceilings** were **cracked** and the **plaster** was falling off the walls. She never knew that everything around her was old and poor. She didn't realise that her father was a grey-haired old man. She thought that they lived in a comfortable home; she thought that she had a well-dressed father and that Mr Tackleton was a good **employer**. Because her father was kind, Bertha was always happy.

This changed one day when she heard Mr Tackleton talking to her father. Mr Tackleton was angry and he was shouting at her father. Bertha was sad and didn't talk to her father all day.

LESSON 3

SB page 8

Reading

1 Check the meanings of these words in your dictionary.

- 1 Ask the students if they know the words in the box. If they do, ask them to explain them to the class.
2 Ask the students to look up any remaining words in their dictionaries. Make sure everyone understands their meaning.

Answers:

belong: to be owned by someone
ceiling: the inside surface of the top part of a room
cracked: damaged with thin lines on its surface
employer: a person or company that pays people to work for them
fail: to be unsuccessful in doing something
plaster: a substance used for covering walls and ceilings to give them a smooth surface
truth: the true facts about something

2 Read about the title of Dickens's novel *The Cricket on the Hearth*. Are these sentences True or False?

- 1 Tell the students that they are going to read some background information to a story by Charles Dickens.

- 2 Ask the class to read the sentences and to complete the task. They can do this in pairs. Check their answers as a class.

Answers:

- b F (it lives on the hearth)
c F (good things happen if you see one)

3 This is from Dickens's novel *The Cricket on the Hearth*. Read and order sentences a-h.

- 1 Explain to the students that sentences a to h are

events in the story of *The Cricket on the Hearth*, one of Charles Dickens's stories. Ask them to read the sentences first. Answer any questions about vocabulary.

- Ask the students to read the story and to number the sentences in the right order.
- Allow them to compare their answers in pairs or small groups before checking with the whole class. Answer any further questions students may have about the text.

Answers: _____

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

LESSON 4

SB page 9

WB page 7

Critical thinking

1 Read this quotation from *The Cricket on the Hearth* and answer the questions.

- Go through the questions with the class, making sure everyone understands them.
- Put the students into pairs and ask them to take turns asking and answering the questions. Go round the class, monitoring and helping. Ask any confident pairs with good answers to repeat them to the class.

Suggested answers: _____

- He did not tell her that they were poor.
- Students' answers
- He realised that she understood that they had problems because she heard their argument.
- They are both good people who want to help each other and make each other happy.

2 Discuss these questions in pairs.

- Read the questions with the class. Make sure they understand them.

Critical thinking

1 Read this quotation from *The Cricket on the Hearth* and answer the questions.

"Bertha, I wanted you to be happy, so since the day that you were born, I have hidden the truth from you. I have changed things, invented things and told you stories that were not the truth."

- What was the truth that Caleb Plummer hid from Bertha?
- Do you think he did the right thing when he invented things to make his daughter happy?
- Why do you think that he told her the truth after his argument with Mr Tackleton?
- What can we say about the characters of Caleb and Bertha?



Her father realised that she had heard the **argument**. "I have always tried to be good to you, but I have **failed**," he said.

Bertha did not understand her father's words.

"Bertha, I wanted you to be happy, so since the day that you were born I have hidden the **truth** from you. I have changed things, invented things and told you stories that were not the truth."

"I have been really blind," replied Bertha. "I had never realised until today how kind and loving you have been."

Caleb looked at his daughter. He was very surprised by her words. Finally, she said, "I have always been happy, but now I will be even happier."

2 Discuss these questions in pairs.

- Why do you think that Caleb and Bertha were so poor?
- Do you think Mr Tackleton was a good employer? Why/Why not?
- What should good employers do to look after the people who work for them?

3 Work in small groups and discuss the following.

- Is it always wrong to not tell the truth to someone?
- Can you think of any situations when it is kind to not tell the truth?
- How would you feel if your friends told you something that was not the truth?

4 Discuss the following in pairs.

- What jobs can blind people do well, do you think?
- Is it right for blind people like Bertha to work? Why/Why not?
- How can we make life easier for people who cannot see or cannot hear?
- How can we make life easier for people who cannot walk?

5 Discuss the following in different pairs.

- Think about the road outside your school. What problems might blind people have there?
- Can you think of ways to make things better for blind people on this road?



WORKBOOK
PAGE 7

- Ask the students to do the exercise in pairs. Go round the class, monitoring and helping.
- Ask different students to share their answers and encourage them to give reasons for their opinions.

Suggested answers: _____

- They probably did not sell many toys. Mr Tackleton did not pay them very much. Perhaps they had to pay a lot for their house.
- No, he was not. They are very poor and the house that belongs to him is small and not very nice.
- They should make sure they have a good place to work and enough money to live well on.

3 Work in small groups and discuss the following.

- 1 Go through the questions with the class, making sure everyone understands them, and ask them to think about their answers. (Giving students thinking time is worth it because their answers will be fuller and better constructed if they have had time to form them in their minds.)
- 2 Put the students into small groups and ask them to share their ideas. Encourage them to discuss any different ideas they have, giving reasons for their opinions. Go round the class, monitoring and helping.
- 3 Ask any confident groups with good discussion points to report them to the class and encourage further discussion in the class.

Suggested answers: _____

- a Students' answers
- b Sometimes people might be sad if you told them the truth. For example, if they spent a long time drawing a picture which is not very good, it might be better to say that you like the picture.
- c I would not feel happy.

4 Discuss the following in pairs.

- 1 Read the instructions and questions with the class and make sure they understand what they have to do.
- 2 Put the students into pairs to complete the exercise. Go round the class, monitoring and helping.
- 3 Finish with a class discussion. Encourage pairs to report back to the class.

Suggested answers: _____

- a They can do any job well that does not need them to see something.
- b Yes, she is probably good at making toys.
- c We can understand the problems they have every day. We can move things in the road or in buildings that make it difficult for blind people. We can try to communicate better with people who cannot hear.
- d If they use a wheelchair, we can make it easier for the wheelchair to go into buildings, across roads etc.

5 Discuss the following in different pairs.

- 1 Read the questions with the class and make sure they understand them
- 2 Put the students into different pairs to complete the exercise. Go round the class, monitoring and helping.
- 3 Finish with a class discussion. Encourage pairs to report back to the class.

Students' own answers



1 Complete the puzzle to find a word.

1 Explain that all the words needed to complete this crossword have been used in the unit so far. Tell the students that when they have solved all the clues and put the correct words in the puzzle, they will find another word from the unit in the shaded squares.

2 Go round, giving help where necessary. Check the answers with the class.

Answers: _____

- | | |
|-----------|------------|
| b truth | c fail |
| d cracked | e employer |
| f plaster | |

Revealed word: cricket

2 Complete these sentences with the words from Exercise 1.

1 Read through the sentences with the class and ask them to work individually to complete each sentence with a word from Exercise 1.

2 Go through the answers with the class by asking different students to read a completed sentence aloud.

Answers: _____

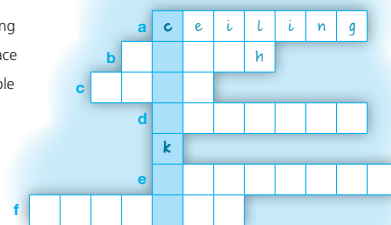
- | | |
|-----------|------------|
| b cracked | c truth |
| d fail | e employer |
| f ceiling | |

3 Now guess the meaning of the words in bold. Check in a dictionary.

- Discuss with the class how they will often come across new words in their reading.
- Ask a student to read the questions in the box. This will help them to do the next part.
- Read sentences a to c to the class, or ask different students to read them.
- Point out that the words in bold type are new words. Discuss how the students can guess the meaning of new words and remind students of the questions in the box.

1 Complete the puzzle to find the word in blue.

- the inside surface of the top part of a room
- the true facts about something
- to be unsuccessful in doing something
- damaged, with thin lines on its surface
- a person or company that pays people to work for them
- something to cover walls to give them a smooth surface



2 Complete these sentences with the words from Exercise 1.

- Mansour put plaster on the walls and then painted them white.
- After the cup fell on the floor, I saw that it was cracked.
- We know what Ali did last week, because he always tells the truth.
- Mona did not fail any of her exams. She did very well!
- Mr Ghaboor has a new employer. He is now working in the hospital.
- Fady is very tall. He can touch the ceiling!



3 When you are reading, it is important to guess the meanings of new words. Try asking yourself the questions in the box.

- What kind of word is it: a noun, a verb or an adjective?
- Can I work out the meaning of the word from the rest of the sentence?
- Does the unknown word start, end or look like a word that I know?

Now guess the meaning of the words in bold. Check in a dictionary.

- Caleb had a difficult **choice**: to invent things to keep his daughter happy, or to tell the truth.
a decision to choose one thing or person rather than another.
- Caleb felt **rewarded** when Bertha told him how happy she was.
- The **moral** of the story is that it is always best to tell the truth.

- Read sentence a with the class again. Ask about *choice*. What kind of word is it: a noun, a verb or an adjective? Elicit that it is a noun. Ask *Does the word "choice" start, end or look like another word that you know?* They may say *choose*. Finally, ask if they can work out the meaning of the word from the whole sentence. Some students may be able to tell you that a choice is when you can choose between two or more things. Ask the students to write the meaning down, then ask them to find the word in their dictionary. Choose one student to read the definition to the class as a check.
- Ask the students to work out and write down the meanings of the other words, and then to check their meanings in their dictionary.

LESSON 5

SB page 10

WB page 8

Communication

Communication skills Starting a story and asking for clarification

1 You are going to talk about the beginning of a story.

- a First, choose a story. It can be a story for children or for adults.
b Make notes to answer these questions, like the sample.

1 Which story have you chosen?

The Cricket on the Hearth

2 Who are the main characters? What are they like?

Caleb and Bertha Plummer. Poor

3 Where do they live? What is their life like?

In a little house. Life is difficult.

4 Who are the other characters?

How did they know the main characters?

Mr Tackleton. He is their employer.

5 How does the story start? What happened first?

What happened next? And then?

*Bertha is born blind. Caleb does not tell her the truth.**Mr Tackleton shouts at Caleb. Caleb tells his daughter the truth.*

6 What is the moral of the story?

*It is always best to tell the truth.**It is better to be kind than to have a lot of money.*

2 Talk about the story in pairs.

- a Take turns to tell each other the beginning of your stories. Use your notes to help you.
b Discuss the stories. If you do not understand what your partner tells you, ask him/her questions. Use expressions from Focus on Functions.

FOCUS ON FUNCTIONS

Asking for clarification

- I don't understand. Can you say that again, please?
- Then what happened?
- Who is ...? What did he/she do?
- Where did he/she go/live?
- What is the moral of the story?

3 Research the following about a Charles Dickens novel.

Find out:

- when he wrote it
- what happens in the novel
- what the moral of the story is

WORKBOOK
PAGE 8

7 Check answers with the class.

Answers:

- a *choice*: when you can choose between two or more things, actions, people, etc.
b *rewarded*: gave something good to someone for something they did.
c *moral*: a lesson to be learned (from the story).

1 You are going to talk about the beginning of a story.

- 1 Go through the instructions with the class and make sure everyone knows what they have to do.
2 Focus attention on the sample notes and ask the students to choose their own story that they would like to write about in order to produce a similar set of notes, using the sample as a model. Go round the class, helping them as they do this. Point out that the notes are not complete sentences. Discourage them from writing complete sentences in their notes. This will prevent them from simply reading what they have written in the next exercise.

2 Talk about the story in pairs.

- 1 Go through the instructions with the class and make sure everyone knows what they have to do. Focus attention on the Focus on Functions box. This gives a list of questions that the student who is meant to be listening can ask his/her partner in order to clarify details of the story.

- 2 Put the students into pairs and tell them to take turns being the storyteller and the listener. Encourage the listeners to ask the questions to find out anything they don't understand.

- 3 As they work, go round the class monitoring and helping. Take note of any particularly good storytellers. Ask them to tell their stories to the whole class at the end.

3 Research the following about a Charles Dickens novel.

- 1 Go through the instructions with the class and make sure they understand what they have to do.

- 2 Encourage students to use the library or the internet to find this information. They can do this for homework. You can take in this work in the next lesson.



WORKBOOK

page 8

1 Read the first paragraph from *The Cricket on the Hearth* again, then answer the questions.

- 1 Remind the students that they read the text *The Cricket on the Hearth* in the Student's Book. Ask them to read the first paragraph again and then to look at the questions. Explain that the sentences have been numbered in the text for ease of reference.
- 2 Ask individual students around the class to give their answers to the questions. When you have checked the answers, point out that the words in the answers can join sentences to make them more complex and effective.

Answers: _____

- b so
c everything
d Because

2 Write the first paragraph of the story you told your partner.

- 1 Remind the students of the stories they told each other in Exercise 2 in their Student's Book. Tell them that they are going to use their notes and their talks to write the first paragraph of their stories.
- 2 Go through the paragraph plan with the class and make sure everyone understands what they have to do.
- 3 As the students write their paragraphs, go round the class monitoring and helping. Remind them to use past tense verbs and to use joining words like *so* and *because*. The finished paragraphs might make a good display for the classroom.

UNIT
2

- 1 Read this paragraph from *The Cricket on the Hearth* again, then answer the questions.

The Cricket on the Hearth

- 1 Bertha had been blind since she was born.
2 Her father wanted her to have a happy life, so he didn't tell her what their life was really like.
3 Bertha didn't know that the ceilings were cracked and the plaster was falling off the walls.
4 She never knew that everything around her was old and poor. 5 She didn't realise that her father was a grey-haired old man. 6 She thought that they lived in a comfortable home; she thought that she had a well-dressed father and that Mr Tackleton was a good employer. 7 Because her father was kind, Bertha was always happy.



- a Which words does the writer use instead of "Bertha Plummer"? Bertha, she, her
b Which word in sentence 2 means "for this reason"? _____
c Which word in sentence 4 means "all of the things"? _____
d In sentence 7, which word tells us the reason for something? _____

2 Write the first paragraph of the story you told your partner.

- a Plan five sentences using your notes from the Student's Book.

Sentence 1 Who is the main character in the story? _____

Sentence 2 Write something about this person or his/her life. _____

Sentence 3 What other characters are in the story? _____

Sentence 4 What is the first important thing that happened? _____

Sentence 5 What happened next? _____

- b Write your paragraph in 80–100 words in your copybook.

- Use the past simple, past continuous or the past perfect.
- Try not to repeat the names of people or places.
- Use some of the joining words from the paragraph of *The Cricket on the Hearth* in Exercise 1.

8

Assessment

Listening Task

Target element: vocabulary from the unit

Read the following sentences based on the information from SB pages 6–9. Students say if they refer to Charles Dickens or Caleb Plummer. The answers are given below in brackets.

When he was a young boy, his father went to prison because he had got into debt. (Charles Dickens)

He didn't tell his daughter what their life was really like because he wanted her to be happy. (Caleb Plummer)

He worked for a businessman making toys. (Caleb Plummer)

At the age of 12, he was working for ten hours a day in a London factory. (Charles Dickens)

He lived in a house with a cracked ceiling and with plaster falling off the walls. (Caleb Plummer)

After he left the factory, he went to work as an office clerk. (Charles Dickens)

While he was working for a newspaper, he was also writing magazine stories about life in London. (Charles Dickens)

His employer shouted at him when he was angry. (Caleb Plummer)

Speaking Task

Target element: vocabulary from the unit and past tenses

Use SB page 7, Ex. 2. In pairs, students use the picture to talk about what life was like in Charles Dickens's time. Encourage them not to refer to the text and to use their own words. They can also use the information from *The Cricket on the Hearth*.

You can also ask them the following questions (sample answers in brackets):

What happened in the cities in Dickens's time? (Many people came to the cities to look for work as they had lost their jobs in the country.)

Where did many people work? (They worked in factories.)

Did families have their own houses? (No, many families shared rooms in crowded buildings.)

Why was the fire in the main room so important? (Houses were usually cold.)

Reading Task

Target elements: the past simple, past continuous and past perfect

Use WB page 6, Ex. 3. Write questions about the text as follows. Students answer in full sentences, using the correct form of the verb (answers in brackets):

1 What time had they arrived in Aswan? (They had arrived at nine o'clock.)

2 What had they done before they went to Faras? (They had told the Nile Police about their journey.)

3 What did they do during the hottest part of the day? (They talked to other passengers, read their books and watched the everyday lives of the people who lived by the river.)

4 What was happening as they sailed on the Nile? (Cows were drinking from the river and fishermen were waiting for fish.)

5 When had one of the fishermen caught a fish? (He had caught it a few minutes earlier.)

Writing Task

Target element: vocabulary from the unit

Use SB page 8, Ex. 1. Students write a sentence for each of the words in the box. The sentence should show the meaning of the words in context or should define the word, for example: **This bag belongs to me, so it can't be yours./The ceiling is the top part of a room.** They can use their dictionaries if necessary.

UNIT 3 THE POWER OF THE MIND

SB pages 11-15

WB pages 9-12

Objectives

Listening

Listening for specific information

Grammar

Zero, first and second conditionals

Reading

Matching headings with paragraphs

Critical thinking

Imagining life without one of the senses

Functions

Giving advice

Writing

Writing a reply to an email

The power of the mind

OBJECTIVES

- Listening** Listening for specific information
- Grammar** Zero, first and second conditionals
- Reading** Matching headings with paragraphs
- Critical thinking** Imagining life without one of the senses
- Function** Giving advice
- Writing** Writing a reply to an email

Listening

- Discuss these questions in pairs.
 - Which of the following do you find easy to remember?
 - names
 - telephone numbers
 - computer passwords
 - If you had to learn ten new English words for a test, how would you do it?
 - How do you make sure that you don't forget an important date?
- Listen to a conversation between Ibrahim and Ali. Choose the correct word or phrase to complete the sentences.
 - Ibrahim is a student/teacher.
 - Ali is very good at remembering people's phone numbers/faces.
 - Ibrahim thinks the human brain is slow/incredible.
- Listen again and choose the correct answer.
 - How long does it usually take Ibrahim to learn the names of a new class?
 - a one lesson
 - b two lessons**
 - c a few seconds
 - What does Ibrahim do while students say their names?
 - a He writes their names.
 - b He listens very carefully.**
 - c He looks at the students.
 - What does Ibrahim do to test Ali's photographic memory?
 - a He reads a list of names and numbers.
 - b He shows Ali a list of names and numbers.**
 - c He writes a list of names and numbers.
- Ask and answer these questions in pairs.

- What's your memory/eyesight like?
 - What are you good at?
 - Are you (any) good at English/singing? etc.
 - It's quite good/not bad/terrible.
 - I'm (quite) good/OK/terrible at maths/cooking, etc.
 - Yes, I'm quite good/OK.
 - No, I'm not. I'm terrible (at singing).

SKILLS FOR LIFE

To sound modest, say *I'm quite good at ... or I'm not bad at ...*
(Don't say *I'm very good at ... or I'm fantastic at ...*).

WORKBOOK
PAGE 9

LESSON 1

SB page 11

WB page 9

Before using the book:

- Find out how good the students' memories are. Place a tray of 15 to 20 objects in front of the class for a minute or two.
- Then ask them to close their eyes. Remove one of the objects and put it out of sight.
- Ask the students to open their eyes and say which object is missing from the tray.

Listening

1 Discuss these questions in pairs.

- 1 Go through the questions with the class and make sure that everyone understands them.
- 2 Put the students into pairs and ask them to discuss the questions. Go round the class, monitoring and helping where necessary.
- 3 Ask the pairs to report back to the class on their discussions.

 2 Listen to a conversation between Ibrahim and Ali. Choose the correct word or phrase to complete the sentences.

- 1 Explain that the students are going to listen to a conversation between two men, Ibrahim and Ali. Read the three sentences aloud and tell the students to listen carefully for the correct word to complete each sentence.
- 2 Play the recording or read the script and ask the students to choose the correct word to complete each sentence. Then ask if any of them are particularly good at numbers.

Answers: _____

- b phone numbers
c incredible

TAPESCRIPT

Ali: What's your memory like, Ibrahim?

Ibrahim: I've got a very good memory for some things. For example, I'm good at remembering names. This is very useful for me, because I'm a teacher and I often need to remember students' names. So, if I had 40 students in a new class tomorrow, I'd know all their names by the end of my second lesson with them.

Ali: That's very clever! How do you do that?

Ibrahim: It's quite easy. I ask each student to say their name while I look at them. I repeat the name, then I close my eyes and say the name three times to myself. After this, I go round the class and say all the names aloud. The students are very surprised if I get their names right. What about you, Ali?

Ali: Well, I have a photographic memory for numbers. So, if I looked at a list of people's telephone numbers, I could repeat them to you a few minutes later.

Ibrahim: That must be very useful. How do you do that?

Ali: I don't know. I've always found it very easy.

Ibrahim: Can I test you?

Ali: All right. If you show me a list of ten names and phone numbers, I'll look at them and immediately say them back to you.

Ibrahim: OK ...

Ali: Thanks. Now hide the numbers and read out the names on the list.

Ibrahim: OK, Azza.

Ali: Azza's number is 0856 ...

Ibrahim: ... and, finally, Nadia.

Ali: I know that number, too. Her number is 07529643861. Am I right?

Ibrahim: The human brain is really incredible, isn't it?

 3 Listen again and choose the correct answer.

- 1 Go through the questions and the answer choices with the class.
- 2 Play the recording or read the script again and ask the students to choose their answers.
- 3 Allow them to compare in pairs before checking with the class.

Answers: _____

- 2 c
3 b

4 Ask and answer these questions in pairs.

- 1 Focus attention on the Skills for Life box. Explain to the students that when we talk about our own abilities in English, it is a good idea to sound modest rather than boastful about what we can do.
- 2 Go through the questions and answer with the class, then put the students into pairs to practise asking and answering the questions.
- 3 Go round and monitor as they talk, checking they are using the expressions from the box correctly.



1 Add these words to the dictionary page.

1 Remind students that they met all these words on page 11 of their Student's Book. Ask them to match the words and definitions.

2 Check answers with the class.

Answers: _____

- b repeat
- c class
- d incredible
- e password

2 Finish these sentences.

1 Ask the students to work individually to complete the sentences. Go round, monitoring and helping with vocabulary.

2 Allow the students to compare their sentences in pairs or small groups before asking several students to read out their sentences to the class.

Suggested answers: _____

- a say it three times.
- b remember things by looking at them.
- c "Can you repeat that/say that again, please?"
- d remembering people's names.
- e some people can remember hundreds of phone numbers.

3 Complete the conversation.

1 Do the first one as an example. You may need to point out that *like* in the question *What's your eyesight like* has nothing to do with liking or disliking; it is a request for someone to describe or talk about something. You could remind them that in the listening, Ali's first question is *What's your memory like, Ibrahim?*

2 Ask the students to complete the conversation.

3 Check answers by having one student take the part of Jerry and another the part of Mike. They then read out the conversation, completing it with their answers. Ask several students around the class what they are good at and encourage

The power of the mind



1 Add these words to the dictionary page.

class incredible password photographic memory repeat

- a photographic memory the ability to remember something by looking at it
- b _____ say again
- c _____ a group of people who study together
- d _____ difficult or impossible to believe
- e _____ a special word that you need before you can enter something or use a computer

2 Finish these sentences.

- a If I want to remember a password, I _____
- b People who have a photographic memory can _____
- c If you want someone to repeat something in English, you should say _____
- d My friend is very good at _____
- e It is incredible that _____

3 Complete the conversation.

- any at like quite terrible not**
- Jerry What's your eyesight **a** like ?
- Mike **b** It's _____ good. I can't see long distances or read without glasses.
- Jerry What are you good **c** _____ ?
- Mike I'm **d** _____ good at cooking.
- Jerry Are you **e** _____ good at painting?
- Mike No, I'm **f** _____.

the use of expressions such as *I'm not bad at ...* and *I'm quite good at ...*

Answers: _____

- b Not
- c at
- d quite
- e any
- f useless

LESSON 2

SB page 12

WB page 10

UNIT
3

Grammar Zero, first and second conditionals

- 1 Underline the verbs in the *if* clause in these sentences from the listening text. Then circle the verbs in the other clause.

- a If I had 40 students in a new class tomorrow, I'd know all their names by the end of my second lesson.
- b The students are very surprised if I get all their names right.
- c If you show me a list of ten names and phone numbers, I'll look at them once and say them back to you.

GRAMMAR
REVIEW
PAGE 123

- 2 Discuss these questions in pairs.

- a Which sentence is about...
☒ ...something that sometimes happens?
☐ ...something that is possible in the future?
☐ ...something which will probably not happen in the future?
- b Which verb tenses are used in each sentence?
- c What are *I'd* and *I'll* short for in sentences a and c?

- 3 Choose the correct verbs in these sentences.

- a If I had to add two long numbers together in my head, it takes/will take/would take me two or three minutes.
- b If I see/will see/would see the numbers on paper, it is easier to add them.
- c If I remember Ali's address, I phone/will phone/would phone and tell you.
- d I'll help you with your maths homework if you find/will find/found it difficult.
- e I wouldn't be able to read if I lose/will lose/lost my glasses.



FOCUS ON GRAMMAR

GRAMMAR
REVIEW
PAGE 123

Zero conditional: Results expressing facts

- We use the zero conditional to talk about events that are usually true:
If I go to bed late, I feel tired.

First conditional: Future actions

- We use the first conditional to talk about events that we think are possible or probable in the future:
If you work hard, you will do well at school.

Second conditional: Present actions

- We use the second conditional to talk about events that will not happen at the present:
If Ali was taller, he would be a good basketball player.

WORKBOOK
PAGE 10

- 4 Discuss these questions in pairs.

- a What do you do if you can't sleep at night?
- b What will you do if you have some free time this evening?
- c What would you do if you lost the key to your flat or house?

Answers:

- b The students are very surprised if I get all their names right.
- c If you show me a list of ten names and phone numbers, I'll look at them once and say them back to you.

2 Discuss these questions in pairs.

- 1 Read the sentence aloud or ask three students to do this.
- 2 Go through the questions with the class and give them a minute or two to think about their answers.
- 3 Check answers with the class. You may like to point out that the *if* clause can be used to start a sentence (as in 1 and 3) or it can be used at the end (as in 2). When an *if* clause starts a sentence, it is followed by a comma.

Answers:

- a
 b something that sometimes happens
 c something that is possible in the future
 a something which will probably not happen in the future.
 b
 Sentence a: *If* + past + *would* + infinitive without *to* (second conditional)
 Sentence b: *If* + present + present (zero conditional)
 Sentence c: *If* + present + *will* + infinitive without *to* (first conditional)
 c I would/I will

Grammar

Zero, first and second conditionals

- 1 Underline the verbs in the *if* clause in these sentences from the listening text. Then circle the verbs in the other clause.

- 1 Remind students that all these sentences are from the listening text that they heard in the last lesson. Students work in pairs to complete the task.
- 2 While they are working, write the sentences on the board. Go over their answers as a class. Students come up and underline and circle the correct words for each sentence.

- 3 Choose the correct verbs in these sentences.

- 1 Tell the students that they can refer back to Exercise 1 to help them make their decisions. The key is to decide whether the sentence describes something that sometimes, or generally, happens (zero conditional: *If* + present + present); something that is possible in the future (first conditional: *If* + present + *will*) or something that will probably not happen in the future (second conditional: *If* + past + *would*). If the students need more help or practice with conditionals, go through the Focus on Grammar box before they do this task, or go to Grammar Review page 123.

2 Check the answers with the class.

Answers: _____

- b see c I will phone
d find e lost.

4 Discuss these questions in pairs.

- Go through the questions with the class and make sure they understand them.
- Put the students into pairs to discuss the questions. Go round the class, monitoring and helping with vocabulary.
- Ask some confident pairs to report their discussion to the class.

Students' own answers



WORKBOOK

page 10

1 Make a chain of first conditional sentences.

- Go through the example with the class and then ask them to work individually to write the remaining sentences.
- Allow them to compare their sentences in pairs before checking with the class. See if anyone can continue the chain with a further sentence (for example, If you get a good job, you will get more money.) If they do this successfully, you could ask for further sentences in the chain.

Answers: _____

- b If you're not tired tomorrow, you'll be able to concentrate better on your studies.
c If you concentrate on your studies, you will do well at school.
d If you do well at school, you'll pass your tests.
e If you pass your tests, you will get a good job.

2 Complete the sentences with zero or first conditional verbs.

- Explain that Nahla and Ali are talking about their holiday. Do the first one with the class

UNIT
3

1 Make a chain of first conditional sentences.

- a you sleep well/not tired tomorrow
If you sleep well, you won't be tired tomorrow.
b not tired tomorrow/be able to concentrate better on your studies
If you're not tired tomorrow,
c you concentrate on your studies/you do well at school

d do well at school/you pass your tests

e pass your tests/get a good job

2 Complete the sentences with zero or first conditional verbs.

Nahla So, when shall we go on holiday? June or July?

Ali Well, if we **a** go (go) in June, the weather
b _____ (be) warm but not too hot.
If the weather **c** _____ (get) too hot,
it **d** _____ (make) me tired.

Nahla And if you **e** _____ (feel) tired,
we **f** _____ (not have) a good holiday.

Ali You're right, so let's go in June.



3 Write sentences in the second conditional.

- a feel ill/go to see my doctor
If I felt ill, I would go to see my doctor.
b lose my mobile phone/borrow my brother's

c be hungry/eat a banana

d want to do maths homework quickly/use my calculator

e visit England/speak English every day

4 Read and match.

- | | |
|--|--|
| a If I lost my friend's CD, | 1 <input type="checkbox"/> I'll go shopping. |
| b If I have any free time next weekend, | 2 <input type="checkbox"/> I'd cook dinner for her. |
| c If it was my mother's birthday tomorrow, | 3 <input type="checkbox"/> I'd write to my penfriend. |
| d If I need to keep fit, | 4 <input checked="" type="checkbox"/> I'd buy her a new one. |
| e If I didn't have any homework, | 5 <input type="checkbox"/> I go to the gym. |

10

as an example. Then ask them to complete the dialogue.

2 Check answers with the class.

Answers: _____

- b will be c gets
d will make/makes e feel
f won't have

3 Write sentences in the second conditional.

- Remind the students that the second conditional is used to talk about things that are unreal or will probably not happen in the future.
- Do the first one with the class as an example

Reading

1 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

analyse breathe cells complex
pain powerful temperature

2 Read and complete the sentences with words from Exercise 1.

- a Cells are the smallest parts of animals and plants.
- b Doctors need to analyse the results of tests on their patients.
- c After I had fallen over, I had a terrible pain in my right leg.
- d The normal human body temperature is usually 37°C.
- e If you want to relax, it helps if you breathe slowly.

3 Read about the human brain and match the headings with the correct paragraphs. You do not need to use one.

- a ☐ The importance of all the senses
- b ☒ Brains compared with computers
- c ☐ Examples of what the brain can do
- d ☐ The problem of brain damage
- e ☐ How the brain controls what we do

4 FOCUS ON COLLOCATIONS

What nouns can follow these five verbs?

Verbs

close guess receive send

Nouns

a door an email your eyes
a letter a message a phone call
someone's age a visit a window
the answer to a question

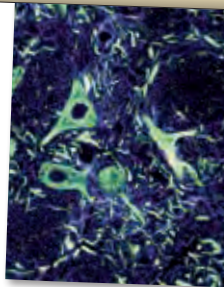
You have 100,000,000,000 of these!

1 You have something that is more **complex** than the most **powerful** computer. With it you can see and smell flowers, remember holidays, feel **pain**, hear your favourite singer's voice and think. This thing, which is in your head and weighs a kilo, is your brain.

2 Your brain has about a hundred billion (100,000,000,000) **cells**, and controls everything you do. It receives information from your senses, **analyses** it, then sends messages. For example, when you touch hot water, you think, "That hurts!" and you take your

hand out of the water. Your brain receives the message "very hot" from your hand, then immediately sends a message back to your hand, "Take your hand out of the water."

3 Our senses often work together. For example, try this experiment. Cut a piece of apple, banana and orange. Close your eyes, hold your nose, then taste the fruit. Can you taste the difference between the fruits? Probably not. This is because when you eat something, your



brain receives messages from your mouth, eyes and nose.

4 Your brain also stores past memories and this makes learning and remembering possible. At the same time, your brain controls how you **breathe**, your heart, your body **temperature** and your **digestion**.

13

and then ask them to write the remaining sentences.

3 Check the answers with the class.

Answers:

- b If I lost my mobile phone, I would borrow my brother's.
- c If I was hungry, I would eat a banana
- d If I wanted to do maths homework quickly, I would use my calculator.
- e If I visited England, I would speak English every day.

4 Match to make sentences.

- 1 Explain that these are a mixture of zero, first

and second conditional sentences and that the students need to match up the two halves of the sentences.

2 Check answers with the class.

Answers:

- b 1 c 2
d 5 e 3

LESSON 3 SB page 13

Reading

1 Check the meanings of these words in your dictionary.

- 1 Give the students a few minutes to check the words in their dictionaries.
- 2 Make sure everyone has the correct meanings by asking different students about the meaning of each word.

Answers:

- analyse:** to examine or think about something carefully in order to understand it
- breathe:** to take air into your lungs and then let it out again
- cells:** the smallest part of an animal or plant that can exist on its own
- complex:** consisting of many connected parts, especially in a way that is difficult to understand
- pain:** the feeling you have when part of your body hurts
- powerful:** having a lot of physical power, strength or force
- temperature:** 1 how hot or cold something is 2 the temperature of your body, used as a sign of whether you are ill

2 Read and complete the sentences with words from Exercise 1.

- 1 The students should use the words from Exercise 1 to complete the sentences
- 2 Check answers with the class. Ask individual students to read completed sentences aloud.

Answers: _____

- b analyse
- c pain
- d temperature
- e breathe

3 Read about the human brain and match the headings with the correct paragraphs. You do not need to use one.

- Point out that the text is divided into four paragraphs. Go through the five headings with the class and then ask the students to read the text again and decide which heading goes with which paragraph. Explain that they will not need to use one of the headings.
- Check answers with the class. Then answer any questions the students may have about the text.

Answers: _____

- a 3 b 1 (given)
- c 4 e 2

The redundant heading is d (the problem of brain damage).

4 What nouns can follow these verbs?

- Point out that there are four verbs in the top box and ten nouns or noun phrases in the bottom box. Ask the students to decide which verbs can go with which nouns. Explain that several of the nouns can go with more than one verb.
- Check answers with the class. Follow up by asking the students about the last time they sent an email, guessed someone's age, closed a window, etc.

Answers: _____

- close: a door, your eyes, a window
- guess: someone's age, the answer to a question
- receive: an email, a letter, a message, a phone call, the answer to a question
- send: an email, a letter, a message, the answer to a question

UNIT
3

Critical thinking

1 Answer these questions about the article on the human brain.

- What five senses does the brain receive messages from? *taste, smell, sight, hearing, touch*
- What happens when you put your hand in hot water? _____
- Why is it difficult to taste different fruits if you hold your nose and close your eyes? _____
- How does the brain also help us to learn and remember? _____

2 Look at the pictures. What do you think texts 1 and 2 are about? Put a number by two of the five senses.

- | | | |
|----------------------------------|--------------------------------|--------------------------------|
| <input type="checkbox"/> hearing | <input type="checkbox"/> smell | <input type="checkbox"/> touch |
| <input type="checkbox"/> sight | <input type="checkbox"/> taste | |

3 Now read the texts, check your answers to Exercise 2 and discuss the following with a partner.

- Why do our brains first think the telephone is ringing?
- Why do our brains think that light comes downwards?

4 Discuss these questions in pairs.

- Do we all like the same things that we see, hear and taste?
- Is this a good thing or a bad thing? Why?
- Which of the five senses is the most important? Why?
- How would your life be different without this sense?
- How can we help people who have lost one of their senses?
- Can people who cannot see or hear help us in any way?



SKILLS FOR LIFE

It is important to get news and information from different sources so that you can examine different opinions on important topics.

14

1

It's important to guess

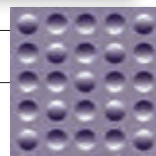
When you hear a sound, your brain tries to guess where it is coming from. So, if you hear a ringing sound and see a telephone, your brain may guess that the telephone is ringing. But if someone picks up the phone and the ringing sound continues, your brain will guess again. Maybe it's a mobile phone or a film on TV.



2

Holes and balls

If you look at the picture, you will see an X made of balls. Around the X are holes. If you turn the picture the other way, you will see that the X is made of holes and around it there are balls. Why is this? Scientists say that our brains always think that light comes downwards, perhaps because sunlight comes down. Now look at the picture again. Where is the lightest part of each ball or hole?

WORKBOOK
PAGE 11

LESSON 4

SB page 14 WB page 11

Critical thinking

1 Answer these questions about the article on the human brain.

- Explain that the answers to the questions can be found in the text about the human brain on page 13. Read through the questions with the class and make sure they understand the questions and know what information to look for.

- 2 Ask the students to read the text on page 13 again and to answer the questions. Check the answers with the class.

Answers: _____

- b Your brain receives a message from your hand, then immediately sends a message back to your hand to take it out of the water.
- c Because your senses work together. If you hold your nose and close your eyes, it does not receive all the messages.
- d It acts as a store for past memories.

2 Look at the pictures. What do you think texts 1 and 2 are about? Put a number by two of the five senses.

- 1 Tell them that texts 1 and 2 are about how our brains work. Explain that each article is about one of the senses.
- 2 Ask the students to look at the pictures and predict which of the five senses each article is about. They can check their answers in the next exercise.

Answers: _____

- 1 hearing
- 2 sight

3 Now read the texts, check your answers to Exercise 2 and discuss the following with a partner.

- 1 Ask the students to read the two texts. Now they can check their answers to Exercise 2.
- 2 Go through the questions with the class and make sure everyone understands them. Put the students into pairs to discuss the questions. Go round, monitoring and assisting.
- 3 Check the answers with the class.

Answers: _____

- a Because our eyes can see the telephone and we can hear the ringing.
- b Because natural light from the sun always comes from above.

4 Discuss these questions in pairs.

- 1 Go through the questions with the class and make sure that everyone understands them. Put the students into pairs to discuss the questions.

Go round the class, monitoring and assisting. Encourage students to give reasons where possible.

- 2 Ask pairs to report back to the class and where there are differences, encourage a class discussion.

Students' own answers

Skills for life

Ask a student to read the Skills for Life box. Does the class agree with this? What different sources can students suggest? (For example newspapers, books, the radio, TV, online, etc.) Which source do they think is best? Why?

**1 Read and match.**

- 1 Explain that the sentences come from the reading text in the Student's Book, but the sentence halves are jumbled. Ask students to match each half to make correct sentences. They can do this individually and compare answers in pairs.
- 2 Check answers with the class. Ask students to read the complete sentences aloud.

Answers: _____

b 5 c 4 d 2 e 3 f 1

2 Complete the sentences with *if* or *when*. (Sometimes both words may be correct.) Add a comma where necessary.

- 1 Ask the students to complete the sentences with *if* or *when*.
- 2 Check answers with the class and then ask them where they think the additional commas should go.

Answers: _____

- b It would be very painful if you put your hand in that hot water.
- c When/If you eat something, your brain receives messages from your mouth.
- d If/when you close your eyes and hold your nose, you probably won't taste what you are eating
- e If you get this exercise right, you have a good brain!

3 Complete the sentences with the correct words.

- 1 Ask the students to work individually to complete the sentences with the words in the box.
- 2 Allow them to compare answers in pairs before checking with the class.

1 Read and match.

- | | |
|--|--|
| a The human brain is more complex than | 1 <input type="checkbox"/> are also controlled by our brains. |
| b The brain, which contains millions of cells, | 2 <input type="checkbox"/> from different senses at the same time. |
| c Our senses send information which the brain | 3 <input type="checkbox"/> our brains store past memories. |
| d Our brains often receive information | 4 <input type="checkbox"/> receives and analyses. |
| e We can learn and remember things because | 5 <input type="checkbox"/> controls everything humans do. |
| f Our breathing and digestion | 6 <input checked="" type="checkbox"/> the most powerful computer. |

2 Complete the sentences with *if* or *when*. (Sometimes both words may be correct.) Add a comma where necessary.

- a If/When you put your hand in hot water, you feel pain.
- b It would be very painful _____ you put your hand in that hot water.
- c _____ you eat something your brain receives messages from your mouth.
- d _____ you close your eyes and hold your nose you probably won't taste what you are eating.
- e _____ you get this exercise right you have a good brain!

3 Complete the sentences with the correct words.

close
guess
look
powerful
received
see
send

- a " Guess how many students there are in my class." "I don't know. About 45?"
- b I've just _____ an email from my friend in Japan. He's visiting us next year.
- c That light is very bright. If you _____ at it, you won't be able to _____ for two or three minutes.
- d I've got a present for you, so _____ your eyes and hold out your hands.
- e My first computer was very slow. The computer that I have now is faster and much more _____.
- f I'm going to _____ my brother some photos by email.

Answers: _____

- b received
- c look, see
- d close
- e powerful
- f send

LESSON 5

SB page 15

WB page 12

Communication

1 You are going to discuss a reply to a friend's email using some helpful ideas and suggestions.

- Read the email that you received from your friend.
- Make a note of any suggestions that might help your friend.

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

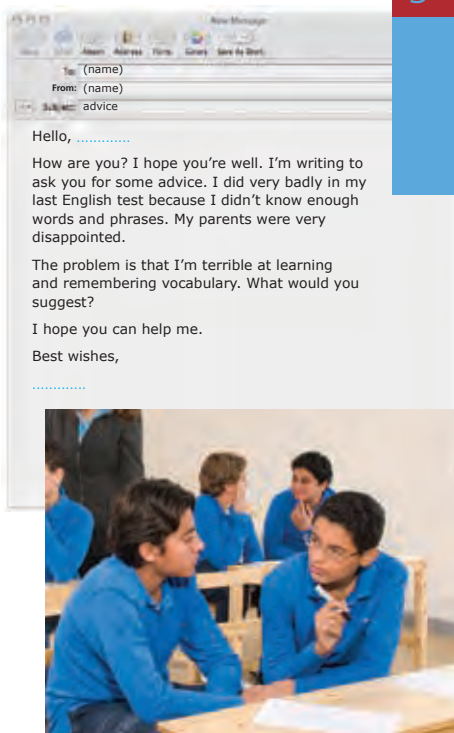
- How many words or phrases should you learn at the same time?
- Does it help to learn words in phrases or sentences? How?
- Can pictures help you to remember words? How?
- How can you remember how to spell difficult words?
- What is the best way to learn how to pronounce words correctly?
- Does it help to write lists of words you want to learn? How?
- Do you use a vocabulary book? How?
- Can a dictionary help? How?
- Can friends help you? How?

3 Tell the rest of the class the best ways of learning vocabulary. Use expressions from Focus on functions.

FOCUS ON FUNCTIONS

Giving advice

In my opinion, you should ...
 Why don't you ...?
 It's a good idea to ...
 I advise you to ...



4 Research the following about revision

Conduct a survey among people you know and report the results to the rest of the class. Write a summary to put on the classroom wall.

Find out:

- how people revise for exams
- the most popular way to remember vocabulary

WORKBOOK
PAGE 12

15

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

- Read the questions aloud to the class or ask several students to read out one each.
- Put the students in pairs and ask them to discuss their answers to the questions. Tell them to make notes about any answers they agree on. Ask each pair to report back to the class on their points of agreement.

Students' own answers

3 Tell the rest of the class the best ways of learning vocabulary. Use expressions from Focus on Functions.

- Recap on the suggestions made by various pairs in Exercise 2 about ways of learning vocabulary.
- Ask different students to tell the class what they think is the best way to learn new vocabulary. Encourage them to give reasons for their answers. They should use expressions from the box.

4 Research the following about revision.

Communication

1 You are going to discuss a reply to a friend's email using some helpful ideas and suggestions.

- Read the email with the class and ask for some ideas about how the students could help their friend. Put some of these on the board and then ask the students to continue to make their own notes with ideas and suggestions.
- Go round, monitoring and helping with vocabulary.

- Read the instructions as a class and make sure students are clear of the task.
- Encourage students to do the survey in class if you have time, or they can do this as part of their homework. They can write up their results at home.
- Take in their work to mark. You can display the best ones on the classroom wall.



1 Look at the informal email on page 15 of the Student's Book and complete these sentences.

- This exercise allows students to revise how to lay out an email. They can use the informal email from the Student's Book as a model to help them complete the task.
- Check their answers as a class.

Answers:

- b Dear c friendly phrase
d Best wishes/name

2 Choose the correct words to complete the email.

- Read through the email with the class, and explain that they must choose the correct words to complete it.
- Go through the example with the class, then tell the students to complete the email.
- Check answers with the class.

Answers:

- b test c phrases
d disappointed e list
f vocabulary g remember
h suggestions

3 Reply to your friend's email in the Student's Book.

- Tell the students that they are going to use the notes they made in the Student's Book to write an email replying to their friend.
- Go through the sentence plan and the instructions with the class and then ask the students to write their emails of about 90-110 words.
- Go round, monitoring and assisting and encouraging the use of the language given in the exercise.

Students' own answers

UNIT 3

1 Look at the informal email on page 15 of the Student's Book and complete these sentences.



Best wishes Dear friendly phrase name at the top

- Write the subject of the email at the top, below the name of the person you are sending it to.
- Start the email with the word Dear, then the name of the person you are writing to.
- Start your email with a friendly phrase, then say why you are writing.
- End the email with a phrase like Best wishes, and finally write your name.

2 Choose the correct words to complete the email.

Subject: English test

Dear _____,

Thank you for your email. I'll do everything I can to help you!

You'll do **a** badly/well in your English **b** lesson/test if you don't know enough words and **c** phrases/sentences. This is what I suggest to make sure you're not **d** disappointed/happy next time.

If I were you, I'd write a **e** team/list of words that you want to learn. Why don't you make a separate **f** student's/vocabulary book? You could draw a picture next to each word to help you to **g** remember/forget the meaning.

I'll now write some more **h** suggestions/questions ...

3 Reply to your friend's email in the Student's Book.

a Plan six sentences using your notes from the Student's Book.

- Sentence 1** Thank your friend for the email and promise to help.
- Sentence 2** Suggest the best way for your friend to learn/remember new vocabulary.
- Sentence 3** Suggest another good way of learning/remembering words.
- Sentence 4** Suggest a third method which your friend will find useful.
- Sentence 5** Suggest something that your friend should NOT do.
- Sentence 6** Say that you hope your friend will be more successful in the future.

b Write your reply in 90-110 words in your copybook.

Use some of these words and phrases:

- Starting the email: *Dear...*
Thanks for your email. It was good to hear from you.
- Ending your email: *I look forward to hearing from you.*
Best wishes/All the best ...

Assessment

Listening and Speaking

Target element: zero, first and second conditional sentences

Say the first half of the following sentences. Students listen and complete them using the correct conditional form. Suggested answers in brackets:

If I want to keep fit... (I go running/to the gym).

If I were thirsty... (I would drink some water).

If you go to Aswan in August... (it will be very hot).

If you went to England in winter... (it would be very cold).

If you don't hear a person's question... (ask them to repeat it).

If you sleep badly tonight... (you will feel tired tomorrow.)

For further speaking practice, get students to work in pairs. One student begins a conditional sentence as the examples above. The other student finishes it correctly. They should take turns to start the sentences.

Reading Task

Target element: first conditional and vocabulary from the unit

Use SB page 14, Ex. 3, text 2: Holes and balls. Give students a few minutes to read the passage again and write the following sentences on the board. Students say if they are true or false (answers in brackets below):

- 1 **The picture shows an X made of balls.** (True)
- 2 **You can also see holes around the X.** (True)
- 3 **If you turn the picture the other way, it will look the same.** (False – now the balls are around the holes.)
- 4 **Scientists think this is because our brains think light comes downwards.** (True)
- 5 **This is probably because the sunlight always goes up.** (False – it is probably because sunlight comes down.)
- 6 **The lightest part of the balls is at the bottom.** (False – it is at the top.)

- 7 **If you turn the picture the other way, the lightest part of the balls will be at the bottom.** (False – it is still at the top.)

Writing Task

Target element: zero, first and second conditionals

Use SB page 15. Write the following prompts on the board. Students complete them with the appropriate ending (sample answers in brackets below).

- 1 **If you want to know how to pronounce a word correctly ...** (use a dictionary.)
- 2 **If you draw a picture by a word...** (it can help you remember its meaning.)
- 3 **If you try and learn too many words at the same time...** (you probably won't remember them.)
- 4 **Learning will be more fun if...** (you work with a friend.)
- 5 **You will do badly in your test...** (if you don't know enough words and phrases.)
- 6 **If you knew enough English words and phrases...** (you would pass your English test.)

Revision A

SB pages 16-20

WB pages 13-16

LESSON 1

SB page 16

Listening

1 Look at memory man Mike Champion and discuss these questions.

- 1 Focus attention on the picture and tell the students that it is a picture of a memory man called Mike Champion. Read the questions with the class or ask two students to read a question each.
- 2 Put the students in pairs to discuss the questions. Go round, encouraging and helping with vocabulary, etc.
- 3 Ask pairs to report back to the class with their ideas.

2 Listen and check your answers to Exercise 1.

- 1 Tell the class that they are going to hear an interview with Mike Champion. Ask them to listen and find out if their answers to Exercise 1 were right.
- 2 Play the recording or read the script and discuss the correct answers.

Answers:

- a He is talking to people in an audience.
- b Because the man has remembered his name after he asked him a question.

TAPESCRIPT

Interviewer: Mike, can you tell us something about yourself?

Champion: Yes, sure.

Interviewer: Where are you from?

Champion: Well, I was born in Texas and lived there until I was 17. Now I live in New York.

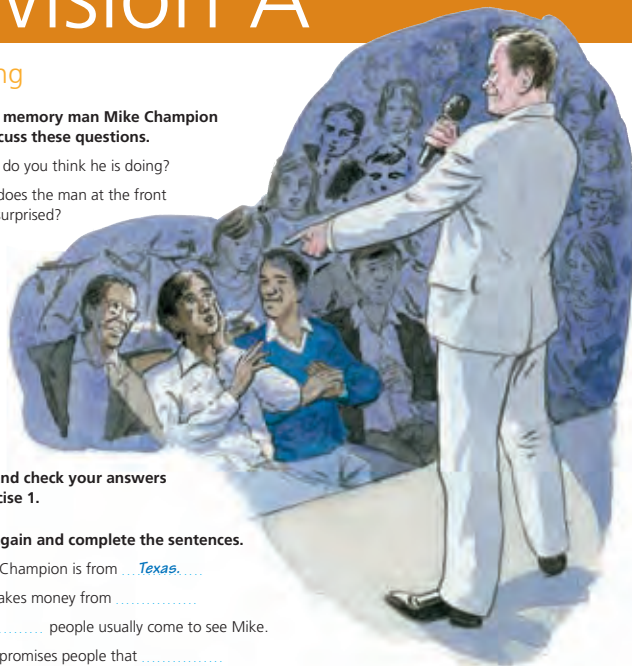
Interviewer: And do you work there?

Revision A

Listening

1 Look at memory man Mike Champion and discuss these questions.

- a What do you think he is doing?
- b Why does the man at the front look surprised?



2 Listen and check your answers to Exercise 1.

3 Listen again and complete the sentences.

- a Mike Champion is from Texas.
- b He makes money from his memory.
- c Many people usually come to see Mike.
- d Mike promises people that he will remember their names.
- e Mike has had to pay for his memory.

4 Complete these sentences with the correct prepositions.

- a I'm from Texas, but I live in New York.
- b Is it true that you earn all your money from your memory?
- c I introduce myself to everyone who comes to the show.
- d How much do you have to pay at the end of a show?
- e Thank you very much for talking with me.

5 Now listen and check your answers to Exercise 4.

6 Discuss this question in pairs.

How do you think Mike Champion can remember so many names?

16

Champion: Yes, I do, but I also work in many other places.

Interviewer: And is it true that you earn all your money from your memory?

Champion: Yes, that's right. I do shows all over America and in other parts of the world.

Interviewer: So, what do you do in your shows?

Champion: Well, I answer people's questions. But before I begin, I introduce myself to everyone who comes to the show. They tell

me their name and where they're from.

Interviewer: How many people come to your shows?

Champion: Oh, five or six hundred – sometimes more. Last night there were more than a thousand people.

Interviewer: Really?

Champion: Then I make a promise. I tell people that if they ask me a question and tell me their name, I'll remember their name and use it when I answer their question. If I forget, I'll give the person 1,000 dollars.

Interviewer: And how much do you have to pay at the end of a show?

Champion: Nothing. I've never had to give any money because I've never forgotten a name. At a show two weeks ago, I forgot someone's name for a few seconds, but then I remembered it.

Interviewer: Mike Champion, thank you very much for talking to me.

3 Listen again and complete the sentences.

- 1 Ask the students to read the incomplete sentences. Explain that they are going to listen to the interview again for the information they need to complete the sentences.
- 2 Play the recording again or read the script, pausing as appropriate to give students time to complete the sentences.
- 3 Check answers with the class.

Answers: _____

- b his memory (shows).
- c Five or six hundred or more
- d he will remember their names or give them 1,000 dollars.
- e nothing/no money.

4 Complete the sentences with the correct prepositions.

- 1 Do the first one with the class as an example to ensure that they understand what they have to do. Then ask the students to work individually to complete the sentences with the correct prepositions. They can check their answers in the next activity.

5 Now listen and check your answers to Exercise 4.

- 1 Allow them to compare their sentences in pairs before you play the recording or read the script for them to check their answers.

Answers: _____

- a from (given), in
- b from
- c to, to
- d at
- e for, to

T A P E S C R I P T

Narrator: a

Champion: I'm from Texas, but I live in New York.

Narrator: b

Interviewer: Is it true that you earn all your money from your memory?

Narrator: c

Champion: I introduce myself to everyone who comes to the show.

Narrator: d

Interviewer: How much do you have to pay at the end of a show?

Narrator: e

Interviewer: Thank you very much for talking to me.

6 Discuss this question in pairs.

- 1 If you think the students will need help thinking of ideas, start the discussion with the whole class before putting the students into pairs to continue it.
- 2 Ask pairs to report back to the class on their ideas. Find out if any students have their own techniques for remembering names.

Students' own answers

LESSON 2 SB page 17**Grammar****1 Use the correct form of the verbs in brackets to complete the sentences.**

1 Do the first one with the class as an example before asking the students to work individually to complete the remaining sentences.

2 Check answers with the class.

Answers: _____

- b forgot, remembered
c was working, was writing
d had died e help

2 Match to make conditional sentences.

1 Do the first one with the class as an example before asking the students to work individually to match up the remaining sentences.

2 Check answers with the class.

Answers: _____

- 2 f 3 a 4 e
5 c 6 b

3 Complete these sentences using the zero, first or second conditional.

1 Remind the students of the difference between the zero, first and second conditionals. If necessary, ask them to turn back to the Focus on Grammar box Exercise 1 on page 12.

2 As the students complete the sentences, go round, monitoring and helping.

3 Ask several students to read their sentences aloud to the class.

Suggested answers: _____

- a I'd do it again.
b If I lose your CD
c read a book.

4 Join to make one sentence. Decide which thing happened first.

1 Go through the example with the class. Read the two sentences aloud and ask the students to

Grammar**1 Use the correct forms of the verbs in brackets to complete the sentences.**

- a I was born in Texas, and lived (live) there until I was 17.
b At a show two weeks ago, I forgot (forget) someone's name for a few seconds, but then I remembered (remember) it.
c While Dickens was working (work) as a journalist, he wrote (write) stories for a magazine.
d In 19th century England, many children whose parents died (die) lived on the streets of big cities.
e Most children in the world help (help) their parents at home.

2 Match to make conditional sentences.

- | | |
|--|---|
| 1 If I feel tired, | a <input type="checkbox"/> I wouldn't go to bed late. |
| 2 If I have some free time at the weekend, | b <input type="checkbox"/> I'd have something to eat. |
| 3 If I felt tired, | c <input type="checkbox"/> I'll give it back to you. |
| 4 If I have a headache, | d <input checked="" type="checkbox"/> I try to go to bed early. |
| 5 If I find your book, | e <input type="checkbox"/> I usually take medicine. |
| 6 If I were hungry, | f <input type="checkbox"/> I'll go to the cinema. |

3 Complete these sentences using the zero, first or second conditional.

- a If I lost my homework, _____
b _____ I'll buy you a new one.
c If I can't sleep at night, I _____

4 Join to make one sentence. Decide which thing happened first.

after
as soon as
when

- a Mike Champion looked at the man. He remembered his name.
As soon as Mike Champion looked at the man, he remembered his name.
b Zeinab felt ill. Zeinab ate ten bananas. _____
c Magdi watched television. Magdi finished his homework. _____
d Samira cleaned the kitchen. Samira's mother thanked her. _____



say which thing happened first (*Mike Champion looked at the man*). Then point out the use of *As soon as* in the example and the comma used to join the clauses.

2 Ask the students to work individually to join the other pairs of sentences. As they work, go round the class giving extra help where needed.

3 Check answers with the class.

Answers: _____

- b Zeinab felt ill after she ate ten bananas.
c When/As soon as Magdi finished his homework, he watched television.
d After Samira cleaned the kitchen, Samira's mother thanked her.

LESSON 3

SB page 18

Reading

1 Discuss these questions in pairs.

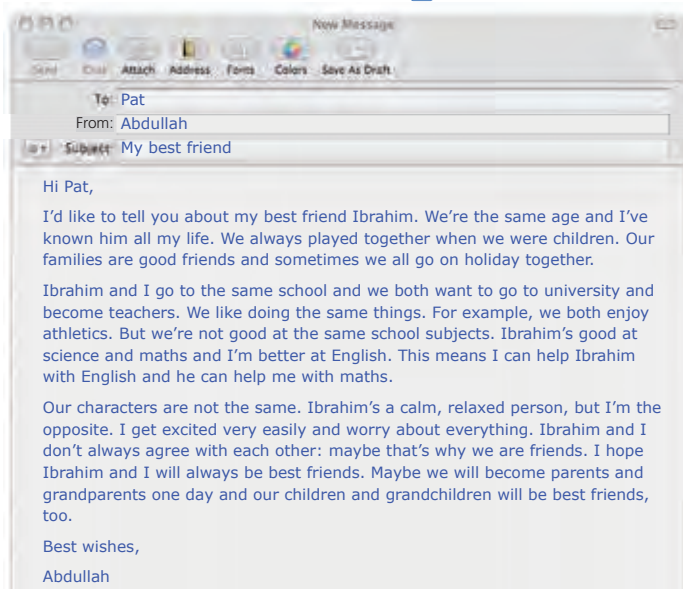
- What is your idea of a friend?
- Do you have a best friend? How is he/she special?

2 Read the email and answer these questions.

- How long have Abdullah and Ibrahim been friends?
- How are their characters different?

3 Read the email again. Are these sentences *True or False*?

- ☒ Ibrahim has always known Abdullah.
- ☐ Abdullah is older than Ibrahim.
- ☐ They went to the same university.
- ☐ They both want to be doctors.
- ☐ Abdullah is better at languages.
- ☐ Ibrahim helps Abdullah with his English.
- ☐ The two boys never disagree.



4 Discuss these questions in pairs.

- Why do you think Abdullah and Ibrahim are such good friends?
- Do you agree that best friends often have different characters?
- Who is your first "best friend"? How are you different from him or her?
- How can you finish this sentence? A good friend is someone who ...

Reading

1 Discuss these questions in pairs.

- Go through the questions with the class to make sure that everyone understands. Then put the students into pairs and ask them to discuss the questions.
- Go round, monitoring and helping with vocabulary and ideas.
- Ask the pairs to report back to the class on their discussion.

Students' own answers

2 Read the email and answer these questions.

- Go through the questions with the class to make sure everyone understands what information they are looking for in the letter. You may need to explain character: the question is asking if the two boys have similar personalities, e.g. are they both happy, or relaxed, or excitable, etc.?
- Give the students plenty of time to read the email, as it is quite long.
- Check answers with the class.

Answers:

- They have been friends all their lives.
- Ibrahim is a calm and relaxed person but Abdullah gets excited very easily and worries about everything.

3 Read the email again. Are these sentences *True or False*?

- Go through the sentences with the class and ask the students if they can identify any of them as true or false after their first reading of the email.
- Ask the students to read the email again and mark the statements true (T) or false (F).
- Check answers with the class. You could do this by reading out each sentence in turn and asking the students to stand up if they think it is false. Ask seated students if they can correct the false information.

Answers:

- F (They are the same age.)
- F (They want to go to the same university, but they are still at school.)
- F (They want to become teachers.)
- T
- F (Abdullah helps Ibrahim.)
- F (They don't always agree.)

4 Discuss these questions in pairs

- 1 Ask the students to read through the questions.
- 2 Put the students in small pairs to discuss their answers to the questions and go round, helping as necessary. Encourage students to give reasons for their opinions.
- 3 Ask the pairs to report back to the class and, where there are different opinions, encourage a class discussion.

Answers:

- a They have known each other a long time. They know each other very well. They like doing the same things.
- b–d Students' own answers

LESSON 4

SB page 19

Communication skills

1 You are going to talk about one of your friends.

- 1 Explain that the students are going to talk about their friend. First of all, they are going to make notes about their friend, as in the sample. Focus attention on the sample notes and read through them with the class, or ask five students to read one each aloud. Make sure everyone understands what they have to do.
- 2 Ask the students to choose their own friend that they would like to talk about and to produce a similar set of notes, using the sample as a model. Go round the class helping them as they do this. Point out that the notes are not complete sentences. Discourage them from writing complete sentences in their notes. This will prevent them from simply reading what they have written in the next exercise.
- 2 **Tell other students about your friend. (Don't tell your friend about himself/herself.)**

- 1 Put the students into small groups and explain

Communication skills

1 You are going to talk about one of your friends.

- a Choose a friend, e.g., your best friend or a school friend.
- b Make notes to answer these questions like the sample.

1 Who have you chosen to write about?
Who is this person?
Ibrahim, best friend

2 How long have you known him/her?
What do you do together?
All my life
Go swimming, do athletics

3 What is he/she good at?
Are you good at the same things?
Science, maths
No: I'm good at languages

4 What is/was he/she like?
Is this the same as you?
Calm, relaxed
No: I get excited, worry

5 What are your hopes for the future?
Will you be friends in the future?
Go to university, be teachers
Yes, children and grandchildren will be friends

2 Tell other students about your friend. (Don't tell your friend about himself/herself.)

- a Talk for about one minute. Use your notes so that you don't forget any important points.
- b Answer any questions that other students want to ask about your friend.

that you would like each student to talk for one minute about the friend they have chosen. Make sure that when you allocate students to groups, they are not with someone that they are intending to talk about. Emphasise that they can use their notes, but should not simply read them out – they should make sentences based on their notes.

- 2 As each student gives their talk, ask the others to listen carefully and to think of one question that they would like to ask about the person being talked about.
- 3 At the end of each talk, ask the other members of the group to ask their questions. Encourage the student giving the talk to answer the questions with as much detail as possible.

LESSON 5

SB page 20

Extra reading

1 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

disaster homeless poverty
violent war

Today's street children

Homeless children like Oliver Twist, who lived on the streets of English towns and cities in the time of Charles Dickens, were a real problem for society. This problem is still with us. Experts think that there are now more than 100 million homeless children on the streets in the world today. This is not only a problem in poor countries. There are also street children in rich countries.

There are many different reasons why children live and grow up on the streets. One of the most common reasons is **poverty**. Some very poor families who do not have enough money to feed their children send them away to make a new life for themselves. Some children leave unhappy homes to live with other children. Other reasons include **war** and **disasters** like earthquakes, in which a child's parents are killed and children are left to look after themselves.

2 Read about children who live on the streets today and answer these questions.

- In which kinds of countries are there children living on the streets today?
- What is one of the most common reasons for children living on the streets?



City streets can be **violent**, dangerous places and some children become thieves in order to live. But many street children work hard to build a home for themselves, to make friends and to earn money.

The problem of homeless street children will not disappear unless we do something about it. Some homeless children have done well and even become successful in business, but society needs to protect and look after homeless children to help them have a better future.

3 Discuss these questions in pairs or small groups.

- Are you surprised that there are so many homeless children living in town and city streets today? Why/Why not?
- In what ways are city streets dangerous places for children to live?
- How can society help homeless street children?

4 PROJECT

Use the internet or a library to find out about the work of one of the following:

- The Consortium for Street Children/ International Day for Street Children
- Railway Children
- Child Hope
- UNICEF

WORKBOOK
PAGES 13-16

war: a long period of fighting between the armies of two or more countries

2 Read about children who live on the streets today and answer these questions.

- Ask students to look at the photograph and to describe the children. Present the word *street children* and ask students to say what it must be like for children living on the streets of large cities.
- Read out the questions in the book.
- Give students time to read the text. Go round and help them as they are reading if necessary.
- Check the answers as a class.

Answers:

- In both rich and poor countries
- Poverty/Being poor

3 Discuss these questions in pairs or small groups.

- Put students into pairs or small groups to discuss the questions.
- Open it up into a class discussion. Encourage students to give different opinions.

Answers:

- Students' own answers
- Because people can be violent and children do not have a safe home to go to get away from them.
- We can try to find homes for them so they can be safe.

Extra reading

1 Check the meanings of these words in your dictionary.

- Give students time to check the meanings of the words, which they will need for the next reading task.
- To check their answers, you can ask students to use each word in context within a sentence.

Answers:

disaster: an event such as an accident, flood or storm that causes a lot of harm

homeless: without a place to live

poverty: when people have very little money

violent: attacking people or trying to hurt them

4 Project

- Read the instructions and make sure students are clear about the task.
- Encourage them to spend time researching the information. They can write up their projects for homework.
- Take in their work to mark and display some of their projects on the classroom wall if possible.

**1 Finish the following dialogue:****Answers:** _____

- 2 Can you remember numbers easily?/Are you good at remembering numbers?
- 3 No, I'm not very good at that./Yes, I'm quite good.
- 4 Are you any good at maths?

2 Write what you would say in each of the following situations:**Answers:** _____

- 1 What work does she do?
- 2 Excuse me, could you repeat that, please?
- 3 That's an interesting story!
- 4 Why don't you go to bed?

3 Choose the correct answer from a, b, c or d.**Answers:** _____

- 1 b
- 2 a
- 3 a
- 4 d
- 5 b
- 6 a
- 7 c
- 8 a
- 9 c
- 10 d
- 11 d
- 12 a

A Language Functions**1 Finish the following dialogue:***Mohsin and Hassan are talking about their memories.***Mohsin** What's your memory like?**Hassan** 1 _____**Mohsin** 2 _____?**Hassan** Yes, I can remember numbers easily.**Mohsin** Can you remember people's names easily?**Hassan** 3 _____**Mohsin** 4 _____?**Hassan** No, I'm terrible at maths!**Mohsin** Really? I'm not good either, but I like maths.**2 Write what you would say in each of the following situations:**

- 1 A friend tells you the name of a famous woman. You want to know about her job.

- 2 Your teacher says something in English. You do not understand very well.

- 3 Your mother tells you an interesting story. Express your opinion.

- 4 Your little brother says that he is very tired. Advise him.

B Vocabulary and Structure**3 Choose the correct answer from a, b, c or d:**

- 1 My brother _____ a lot of money from his job as a pilot.

a going to earn b earns c earn d earning

- 2 I always _____ ill if I go on a boat.

a feel b will feel c would feel d feeling

- 3 If I _____ a camera, I would take a photo of the family party.

a had b have c have had d would have

- 4 If you _____ very fast, you'll catch your train.

a ran b running c runs d run

- 5 My brother _____ a goal in a school football match yesterday.

a played b scored c won d took

- 6 If I felt tired, I'd go to bed _____.

a early b today c later d before

- 7 Someone who studies soil and rocks is called a/an _____.

a surgeon b astronaut c geologist d architect

- 8 Someone who writes for a newspaper is called a _____.

a journalist b champion c teacher d headmistress

5 Find and correct the mistakes in the following sentences:

Answers: _____

- 1 belongs
- 2 complex
- 3 headmistress
- 4 medicine

- 9 Neil Armstrong _____ on the moon in 1969.
a walk b walks c walked d walking
- 10 While he _____ as a journalist, Charles Dickens was writing magazine stories.
a works b working c is working d was working
- 11 Something hit the car window so it was _____.
a brave b famous c edited d cracked
- 12 You can only use this computer if you know the _____.
a password b cell c clarification d moral

4 Rewrite the following sentences using the word(s) in brackets, to give the same meaning.

1 It's my habit to play tennis. (*used*)

2 When did you travel to Alexandria? (*ago*)

3 You should read this book. (*if I*)

4 Leen is always early. (*comes*)

5 Find and correct the mistakes in the following sentences:

1 This is my mobile. It owes to me.

2 Mahmoud always understands the most complete maths problems.

3 Ms Jehan is the headmaster of our school.

4 I felt much better after I took the illness.

1 _____

2 _____

3 _____

4 _____

C Reading Comprehension and the Set Books

6 Read the following passage, then answer the questions:

The small red plane

One day last week, a small plane landed in a field near Tarek's house. Tarek phoned his friend Gamal and told him what had happened. Gamal immediately went to Tarek's house. When he arrived, the boys went to the field to look at the plane.

Two men were climbing out of it. One of the men asked the boys where they were, because they had no idea where their plane had landed. Tarek and Gamal told them that they had landed near Al-Minya. The two men asked the boys to telephone to get help.

After the boys had helped the men, Tarek took them back to his house. When they had told Tarek's father what had happened, one of the men phoned the plane rescue company. After a short time, a large lorry arrived, picked up the men and their plane and drove away. Suddenly, the field looked very empty.



4 Rewrite the following sentences using the word(s) in brackets to give the same meaning:

Answers: _____

- 1 I am used to playing tennis.
- 2 How long ago did you travel to Alexandria?
- 3 If I were you, I'd read this book.
- 4 Leen always comes early.

6 Read the following passage, then answer the questions:

Answers: _____

- 1 He told him about the plane.
- 2 It refers to the plane.
- 3 They did not know where their plane had landed.
- 4 Students' own answers.
- 5 b
- 6 a

7 Answer only four (4) of the following questions:

Answers: _____

- 1 Remote sensing is the use of satellites to find underground water.
- 2 He hid that they were poor and that he was old and ill.
- 3 Students' own answers
- 4 Students' own answers
- 5 Students' own answers
- 6 Students' own answers

1 Why did Tarek phone his friend Gamal?

2 What does *it* refer to in this sentence: *Two men were climbing out of it*?

3 Why did the men from the plane ask the boys where they were?

4 How do you think Tarek and Gamal felt at the end of this story? Why?

5 The boys went to the field

- a as soon as Tarek saw the plane. b after Gamal arrived at Tarek's.
c after the men climbed out of the plane. d before Tarek arrived.

6 Who did the boys tell about the plane?

- a Tarek's father b the police
c the plane rescue company d another friend

7 Answer only four (4) of the following questions:

1 What is remote sensing?

2 What was the truth that Caleb Plummer hid from Bertha?

3 Why do you think we should be grateful to great scientists like Dr El-Baz?

4 In your opinion, what do you learn from *The Cricket on the Hearth*?

5 Why do you think the human brain is more complex than the most powerful computer?

6 "Sometimes people are forced to tell lies." Are you for or against this? Say why.

D The Novel**8 Answer the following questions:**

- 1 What was a workhouse?

 - 2 Why didn't the orphans who Mrs Mann looked after have very much to eat?

 - 3 Why did Oliver Twist ask for more soup?

 - 4 Why do you think some parents sent their children to an orphanage during Oliver Twist's time?

 - 5 Why do you think Noah Claypole treated Oliver badly?

- "But it will cost money to feed him."
- 6 Who said this to whom?

 - 7 Who does "him" refer to?

 - 8 On what occasion was this sentence said?

E Writing**9 Write a paragraph of about ninety (90) words about one of the following:**

- a your good friend
- b a famous person

F Translation**10 A Translate into Arabic:**

- 1 Dr Mostafa El-Sayed's work is very useful in medicine.

- 2 At one o'clock yesterday, I was having my lunch.

B Translate into English:

- كل المصريين فخورون بعلمائهم العظام في شتى المجالات .

9 Write a paragraph of about ninety (90) words about one (1) of the following:

Students' own answers

10

Answers: _____

A Translate into Arabic

- 1 أعمال الدكتور مصطفى السيد مفيدة جدًا في (مجال) الطب .
- 2 كنت أتناول غداي في الساعة الواحدة بالأمس.

B Translate into English

All Egyptians are proud of the great scientists they have in different fields.

8 Answer the following questions.

Answers: _____

- 1 A workhouse was a place where very poor people could eat and sleep.
- 2 Because Mrs Mann kept some of the money for herself.
- 3 Because the boys chose him to ask for more because they were hungry.
- 4 He was going to be Mr Sowerberry's apprentice.
- 5 Students' own answer
- 6 Mrs Sowerberry said this to Mr Sowerberry.
- 7 "Him" refers to Oliver Twist.
- 8 It was said when Mr Bumble brought Oliver to be the new apprentice to Mr Sowerberry.

UNIT 4 CITY OR COUNTRYSIDE?

SB pages 21–25

WB pages 17–20

Objectives

Listening

Listening for gist; guessing the meaning of idioms

Grammar

The present perfect

Reading

Scanning for specific information; guessing the meaning of unknown words

Critical thinking


Thinking about life in the countryside and the city

Functions

Giving opinions

Writing

Writing an email about where you live



UNIT
4

City or countryside?

OBJECTIVES

Listening Listening for gist; guessing the meaning of idioms

Grammar The present perfect

Reading Scanning for specific information; guessing the meaning of unknown words

Critical thinking Thinking about life in the countryside and the city

Functions Giving opinions

Writing Writing an email about where you live

Listening

- 1 In groups, think of two advantages and two disadvantages of living in a city and in a small village.
- 2 Choose the correct meaning of these words.

CHECK IN YOUR DICTIONARY

a massive	A very big	B very small
b outskirts	the parts of a town that are	
	A furthest from the city centre	
	B nearest the city centre	
c shock	the feeling you have when you feel	
	A very cold B very surprised	
d terrible	A very good B very bad	
e urban	A boring B in a town or city	
f rural	A of the country B of the city	
- 3 Now listen to two people talking about where they live. Check your answers to Exercise 2.
- 4 Listen again. Are these sentences True or False? Correct the false sentences.

a Before she moved to the city, the first speaker lived in a small town.
False. She lived in a quiet rural area.

b She moved to the city because her father lost his job.

c The city where she lives is the same size as Cairo.

d Before he moved, the second speaker lived in the outskirts of a city.

e It didn't take him long to get to work in the city.

f He grows vegetables in his garden.

5 FOCUS ON IDIOMS

Choose the correct meaning of the following underlined idioms from the listening text.

- a Urban life has its pros and cons.
A good things and bad things
B noise and traffic
- b I felt like a fish out of water.
A happy B unhappy and lost
- c I've felt at home because everyone is so friendly.
A lost B comfortable
- d I've really taken to it.
A enjoyed something new
B not enjoyed it at all

6 In pairs, complete these idioms with your own experiences.

- a There are pros and cons to ...
- b I felt like a fish out of water when ...
- c I feel at home when ...
- d I've really taken to ...

WORKBOOK
PAGE 17

21

LESSON 1

SB page 21

WB page 17

Before using the book:

- Ask the students if they or any of their relatives have ever lived in a different type of place

than they live now. For example, if they live in the countryside, have they lived in a city? Ask them how life is different in the two places.

Listening**1 In groups, think of two advantages and two disadvantages of living in a city and in a small village.**

- 1 Read out the task and invite a few suggestions from the whole class.
- 2 Put the students into small groups. Tell them to discuss and note down their ideas.
- 3 Go round and monitor, then invite different students to share their ideas with the class.

Suggested answers:

Advantages to city: more work, interesting leisure activities, interesting shops

Disadvantages: busy, noisy, expensive, stressful, polluted

Advantages to a small village: quiet, inexpensive, slower lifestyle, less polluted, pretty

Disadvantages: less work, not many leisure activities, less interesting shops

2 Choose the correct meaning of these words.

- 1 Read out the example.
- 2 Allow time for them to complete the exercise alone or in pairs.
- 3 Tell them to check their answers in their dictionaries. Then go through the answers with the whole class.

Answers:

b A c B d B e B f A

3 Now listen to two people talking about where they live. Check your answers to Exercise 2.

- 1 Play the recording or read the tapescript, and ask students to listen for each of the words in exercise.
- 2 Check that they understand the meaning of each word in context.

T A P E S C R I P T

Speaker 1

In my opinion, urban life has its pros and cons,

but I really like it. Until recently, I lived in a quiet rural area. It was a beautiful place and I enjoyed living there, but my dad changed jobs and we moved to the city. It was quite a shock for me and at first I felt like a fish out of water. There is so much traffic! I've never needed to rush, but here everyone seems to be in a hurry, rushing about all the time.

I've been here for six months now and I'm starting to feel at home. It's not a massive city like Cairo, but as far as I'm concerned, it's big enough. It has all the shops you need and things are not too expensive. The roads are busy but you can walk everywhere you want. It hasn't been easy moving here, but I'm happy now.

Speaker 2

I worked in a big city for about five years. Then I got a new job in a small town and I now live with my family in a nearby village. I'm glad we moved because I love it here. I've felt at home because everyone is so friendly. In the city, I lived in the outskirts so it took about an hour to get to the centre. The traffic was terrible. Now I can drive to work in about five minutes, so I have more time to do things. It's nice to have fresh air. I've got a garden now and I've just grown my first vegetables! And because it's a small place, it's easier to make new friends. Before I got here, I thought I might find it too quiet in the countryside. I've been here since January and I've really taken to it: it's so peaceful.

4 Listen again. Are these sentences True or False? Correct the false sentences.

- 1 Tell the students to listen while you play the recording or read the tapescript again.
- 2 Read out the example sentence and answer. Check that they understand the task.
- 3 Tell the students to complete the task, then check their answers with a partner.
- 4 Go through the exercise with the whole class. If necessary, play the recording again.

Answers:

- b False. Her father changed jobs.
- c False. It's not a massive city like Cairo.
- d True
- e False. It took him a long time, about an hour, to get to work in the city.
- f True

5 Choose the correct meaning of the following underlined idioms from the listening text.

- 1 Tell the students that the idioms in this exercise are all from the recording they have just heard.
- 2 Read out the example, and check that students agree.
- 3 Allow time for them to complete the task, then check answers.

Answers: _____

b B c B d A

6 In pairs, complete these idioms with your own experiences.

- 1 Read out the instructions.
- 2 Tell pairs to complete the idioms with their own ideas. You could complete the first one for them if necessary.
- 3 Go round and monitor, making corrections where necessary.
- 4 Invite three or four pairs to share their ideas with the class.

Suggested answers: _____

- a There are pros and cons to being the oldest child in a family.
- b I felt like a fish out of water when I first started secondary school.
- c I feel at home when I visit my grandparents' house.
- d I've really taken to my new school.



WORKBOOK

page 17

1 Match these words with their opposites.

- 1 Allow time for the students to complete the task. Go round and offer help where needed.
- 2 Put them in pairs to compare answers, then go through the exercise with the whole class.

Answers: _____

1 e 2 d 3 f 4 c 5 b

2 Complete the sentences with the correct words.

- 1 Read out the first sentence, completed as the example.

City or countryside?

UNIT
4

1 Match these words with their opposites.

- | | |
|----------------|---|
| a massive | 1 <input type="checkbox"/> feel uncomfortable |
| b urban | 2 <input type="checkbox"/> cons |
| c terrible | 3 <input type="checkbox"/> nearest |
| d pros | 4 <input type="checkbox"/> fantastic |
| e feel at home | 5 <input type="checkbox"/> rural |
| f furthest | 6 <input checked="" type="checkbox"/> tiny |



2 Complete the sentences with the correct words.

outskirts massive shock taken to terrible urban

- a In this story, it was a real shock to hear that the king had died.
- b She didn't like the film because the story was terrible.
- c Some people like living in urban areas, although they can be polluted.
- d My younger sister has really taken to her new school. She really likes it.
- e You can often find big shops in the outskirts of the city.
- f The A360 is a massive aeroplane.



3 Write sentences in reply to each of these questions.

- a Where do you feel most at home? Why?

- b When do you feel like a fish out of water?

- c What are the pros and cons of living in a city?

- 2 Tell the students to complete the task then compare answers in pairs.

- 3 Check their answers as a class.

Answers: _____

- | | |
|------------|-------------|
| b terrible | c urban |
| d taken to | e outskirts |
| f massive | |

3 Write sentences in reply to each of these questions.

- 1 Read out each question, pausing to invite different students to reply.
- 2 Allow time for them to complete the task, or set it for homework.

LESSON 2

SB page 22

WB page 18

UNIT
4

Grammar The present perfect

1 Circle all the verbs in these sentences from the listening text. Then answer the questions.

- a I've never needed to rush.
 b I've been here for six months now.
 c It hasn't been easy moving here.
 d I've just grown my first vegetables.
 e I've been here since January and I've really taken to it.

- 1 Which sentences answer the question *How long ...?*
 2 Which sentence tells you about a recent event? Which word tells you this?
 3 Which sentence tells you that someone has not done something before?
 4 How are *for* and *since* different in meaning? What follows each word?

GRAMMAR
REVIEW
PAGE 124

2 What is the difference in meaning between these sentences? Discuss in pairs.

- a He **worked** there for ten years.
 He's **worked** there for ten years.
In the first sentence, he's not working there now.
 b I'm **studying** Chinese.
 I've **studied** Chinese.
 c I've **visited** Brazil.
 I **visited** Brazil in 2014.

FOCUS ON GRAMMAR

The present perfect

Use the present perfect for

- actions that started in the past and continue: *I've lived here for ten years.*
- actions which have happened very recently: *Hassan's just finished his homework.*
- actions which have not happened yet: *She's never played tennis.*
- questions and answers about people's experiences: *Have you enjoyed today? Yes, I've had a great time.*

How long have you lived here?

I've lived here for about five years.

WORKBOOK
PAGE 18

3 Complete the questions and answers to make conversations in pairs.

- a A How long/you live here?
 B about five years
 b A How long/your father/work Cairo?
 B 2008
 c A your brother/still a student?
 B No/just left university
 d A you like basketball?
 B I never/play basketball
 e A you go to Turkey?
 B Yes/go there in 2014
 f A you go to England?
 B No/never

22

Grammar

The present perfect

1 Circle all the verbs in these sentences from the listening text. Then answer the questions.

- 1 Tell them that the five sentences are from the listening text on page 21.
 2 Read out the first sentence and ask the class to find and name the tense in the sentence (*the present perfect*).
 3 Tell the students to complete the task alone or in pairs.
 4 Check answers with the whole class.

Answers:

- b I've been here for six months now.
 c It hasn't been easy moving here.
 d I've just grown my first vegetables.
 e I've been here since January and I've really taken to it.

5 Tell the students to answer questions 1–4 in the box in pairs.

6 Discuss the answers with the whole class.

Answers:

- 1 Sentences b and e
 2 Sentence d: just
 3 Sentence a
 4 We use *for* with a time period but *since* with a date.

3 Correct their work.

4 Invite different students to read their answers to the class.

Suggested answers:

- a I feel most at home in my bedroom, because I have all my things around me.
 b I feel like a fish out of water when I go to the beach, because I hate sand and I don't like swimming.
 c The pros are that there are so many things to do and see, the cons are the noise and pollution.

2 What is the difference in meaning between these sentences? Discuss in pairs.

- 1 Tell the students to read the example pair of sentences and the answer.
 2 Tell the students to read the remaining pairs of sentences and encourage them to discuss the differences in meaning.
 3 Go round and check, then go through the exercise with the whole class. If students need more help with the present perfect, they can read the Focus on Grammar box and the Grammar Review on page 124.

Answers:

- b In the first sentence, the person is studying Chinese now. In the second sentence, the person has studied Chinese in the past, but we do not know if they are studying now.
- c In the first sentence, the person has visited Brazil in the past, but we do not know when. In the second sentence, we know when the person visited Brazil (2014). It is a completed action in the past.

3 Complete the questions and answers to make conversations in pairs.

- 1 Read the first prompt and the example answers in speech bubbles.
- 2 Put the students in pairs and ask them to do the same with the remaining prompts.
- 3 Go round and monitor as they are talking and make a note of any errors. Go over these at the end.
- 4 Ask one or two pairs to demonstrate their dialogues to the class at the end.

Answers:

- b How long has your father worked in Cairo?
He's worked there since 2008.
- c Is your brother still a student?
No, he has just left university.
- d Do you like basketball?
I have never played basketball.
- e Have you ever been to Turkey?
Yes, I went there in 2014.
- f Have you ever been to England?
No, I have never been there.

**WORKBOOK**

page 18

1 Rewrite the sentences using the present perfect and *because*.

- 1 Ask the students to read the example and check they understand the task.
- 2 Allow time for the students 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.

UNIT 4

1 Write sentences using the present perfect and *because*.

- a Kamal broke his leg yesterday. Now he can't play football.
Kamal can't play football because he has broken his leg.
- b Nevine works hard all year. She did well in the English exam.

- c There was a sandstorm in the night. The streets are full of sand.

- d The little boy fell over. He is crying.

- e Rami went to bed late all week. Today he is very tired.

- f Reem left her key at school. She can't get into her house.

- g Sawsan got all the questions right. The teacher is very pleased.

2 Answer the questions using the present perfect and the information in brackets.

- a Why is Samir thirsty? (*have nothing to drink all morning*)
Samir is thirsty because he has had nothing to drink all morning.
- b Why is Manal crying? (*watch a sad film*)

- c Why are the police talking to the car driver? (*his car hit another car*)

- d Why is Mr Hamed late for his meeting? (*miss his train*)

- e Why can't Nabila see very well? (*lose glasses*)

- f Why is it dark in the house? (*someone turn off the lights*)

3 Finish this story using verbs in the present perfect.

When Mr and Mrs Sabri arrive home after the earthquake, they open the door to their house, go in and turn on the light. They can't believe their eyes. They can see that the earthquake has damaged ...



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Answers:

- b Nevine did well in the English exam because she has worked hard all year.
- c The streets are full of sand because there has been a sandstorm in the night.
- d The little boy is crying because he has fallen over.
- e Rami is very tired today because he has gone to bed late all week.
- f Reem can't get into her house because she has left her key at school.
- g The teacher is very pleased because Sawsan has got all the questions right.

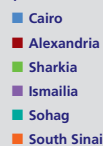
2 Answer the questions with the present perfect and the information in brackets.

- 1 Read out the example question and answer, then check understanding.

Reading

- 1 Before reading, look at the bar chart and discuss these questions in pairs.

Population of some governorates in Egypt
(Taken from the National Census, 2006)



- a How do you think people found out this information?
b Why do you think it is useful to know this information?

2 **FOCUS ON VOCABULARY**

Check the meanings of these words in your dictionary.

national plan (v) questionnaire
researchers solve

- 3 Scan the text about the national census and do the following.

- a Check your answers to Exercise 1.
b Find out what other information we can find from a census.

- 4 Read the text again and answer the following questions.

- a What has happened to the number of people living in cities? *It has gone up.*
b Why is it difficult for governments to know how many people live in each part of large cities?
c What is a census?
d Why did the ancient Egyptians do a national census?
e How often does Egypt do a census today?

The national census

In 1800, two percent of the world's population lived in cities. Today, it is over 50 percent and by 2030, it may increase to 60 percent. Across the world, about 180,000 people move to cities every day. It is not easy for governments to know the country's population or how many people are living in each part of large cities. For that reason, many countries carry out a census to get correct information. This is a **questionnaire** in which all the people of a country are asked questions about their lives.

The ancient Egyptians started doing a census in around 3340 BCE, to find out how many workers were available to build the Pyramids and how much land farmers could use along the Nile. In Egypt today, the Central Agency for Population Mobilisation and Statistics (CAPMAS) does a **national** census every ten years. The first modern census was in 1882 and there have been 13 more since then.

Thousands of **researchers** visit people's houses across Egypt and ask people to complete a form. The form asks for information about members of the family in the house, their nationality, religion, education, work and health. It also asks for information about the house: the number of rooms, if it has electricity or gas, where the water comes from, etc.

It is very important for people to complete these forms so that the government knows how comfortably people are living and can help to **solve** any problems.

The information from the census helps the government to **plan** how many hospitals and roads they will need to build and where to build them. It also helps them to improve schools or build new schools if needed. This will help us all to lead better and healthier lives in the future.

UNIT
4

23

to complete the sentence and what the next sentence could be. (E.g. ... all of the house. It has cracked the walls, broken the windows and damaged the ceiling.)

- 2 Allow time for them to complete the story, or set it for homework. They should write at least three or four sentences. Read out good examples.

Students' own answers

LESSON 3 SB page 23

Reading

- 1 Before reading, look at the bar chart and discuss these questions in pairs.

- 1 Tell the students to look at the information in the pie chart and to read question a and discuss the answer in pairs.
2 Ask some students to report their ideas back to the class. Allow a short class discussion.
3 Repeat this with question b. Check their answers after doing exercise 3.

- 2 Check the meanings of these words in your dictionary.

- 1 Ask students if they know the meaning of any of these words and if they do, ask them to explain the words to the class.
2 Give them time to look up the meaning of the other words. Tell them that they will meet all these words in the reading text.

- 2 Allow time for the students to complete the task. Go through the exercise with the whole class.

Answers:

- b Manal is crying because she has watched a sad film.
c The police are talking to the car driver because his car has hit another car.
d Mr Hamed is late for his meeting because he has missed his train.
e Nabila can't see very well because she has lost her glasses.
f It is dark in the house because someone has turned off the lights.

- 3 Finish this story using verbs in the present perfect.

- 1 Read out the task, and tell the students to read the given text. Invite a few suggestions for how

Answers:

- national:** relating to the whole of a country, rather than a part of it
plan: to think about something you want to do, and how you will do it
questionnaire: a set of written questions answered by a large number of people that is used to provide information
researcher: a person who studies a subject in detail in order to find out information
solve: to find an answer to a problem.

- 3 Scan the text about the national census and do the following.

- 1 Remind the class what *scan* means (reading

quickly to find specific information).
Tell the students to read the text quickly and check their answers to Exercise 1.

- 2 Students answer question b, then compare answers with a friend. Check answers with the whole class.

Answers: _____

Exercise 1

- a They did a census. They asked people to fill in a questionnaire to get the information.
b It is useful so people can know how many schools, hospitals, roads etc. are needed for each governorate and where to build them. It also helps them to know how comfortably people are living.

Exercise 3

- b We can find out information about members of the family in the house, their nationality, religion, education, work and health; and information about the house, how many rooms it has, if it has electricity or gas, where the water comes from, etc.

4 Read the text again and answer the following questions.

- 1 Ask students to read questions a–e and see if they can answer any of them. Then ask them to read the text again. Check answers as a class.

Answers: _____

- b Because about 180,000 people move to cities every day.
c It is a questionnaire in which all the people of a country are asked questions about their lives.
d They wanted to find out how many workers were available to build the Pyramids and how much land farmers could use along the Nile.
e It now does a census every ten years.

LESSON 4

SB page 24

WB page 19

Critical Thinking

1 Read the text and discuss the questions.

- 1 Tell the students to read the text quickly. Remind them that this is an extract from the text they read in the last lesson.

4

Critical thinking

1 Read the text and discuss the questions.

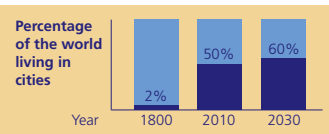
- a Why is it important for people to complete the forms in the national census?
b The census gets information about people's homes. Why do you think this information is useful?
c How do you think the census can help governments to plan where to build roads and hospitals?
d How do you think the census can help the government to improve schools?

It is very important for people to complete these forms so that the government knows how comfortably people are living and can help to solve any problems.

The information from the census helps the government to plan how many hospitals and roads they will need to build and where to build them. It also helps them to improve schools or build new schools if needed. This will help us all to lead better and healthier lives in the future.

2 Look at the graph and discuss these questions in pairs.

- a What does the graph show about the percentage of people living in cities?
b Why do you think some people move from the countryside to live in the city?



3 Now answer the following questions.

- a What can happen to rural areas when many people move to the cities?
b Why do you think it is the man in the family who usually moves to find work?
c How can workers from other countries benefit the cities they work in?
d What are the advantages of living in a rural area?



4 Discuss the following question in pairs.

If you had the choice, would you like to live in a town, a large city or a small village in the countryside? Think about the following:

jobs people money time

I think I would like to live in a city because there are more jobs.



SKILLS FOR LIFE

Learning languages will help you if you decide to move to another country to live or work.

WORKBOOK
PAGE 19

24

- 2 Tell them to read the questions and to discuss the answers in pairs.
3 Go through the exercise with the class.

Answers: _____

- a So that the government knows how comfortably people are living and can help to solve any problems. It can help them to plan to help us to lead better and healthier lives in the future.
b It can help the government to know if they need to build more homes, water lines, more electricity lines, etc.
c Because the government will know which areas have enough roads and hospitals and which areas do not.
d If there are a lot of people living in one area, they can build more schools so that everyone has a better education.

4

1 Complete the sentences using the first letter of the missing words.

- a They found out some interesting information about houses in the national census.
 b A r_____ visited our house to ask us questions.
 c My family p_____ to go on holiday in August.
 d Japan has a p_____ of 130 million.
 e Let's answer the questions in this q_____.
 f Many farmers try to s_____ the problem of not having enough water for their crops.

2 Find and correct the factual mistakes in these sentences.

- a Today, over 60 percent of people live in cities.
Today, over 50 percent of people live in cities.
 b The first modern Egyptian census was in 1982.

 c CAPMUS does a national census every two years.

 d It is not important if people do not complete the forms in the census.

 e The farmers use the information from the census to help us all.

3 Write about three advantages and three disadvantages to living in a city.

Advantages

- 1 _____
 2 _____
 3 _____

Disadvantages

- 1 _____
 2 _____
 3 _____



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2 Look at the graph and discuss these questions in pairs.

- 1 Ask student to look at the information in the graph and to discuss the questions in pairs.
 2 Discuss their answers as a class.

Answers: _____

- a It shows that the number has gone up and will continue to go up.
 b Because there is more work for them in the city.

3 Now answer the following questions.

- 1 Put the students in pairs to discuss each question. Tell them to take turns to make notes. Discuss each question briefly with the whole class.

Suggested answers: _____

- a Villages become quiet and may eventually die. As shops and businesses disappear, employment dries up, so young people leave to find work. Often only old people remain in the villages, which may eventually become abandoned altogether.
 b The men usually find work with better pay, and so they move, leaving the women to look after the family.
 c Workers from other countries often work very hard. They bring their own culture and food.
 d Rural areas are quieter, there is more space, it is easier to travel around, it is less polluted, people are more friendly, etc.

4 Discuss the following question in pairs.

- 1 Ask the students to read the question and the speech bubble; invite some initial ideas from the whole class.
 2 Students then discuss the question in pairs. Make sure they consider all the ideas in the box. Ask volunteers to report their ideas back to the class and allow a short class discussion. You could have a class vote: town, city or village?

Skills for life

Ask a student to read the information in the Skills for Life box. Ask them if they agree. Which language would be most useful? (Probably English, as it is the most widely spoken language.)



WORKBOOK

page 19

1 Complete the sentences using the first letter of the missing words.

- 1 Read out the example sentence and check that the students understand the task. Students continue with the exercise, alone or in pairs. Invite different students to read out the sentences and write the missing words on the board.

Answers:

- b researcher
c plans
d population
e questionnaire
f solve

2 Find and correct the factual mistakes in these sentences (one is correct).

- 1 Refer the students back to the text on page 23 of the Student's Book. Allow time for the students to read the instructions and the example.
- 2 Students complete the task, alone or in pairs. Remind them that one of the sentences is completely correct.
- 3 Go through the exercise with the whole class.

Answers:

- b The first modern Egyptian census was in 1882.
c CAPMAS does a national census every ten years.
d It is very important for people to complete the forms in the census.
e The government uses the information from the census to help us all.

3 Write about three advantages and three disadvantages to living in a city.

- 1 Read out the instructions and ask the class for some initial ideas. Students complete the task alone or in pairs.
- 2 Invite different students to read out their sentences to the class.

Students' own answers

Communication skills Opinions

- 1 Work in pairs. Write a list of the advantages and disadvantages to living in the city or in the countryside.

City		Countryside	
Advantages	Disadvantages	Advantages	Disadvantages
Urban life is exciting.		Easy to make friends.	

- 2 Listen to Hassan and Adel giving their opinions.
 - a Who likes the city and who likes the countryside?
 - b Did they say the same advantages and disadvantages as you listed in Exercise 1? Can you add to your list?
- 3 Listen again and tick the phrases you hear.

FOCUS ON FUNCTIONS

Giving opinions

☒ In my opinion ...
☐ I'm sure ...
☐ As far as I'm concerned ...
☐ I don't think ...
☐ I think ...

Replies

☐ I agree.
☐ I disagree.
☐ I'm not so sure about that.
☐ That's not true.
☐ That's true.

- 4 Work in pairs.

Student A Tell Student B the advantages of living in the countryside. Try to use the expressions from Exercise 3.

Student B Listen to Student A's opinions. Reply using the expressions from Exercise 3, then tell Student A the advantages of living in the city.

- 5 Work in groups. Discuss your findings.
 - a Talk about the pros and cons of living in the city and the countryside with your group.
 - b When everyone has spoken, decide if you prefer the city or the countryside. Have a class vote.

6 Research the following about the population of Egypt

Research the current population of Egypt.

Find out:

- what percentage of people live in rural areas
- what percentage of people live in urban areas
- why people leave rural areas and go to live in big cities

WORKBOOK
PAGE 20

LESSON 5

SB page 25 WB page 20

Communication

1 Work in pairs. Write a list of the advantages and disadvantages to living in the city or in the countryside.

- 1 Ask the students to read through the instructions. Allow time for pairs to discuss and list ideas.
- 2 Ask different students to report their ideas back to the class.

**2 Listen to Hassan and Adel giving their opinions.**

- 1 Read through the questions with the students. Tell them to listen while you play the recording or read the script. Allow time for them to answer the questions and then compare answers with a friend.
- 2 Go over their answers.

Answers:

- a Hassan likes the countryside and Adel likes the city.
- b Students' own answers.

T A P E S C R I P T

Hassan: In my opinion, Adel, life in the countryside's nice and quiet. And the countryside's pretty. You can't see many trees or birds in the city.

Adel: You're right, Hassan. But what's more important – nature or work? As far as I'm concerned, there are more jobs in the city. You have to walk a long way to get to the shops and cafés in the countryside.

Hassan: I'm afraid I disagree, you can walk to cafés and shops in small villages. You can travel round the countryside quickly, too. It can take a long time to travel through a big city.

Adel: I'm not so sure about that. There are lots of buses and some cities have underground trains. You don't have underground trains in the countryside!

Hassan: But everybody's in a hurry in the city. The countryside's more relaxing.

Adel: I don't think it's relaxing. To me it's boring! I think it's too quiet in the countryside. There's nothing to do.

Hassan: That's not true! And the people are much friendlier in the countryside. Everyone wants to make friends there.

Adel: Perhaps we should ask the other people in our group what they think!

**3 Listen again and tick the phrases you hear.**

- 1 First, ask the students to read all the expressions in the two lists, then ask them to listen again to the recording.
- 2 Students tick the expressions they hear, then compare answers with a partner.
- 3 Check answers.

Answers:

- ☒ In my opinion ... ☒ I disagree.
☒ As far as I'm concerned ...
☒ I'm not so sure about that ...
☒ I think ... ☒ That's not true.

4 Work in pairs.

- 1 Put the students in pairs, A and B. Allow time for them to read their instructions. Remind them to use expressions from Focus on Functions in their conversations. Demonstrate first with a confident student.

Example:

Teacher: I think the countryside is more relaxing than the city.

Student: I disagree. There aren't a lot of things to do.

Teacher: I'm not so sure about that.

- 2 Allow time for the students to practise their discussions. Go round and listen. Swap the pairs around and tell them to practise the conversation again. Invite different students to perform their conversations for the class.

5 Work in groups. Discuss your findings.

- 1 In groups, students discuss their opinions about life in the city and the countryside. Go round and check students are all offering opinions and contributing to the discussion. Offer help if necessary. Make sure groups make a decision about whether they prefer the city or the countryside.
- 2 Ask one or two students to share their group's views with the rest of the class.
- 3 Finally, have a class vote to see which is most popular, the city or the countryside.

6 Research the following about the population of Egypt.

- 1 Tell the students to carry out this research for homework. Tell them to type *population of Egypt* and *population in rural and urban areas in Egypt* into the search engine. Remember to check later. Ask them to report back what they have found out to the class.



1 Complete the conversation with the correct words to express opinions.

- Allow time for the students to look at the picture. Ask them to describe it (*two girls are looking out of a window at the view of a city. There are high buildings, roads and traffic but also trees*). Ask students to complete the task, then put them in pairs to compare answers. You could then tell pairs to read the conversation together.

Answers:

- | | |
|-----------|-------------|
| b opinion | c sure |
| d true | e concerned |
| f think | g disagree |

2 Now answer the questions to express your own opinions.

- Read out the first question, or invite a student to read it out. Ask the class for some initial responses.
- Allow time for the students to write their own answers, then compare answers with a partner.
- Invite different students to read out their answers to the class. Does everyone agree with them?
- Write a short email to an English friend describing where you live. You would like your friend to visit you, so make your description interesting.

- Give students time to plan their writing. Remind them to think about the surroundings and describe them, using adjectives; to list information about places to see and things to do in their city or village; and to give their own opinion about life in their city or village.
- Go round and offer help where needed. Make sure they use some of the language from the unit.

UNIT
4

1 Complete the conversation with the correct words to express opinions.



Hala People say that life in cities is getting worse and worse. What do you think?

Ola I a disagree. In my b, cities are really exciting places to be.

Hala But everything's so expensive, isn't it?

Ola I'm not so c about that. There are still some cheap shops.

Hala But people in cities are always so busy.

Ola Yes, that's d, but as far as I'm e, that is one of the reasons why city life is so exciting.

Hala What about the countryside?

Ola I don't f. I could live in the countryside. It's so boring.

Hala Sorry, I g. Life in the countryside is quiet, but it's never boring.

2 Now answer these questions to express your own opinions.

Hala People say that life in the country is getting worse and worse. What do you think?

a

Hala You can't buy many things, can you?

b

Hala People in the country are always friendly, aren't they?

c

Hala What about the city?

d

3 Write a short email to an English friend describing where you live. You would like your friend to visit you, so make your description interesting.

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- Tell the students to compare their emails with their partners. Finally, ask three or four students to read out their emails to the class.

Assessment

Listening Task

Target element: The present perfect and vocabulary from the unit

Read the following sentences based on the conversations in SB page 21. Students say if the speaker is talking about the city or the country.

I've never needed to rush, but here everyone seems to be in a hurry. (city)

I've felt at home because everyone is so friendly. (country)

I lived in the outskirts so it took about an hour to get to the centre. (city)

I can drive to work in about five minutes. (country)

The roads are busy but you can walk everywhere you want. (city)

I've really taken to it: it's so peaceful. (country)

For further practice, make similar sentences as follows:

I've been in traffic all morning. (city)

I haven't found many shops near to where I live. (country)

I've never seen so many people! (city)

I've grown most of the vegetables that I eat. (country)

Reading Task

Target element: Vocabulary from the unit

Use SB page 23, The national census text. Give students a few minutes to read the passage again and write the following sentences on the board. Students say if they are true or false (answers in brackets below):

1 In 1800, ten percent of the world's population lived in cities. (False. It was two percent.)

2 About 180,000 people move into cities every day around the world. (True)

3 Many countries carry out a census to get correct information about where and how people live. (True)

4 The ancient Egyptians carried out a census to find out how to build the Pyramids. (False. They did it to find how many workers they had to build the Pyramids.)

5 Now there is a census in Egypt every twelve years. (False. The census is every ten years.)

6 In the census, everyone must complete a form about how and where they live. (True)

7 The government uses this information to help plan schools, hospitals and roads. (True)

Speaking Task

Target element: The present perfect and vocabulary from the unit

Ask students to think of the names of five places they have visited in Egypt or other countries. They can do this individually. They then show their list to their partner. In pairs, the students talk about where they have been and their opinions about the places.

For example, *I've been to Abu Simbel. In my opinion, it's very interesting. I'm sure you would love to visit it too!*

When the pairs have finished talking, open it into a class discussion. Ask students to talk about some of the places they have visited and their opinions of these places.

Writing Task

Target element: The present perfect and vocabulary from the unit

Write the following prompts on the board. Students complete them with the appropriate ending (sample answers in brackets below).

1 In my school, I've never ... (been late).

2 My older brother has just ... (learned how to drive).

3 It has been fun ... (learning about different countries at school).

4 I have always wanted to ... (visit my cousins in England).

5 Manal is tired because she has ... (worked for ten hours in a shop).

6 Have you ever seen ... (a statue in a museum)?

7 Have you finished ... (reading that book)?

UNIT 5

ROBERT LOUIS STEVENSON

SB pages 26-30

WB pages 21-24

Objectives

Listening

Listening for gist and specific information

Grammar

Verbs + infinitive or -ing form

Reading

Reading for gist and understanding

Critical thinking

Appreciating and understanding poems

Functions

Making polite requests and replies

Writing

Writing about how old people spend their time

UNIT 5

Robert Louis Stevenson: "The Gardener"

OBJECTIVES

- Listening** Listening for gist and for specific information
- Grammar** Verbs + infinitive or -ing form
- Reading** Reading for gist and understanding
- Critical thinking** Appreciating and understanding poems
- Functions** Making polite requests and replies
- Writing** Writing about organisations that help old people

Listening

- 1 Before you listen, discuss these questions in pairs.
 - a Do you know the names of any poets?
 - b What did they write about?
- 2 Use your dictionary to check the meanings of these words.

candle
hop (v)
pleasant
rhyme (v)
rhythm
swing (n)
treasure
verse
- 3 Listen to a conversation about the writer Robert Louis Stevenson and answer the questions.

- a What is *A Child's Garden of Verses*?
It is a book of poems.
 - b Where was Robert Louis Stevenson born?
 - c What is *Treasure Island*?
 - d When did Stevenson become famous?
 - e What are the names of the two poems the girls read?
- 4 Listen again. Find and correct the factual mistakes in these sentences.
 - a The first poem describes a sunny day.
The first poem describes a rainy day.
 - b In this poem, the word tree rhymes with here.
 - c The second poem is about a garden.
 - d The rhythm of the second poem makes you feel like you are running.
 - e We hear three verses of the second poem.
- 5 Match the pairs of words below that rhyme.

day
feet
light
night

see
street
tree
way
- 6 Now complete the poem below with words from Exercise 5.

In winter I get up at (a) *night*...

And dress by yellow candle (b)

In summer quite the other (c)

I have to go to bed by (d)

WORKBOOK
PAGE 21

LESSON 1

SB page 26

WB page 21

Before using the book:

- Ask the students to name some poems or poets in Arabic. Ask them how poems are different from other kinds of writing.

Listening

1 Before you listen, discuss these questions in pairs.

- Put the students in pairs to discuss the questions; go round and monitor.
- Invite different students to share their ideas with the class.

Students' own answers

2 Use your dictionary to check the meanings of these words.

- Tell the students to do the task alone or in pairs.
- Go through the answers with the whole class; ask different students to read out the dictionary definitions.
- Explain that all of these words will help them to understand the listening task.

Answers:

<i>candle</i>	a stick of wax that you burn to produce light
<i>hop</i>	to move by jumping on one leg
<i>pleasant</i>	enjoyable, nice or good
<i>rhyme</i>	when words end with the same sound
<i>rhythm</i>	a regular repeated pattern of sounds in music, speech etc.
<i>swing</i>	a hanging seat that swings, that children play on
<i>treasure</i>	a collection of gold, silver, jewels etc., especially one that has been hidden
<i>verse</i>	a set of lines of words that forms one part of a poem or song



3 Listen to a conversation about the writer Robert Louis Stevenson and answer the questions.

- Ask students if they have ever heard of Robert Louis Stevenson or some of his famous stories such as *Treasure Island* or *The Strange Case of Dr Jekyll and Mr Hyde*. These have also been made into many films, so they may have heard of them.
- Play the recording or read the tapescript, then allow time for them to answer the questions, in pairs or alone.
- Check answers as a class.

Answers:

- He was born in Edinburgh in Scotland.

- It is a novel.
- After he wrote *Treasure Island* in 1883.
- "Rain" and "The Swing".

TAPESCRIPT

- Ola** We've just finished reading *A Child's Garden of Verses* in our lesson this week. It's a book of poems. I enjoyed reading them, but I don't know very much about the writer of the poems, Robert Louis Stevenson. Do you know anything about him, Lamia?
- Lamia** Yes, we studied him last year. He was born in Edinburgh in Scotland. He began to write stories when he was a young man and later he wrote novels. He became famous after he wrote a novel called *Treasure Island* in 1883, which was very popular with children. He wrote *A Child's Garden of Verses* in 1885.
- Ola** I like his poems. This one is called "Rain". It is only one verse. I'll read it to you:
- The rain is falling all around
It falls on field and tree
It rains on the umbrellas here
And the ships at sea.
- Lamia** I like the way that "tree" rhymes with "sea". Look, here's another poem. I'll start to read it. It's called "The Swing":
- How do you like to go up in a swing?
Up in the air so blue?
Oh, I do think it the pleasantest thing
Ever a child can do.
- Ola** There are more rhymes in that poem: "swing" rhymes with "thing" and "blue" rhymes with "do".
- Lamia** Yes. The poem also has an interesting rhythm. When you read it, it sounds like you are going up and down, as if you were in a swing. Listen, this is the last of the three verses:
- I look down on the garden green,
Down on the roof so brown ...
Up in the air I go flying again,
Up in the air and down!
- Ola** Yes, I agree. It's like being on a swing when you listen to it!



4 Listen again. Find and correct the factual mistakes in these sentences.

- Ask the students to read the first sentence and the example answer. Then ask them to read the gapped sentences. See if they can answer before they listen again.
- Play the recording or read the tapescript again, then allow time for them to find and correct the remaining mistakes.

- 3 Play it again for them to check.
- 4 Check the answers with the class.

Answers: _____

- b The word *tree* rhymes with *sea*.
- c The second poem is about a swing.
- d The rhythm of the second poem makes you feel that you are on a swing.
- e We hear two verses of the second poem.

5 Match the pairs of words below that rhyme.

- 1 Ask students to say pairs of words in English that rhyme.
- 2 Now ask them to match the pairs that rhyme in the box. They can do this in pairs. Encourage them to say the words aloud.
- 3 Check the answers with the class.
- 4 See if students can say any other words that rhyme with those in the box, for example *say, three, might, be*.

Answers: _____

day-way, feet-street, light-night, see-tree

6 Now complete the poem below with words from Exercise 5.

- 1 Explain that the text is another short poem by Robert Louis Stevenson from *A Child's Garden of Verses*.
- 2 Students work in pairs to complete the poem with the correct rhyming words from Exercise 5. They need to think carefully about both the meaning of the sentence and the rhyme as they do this.

Note: You might want to point out that in Britain, it is light until around 10 o'clock at night in the summer, but dark at around 4 o'clock in the winter.

- 3 When they have finished, ask students to read a line each of the poem aloud.

Answers: _____

b light c way d day



1 Answer the questions with these words.

- 1 Explain that the words in the box are all words that they met in the Student's Book Lesson 1.

Robert Louis Stevenson

1 Answer the questions with these words.

candle pleasant rhythm
swing treasure verse

- a What do you call something that is enjoyable, nice or good? pleasant
- b What do you call gold, silver, money, etc. that someone has hidden? treasure
- c What do you call lines that form one part of a poem? verse
- d What do you call something you burn to produce light? candle
- e What do you call a repeated sound in music, poems, etc? rhythm
- f What do you call a moving seat that children play on? swing



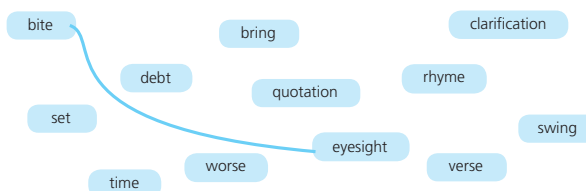
2 Complete these sentences with words from Exercise 1.

- a There was no electricity in the house, so we had to use a candle.
- b They found an old ship under the water which they think is full of treasure.
- c I don't like this music. It doesn't have any rhythm.
- d I love riding a swing in the park.
- e For homework, we have to write the first verse of a poem.
- f It was very pleasant sitting in the park at the end of a hot day!

3 Read and match.

- | | |
|--|--|
| a Robert Louis Stevenson | 1 <input type="checkbox"/> was very popular with children. |
| b He began to write novels | 2 <input type="checkbox"/> in 1885. |
| c His novel <i>Treasure Island</i> | 3 <input type="checkbox"/> from <i>A Child's Garden of Verses</i> . |
| d He wrote <i>A Child's Garden of Verses</i> | 4 <input checked="" type="checkbox"/> was born in Edinburgh, Scotland. |
| e "The Rain" is a poem | 5 <input type="checkbox"/> when he was a young man. |

4 Work in pairs. Say these words aloud. Match the words that rhyme.



- 2 Read the example, then students can complete the task individually.
- 3 Put them in pairs to compare answers, then go through the exercise with the whole class.

Answers: _____

b treasure c verse d candle
e rhythm f swing

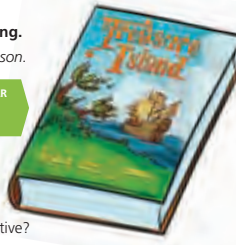
2 Complete these sentences with words from Exercise 1.

- 1 Read out the example.
- 2 Tell the students to complete the task then compare answers in pairs.
- 3 Check answers with the whole class.

Grammar Verbs + infinitive or -ing form

1 Circle the two main verbs in these sentences from the listening.

- a We've just finished reading A Child's Garden of Verses in our lesson.
 b I enjoyed reading them.
 c He began to write stories when he was a young man.
 d I'll start to read the first verse.
 e How do you like to go up in a swing?

GRAMMAR
REVIEW
PAGE 125

2 Discuss these questions in pairs.

- a Which of the main verbs in Exercise 1 are followed by to + infinitive?
 b Which of the main verbs are followed by the -ing form of the verb?
 c Can you complete the table with these verbs?

CHECK
IN YOUR
DICTIONARY

agree begin choose
 continue decide enjoy
 finish hope keep
 learn love offer
 plan practise prefer
 promise remember
 start stop suggest try
 want would like

Verbs followed
by to + infinitive

agree

Verbs followed
by -ing form

finish

Verbs followed
by to + infinitive
or -ing form

begin

3 Sometimes there is a difference in meaning when verbs are followed by both forms. Discuss the differences between these pairs of sentences.

- a When I was young, I remember **visiting** my grandmother every week.
 I love my grandmother. I remember **to visit** her every week.
 b Mona stopped **talking** to her friend after they had a fight.
 Mona stopped **to talk** to her friend on her way home.
 c I had a headache, so I **tried taking** some medicine.
 I **tried to buy** some medicine, but the chemist was closed.

5 In pairs, complete these sentences with the correct form of a verb.

- a I enjoy watching the news on television.
 b This weekend, I plan
 c My parents hope
 d My friend has decided
 e You should always practise
 f I have already remembered

FOCUS ON GRAMMAR

GRAMMAR
REVIEW
PAGE 125

Verbs + infinitive or -ing form

Verbs can be followed by second verbs in two different forms.

- to + infinitive: I've decided **to be** an architect.
- verb + -ing: She enjoys **playing** with her grandchildren.

Some verbs can be followed by to + infinitive or -ing: Tarek began **to laugh/laughing**.WORKBOOK
PAGE 22

4 Now complete these sentences with the correct form of the verbs in brackets.

- a I love reading (read) poetry. One day, I'd like to write (write) poems myself.
 b If you want (stay) healthy, you should stop (eat) unhealthy food and try (do) more exercise.
 c Next year, he's going to learn (drive). He hopes (pass) the test first time.
 d Sherif has decided (work) with his father when he finishes university.

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Answers: _____

- b treasure c rhthym d swing
 e verse f pleasant

3 Read and match.

- Before students begin, ask them what they can remember about the writer Robert Louis Stevenson.
- Students can work in pairs to complete the task.
- Check answers with the whole class.

Answers: _____

- a 4 b 5 c 1 d 2 e 3

4 Work in pairs. Say these words aloud. Match the words that rhyme.

- Ask a student to read the example. Remind students that words that rhyme do not always have the same spelling, as in this example.
- Students complete the task in pairs.
- Invite different students to read their answers to the class.

Answers: _____

- bring-swing clarification-quotation
 debt-set worse-verse
 time-rhyme

LESSON 2

SB page 27 WB page 22

Grammar

Verbs + infinitive or -ing form

1 Circle the two main verbs in these sentences from the listening.

- First, tell the students to study the Focus on Grammar box, and remind them to refer to it as necessary.
- Tell the students to read the example, then complete the task alone or in pairs.
- Check answers with the whole class.

Answers: _____

- b I enjoyed reading them.
 c He began to write stories when he was a young man.
 d I'll start to read the first verse.
 e How do you like to go up in a swing?

2 Discuss these questions in pairs.

- Read out the first question and invite the class to answer it.
- Now tell the students to answer the remaining questions in pairs. Go round and help where necessary.
- Check answers with the whole class.

Answers: _____

- a began, start, like

- b enjoy
 c verbs followed by *to* + infinitive: agree, choose, decide, hope, learn, offer, plan, promise, want, would like
 verbs followed by *-ing* form: finish, enjoy, keep, practise, suggest
 Verbs followed by *to* + infinitive or *-ing* form: begin, continue, love, prefer, remember, start, stop, try

3 Sometimes there is a difference in meaning when verbs are followed by both forms. Discuss the differences between these pairs of sentences.

- Put the students in pairs to discuss the sentences. Go round and listen, noting any common problems.
- Go through the exercise with the whole class.

Answers:

- In the first sentence, the person remembers an event in the past. In the second, this is something the person always remembers or wants to remember to do.
- In the first sentence, Mona does not talk to her friend any more. In the second, she stopped walking in order to talk to her.
- In the first sentence, the person thought this was a good idea as an experiment. We don't know if this was successful. In the second, the person was not successful.

4 Now complete these sentences with the correct form of the verbs in brackets.

- Allow time for the students to complete the task alone, then compare answers with a friend.
- Check answers; ask different students to read out the completed sentences.

Answers:

- b to stay, eating, doing c to drive, to pass
 d to work

5 In pairs, complete these sentences with the correct form of a verb.

- Tell the students to read the first sentence, completed as the example. Explain that they can use their own ideas in this task.
- Allow time for pairs to complete the sentences. Go round and offer help if needed.

UNIT 5

1 Find and correct the mistakes in these sentences.



- To be good at music, you have to practise to play every day. playing
- Rami offered helping his grandmother with her shopping.
- Nabil has decided buying a new computer.
- Yasser plans working abroad next year.
- Taha has always enjoyed to read poetry.
- Huda hopes spending a week with her aunt and uncle.
- Young children like learn to sing.
- To stay warm in cold weather, you've got to keep to move.
- When Karim finished to run, he was very tired.
- He found the film quite frightening, so he stopped to watch it.

2 Write sentences about the following.

- Three things you enjoy doing at weekends.

• I enjoy writing stories.

- Two things that you have stopped doing recently.

- Two things you want to learn to do.

- Two things you hope to do when you are older.

- Two things you have promised to do for someone recently.

3 Write three or four sentences about one of these subjects, using the verbs in brackets.

- An early memory (*remember*)
- A bad decision (*decide*)
- An offer I couldn't refuse (*offer*)
- A future plan (*plan*)



3 Check answers.

Suggested answers:

- I plan to go swimming.
- My parents hope to buy a new car next year.
- My friend has decided to learn French.
- You should always practise listening to English when it is on television.
- I have already remembered to buy a present for my brother's birthday.



1 Find and correct the mistakes in these sentences.

- Tell the students to read the first sentence and

UNIT 5

Reading

1 Discuss this question in pairs.

Do children and adults enjoy doing the same things in gardens? Why/Why not?

2 Read a poem by Robert Louis Stevenson. Which of the words in bold in the poem mean the following?

- a not covered by anything **bare**
 b small pieces of land for growing things on
 c dried grass that people use to feed animals
 d move something in or under soil using a tool
 e closes something using a key
 f not clever or sensible
 g get something good or useful from a situation

CHECK IN YOUR DICTIONARY

The Gardener

The gardener does not love to talk.
 He makes me keep the gravel walk;
 And when he puts his tools away,
 He **locks** the door and takes the key.

Away behind the **currant row**,
 Where no one else but cook may go,
 Far in the **plots**, I see him **dig**,
 Old and serious, brown and big.

He digs the flowers, green, red, and blue,
 Nor wishes to be spoken to.
 He digs the flowers and cuts the **hay**,
 And never seems to want to play.

Silly gardener! Summer goes,
 And winter comes with pinching toes,
 When in the garden **bare** and brown,
 You must lay your barrow down.

Well now, and while the summer stays,
 To **profit** by these garden days,
 Oh how much wiser you would be,
 To play at Indian wars with me!

keep the gravel walk = stay on the path through the garden
currant row = a line of plants that have small fruits
barrow = something with one wheel that gardeners use to carry things from the garden
pinching toes = toes that hurt because of the cold
Indian wars = a children's game



3 Read the poem again and choose the correct answer.

- a The speaker in the poem is probably
 A a gardener B an old man C **a child**
 b In the garden, the speaker
 A can do what he likes
 B must follow some rules
 C must dig the flowers
 c The gardener doesn't like to talk because
 A he has to work very hard
 B he's unfriendly
 C he can't speak English
 d The speaker wants the gardener
 A to put his tools away
 B to play games
 C to dig a path

4 Discuss these questions in pairs.

- a Do you think the speaker likes the gardener? Why/Why not?
 b Why does the gardener not do so much work in the winter?
 c How does the writer say the gardener should use his time in the summer?

2 Write sentences about the following.

- 1 Read out the task, and invite ideas from the whole class.
- 2 Allow time for them to complete the task; go round and check.
- 3 Correct their work; invite volunteers to read their sentences to the class.

Students' own answers

3 Write three or four sentences about one of these subjects, using the verbs in brackets.

- 1 Allow time for the students to read the task and choose one of the subjects.
- 2 Invite initial ideas from a few students, then tell them to write their sentences.
- 3 Go round and make corrections if necessary.
- 4 Ask different students to read out their sentences to the class.

Students' own answers

LESSON 3

SB page 28

Reading

1 Discuss this question in pairs.

- 1 Write the word **garden** on the board. Ask students to think of as many words as they can that are related to a garden, for example, *trees, plants, flowers, play games, relax*, etc.

- 2 Now read out the question. Ask a few students to give their ideas.

Suggested answers:

No, they don't. Children like to play games. Adults often like to look at the flowers or to relax.

its correction; check they understand the task.

- 2 Allow time for the students to complete the exercise. Go round and offer help where needed.
- 3 Put them in pairs to compare answers, then check with the whole class.

Answers:

- | | |
|--------------------|----------------------|
| b offered to help | c has decided to buy |
| d plans to work | e enjoyed reading |
| f hopes to spend | g like to learn |
| h keep moving | i finished running |
| j stopped watching | |

2 Read a poem by Robert Louis Stevenson. Which of the words in bold in the poem mean the following?

- 1 Write **Robert Louis Stevenson** on the board. Ask the class to tell you what they know about him and/or explain who he was. Explain that they are going to read another poem by the writer.
- 2 Tell the students to read definitions a–g and match them with the words in bold in the poem.
- 3 Tell them to check answers in a dictionary, then go through the exercise with the whole class.

Answers: _____

- | | | |
|---------|---------|----------|
| b plots | c hay | d dig |
| e locks | f silly | g profit |

3 Read the poem again and choose the correct answer.

- 1 Allow time for the students to read the poem again. Point out that some of the words and expressions are explained in the box to the side of the poem.
- 2 Go round and monitor as they are working, and help with any queries.
- 3 Tell the students to compare answers in pairs, then check with the whole class.

Answers: _____

- | | | |
|-----|-----|-----|
| b B | c A | d B |
|-----|-----|-----|

4 Discuss these questions in pairs.

- 1 Give students time to discuss the questions in pairs. Go round and monitor as they are talking.
- 2 Ask pairs of students to share their ideas with the class.

Answers: _____

- a Suggested: I think he likes the gardener because he wants to talk to him and to play with him. He seems sad that the gardener does not want to talk or play. Perhaps he is also a little afraid of the gardener who

Critical thinking

- 1 Look at the poem "The Gardener" again and answer the questions.

- a Which words rhyme in the poem?
- b How many verses does it have?



- 2 Discuss these questions in pairs.

- a Read these two lines of the poem. What does this tell us about the gardener?
*And when he puts his tools away,
He locks the door and takes the key.*
- b In verse 4, why does the writer call the gardener *silly*?
- c In verse 4, why is the garden *bare and brown*?
- d Do you think the gardener would be wiser to play games with the writer? Why/Why not?

- 3 Read another poem from *A Child's Garden of Verses* and answer the questions.

Happy Thought

*The world is so full of a number of things,
I'm sure we should all be as happy as kings.*

- a How many verses does the poem have?
- b Which words rhyme?

- 4 Discuss these questions in pairs or small groups.

- a Which poems or poets do you like?
- b Which do you prefer to read, poems or stories? Why?
- c Which do think is harder to write, a poem or a story? Why?

5 FOCUS ON POEMS



*The gardener does not love to talk.
He makes me keep the gravel walk;
And when he puts his tools away,
He locks the door and takes the key.*

*Away behind the currant row,
Where no one else but cook may go,
Far in the plots, I see him dig,
Old and serious, brown and big.*

two verses

words that rhyme



SKILLS FOR LIFE

Read as many poems as you can. They can be easy or difficult, but they can often teach us a lot about life.

WORKBOOK
PAGE 23

has many rules.

- b Because the garden is bare and brown: most of the plants have died.
- c He says he should "profit by these garden days": enjoy them while they last.

LESSON 4

SB page 29

WB page 23

Critical thinking

- 1 Look at the poem "The Gardener" again and answer the questions.

- 1 Tell the students to read the poem on page 28

again.

- 2 Put them in pairs to discuss the questions. Go round and listen, offering help where needed.
- 3 Discuss the answers with the whole class.

Answers: _____

- a talk-walk, row-go, dig-big, blue-to, hay-play, goes-toes, brown-down, stays-days, be-me (away and key do not fully rhyme though they sound similar: this is called a half rhyme)
- b It has four.

2 Now discuss these questions in pairs.

- 1 Put the students in pairs or small groups to discuss these questions. Go round and listen, offering prompts if needed.
- 2 Invite students from each pair or group to report back to the class.

Answers: _____

- a It shows that he is careful. He does not want anyone to use his tools when he is not working. It might be dangerous and perhaps they are expensive.
- b Because he will not play games although it is summer. He just wants to work. The writer thinks this is not sensible.
- c Because it is winter. The plants have died.
- d Suggested: He is wiser not to play games because this is not what he is paid to do. His job is to look after the garden.

3 Read another poem from *A Child's Garden of Verses* and answer the questions.

- 1 This task will check to see if they understand the structure and functions of a poem. Ask them to read the short poem, or ask a student to read it aloud. Ask them if they like the poem and what they think it means (*we should all be happy because there are so many things in the world to help us enjoy it*).
- 2 Ask students to work in pairs or small groups to discuss questions a–d. Give them time to answer. Go round and help them if necessary. Make sure they understand the concept of stress (words that are said more strongly than others in a sentence). They can refer to the Focus on Poems box to help them if necessary.
- 3 Check answers as a whole class.

Answers: _____

- a It has one verse.
- b things-kings

4 Discuss these questions in pairs or small groups.

- 1 Then tell the students to discuss each question in pairs or small groups, and to note down their main ideas.
- 2 Go round and listen. Then invite different students to report back their ideas about each question. Try to choose students who have differing ideas. Encourage a short class discussion.

Students' own answers

5 Focus on poems.

- 1 Go through the Focus on Poems box with the class. This summarises what they have met.
- 2 Ask students to read the poem aloud, using the correct stress.
- 3 Ask students to say all the words that rhyme.

Skills for life

Ask a student to read the Skills for life box. Encourage them to read poems in English and Arabic.

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

- 1 Tell students that these are all words they have met in the poems in the Student's Book.
- 2 Tell the students to complete the task alone and to compare answers in pairs.
- 3 Check answers as a whole class.

Answers: _____

- | | | |
|---------|--------|----------|
| b hay | c lock | d profit |
| e silly | f bare | g plot |

2 Answer the questions.

- 1 Students work in pairs to answer the questions which check their understanding of the vocabulary from Exercise 1.
- 2 Go round and offer help where necessary.
- 3 Check answers as a whole class.

Suggested answers: _____

- a a window, a car
- b sheep, cows, horses
- c treasure, carrots, potatoes
- d You can get a good job and earn good money.

3 Put the lines of the poem in the correct order.

- 1 Ask students to read the jumbled sentences first. Then, in pairs, they can put them into the correct order.
- 2 Check answers as a whole class.

Answers: _____

- | | | | |
|-----|-----|-----|-----|
| a 2 | b 4 | c 3 | d 1 |
| e 7 | f 6 | g 8 | h 5 |

4 Look at the poem in Exercise 3 and circle the words that rhyme.

- 1 Students complete the task in pairs.
- 2 Ask them to read the words that rhyme, then read the completed poem aloud.

1 Complete the sentences using these words.

bare digging hay lock plot profit silly

- Children love digging in the sand on the beach.
- In winter, farmers sometimes give their sheep _____ to eat.
- Don't forget to _____ the door when you leave the house.
- The hotels in this city hope to _____ from the new airport.
- Children can sometimes be _____ when they play together.
- The mother told her children not to go outside with _____ feet.
- My grandfather usually has lots of carrots from his vegetable _____.

**2 Answer the questions.**

- What things can you lock? a door, _____
- What animals sometimes eat hay? _____
- What can you sometimes find if you dig under the ground? _____
- In what ways might you profit from going to a good university? _____

3 Put the lines of the poem in the correct order.

- ☐ Was now the home of a small mouse.
- ☐ And now the mouse has gone away.
- ☐ So I quickly bought a cat today,
- ☒ 1 One day I found that my large house,
- ☐ There won't be any more mice in here,
- ☐ He seems to like living here, so,
- ☐ But I have a cat to stay, I fear.
- ☒ 5 The mouse has gone, but the cat won't go,

**4 Look at the poem in Exercise 3 and circle the words that rhyme.**

- 3 Ask the class if they like the poem. Why/Why not?

Answers: _____

house-mouse, today-away, go-so, here-fear

LESSON 5

SB page 30

WB page 24

UNIT 5

Communication skills Making polite requests and replies

1 Discuss these questions in pairs.

- a What do these people ask each other?
- young people and old people
 - students and teachers
 - children and their parents
- b Is there a difference in the language these people use to ask for things?



2 Listen to three conversations and answer these questions.

- a Who are the two people in the conversations?
1. A boy and an old man.
- b Are their requests formal or informal?
- c Are the replies to the requests polite?

3 Listen again and do the following.

- a Tick the phrases below that you hear.
- b Now put **F** if the phrase is formal and **I** if it is informal.

FOCUS ON FUNCTIONS

Making requests

- ☐ Can you ...?
- ☐ Could you do me a favour?
- ☐ Could you do something for me?
- ☐ Could you possibly ...?
- ☐ I wonder if you could ...
- ☐ I don't suppose you could ...?
- ☒ **F** Do you think you could ...?

Responding to requests

- ☐ Certainly.
- ☐ Yes. What is it?
- ☐ No problem.
- ☐ No, I'm afraid I can't.
- ☐ That's not a problem.
- ☐ Yes, of course.

WORKBOOK
PAGE 24

4 Work in pairs.

- a **Student A** You are an old person and you are not feeling very well. You need some bread and tea from the shop. Ask one of your neighbour's children to help you.
- Student B** You are a young person who often helps your neighbour.
- b **Student B** You are a school student. You do not understand your homework. Ask one of your parents if they can help you.
- Student A** You are a parent. You do not have time to help your son/daughter with their homework now, but you can help in about an hour.

5 Research the following about life for old people

- Find out how old people in your family spend their time.
- Find out:
- how much time they spend with other family members
 - what hobbies they have
 - how they are helped by others in your family

- Students ask teachers for help in understanding things they are trying to learn.
Teachers ask students to work hard.
- Children ask their parents for advice, practical help, etc.
Parents ask children for practical help around the house.
- b Children and parents use friendly, informal language with each other.
Teachers with students, and young people with older people use more formal language.

2 Listen to three conversations and answer these questions.

- 1 Read through the questions with the students. Ask the students to listen while you play the first conversation or read the tapescript.
- 2 Confirm with them that the example answer is correct, then allow time for them to answer questions b and c.
- 3 Play the second conversation or read the tapescript, and allow time for them to write their answers.
- 4 Repeat with the third conversation.
- 5 Check answers; play the conversations again or read them if necessary.

Communication skills

Making polite requests and replies

1 Discuss these questions in pairs.

- 1 Put the students in pairs to discuss the questions. Go round and listen, offering suggestions if necessary.
- 2 Invite volunteers to share their ideas with the class; allow a short class discussion.

Suggested answers:

- a
- Young people ask old people for advice.
Old people ask young people to help them with physical tasks they find difficult.

Answers:

- a People in the conversations
- 1 A boy (Salem) and an old man (Mr Sabri)
 - 2 A mother and daughter
 - 3 A student (Mazin) and teacher (Mr Zaki)
- b The mother and daughter use informal requests. The others use formal language.
- c Yes, they all reply politely.

TAPESCRIPT

Narrator:	Conversation 1
Mr Sabri:	Hello, Salem.
Salem:	Hello, Mr Sabri. How are you?
Mr Sabri:	I'm well, thanks, but do you think you could do me a favour?

Salem: Certainly. What would you like me to do?
 Mr Sabri: I've lost my glasses. Could you possibly help me look for them?
 Salem: Yes, of course. When did you last have them?
 Mr Sabri: This morning when I was reading the newspaper in the kitchen.
 Salem: I'll have a quick look there.
 Mr Sabri: That's very kind of you, Salem. Thanks.

Narrator: Conversation 2
 Mother: Are you busy, Mona?
 Mona: No, not really.
 Mother: Could you do something for me?
 Mona: Yes, Mum. What is it?
 Mother: We're having guests this evening. Can you help me cook the meal?
 Mona: No problem. Who are the guests?
 Mother: They're people your dad works with.

Narrator: Conversation 3
 Mazin: Excuse me, Mr Zaki.
 Mr Zaki: Yes, Mazin. What is it?
 Mazin: I was ill yesterday and I missed your maths lesson. I wonder if you could tell me what the homework was?
 Mr Zaki: That's not a problem, Mazin. It was exercise 5 on page 45 of your book.
 Mazin: Thanks. I don't suppose you could explain what I have to do?
 Mr Zaki: No, I'm afraid I can't, Mazin. I don't have time now, but I could see you for a few minutes after the lesson.
 Mazin: Thank you, Mr Zaki.

- [✓] I No problem.
 [✓] F No, I'm afraid I can't.
 [✓] F That's not a problem.
 [✓] F Yes, of course.

4 Work in pairs.

- Put the students in pairs and tell them to read the instructions in a.
- Remind them to use expressions from Focus on Functions in their conversations.
- Demonstrate first with a confident student.

Example:

Teacher: *I wonder if you would go to the shops for me.*

Student: *Yes, of course. What do you need?*

Teacher: *Could you possibly get me some bread and some tea, please?*

Student: *Certainly.*

- Allow time for the task. Encourage them to use their imaginations; go round and offer suggestions if necessary.
- Repeat with situation b.
- Invite different students to perform their conversations for the class.

5 Research the following about life for old people.

- Read the task as a class. Ask a few students which people they can ask to find out this information. If students do not have any older people in their family, see if they can ask friends or neighbours.
- Ask students to write up the information they find for homework.



3 Listen again and do the following.

- First, ask the students to read all the phrases in the two lists.
- Play the recording or read the tapescript again.
- Tell the students to tick the phrases they hear. They then compare answers with a partner and decide if the phrases are formal (F) or informal (I).
- Check answers. If necessary, play or read it again.

Answers:

- [✓] I Can you...? Could you do me a favour?
 [✓] I Could you do something for me?
 [✓] F Could you possibly...?
 [✓] F I wonder if you could ...
 [✓] F I don't suppose you could ...
 [✓] F Do you think you could ...
 [✓] F Certainly.
 [✓] I Yes. What is it?

UNIT
5

1 Choose the correct word or phrase to complete these conversations.

- a A Could you possibly / probably help me?
 b B Yes, of course. / No, not at all. What would you like me to do?
 c A I can't find today's newspaper. Do you think you could help / helping me look for it?
 d B Certain. / Certainly.
 e A Could you do / make me a favour?
 B Yes, what is it?
 f A I don't suppose you could help / helping me do the shopping?
 g B Yes, that's a problem. / no problem.

2 Write what you would say in each of the following situations.



- a You have left one of your schoolbooks at your friend's house. Ask this friend if he/she could bring it to school for you tomorrow.
Could you bring my book to school for me tomorrow?
 b You would like to use a friend's phone to make an important call.

 c You've forgotten what you need to do for homework tonight. Ask your friend.

 d Your neighbour is an old woman and needs help carrying some bags into her flat.

3 Write a paragraph about an organisation in your town which helps to look after old people. Include answers to these questions:

- What is the name of the organisation?
- Where is it?
- What exactly does it do?

Answers:

- b Yes, of course.
 c help
 d Certainly
 e do
 f help
 g no problem

2 Write what you would say in each of the following situations.

- 1 Tell the students to read the example and check that they know what to do.
- 2 Allow time for them to complete the task.
- 3 Check answers with the whole class.

Suggested Answers:

- b Can I use your phone, please?
 c Could you tell me what homework we have tonight?
 d Please, let me help you carry those bags, Mrs (name).

3 Write a paragraph about an organisation in your town which helps to look after old people. Include answers to these questions:

- 1 Read out the instruction and invite some initial suggestions. Students may need to research the information to find out about an organisation. Ask them how they can do this, for example by using the library or the internet.
- 2 Students can write the task for homework.

WORKBOOK

page 24

1 Choose the correct word or phrase to complete these conversations.

- 1 Read out the first sentence while the students follow. Confirm with them that *possibly* is the correct answer.
- 2 Tell the students to complete the task alone, then check in pairs.
- 3 Go round and offer help where needed.
- 4 Check with the whole class. You could ask different pairs to read out the dialogues.

Assessment

Listening Task

Target element: Poetry and vocabulary from the unit

Read the following poem from the conversations on SB page 26. You can read it more than once if necessary.

*The rain is falling all around
It falls on field and tree
It rains on the umbrellas here
And the ships at sea.*

You can ask them the following questions (answers in brackets).

- 1 *Is the poem about the city or the countryside?* (the countryside)
- 2 *How do you know?* (It talks about field and tree.)
- 3 *What is on the sea?* (ships)
- 4 *What does the rain fall on?* (a field, a tree, umbrellas and ships)
- 5 *Which word rhymes with "sea"?* (tree)

Speaking Task

Target element: Verbs + infinitive or -ing form

Ask students the following questions. Encourage them to answer them using full sentences and the correct form of the verb.

What do you enjoy doing at the weekend?
What do you remember doing as a young child?
What do you plan to do next summer?
What have you learned to do in your English class?
What do you hope to do by the time you are 50?
What do you love eating?
Have you decided to do something this weekend?
What?
 (Students' own answers)

Reading Task

Target element: Poetry and vocabulary from the unit

Use SB page 28, "The Gardener", verses 4 and 5. Ask students the following questions about the poem. The answers are given in brackets below.

- 1 *Read the first two lines of the fourth verse. Which are the stressed syllables?* (Silly gardener! Summer goes, And winter comes with pinching toes)
- 2 *Which words rhyme in the two verses?* (goes-toes, brown-down, stays-days, be-me).
- 3 *How do we know that it is not easy for the gardener in the winter?* (Because winter comes with pinching toes.)
- 4 *Is it summer or winter now in the poem? How do we know?* (It is summer because it says "while the summer stays.")

Writing Task

Target element: Verbs + infinitive or -ing form

Write the following prompts on the board. Students complete them with the appropriate beginnings of each sentence (sample answers in brackets below).

- 1 (I always remember) ... **to bring my books to school.**
- 2 (I want/would like) ... **to study maths at university.**
- 3 (I've finished) ... **reading that book you gave me. It was great!**
- 4 (We began) ... **to study the weather in our science classes last week.**
- 5 (I love) ... **playing chess at the weekends with my grandfather.**
- 6 (Did you enjoy) ... **eating the food at that Chinese restaurant you went to yesterday?**


For further practice, get students to use the sentence beginnings that they wrote above with different endings, for example: I always remember to do my homework on time.

UNIT 6

TOMORROW'S WORLD

SB pages 31-35

WB pages 25-28




Tomorrow's world


OBJECTIVES **Listening** Listening for specific information
Grammar Future forms
Reading Reading for gist and inference
Critical thinking Analysing implications and consequences
Functions Discussing consequences; giving reasons for and against an argument
Writing Writing ideas for and against the use of cars in modern society

Listening


1 Look at this photograph of the inside a modern car. What do you think parts a and b do?




2 Listen to five people discussing a future event. Match the speakers with the correct pictures.




a ☐



b ☐



c ☒ 1



d ☐

3 Listen again and complete these sentences.

- A car satellite navigation system tells the speaker *the quickest route and ...*
- Soon Leila's sister and her husband will have children.
- The inspector is arriving at o'clock on morning.
- Lucy and Paul are probably staying for this evening.
- The speaker thinks it's going to rain because

4 In pairs, talk about four things that you are going to do this week.

SKILLS FOR LIFE
 Do not worry if you do not understand every word in a listening text. If you have completed the task, you have done well!

WORKBOOK PAGE 25

31

Objectives

Listening

Listening for specific information

Grammar

Future forms

Reading

Reading for gist and inference

Critical thinking

Analysing implications and consequences

Functions

Discussing consequences; giving reasons for and against an argument

Writing

Writing ideas for and against the use of cars in modern society

LESSON 1

SB page 31

WB page 25

Before using the book:

- Ask the students what they think is the most important invention of the last hundred years. If they are slow in coming up with ideas, suggest a few things, such as television, the jet engine, the computer, etc.

Listening

1 Look at this photograph of the inside of a modern car. What do you think parts a and b do?

- 1 Focus attention on the photograph of the interior of a car.
- 2 Put the students into pairs and ask them to discuss what parts a and b do.
- 3 Check answers with the whole class.

Answers:

- a It tells you where to go/your route.
b It helps you if there is an accident.

2 Listen to five people discussing a future event. Match the speakers with the correct pictures.

- 1 Give the students a minute or two to look at the pictures. Then tell them that they are going to listen to five speakers and they should match them to the pictures by putting the number of the speaker into the correct box.
- 2 Play the recording or read the script, pausing after each speaker to allow the students time to think and choose the correct picture.
- 3 Check answers with class.

Answers:

- a 3 b 5 c 1 (given) d 2 e 4

TAPESCRIPT

- Narrator:** 1
Mr Abd El-Aziz: Next month I'm going to buy a new car – a really modern one with a computer that controls the engine and reports any problems. It will also have a satellite navigation system which will show the quickest route and tell me about any traffic jams.
- Narrator:** 2
Leila: Hi, it's me. We've just had some fantastic news. My sister is going to have a baby. All the family's really excited about it. She and her husband already have a daughter, so they hope it will be a boy.
- Narrator:** 3
Mr Fahmy: The school inspector is coming on Thursday. He's arriving at ten o'clock. So your students must all bring in their books. I'll give the inspector some tea in my office, then we'll visit the classrooms.

- Narrator:** 4
Mrs Zakariya: Don't forget that Lucy and Paul are coming this evening. I expect they'll stay for dinner. Oh, that's them – I'll get it.

- Narrator:** 5
Mrs El-Shazli: Look at the sky. It's really dark. I think it's going to rain. Take your umbrella with you or you'll get wet

3 Listen again and complete these sentences.

- 1 Go through the gapped sentences with the class and make sure they understand what information they need to listen out for. Tell them to listen to each speaker and make a quick note of their answers. Read the Skills for Life box with the class before they listen.
- 2 Play the recording or read the tapescript again, pausing after each speaker to allow the students to make notes.
- 3 Ask the students to use their notes to produce complete sentences to complete the task.

Answers:

- a the quickest route (given) and about any traffic jams.
b two c 10 o'clock, Thursday
d dinner e the sky is really dark

4 In pairs, talk about four things that you are going to do this week.

- 1 Tell the class about four things you are *going to* do this week, Using *going to*. Write them on the board. For example:

I am going to buy a sweater this week.

I am going to have dinner with my mother on Wednesday.

I am going to come to school every day.

I am going to watch television this evening.

Point out that *going to* is one way of talking about the future. (This and other ways will be examined in more detail on the next page).

- 2 Put the students into pairs and ask them to take turns to tell each other about four things they are going to do this week. Go round monitoring and helping. Encourage the use of *going to*.
- 3 Ask several students to report their partner's plans for this week.

Students' own answers

Tomorrow's world

UNIT
6

1 Match these phrases with their meanings.

- | | |
|----------------------|--|
| a fantastic news | 1 <input type="checkbox"/> eat at someone's house |
| b really excited | 2 <input type="checkbox"/> the way which takes the least time |
| c stay for dinner | 3 <input type="checkbox"/> vehicles which are not moving |
| d really dark | 4 <input checked="" type="checkbox"/> information we are pleased about |
| e the quickest route | 5 <input type="checkbox"/> not at all bright |
| f traffic jam | 6 <input type="checkbox"/> very happy |



2 Put the words into the correct order.

- a a new car/going to buy/I'm/next month
I'm going to buy a new car next month.
- b in my office/I'll give/some tea/the inspector

- c are coming/don't forget/for dinner/Lucy and Paul/that/this evening

- d a baby/is going/my sister/to have

- e or/take/you'll get/your umbrella/wet/with you

Answers:

- b 6
 c 1
 d 5
 e 2
 f 3

2 Put the words into the correct order.

- 1 Read the first sentence with the class as an example. Then ask the students to work individually to put the remaining words in the correct order to make sentences.
- 2 Check the answers as a class. Then ask the students to underline all the ways of talking about the future that they can see in these sentences. They should find *going to*, *will* and the present continuous. Explain that they will be studying the difference between these on the next Student's Book page.

Answers:

- b I'll give the inspector some tea in my office.
- c Don't forget that Lucy and Paul are coming for dinner this evening.
- d My sister is going to have a baby.
- e Take your umbrella with you or you'll get wet.

25



WORKBOOK

page 25

1 Match these phrases with their meanings.

- 1 Point out to the students that these phrases all occurred in the listening or in the exercises on page 31 of the Student's Book. Ask them to match them with their meanings.
- 2 Check answers with the class by asking one student to read out a phrase and another student to read out the correct meaning. You might like to point out the irregular superlative form the *least* in sentence 2, which means the smallest amount.

LESSON 2

SB page 32

WB page 26

Grammar

Future forms

1 Underline the future verb forms in sentences 1–6. Then match each sentence with the correct use.

- Read sentences 1 to 6 aloud, or ask several students to read them. Ask the class whether these sentences are about the past, the present or the future (*the future*).
- Ask the students to underline the future verb forms in the sentences. Go round, monitoring and making sure everyone does this correctly. Check answers with the class before moving on to the next part of the exercise.
- Focus attention on the Use column of the table. Go through the items in this column and answer any vocabulary questions, making sure that everyone understands the uses. Ask the students to match the uses to the sentences. Check answers with the class and make sure everyone understands. Note that there are some circumstances where more than one of the future forms may be acceptable, but these rules will give them a rough guide to how the forms are used. If the students need more practice, ask them to go through the Focus on Grammar box or to turn to the Grammar Review on page 126.

Answers:

- I expect Lucy and Paul will stay for dinner. (a future prediction)
- Oh, that's them. I'll get it. (a quick decision or offer)
- Next month I'm going to buy a new car. (a future plan or intention)
- It's really dark. I think it's going to rain. (a future prediction when there is evidence)
- It's my birthday next Tuesday. I'll be 17. (a future fact)

2 Choose the best replies.

- Ask the students to work in pairs and to look at the dialogues. In each case, they should decide which is the correct future form, based on the

UNIT
6

Grammar Future forms

GRAMMAR
REVIEW
PAGE 126

1 Underline the future verb forms in sentences 1–6. Then match each sentence with the correct use.

Sentence	Use
1 The school inspector <u>is coming</u> on Thursday. <u>He's arriving</u> at 10 o'clock.	<input type="checkbox"/> a future fact
2 I expect Lucy and Paul will stay for dinner.	<input checked="" type="checkbox"/> a future arrangement
3 Oh, that's them: I'll get it.	<input type="checkbox"/> a future plan or intention
4 Next month I'm going to buy a new car.	<input type="checkbox"/> a future prediction
5 It's really dark. I think it's going to rain.	<input type="checkbox"/> a quick decision or offer
6 It's my birthday next Tuesday. I'll be 17.	<input type="checkbox"/> a future prediction when there is evidence

2 Choose the best replies.

- "We haven't got any tea."
"It's OK. I'm going to get some/I'll get some/I'm getting some."
- "Why are you turning on the television?"
"I'm going to watch/I'll watch/I'm watching the news."
- "When are you leaving for Rome?"
"I'll leave/I'm leaving/I'm going to leave tomorrow afternoon."
- "How old are you?"
"I'm being/I'm going to be/I'll be 16 on Saturday."
- "You look very happy. Have you had some good news?"
"Yes, my sister is having/will have/is going to have a baby."



3 Ask and answer in pairs.

- What arrangements have you made for next week?
- What are your personal plans for the next two years?
- Make a prediction about your life ten years from now.
- The classroom window is open and it is cold. Make a quick decision.

FOCUS ON GRAMMAR

Future forms

Use *will* + infinitive

- for predictions without evidence: *I think it **will** rain.*
- for future facts: *This school **will be** ten years old this year.*
- for quick decisions: *A: I'm thirsty.*

B: I'll go get you a glass of water.

Use *am / is / are going to* + infinitive

- for predictions with evidence: *It's cloudy. I think it's **going to** rain.*
- Warning someone of something: *Watch out! The car **is going to** hit you!*

Use the present continuous

- to talk about things that you have arranged: *I'm **visiting** my cousins at the weekend.*

WORKBOOK
PAGE 26

list of uses in the previous exercise.

- Check answers with the class, by having pairs perform the conversations, with the second speaker supplying the correct future form in reply.

Answers:

- I'm going to watch
- I'm leaving
- I'll be
- is going to have

3 Ask and answer in pairs.

- Give the students a few minutes to read the questions, to think of ideas and to make notes, if they wish, before you put them into pairs.
- As they discuss, go round monitoring and helping where necessary. Remind them to

UNIT
6

1 Read and complete with the correct form of these words.

be come drive fly have own talk travel use



Twenty years from now, I think my country will be a fantastic place. Every family a will own a home and all the energy we need b from the sun. Every home c a computer in every room, and everyone d to their friends on the internet. Nobody e ordinary telephones any more. We f cars with special batteries and our cities g cleaner and quieter. I think we h more by air than we do now because planes will be faster and cheaper. Perhaps we i to the moon.

2 How can you help these people? Make offers using *I'll*.

- a Gamal I'm cold.
You I'll close the window.
- b Ali I don't understand this maths problem.
You _____
- c Azza I can't find my dictionary.
You _____
- d Youssef I'm thirsty.
You _____
- e Zahra I'm too hot.
You _____
- f Ali I don't know the way to your house.
You _____

3 What are you going to do this weekend?
What are you not going to do?

- a I'm going to visit my grandparents. I'm not going to go swimming.
- b _____
- c _____
- d _____

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read the Focus on Grammar box if they need help. Ask several pairs to report back on their discussion to the class.

Students' own answers



WORKBOOK

page 26

1 Read and complete with the correct form of these words.

- 1 Ask the students which of the ways of talking about the future we use to make future predictions (*will*). Tell them to read the text about one person's predictions for the world in twenty years' time and to complete it with the

right form of the verbs in the box. Point out the example to them.

- 2 Allow the students to compare their texts in pairs or small groups before checking with the class. Ask the students if they agree with these predictions for the future and whether they can make any predictions of their own.

Answers:

- | | |
|---------------|-------------|
| b will come | c will have |
| d will talk | e will use |
| f will drive | g will be |
| h will travel | i will fly |

2 How can you help these people? Make offers using *I'll*.

- 1 Remind the students that *will* is also used to make offers, which are, in effect, quick decisions. Go through the example with the class and then ask the students to read the other prompts and decide what offer they could make to help each person.
- 2 Go round, monitoring and offering extra help where needed.
- 3 Check answers with the class by asking one student to read out the prompt sentence and another to supply the correct offer of help. There may be more than one acceptable answer for each prompt.

Suggested answers:

- b I'll explain it./I'll help you.
c I'll help you find it.
d I'll get you a drink.
e I'll open the window.
f I'll give you directions.

3 What are you going to do this weekend?
What are you not going to do?

- 1 Remind the students that *going to* is used to talk about future plans or arrangements. Point out the negative form *not going to* in the example.
- 2 Ask the students to write one thing they are going to do and one thing they are not going to do on each line.

Students' own answers

LESSON 3

SB page 33

Reading

1 Read the text and match the headings with the correct paragraphs 1–5.

- 1 Ask the students to read the article. It is quite long and complicated, so give them plenty of time to do this. Answer any question about vocabulary.
- 2 Ask the students to match the headings to the correct paragraphs of the article. Check answers with the class. Ask them if they think that the article is positive or negative about the future (positive).

Answers:

- a 3 b 4 c 1
d 5 e 2

2 Read again and answer these questions.

- 1 Go through the questions with the class so that they know what information to look out for when they read the article again.
- 2 Give the students time to read the article again and find their answers.
- 3 Check answers with the class.

Answers:

- b Because cars can use both electricity and petrol. When the battery is empty, the petrol engine takes over.
c Hydrogen and oxygen.
d Because there will be no oil in the world in the future.

3 Compound nouns (nouns made from two or more nouns) are often used instead of phrases with prepositions. Replace the words in italics with the compound nouns from the text.

- 1 Read the bold instructions and make sure they understand what a compound noun is. Ask them to suggest any compound nouns they know and write them on the board. If they need help to start off, give examples, such as school inspector, birthday card, matchbox, teapot, computer keyboard, car door, water bottle.

Reading

1 Read the text and match the headings with the correct paragraphs 1–5.

- a ☐ Electric cars
b ☐ The newest ideas
c ☒ 1 The problems of car exhaust gases
d ☐ The end of oil
e ☐ Better engines and natural gas

2 Read again and answer these questions.

- a How are the engines in today's cars better than in the past?
They burn petrol more efficiently.
b How are cars that use engines and batteries better than early electric cars?
c What may car batteries use in a few years' time?
d Why is it so important for us to find a replacement for petrol soon?

Cars without oil

- ① Air pollution is a big problem for people and the environment. If you sit in a **traffic jam** in Cairo, your lungs will fill with the **exhaust fumes** from cars, buses and lorries. Poor air which is polluted by exhaust fumes can damage your health and the environment.
② Scientists are working on the problem of exhaust pollution. Now, all cars burn petrol more **efficiently** than in the past. Scientists have also designed engines which use natural gas, and many buses in Cairo and other cities use these engines.
③ Engineers also designed electric cars that used **batteries**. The batteries in early electric cars could not store as much fuel as petrol vehicles. This meant that they could not travel as far or as fast as petrol cars. Now, however, engineers have designed cars which use both electricity and petrol. When the battery is empty, the petrol engine takes over, and when the car uses petrol, this **recharges** the battery. These cars can go **further** using the same amount of petrol as ordinary cars.



This car uses electricity and petrol

- ④ Scientists have also discovered that cars can run on vegetable oil, which means that farmers will be able to "grow" fuel in their fields. And now engineers are working on a new type of car battery which makes energy out of **hydrogen** and **oxygen**. Experts believe that we may be able to buy cars using these batteries in the next ten years.
⑤ We know that at some time in the future, there will be no oil in the world, so we need to find a **replacement** for petrol as soon as possible.

3 FOCUS ON COMPOUND NOUNS

Compound nouns (nouns made from two or more nouns) are often used instead of phrases with prepositions. Replace the words in *italics* with the compound nouns from the text.

- a These days, cars can use *oil made from vegetables*. *vegetable oil*
b Cars, buses and lorries produce *pollution of the air*.
c Has your car got a *system which uses a satellite for navigation*?
d I sat in a *jam of traffic* for 45 minutes on the way to work today.

- 2 Look at the example, a, with the class. Ask the students to work individually to replace the italicised words in each of the following sentences with a compound noun.

- 3 Allow them to compare answers in pairs. Then check answers with the class by asking different students to read a sentence, substituting their compound noun for the italicised words.

Answers:

- b air pollution
c satellite navigation (sat nav)
d traffic jam

LESSON 4

SB page 34

WB page 27

UNIT 6

Critical thinking

1 Read the text and answer four of the following questions.

- Where does the air pollution in big cities come from?
It comes from exhaust fumes from cars, buses and lorries.
- How is natural gas used in some cities?
- How do some cars use petrol and batteries together?
- Do you think air pollution will get better or worse in the future? Why?
- Do you think it is important to spend time trying to solve the problem of exhaust pollution? Why?
- What other things could people use for fuel in the future?

If you sit in a traffic jam in a big city, your lungs will fill with the exhaust fumes from cars, buses and lorries. Scientists are working on the problem of exhaust pollution. They have designed engines which use natural gas, and many buses in Cairo and other cities use these engines. Engineers have designed cars which use both electricity and petrol. When the battery is empty, the petrol engine takes over, and when the car uses petrol, this recharges the battery.

2 Look at the photo and discuss these questions in pairs.

- What does this photo say about the modern world?
- Who is affected by pollution?
- Who or what is to blame for this situation?
- What can we do about this problem?

3 Discuss in pairs.

Modern countries need industry.
Industry leads to pollution.

Is there anything that we can do to solve this problem? Discuss using expressions from *Focus on functions*.

FOCUS ON FUNCTIONS

Discussing consequences

- The reason that we have ... is because ...
- The problem with ... is that ...
- Although we need ... it leads to ...
- Perhaps we should ...
- One day, we will all be able to ...

WORKBOOK
PAGE 27

- When the battery is empty, the petrol engine takes over.
- Suggested: It will get worse because there are more people and more cars. / It will get better because scientists will use cleaner fuels.
- Suggested: Yes, because exhaust pollution is bad for our health and the environment.
- Suggested: They could use our rubbish and perhaps one day even water.

2 Look at the photo and discuss these questions in pairs.

- Focus the students' attention on the photo and read the questions to the class. Make sure all the students understand the questions.
- Put the students into pairs to discuss the questions. Go round, monitoring and helping with vocabulary.
- Ask several pairs to share their answers with the class.

Suggested answers:

- It says we are all affected by air pollution.
- We all are: people, animals and the environment.
- We are all to blame because we all use cars and need factories to make things for us.
- We should encourage scientists to find cleaner fuels so we do not have pollution.

Critical thinking

1 Read the text and answer four of the following questions.

- Give students time to read the text, which is an extract from the text they read in the previous lesson.
- Read the questions and the example answer. Explain that students need to answer four of the six questions.
- Students can work individually and then compare answers in pairs.
- Check their answers as a class.

Answers:

- It is used in many buses in different cities.

3 Discuss in pairs.

- Read the statements in the box to the class and then ask the question. Brainstorm ideas and vocabulary and put them all on the board.
- Make sure students understand the questions. Explain that they can answer using the expressions from *Focus on Functions*. Go over these expressions and ask students to give you some completed example sentences, for example, *The reason that we have air pollution is because we have so many cars.*
- Put the students into small groups to discuss the question. Go round, helping with vocabulary.
- Ask the group to write five sentences to answer the question, by using the expressions from

Focus on Functions, vocabulary and expressions from the board, as well as their groups' ideas.

- 5 Ask each group to read its sentences to the class.

Students' own answers



WORKBOOK

page 27

- 1 Read the article on Student's Books page 33 and find these things. Use your dictionary to add two more words to each list.

- 1 Ask the students to turn to page 33 in their Student's Books and to complete the table. Go round, monitoring and giving extra help where needed.
- 2 When the students have completed the first part of the table, ask them to use their dictionaries to add more words to each list.
- 3 Check answers with the class.

Answers: _____

Three types of vehicle

2 buses 3 lorries Suggested: van, ambulance

Three gases

2 hydrogen 3 oxygen Suggested:
carbon dioxide, nitrogen

Three jobs

2 engineer 3 scientist Suggested:
teacher, architect

Three types of fuel

2 electricity 3 natural gas Suggested:
wood, coal





2 Choose the correct word.

- 1 Read the example sentence. Then ask students to choose the correct word in each sentence. They can do this individually and compare answers in pairs.
- 2 Check answers with the class.

Answers: _____

- b Exhaust c lungs
d efficiently e oxygen
f battery g recharge
h further

- 1 Read the article on Student's Book page 33 and find these things. Use a dictionary to add two more words to each list.

Three types of vehicles	Three gases	Three jobs	Three types of fuel
			
1 cars	1 natural gas	1 farmer	1 petrol
2	2	2	2
3	3	3	3
•	•	•	•
•	•	•	•

2 Choose the correct word.

- a An **expert/engineer** is someone with special skills or knowledge of a subject.
b **Petrol/Exhaust** is pollution from a car.
c Our **hearts/lungs** are parts of our body that fill with air when we breathe.
d Today's cars run more **efficiently/hard-working** than in the past.
e We need **oxygen/petrol** in order to breathe and live.
f A **gas/battery** is what stores electricity for a car, radio, watch, etc.
g When you **recycle/recharge** a battery, you put more electricity into it.
h Alexandria is **further/later** away from Cairo than Tanta.

3 Write sentences.

- a What form of energy is shown here?

- b Do you know any other forms of natural energy like this?



3 Write sentences.

- 1 Read through the questions with the class, and then ask them to work individually to write answers in full sentences. Go round, monitoring and giving help with vocabulary and ideas.
- 2 Check the answers by asking several students to read their answers to the class.

Answers: _____

- a The form of energy shown in the picture is wind power.
b (suggested answer) Other forms of natural energy include wave power, geo-thermal, hydroelectric and solar power.

LESSON 5

SB page 35

WB page 28

Communication skills

Giving reasons for and against an argument

- 1 Do you agree with the following?
Discuss in pairs.

The best way to protect the environment is to stop people driving cars.

- 2 What do you think of the ideas in this composition? Discuss in pairs.

"To protect the environment, people should only drive their cars for four days a week."
Everybody agrees that cars and other vehicles are damaging our health and our world. This problem is getting worse every year and we must do something to protect the environment. Different countries have different ways of stopping this damage. In some places, for example, the price of petrol is very high. In other places, people have to pay to drive on some roads or in some cities. Now a speaker is suggesting that people should only be able to use their cars for four days a week instead of seven. In this composition, I am going to discuss some of the ideas for and against this suggestion.

- a Write three ideas for the speaker's suggestion, like the sample.
b Write three ideas against the speaker's suggestion, like the sample.

- 3 Give a talk to other students giving your own opinions.

- a Decide whether you are for or against the speaker's suggestion.
b Talk for about two minutes. Use your notes from Exercise 2.
c After each person has spoken, decide as a group whether you agree or disagree with the suggestion.

FOR	AGAINST
Cars are damaging the environment.	Many people need to use their cars every day for work

4 Research the following about cities

Find out about:

- a city that has a problem with air pollution
- how the city is trying to improve the situation

Then say what you think will happen to this city in the future.

WORKBOOK
PAGE 28

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2 What do you think of the ideas in this composition? Discuss in pairs.

- 1 Ask the students to read the title and the first paragraph of the composition given in the Student's Book. When they have finished reading, ask what they think about the ideas in it.
- 2 Focus attention on the sample notes and ask the students to work in different pairs to think of three more ideas to go in the For column and three more to go in the Against column. Go round, monitoring and giving help with vocabulary and ideas. Make sure each student in the group makes a copy of the table, as they will all need one for the next exercise.

3 Give a talk to other students giving your own opinions.

- 1 Give the students some time to read through their ideas, think of more ideas and decide whether they are for or against the suggestion in the composition title. Ask them to think of what they could say to support their argument, using the notes they produced in the previous exercise.
- 2 Put the students into small groups so that they are working with different students from those they worked with in Exercise 2. Ask them to take turns to tell the other students their opinions.

Communication skills

1 Do you agree with the following? Discuss in pairs.

- 1 Read the statement in the box to the class or ask a confident student to do this. Make sure everyone understands the statement.
- 2 Ask *Do you agree with this statement?* Put the students into pairs to discuss the statement and to decide if they agree or disagree with it. Go round, monitoring and giving help with vocabulary and ideas.
- 3 Ask several pairs to report back to the class on their discussions.

- 3 When all the students in the group have spoken, ask them to vote on whether they agree or disagree with the suggestion.

4 Research the following about cities

- 1 Go through the instructions with the class and make sure they understand what they have to do.
- 2 Encourage students to use the library or the internet to find this information. They can write up their findings and predictions for homework. You can take in this work in the next lesson.

**1 Read and answer the questions.**

- 1 Give the students time to read the section of the composition. Then ask them to discuss the questions underneath in pairs or small groups.
- 2 Check answers with the class.

Answers:

- b three
c First, Secondly, And thirdly

2 Write for and against paragraphs.

- 1 Remind the students of the paragraph in Exercise 2 of the Student's Book and the talks they gave in Exercise 3. Tell them that they are now going to write two more paragraphs for the composition in Exercise 2, one with ideas for the suggestion and one with ideas against it. Go through the instructions and make sure everyone understands what they have to do.
- 2 Ask them to plan their paragraphs using the notes they made for Exercises 2 and 3 in the Student's Book.
- 3 Give them plenty of time to write their paragraphs or set this for homework. If you do it in class, go round giving help and encouragement where needed. Make sure they use words like *firstly* and *secondly* to structure their writing and that they include second conditional sentences, future forms and the words and phrases suggested.
- 4 Display the finished compositions in the classrooms.

Students' own answersUNIT
6**1 Read and answer the questions.**

In this composition, I am going to discuss some of the ideas for and against stopping people from driving their cars.

Firstly, everybody agrees that ~~high~~ ~~costs~~ ~~are~~ ~~the~~ ~~main~~ ~~reason~~ ~~for~~ ~~stopping~~ ~~people~~ ~~from~~ ~~driving~~ ~~their~~ ~~cars~~. Secondly, a price increase ~~will~~ ~~lead~~ ~~to~~ ~~more~~ ~~people~~ ~~driving~~ ~~their~~ ~~cars~~. And thirdly, ~~there~~ ~~will~~ ~~be~~ ~~more~~ ~~pollution~~ ~~if~~ ~~people~~ ~~are~~ ~~not~~ ~~allowed~~ ~~to~~ ~~drive~~ ~~their~~ ~~cars~~.



- a What is the subject of the composition? Stopping people driving their cars
- b How many ideas does the writer give? three
- c Which words show where each new idea begins? Firstly, Secondly, And thirdly

2 Write for and against paragraphs.

- a Plan three sentences for each paragraph using the notes from Exercise 2 in the Student's Book.

Paragraph 1 Ideas **for** the suggestion that people should only drive their cars on four days a week.

Paragraph 2 Ideas **against** the suggestion.

- b Write your paragraphs. Each paragraph should have 60–80 words.

- Use these words to introduce each new idea:
Firstly Secondly Thirdly/Lastly
- Use second conditional sentences and future forms.
- Use some of these words and phrases:
In my opinion ... I think/don't think that ... This means that ... so

Assessment

Listening and Speaking

Target element: future forms

Say the first half of the following sentences. Students listen and complete them using the correct future form. Suggested answers in brackets:

- 1 *The phone's ringing.* (I'll answer it.)
- 2 *Look at those black clouds.* (It's going to rain.)
- 3 *On my next birthday,* (I'll be 15.)
- 4 *This Friday,* (I'm going to the mosque.)
- 5 *For our English lessons this week,* (we're learning about future forms.)
- 6 *Are you thirsty?* (I'll get you a drink.)
- 7 *When I'm 30,* (I'll have a good job.)

Reading Task

Target element: future forms, vocabulary from the unit

Use WB page 26, Ex. 1 (once completed). Students read the completed passage. Then ask them the following questions (answers below in brackets):

- 1 *What year is the passage about?* (This year + 20)
- 2 *What does the writer think this country will be like?* (He/She thinks it will be fantastic.)
- 3 *Where will we get our energy from?* (We will get it from the sun.)
- 4 *Why won't people have telephones any more?* (Because people will talk on the internet.)
- 5 *Why will our cities be quieter and cleaner?* (Because cars will use special batteries.)
- 6 *What will planes be like?* (They will be faster and cheaper.)
- 7 *Where does he think people may live?* (He thinks perhaps they will live on the moon.)

Writing Task

Target element: vocabulary from the unit

Use WB page 27 Ex. 2, after completion. Students write sentences for each of the circled words in the completed exercise. The sentences should show the meanings of the words in context, but not be a definition of the word.

Sample answers:

- a You shouldn't ask a friend to repair your computer. You should ask an expert.
- b The air in many cities is polluted because of the exhaust from cars.
- c Don't smoke, as it is very bad for your lungs.
- d This car doesn't waste petrol because it runs efficiently.
- e People cannot live on the moon because there is no oxygen.
- f My watch doesn't work because it needs a new battery.
- g Don't throw the battery away. We can recharge it and use it again.
- h Italy is a long way from here, but America is further.

Revision B

LESSON 1

SB page 36

Listening

1 Look at the picture and answer the questions.

- 1 Focus students' attention on the picture and ask them to answer the first question.
- 2 Tell the students to discuss the other questions in pairs.
- 3 Check their answers.

Answers:

- a He is on a beach.
- b He is digging holes in the sand.
- c water

2 Now listen to "At the Sea-side", another poem from *A Child's Garden of Verses*, and choose the correct answer.

- 1 Ask students who wrote *A Child's Garden of Verses* (Robert Louis Stevenson). Ask them to tell you what they can remember about any of his poems. Write the following on the board: **rhyme, rhythm, verse, stress**. Ask students to tell you what these are, or if they can give you any examples of them. Praise those who can.
- 2 Explain that they are going to listen to another one of his poems called "At the Sea-side". Before they listen, explain the new words in the box.
- 3 Play the recording or read the poem. Students answer.
- 4 Check their answers as a class.

Answers:

- b A
- c A

Revision B

Listening

1 Look at the picture and answer the questions.

- a Where is the boy?
- b What is he doing?
- c What is in one of the holes?

2 Now listen to "At the Sea-side", another poem from *A Child's Garden of Verses*, and choose the correct answer.

shore = the land next to the sea
spade = something you can use to dig with

- a What is the spade made of?
A plastic B metal **C wood**
- b At first, the holes he digs have
A nothing in them B sand in them
C water in them
- c Later, the holes fill with
A water B sand C nothing

At the sea-side

When I was down beside the sea
A wooden spade they gave to me
To dig the sandy shore.

My holes were empty like a cup.
In every hole the sea came up,
Till it could come no more.

3 Listen again and answer these questions.

- a Which word rhymes with sea? **me**
- b Which word rhymes with shore?
- c Which word rhymes with cup?
- d Does the poem have one or two verses?

4 Discuss these questions in pairs.

- a Do you like the poem? Why/Why not?
- b Have you been to a beach like this?
- c What did you do there, or what would you like to do there?
- d What do you like doing on holiday?
- e What are you going to do on your next holiday?

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TAPESCRIPT

At the sea-side

When I was down beside the sea
A wooden spade they gave to me
To dig the sandy shore.
My holes were empty like a cup.
In every hole the sea came up,
Till it could come no more.

3 Listen again and answer these questions.

- 1 Ask students to read the questions and check they understand what they have to do.

Grammar

1 Complete the questions and answers using the present perfect or past simple.

- a How long/you study English? *How long have you studied English?*
(Five years) *I've studied English for five years.*
- b How long/Ali work in Cairo? (Six months)
- c your brother/leave university? (Yes/two years ago)
- d you/be to Australia? (No/never/there)
- e How long/Mohamed/study Chinese? (2010)

2 Correct any mistakes in the answers in these conversations.

- a What are your plans for the summer? *I'll look for a part-time job.*
I'm going to look for a part-time job.
- b Are you doing anything this afternoon? *No, I won't do anything.*
Don't worry, I'm getting some.
- c We haven't got any coffee. *No, but I'll see it this afternoon with Jane.*
- d Have you seen the new James Bond film? *No, but I'll see it this afternoon with Jane.*

3 Now answer these questions.

- a What are your plans for the summer?
- b What are you going to do this evening?
- c What do you think the weather will be like next weekend?
- d You see an old woman carrying a heavy bag.
What do you say to her?

4 Choose the correct verbs to complete these dialogues.

- a A Are you cleaning the flat? I'd offer *helping/to help*, but I have to go out.
B That's OK. I'll keep *cleaning/to clean* it.
It won't take long.
- b A What are you planning *doing/to do* when you get back?
B I'm not sure yet, but I promise *telling/to tell* you as soon as I know.
- c A Have you decided *coming/to come* with me or to stay here?
B I'm not sure. What do you suggest *doing/to do*?
- d A I think you'll enjoy *reading/to read* these poems.
B I'm sure I will. I finished *reading/to read* the last collection very quickly.



5 Talk to a partner to complete the sentences.

- a It's important to remember
- b You must never stop
- c I would like
- d My teacher suggests

4 Discuss these questions in pairs.

- 1 Give students time to discuss the questions in pairs. Go round and monitor as they are talking.
- 2 Have a brief class discussion so that students can share their ideas.

LESSON 2

SB page 37

Grammar

1 Complete the questions and answers using the present perfect or past simple.

- 1 Tell students how long you have taught for. Then ask a few students how long they have studied English. Students answer using the present perfect.
- 2 Read the example sentence. Explain that they must ask and answer similar questions using the prompts. They can do this individually, then compare answers in pairs.
- 3 Check their answers as a whole class.

Answers:

- b How long has Ali worked in Cairo?
He's worked in Cairo for six months.
- c Has your brother left university? Yes, he left university two years ago.
- d Have you (ever) been to Australia? No, I've never been there.
- e How long has Mohamed studied Chinese? He's studied Chinese since 2010.

2 Correct any mistakes in the answers in these conversations.

- 1 Ask students what they are doing after school today. Then ask them what they think the weather will be like next weekend. Students answer using the present continuous and *will* forms.
- 2 Read the example in the book. Explain that they need to look at the answers to the questions and correct the mistakes. They can do this in pairs.
- 3 Check their answers by asking pairs to read the correct questions and answers aloud. If necessary, remind students that we use the

2 Play the poem again. Students answer the questions individually.

3 Play the recording again if necessary. You may need to pause the recording after each line if they find questions e and f difficult. Then ask students to compare their answers in pairs.

4 Check answers as a whole class.

Answers:

- b more c up
- d It has two verses e four words
- f three words

present continuous to talk about plans, but the *will* form to talk about offers or predictions.

Answers: _____

- b No, I'm not doing anything.
- c Don't worry, I'll get some.
- d No, but I'm seeing it this afternoon with Jane.

3 Now answer these questions.

- 1 Students ask and answer the questions in pairs. If they need more help with future forms, they can refer to the Focus on Grammar box on page 32, or the Grammar Review on page 126.
- 2 Go round and check they are using the correct future form.
- 3 Ask a few pairs to demonstrate their questions and answers to the class.

Students' own answers

4 Choose the correct verbs to complete these dialogues.

- 1 Read the first sentence and elicit the correct answer to check they understand the task.
- 2 Students then complete the task individually and compare answers in pairs.
- 3 Check their answers by asking pairs to read a line each of the correct conversations.

Answers: _____

- a to help / cleaning b to do / to tell
- c to come / doing d reading / reading

5 Talk to a partner to complete the sentences.

- 1 Students work in pairs to complete the sentences.
- 2 If students need more help with verbs that are followed by *to* or *-ing*, they can refer to Exercise 2 and the Focus on Grammar box on page 27.
- 3 Ask a few students to read example sentences to the class.

Suggested answers: _____

- a to revise for your exams.

b practising your English.

Revision B

Reading

1 Discuss these questions in pairs.

- a Do you know the names of any new cities in Egypt, or in any other countries in the world?
- b What do you know about these places?

Brasilia



2 Read about new cities and find out which of the following is not a reason for building a new city.

- a To move people away from other big cities.
- b To move the government to the middle of a country.
- c To provide new jobs.
- d To replace an old city.

3 Read again and complete these sentences with information from the text.

- a Sadat City, is *a large industrial city between Cairo and Alexandria.*
- b Sadat City was built because
- c In 1960 in Brazil,
- d Called Brasilia, the city now has
- e In Saudi Arabia, they are going to
- f They started building King Abdullah Economic City and hope

4 Discuss these questions in pairs.

- a Why do you think some countries are building new cities?
- b How are new cities different from old cities?
- c Would you want to live in a new city? Why/Why not?

38

New cities

Egypt has the world's largest programme of city building. Between 1989 and 2009, the country built 20 new cities and is now planning to build 45 more. Some of these cities are popular with companies who want to open new offices near Cairo and want their workers to live in comfortable **conditions** near to their place of work. An example is Sadat City, a large **industrial** city between Cairo and Alexandria. The government built these new cities because the population of Cairo had become too large.

Until 1960, Rio de Janeiro had always been Brazil's capital. In 1960, a completely new city in the middle of the country became the capital. Called Brasilia, the city now has a population of about three million and is the home of the country's government. Many people from all over the country helped to build Brasilia. When the city was finished, these workers did not want to go home, so new villages were built near to the city where they could live.

Saudi Arabia also has a new city building programme and is going to build six new cities in the next few years. The most important of these will be King Abdullah Economic City (KAEC). It is on the Red Sea 100 km north of Jeddah and will be the country's most important port. They started building KAEC in 2006. They hope to finish it in 2025. When it is complete, the city will cover 388 square kilometres, be home to two million people and provide one million jobs.

Sadat City



c to go to the beach at the weekend.

d learning ten new words a week.

LESSON 3

SB page 38

Reading

1 Discuss these questions in pairs.

- 1 Tell the students to look at the pictures, and to say what sort of places these are.
- 2 Ask students to discuss the questions in pairs, then to share their ideas with the class.

Students' own answers

Communication skills Project

- 1 Complete this questionnaire with your opinions about a possible new city in your part of the country.

New city questionnaire

How strongly do you agree with these statements?

(1 = I completely disagree, 5 = I strongly agree)

- a ☐ We need a new city in the area.
 b ☐ I would like to live in the new city.
 c ☐ I could work in the new city, but I would not want to live there.

Now answer these questions.

- 1 How near should the new city be to where you live now?
 2 How many people should live there (more or fewer people than in your nearest city)?
 3 What new industries or businesses could provide work for the people who live there?
 4 How should people travel to work in the new city?
 5 Should there be an airport or a railway station in the new city?
 6 What else should there be in the new city? Make three suggestions.

- 2 Work in pairs and do the following.

- a Tell your partner about your answers to the questionnaire. Use some of these expressions.

- In my opinion ...
- I (don't) think ...
- As far as I'm concerned ...

- b When your partner expresses his or her opinion, agree or disagree using some of these expressions.

- I agree/disagree.
- I'm not sure about that.
- That's (not) true.

- 3 Now talk to another pair about the new city.

- a Say why we need or don't need new cities. Use some of these expressions.

- The reason that we have ...
- The problem with ... is ...
- Perhaps we should ...
- One day, we will all be able to ...

- b Tell each other about your preferences. Use some of these expressions.

- I'd prefer ...
- I'd rather (not) ...
- I don't/wouldn't mind ...

Revision B

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complete the sentences. They can do this individually.

- 3 Check answers: ask different students to read out the completed sentences.

Answers: _____

- b the population of Cairo had become too large.
 c a completely new city in the middle of the country became the capital.
 d a population of about three million.
 e build six new cities in the next few years.
 f to finish it in 2025.

4 Discuss these questions in pairs.

- 1 Read out the first question and invite some initial ideas from the class.
 2 Tell the students to discuss the three questions in pairs. Go round and listen, offering prompts if necessary.
 3 Ask volunteers to report their ideas back to the class.

Suggested answers: _____

- a Because existing towns have too many people. There is not enough space for new houses, businesses or traffic. New cities have more space and can include better transport and business opportunities.
 b They are built for the modern world, with good transport facilities and modern housing. There are better leisure facilities, large modern shops and maybe new types of technology, for example, solar power.
 c No, because they have no history. You may not feel you belong to a new city. They are less exciting. / Yes, because there is more space and you can live in better homes and use all the latest technology.

2 Read about new cities and find out which of the following is not a reason for building a new city.

- 1 Ask students to read the four options, then give them time to read the text.
 2 Check answers as a whole class.

Answers: _____

- d To replace an old city

3 Read again and complete these sentences with information from the text.

- 1 First, ask the students to read the six gapped sentences.
 2 Tell them to read the text again if necessary to

LESSON 4

SB page 39

Communication skills

1 Complete this questionnaire with your opinions about a possible new city in your part of the country.

- 1 Allow time for the students to read the questions carefully. You could tell them to discuss ideas with a partner.

- 2 Students complete the forms; go round and check.

Students' own answers

2 Work in pairs and do the following.

Put the students in pairs. Tell them to read the instructions and then take turns to tell each other about their opinions while the other one responds. Make sure they use some of the phrases suggested.

3 Now talk to another pair about the new city.

- 1 Join pairs to make groups of four.
- 2 Allow time for them to read the instructions, then go round and listen while they talk to each other. Remind them to use some of the expressions in the boxes.
- 3 Choose different students to form pairs, who then have similar conversations in front of the class.

LESSON 5

SB page 40

Revision B

Extra reading

1 Read this paragraph from *Oliver Twist* and discuss the questions.

- a Why were Oliver and the other boys in the workhouse?
- b Why were the boys always hungry?

Oliver worked hard at the workhouse with these boys and quickly realised that his life was not going to become any easier. His bed was very uncomfortable and the food was never enough. All they ate was a thin soup. The boys he worked with were always hungry. After a few months, they were all so close to starving that they made a plan. They decided they must have more food, and they chose Oliver to ask for it.

2 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

conflict (n) depend on donation drought
harvest hunger malnourished shortages

Fighting world hunger

Hunger was common among poor people everywhere in Charles Dickens's time, and it is still a big problem in many parts of the world. Charity workers think that there are about 925 million hungry people in the world today. One charity, The World Food Programme, helps to feed more than 90 million **malnourished** people in 70 different countries every year.

Scientists say that there is enough food for everyone in the world and that nobody needs to suffer from **hunger**. So why are there so many hungry people? One reason is that there are poor **harvests** after a **drought**. Most crops do not grow when there is not enough water. This means that the price of ordinary food, like rice or bread, goes up in poorer countries. War or regional **conflicts** can also lead to food **shortages**.

So how are charities helping people? The World Food Programme has 30 ships, 70 planes and 5,000 lorries which take food and other help to the areas that need it most. In recent years, this charity, which **depends on donations**, has worked in East Africa, Pakistan, Afghanistan and Sudan.

Charities do everything they can to help and scientists are growing new crops using genetic engineering to produce more food. Still, hunger will continue to be a problem for many years.



3 Read the text and complete these sentences.

- a The World Food Programme is a charity which feeds people in
- b Nobody needs to suffer from hunger because there is for everyone.
- c If there is not enough water, there are poor
- d Rice and bread are examples of
- e The World Food Programme gets money from

4 Discuss these questions in pairs.

- a Many people think that the problem of hunger is worse than it was in the past. Do you agree? If so, why do you think the problem is getting worse?
- b Who else can help to feed malnourished people? What can ordinary people do?

5 PROJECT

Use the internet or a library to find out about the work of one of the following charities:

- Oxfam
- Action Against Hunger
- Care International

WORKBOOK
PAGES 29-32

40

Extra reading

1 Read this paragraph from *Oliver Twist* and discuss the questions.

- 1 Ask students to read the questions, then allow them time to read the paragraph.
- 3 Discuss their answers as a class.

Answers: _____

- a Because they had no parents to look after them. The owners of the workhouse could get them to work for very little.
- b Because the owners of the workhouse did not give them enough to eat.

2 Check the meanings of these words in your dictionary.

- 1 Ask students if they know the meaning of any of these words, and if they do, see if they can explain them to the class. Explain that these words will help them to understand the reading text.
- 2 Allow students time to look up the words in the dictionary.
- 3 Check answers as a whole class.

Answers: _____

conflict (n) a disagreement or fighting between people, groups or countries

<i>depend on</i>	to need someone or something's help in order to live or to continue
<i>donation</i>	something, especially money, that you give to help a person or organisation
<i>drought</i>	a long period of dry weather, when there is not enough water
<i>harvest</i>	to gather crops from the fields
<i>hunger</i>	the feeling you have when you want or need to eat
<i>malnourished</i>	ill or weak because of not eating enough food, or because of not eating good food
<i>shortages</i>	situations in which there is not enough of something that people need.

3 Read the text and complete these sentences.

- 1 Encourage students to read the gapped sentences first, then to read the text to complete them.
- 2 Students can compare answers in pairs.
- 3 Check answers as a whole class.

Answers:

- a 70 different countries every year.
- b enough food
- c harvests
- d ordinary food
- e donations

4 Discuss these questions in pairs.

- 1 Give students time to discuss the questions, then open it up into a class discussion.

Suggested answers:

- a Yes. It is probably because the population of many countries is becoming larger so they need more food. There are also problems with climate change which can mean more droughts and poor harvests.
- b Governments and other charities can help to feed them. Ordinary people can donate to charities which help these people.

5 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 write up their projects for homework.
- 3 Take in their work to mark and display some of their projects on the classroom wall if possible.

**1 Finish the following dialogue:****Answers:** _____

- a I'm not so sure about that./I disagree.
- b Certainly./Yes. What is it?
- c No problem./Yes, of course./That's not a problem.
- d Perhaps we should go to the park.

2 Write what you would say in each of the following situations:**Answers:** _____

- a The reason that there are so many cars is because they have closed the road they usually take.
- b No, I'm afraid I can't. I don't have time.
- c Could you possibly/I wonder if you could/Do you think you could help me with a maths question?
- d I agree.

3 Choose the correct answer from a, b, c or d.**Answers:** _____

- | | |
|------|------|
| 1 b | 2 d |
| 3 a | 4 b |
| 5 b | 6 a |
| 7 d | 8 b |
| 9 a | 10 b |
| 11 c | 12 b |

A Language Functions**1 Finish the following dialogue:***Leila and Sara are discussing what to do on such a hot day.***Leila** I think it's the hottest day of the year today!**Sara** 1 _____ . It was hotter last week.**Leila** Could you do me a favour, Leila? 2 _____ ?**Sara** 3 _____**Leila** That's much cooler! Thanks!**Sara** 4 _____ ? It's too hot outside.**Leila** That's a good idea. How about watching television?**Sara** I agree! Let's stay here and watch a film.**2 Write what you would say in each of the following situations:**

- 1 A friend asks you why there are so many cars outside the school. Give reasons.

- 2 Your brother/sister asks you to help him/her with some homework. You do not have time to do this.

- 3 You would like a student in your class to help you with a maths question. You do not know the student very well.

- 4 You read the same book as your friend. Your friend says that the book is very interesting. You disagree.

B Vocabulary and Structure**3 Choose the correct answer from a, b, c or d:**

- 1 When John first moved to Cairo from England, he felt like a _____ out of water.
a boat b fish c man d cat
- 2 It was a _____ to hear about the massive earthquake.
a reason b truth c price d shock
- 3 Please can you _____ the door when you leave the building?
a lock b look c keep d offer
- 4 Hassan's brother always _____ Hassan when he can't find his pen!
a fits b blames c plans d agrees
- 5 If the toy car does not work, you should put in a new _____.
a route b battery c driver d password
- 6 The _____ of Cairo is growing every year.
a population b people c oxygen d treasure

REVISION
B

- 7 My father has never _____ to go to hospital.
a need b needs c needing d needed
- 8 _____ you enjoyed your time in the museum?
a Do b Have c Did d Are
- 9 Amira's sister agreed _____ the medicine, although she didn't like it.
a to take b taking c took d take
- 10 Have you finished _____ that book that I gave you?
a to read b reading c read d from reading
- 11 I expect that Ahmed _____ to university next year.
a goes b go c will go d has gone
- 12 Dina can't see her friends this afternoon. She _____ her mother in the kitchen.
a helps b is helping c helped d was helping
- 4 Rewrite the following sentences using the word(s) in brackets, to give the same meaning.
- 1 This is the first time Salma has ever travelled to Sharm El-Sheikh. (*never*)

- 2 What do you intend to do at the weekend? (*going*)

- 3 He mustn't repeat those mistakes. (*avoid*)

- 4 My father always walked to work when he was young. (*used*)

- 5 Find and correct the mistakes in the following sentences:
- 1 In 1800, two percent of the world's pollution lived in cities. 1 _____
- 2 Urban life has its pros and coins. 2 _____
- 3 A Child's Garden of Verses is a book of poets. 3 _____
- 4 If you sit in a traffic jam, your lungs will fall with the smoke from cars. 4 _____

C Reading Comprehension and the Set Books**6 Read the following passage, then answer the questions:**

People have recited poems for thousands of years. The first poets probably recited or sang poems to people at special events. Some of the poems were very long and they told a story about history. Perhaps the oldest poem is the Epic of Gilgamesh, about a king in Iraq. It is very long and is about 4,000 years old.

Arabic poetry was the first to use rhyme: people began to write rhymes in English poems in about the twelfth century. Poets have written hundreds of kinds of poem since then. Some continue to tell stories, others have silly rhymes to make people laugh, and some do not rhyme at all. Most poems, however, make people think and sometimes see the world in a different way.

4 Rewrite the following sentences using the word(s) in brackets, to give the same meaning.**Answers:** _____

- 1 Salma has never travelled to Sharm El-Sheikh before.
- 2 What are you going to do during the weekend?
- 3 He must avoid repeating those mistakes.
- 4 My father always used to walk to work when he was young.

5 Find and correct the mistakes in the following sentences:**Answers:** _____

- 1 In 1800, two percent of the world's ~~pollution~~ population lived in cities.
- 2 Urban life has its pros and ~~coins~~ cons.
- 3 A Child's Garden of Verses is a book of ~~poets~~ poems.
- 4 If you sit in a traffic jam, your lungs will ~~fall~~ fill with the smoke from cars.

6 Read the following passage, then answer the questions:**Answers:** _____

- 1 Because this was probably before people had books or even writing.
- 2 It is about 4,000 years old.
- 3 It was about a king in Iraq.
- 4 To make people laugh.
- 5 a
- 6 d

7 Answer only four of the following questions:**Answers:**

- 1 A census is a questionnaire in which all the people of a country are asked questions about their lives.
- 2 The information from the census helps the government to plan how many hospitals, roads and schools they will need to build and where to build them.
- 3 Students' own answers
- 4 Students' own answers
- 5 Students' own answers
- 6 The census tells the government how comfortably people are living and gives information to help the government solve any problems.

1 Why do you think that people did not write the first poems in books?

2 How old is the world's oldest poem?

3 What is it about?

4 Why do some poets write silly rhymes?

5 _____ first used rhyme in poetry.

- a The Arabs b The Ancient Egyptians c Gilgamesh d The English

6 The underlined word recited means:

- a taught b rhymed
c took around d said aloud

7 Answer only four (4) of the following questions:

1 What is a census?

2 How does the information from the census help the government?

3 Which do you prefer to read, poems or stories? Say why.

4 In your opinion, what might be expected replacements for oil in the future?

5 How do you think farmers will be able to "grow fuel" in their fields?

6 In what way do you think a census can solve society's problems?

D The Novel**8 Answer the following questions:**

1 Why was Oliver careful to hide away from people after escaping from Mr Sowerberry's house?

2 How was Jack Dawkins helpful to Oliver at first?

3 What did Fagin want the boys to do?

4 Why do you think Mr Brownlow was kind to Oliver?

5 Do you think Oliver should have run away to London?

He saw a sign which said "London, 70 miles." He did not know how long this would take to walk, but he decided that London would be a good place for him to go. Even Mr Bumble would not be able to find him in that great city he had heard of where there would be so many opportunities for him.

6 Why doesn't Oliver Twist want Mr Bumble to find him?

7 Why does Oliver decide to go to London?

8 What kind of opportunities do you think Oliver might find in London?

E Writing**9 Write an email of about ninety (90) words to a friend about one (1) of the following:**

- a place that you know in the city or the countryside
b a poem you have read and enjoyed

F Translation**10 A Translate into Arabic:**

1 We should protect the environment so that we can live in a clean world.

2 Fareeda stopped to talk to her friend on her way home.

B Translate into English:

- لم أستمتع بقراءة قصة شقيقة كهذه من قبل.

9 Write an email of about ninety (90) words to a friend about one (1) of the following:

Students' own answers

10

Answers:

A Translate into Arabic

- 1 يجب / يتوجب علينا أن نحافظ على / نحمي البيئة حتى / لكي نتمكن من العيش في عالم نظيف.
2. توقفت فريدة في طريقها / في طريق عودتها للمنزل / للبيت لكي / حتى تتكلم مع صديقتها.

B Translate into English

I haven't / have not enjoyed reading an exciting story like this one before.

8 Answer the following questions.

Answers:

- He thought people would want to take him back to Mr Sowerberry.
- He bought Oliver a meal and showed him the way to London.
- Fagin wanted the boys to steal.
- Students' own answers
- Students' own answers
- Mr Bumble was cruel and he would punish Oliver.
- Mr Bumble could not find him there and there were opportunities for him in London.
- Students' own answers

UNIT 7

HEALTH AND SAFETY

SB pages 41–45

WB pages 33–36

Objectives

Listening

Listening for gist and specific information

Grammar

should/shouldn't, must/mustn't

Reading

Reading for detail

Critical thinking

Understanding the importance of a healthy lifestyle and the dangers of smoking

Functions

Giving advice about how to stay healthy

Writing

Writing a set of instructions giving advice



Health and safety

OBJECTIVES

Listening Listening for gist and specific information

Grammar *should/shouldn't, must/mustn't*

Reading Reading for detail

Critical thinking Understanding the importance of a healthy lifestyle and the dangers of smoking

Functions Giving advice about how to stay healthy

Writing Writing a set of instructions giving advice

UNIT 7

Listening

1 Discuss these questions in pairs.

a What do the pictures tell you about bird flu?

b What do you know about bird flu? Can you answer the questions in the poster?



2 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

disease	flu	infected
outbreak	wild	

3 Listen to a radio programme and check your answers to Exercise 1.

4 Listen again. Are these sentences **True or False**?

a ☒ Three hundred people had died of bird flu by 2007.

b ☐ Not everyone who caught the disease died.

c ☐ The disease started in Africa.

d ☐ Only wild birds and animals can catch bird flu.

e ☐ Cats can catch bird flu.

f ☐ It is not possible for humans to protect themselves from bird flu.



5 Discuss these questions in pairs.

Should we be worried about bird flu? Why/Why not?





LESSON 1

SB page 41

WB page 33

Before using the book:

- Explain *health* and *safety* and ask the students for ideas about what they can do to stay healthy and safe.

110

Listening

1 Discuss these questions in pairs.

- 1 Focus attention on the pictures. Teach the word *flu* and ask the students to work in pairs to discuss the questions. You may have to guide them a little. Ask, for example, if they think that bird flu is a local or a worldwide problem.
- 2 Get feedback from the class, but do not confirm answers to the questions in the quiz about bird flu at this stage.

2 Check the meanings of these words in your dictionary.

- 1 Tell the students that they are going to hear a radio programme about bird flu and that these words will be used in it.
- 2 Give them time to look the words up.

Answers:

- disease:* an illness or serious medical condition
flu: a common disease which is like a bad cold but is more serious
infected: someone who is infected with a disease has a disease; a wound that is infected has harmful bacteria in it which prevent it from getting better.
outbreak: when something bad like a serious disease or war starts
wild: wild animals and plants live or grow in natural conditions and are not looked after by people on farms, in gardens, etc.

3 Listen to a radio programme and check your answers to Exercise 1.

- 1 Play the recording or read the script, and ask the students to listen for the answers to the questions in Exercise 1.
- 2 Get feedback from the class. Were they right? Did any information surprise them?

Answers:

- a It is a disease which has killed many people. You must be very careful if you work with infected birds.
- b All kinds of wild birds and farm birds like chickens./ It started in Asia./Yes, they can./If you have touched an infected bird, you must wash very well. If you think you may have the disease, you should see a doctor.

TAPESCRIPT

Presenter: Today's programme is on a subject that is worrying many people: bird flu. We have an expert on bird flu in the studio today, so let's have our first question.

Caller 1: Hello, my question is, can humans catch bird flu?

Expert: Hello. The short answer to your question is "Yes". In fact, by 2007, more than 300 people had caught the disease. But only about half of these people died. But you shouldn't worry – it is very unusual for humans to catch this kind of flu. They have to be very near infected birds. It is extremely unusual for humans to catch bird flu from other humans.

Presenter: And now caller two, can we have your question?

Caller 2: Good morning. I'd like to know where the recent outbreak of bird flu began.

Expert: Experts believe it started in 2003 in Asia. 100 million birds were killed to try to stop the disease, but in 2015, there were outbreaks in the USA, the UK, Europe and Africa.

Caller 2: And what's happening now? Has the disease disappeared?

Expert: No, I'm afraid not. It's still with us, but we believe it's under control.

Presenter: Can we have our third question, please?

Caller 3: Hi. Can you tell me what kind of birds can catch bird flu?

Expert: That's very easy: all kinds of wild birds as well as farm birds, like chickens. But other animals, like cats, can also catch it.

Presenter: We just have time for one more question. This is our last caller for today.

Caller 4: Hello. What should people do to protect themselves?

Expert: Well, most people who catch bird flu live very near to birds which have the disease. If you have touched infected birds, you must wash very well. If you think you may have the disease, you must see a doctor.

4 Listen again. Are these sentences True or False?

- 1 Go through the statements with the class before you play the recording again. Ask the students to think about whether they are true or false before they listen.
- 2 Play the recording or read the script and ask the students to mark the statements (T) true or

F (false). Check answers with the class and see if they can correct false statements.

Answers: _____

- b T c F (Asia)
d F (people and farm animals can)
e T
f F (People can protect themselves by washing well if they have been in contact with infected birds.)

5 Discuss these questions in pairs.

- Put the students in pairs and ask them to discuss whether or not they think we should be worried about bird flu.
- Go round, monitoring the discussions, helping and encouraging the students to give reasons for their ideas.
- Ask several pairs to report back to the class on their discussion.

Students' own answers



WORKBOOK

page 33

1 Read and match.

- Ask the students to work individually to match the questions and answers. Remind them that they do not need one of the answers.
- Check their answers as a class.

Answers: _____

- b 3 c 1 d 6 e 2

2 Read and find the words in the puzzle. Write the words.

- Remind the students that in the word square, words may go from left to right or top to bottom. Go through the example with the class, then ask them to find words that can be used to complete the remaining sentences.
- Check answers with the class.

Answers: _____

- b disease c infected d dirty
e flu f touch g wild

O	O	D	K	W	T	F	L	U
U	O	I	D	I	O	D	D	D
T	W	S	S	L	U	Q	I	N
B	P	E	R	D	C	I	R	L
R	R	A	K	E	H	P	T	R
E	Y	S	W	W	A	U	Y	S
A	A	E	E	O	L	T	M	Y
K	I	N	F	E	C	T	E	D



Health and safety

UNIT
7

1 Read and match.

- | | |
|--|---|
| a Can humans catch bird flu? | 1 <input type="checkbox"/> No, I'm afraid not. It is still with us. |
| b Where did the 2003 outbreak of flu begin? | 2 <input type="checkbox"/> If you have touched an infected bird, you must wash very well. |
| c Has the disease disappeared? | 3 <input type="checkbox"/> In Asia. |
| d What kinds of birds can catch bird flu? | 4 <input type="checkbox"/> Only chickens and other farm birds. |
| e What should people do to protect themselves? | 5 <input checked="" type="checkbox"/> The simple answer is, "Yes, they can." |
| | 6 <input type="checkbox"/> All kinds of wild birds and farm birds. |

2 Read and find the words in the puzzle. Write the words.

- a The beginning of something bad, like an illness, which many people catch
_____ outbreak _____
- b Another word for *illness* _____
- c The cut on my leg is getting worse: it is dirty and has become _____
- d Not clean _____
- e An illness that birds, people and other animals can catch _____
- f A sense – you use your fingers for it _____
- g Lions and elephants are examples of this kind of animal _____

O	O	D	K	W	T	F	L	U
U	O	I	D	I	O	D	D	D
T	W	S	S	L	U	Q	I	N
B	P	E	R	D	C	I	R	L
R	R	A	K	E	H	P	T	R
E	Y	S	W	W	A	U	Y	S
A	A	E	E	O	L	T	M	Y
K	I	N	F	E	C	T	E	D



LESSON 2

SB page 42

WB page 34

UNIT 7

Grammar *should/shouldn't, must/mustn't*

1 Match sentences a–d with one of these meanings.

- ☐ a a rule or law
☐ b a suggestion
☐ c advice
☐ d very strong advice

GRAMMAR
REVIEW
PAGE 127

- a You *mustn't* smoke in hospitals.
 b You *must* wash if you have touched an infected bird.
 c You *should* always wash your hands before you eat.
 d You *should* try playing tennis – it's a great game.

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

- a I'm really tired. (bed/earlier)
You should go to bed earlier.
 b How fast can I drive on the motorway?
 (not more than 110 kph)
 c I want to speak better English. (practise
 talking to/teacher)
 d I really need to get fit. (go/gym/more often)

 e I'm putting on weight. (eat/so many sweets)

 f I'm going to buy a car when I'm living
 in England. (remember/drive on the left)

3 Discuss these questions in pairs.

- a What *should/must* you do to be:
 • a good Egyptian?
 • a friendly neighbour?
 • a good student?
 • good at English?
 • a safe driver?
 b What *shouldn't/mustn't* you do:
 • in your school?
 • at home?
 • in a library?
 • when crossing a road?
 • in a science laboratory?

FOCUS ON GRAMMAR GRAMMAR
REVIEW
PAGE 127

should/shouldn't, must/mustn't

- Use *should/shouldn't* for suggestions and advice:
 You *should* read this book. It's great!
 He *shouldn't* sit on that wall. It's not safe.
- Use *must/mustn't* for rules and laws:
 Mr Ali *must* start work at 9 o'clock.
- You can also use *must/mustn't* for strong advice:
 You *mustn't* touch that! It's very hot.

WORKBOOK
PAGE 34

**Answers:**

- d a suggestion
 c advice
 b very strong advice

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

- Go through the example with the class, then ask them to look at the other questions and statements and decide whether the appropriate response should be advice (and what degree of advice), an invitation, a suggestion or the statement of a law or rule.
- Ask the students to use the prompts to write a response to each question or statement. As they do this, go round giving extra help where needed.
- Allow the students to compare their responses in pairs before checking answers with the class.

Answers:

- b You *mustn't* drive more than 110 kph.
 c You *should* practise talking to the teacher.
 d You *should* go to the gym more often.
 e You *shouldn't* eat so many sweets.
 f You *must* remember to drive on the left.

2 Discuss these questions in pairs.

- Go through the questions with the class and make sure that everyone understands.
- Put the students into pairs and ask them to discuss the questions and make notes of their answers. As they do this, go round offering encouragement and help with any vocabulary they may need.
- Ask the pairs to report back to the class on what they decided.

*Students' own answers***Grammar***should/shouldn't, must/mustn't*

1 Match sentences a–d with one of these meanings.

- Go through the items in the box and ask them to choose a sentence from a to d that matches each one.
- As they do each one, point out the use of *should, must* and *mustn't*. Elicit from the students that the negative form of *should* is *shouldn't*. For more on the grammar point being taught here, see the Focus on Grammar box and the Grammar Review on page 127.

- Put the students into pairs and ask them to discuss the questions and make notes of their answers. As they do this, go round offering encouragement and help with any vocabulary they may need.

- Ask the pairs to report back to the class on what they decided.



1 Give advice using *should/shouldn't, must/mustn't*.

1 Go through the example with the class. Then ask the students to use the prompts to produce two pieces of advice for b. When you are confident that they know what they are doing, ask them to complete the exercise.

2 Check answers with the class.

Suggested answers:

- b He should drive more slowly. He shouldn't drive so fast.
- c You should eat fruit or nuts instead. You shouldn't eat too much chocolate.
- d You must wash your hands very well. You should see a doctor.
- e You should watch where you are going. You shouldn't cross the road without looking.
- f You should always eat breakfast. You mustn't go to school without eating breakfast.
- g You should sit down. You shouldn't go to school.
- h She must be careful. You should clean the cut.

2 What do these signs in the park mean?

1 Focus attention on the signs and give the students a minute or two to look at them and discuss what they mean.

2 Read the example sentence to the class and point out the use of *mustn't*. Ask the students to make similar sentences for the remaining signs.

3 Check answers with the class.

Answers:

- b You mustn't ride a bike/cycle in the park.
- c You mustn't pick the flowers.
- d You mustn't swim in the lake/pond/small canal.
- e You mustn't play music/ You mustn't make noise./ You must be quiet.

1 Give advice using *should/shouldn't, must/mustn't*.

a I want to go to the cinema, but my grandfather is in hospital.

- You should go and see your grandfather.
- You shouldn't go to the cinema.

b That man is driving at 130 kph because he's going to be late for work.

- He should.
- He shouldn't.

c I love chocolate, but I know it isn't good to eat too much of it.

- _____
- _____

d I touched a wild bird. I hope it is not infected.

- _____
- _____

e That car nearly hit me when I was crossing the road.

- _____
- _____

f I didn't have any breakfast this morning, so I'm really hungry.

- _____
- _____

g I don't feel well. I have a headache.

- _____
- _____

h My little sister fell over in the park. She cut her knee.

- _____
- _____

2 What do these signs in the park mean?



a You mustn't climb the trees.

b _____

c _____

d _____

e _____

LESSON 3

SB page 43

Reading

1 FOCUS ON VOCABULARY

- a Check the meanings of these words in your dictionary.

attract germ infections
public stomach

- b Choose the correct meanings of these words, then check in the dictionary.

cleanliness: being dirty/being clean
fly: a common kind of insect/a bird
poisonous: something that can kill you or make you ill/something that tastes good

2 Read the article quickly to find the answers to these questions.

- a What is the difference in meaning between hygiene and sanitation?
Hygiene is your own cleanliness, sanitation is public cleanliness.
- b How do some stomach problems begin?
.....
- c How often should you bathe or wash?
.....
- d What does a damaged tin of food tell you?
.....

3 Read again and answer these questions with a partner.

- a Why is cleanliness important?
It protects us from infections.
- b Why did the second child get infected?
.....
- c What should you always do before a meal?
.....
- d Why mustn't you leave dirty dishes lying around?
.....
- e How should you keep food?
.....

How to avoid illness

Cleanliness is extremely important in protecting us from **infections**. **Hygiene** (your own cleanliness) and **sanitation** (public cleanliness) are both important.

Many infections of the **stomach** pass from one person to another because of bad sanitation and hygiene. If a child has dirty hands, they will be covered with millions of **germs** which we cannot see. If that child gives sweets to another child, some of those germs will be passed to the other child. When this child eats the sweets, he or she will eat some of the germs and may become ill. The child's mother may say that it is because her child ate the sweets, but it is really because one child ate the other child's germs.

These are some of the rules of hygiene. You should always wash your hands before a meal. You should bathe more often in hot weather, or when you have been running or been to the gym.



You should also be very careful about the food you eat and the water you drink. Make sure that **flies** and other insects do not land on your food. Insects eat dirt and there are germs in dirt. If insects land on your food, they may pass their germs on to you. You must not leave pieces of food or dirty dishes lying around, because they will **attract** flies. You can protect food from flies and germs by covering it. You should always boil tap water before you drink it.

Finally, you must never eat food that smells bad because it may be **poisonous**. Do not eat food from a tin if the tin is damaged; the food will probably be bad.

public:

bacteria or a virus

stomach:

related to all the ordinary people in a country or place
the part of your body where food is digested

b

fly:

insect

poisonous:

something that can kill you or make you ill

2 Read the article quickly and find the answers to these questions.

- Go through the questions with the class so that they know what information they are looking for.
- Encourage the students to read through the text quickly, not worrying about anything they don't understand, just hunting for the answers to the questions.
- Check answers with the class and encourage the students to read out the parts of the text where they found the answers.

Answers:

- Because of bad sanitation and hygiene.
- You should bathe or wash more often in hot weather and when you have been running or been to the gym.
- It tells you that the food will probably be bad.

3 Read again and answer these questions with a partner.

- Encourage the students to read the article more carefully this time. Give them plenty of time to do it, and answer any questions they may have about vocabulary.

- Put the students into pairs and ask them to find the answers to the questions together.

- Check answers with the whole class.

Answers:

- The child ate the germs from the first child's hands.
- You should always wash your hands.
- Because they will attract flies.
- You should keep food covered.

Reading

1 Focus on vocabulary.

- Tell the students that they are going to read an article about how to avoid illness. Explain that the words in this exercise will occur in the reading text. Ask them to use their dictionaries to complete the exercise.
- Allow them to compare their answers in pairs before checking with the class.

Answers:

a

attract: if something attracts people or things it makes them move towards it

germ: a very small living thing that can make you ill

infections: diseases in parts of your body, caused by

LESSON 4

SB page 44

WB page 35

1 Read this email to an online help page and answer the questions.

- 1 Read the title of the web page and ask students what sort of emails they would expect to read on an online help page.
- 2 Now ask them to read through the questions, then to read the email to answer the questions.
- 3 Put the students into pairs to discuss the questions. Go round, monitoring and helping with vocabulary as required.
- 4 Check answers with the class, by asking different pairs to report back with their answers.

Answers:

- b He liked playing tennis and running.
c He used to eat lots of fruit and vegetables.
d He prefers to smoke cigarettes.

2 Now read the doctor's reply and answer the questions.

- 1 Follow the same procedure as for Exercise 1. Ask students to read the questions, then to read the reply to answer them.
- 2 Put the students into pairs and ask them to discuss the questions. As they do this, go round encouraging and helping where necessary.

- 3 Check answers by asking pairs to report back to the class with their answers.

Answers:

- b Probably because he found it difficult to breathe.
c Thousands of people die.
d Because the smoke has got more than 4,000 chemicals in it and some of these are poisonous.
e Ali should tell his uncle to stop smoking.
f He will have a much healthier life.

3 Read these questions in pairs.

- 1 Ask students to read the questions, then put them into pairs to discuss them.
- 2 Go round the class as the students discuss the

UNIT 7

Critical thinking

1 Read this email to an online help page and answer the questions.

- a When does Ali's uncle find it difficult to breathe? *When he walks up the stairs.*
b What did Ali's uncle like doing when he was younger?
c What did his uncle use to eat?
d What does Ali's uncle prefer to do now?

2 Now read the doctor's reply and answer the questions.

- a Why does Ali's uncle cough?
Ali's uncle coughs because he smokes cigarettes, which are bad for his lungs.
b Why did Ali's uncle stop playing sports?
c How many people die because they smoke?
d Why is it bad for you to breathe someone's cigarette smoke?
e What advice does the doctor give?
f What will happen to Ali's uncle if he follows this advice?

3 Discuss these questions in pairs.

- a Do you know any advertisements or posters that ask people to stop smoking? What do they say? Where are they?
b Do you think people should smoke in public places such as cafés and libraries? Why/Why not?
c Do you think everyone should stop smoking cigarettes? Why/Why not?
d What would you say to a friend who started to smoke cigarettes?

Doctor Hamdi's online advice

Dear Doctor Hamdi,

My uncle often coughs. When he walks up the stairs to his flat, he often finds it difficult to breathe. When he was younger, he loved playing tennis and running. He was healthy and always ate lots of fruit and vegetables. Now he doesn't do any sports. He says he prefers to smoke cigarettes. What advice should I give him?

Ali

Dear Ali,

Smoking is bad for your lungs, which is why your uncle coughs and finds it difficult to breathe. Perhaps that is why your uncle stopped playing sports. Smoking is also bad for your heart. Did you know that thousands of people die because they smoke?

It is also bad for you to breathe someone's cigarette smoke. The smoke has got more than 4,000 chemicals in it and some of these are poisonous. They can make you ill.

My advice is that you should tell your uncle to stop smoking. There are many ways to stop. He should look online. It might be difficult to stop smoking, but he will have a much healthier life.

Doctor Hamdi

a healthy lung

smoker's lung

SKILLS FOR LIFE

To stay fit and healthy, eat lots of fruit and vegetables and avoid sweets and food that is high in fat.

WORKBOOK PAGE 35

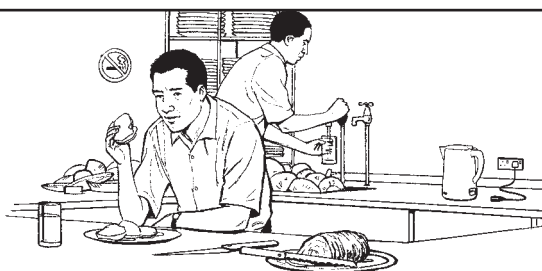
44

questions, monitoring and assisting where necessary. Take note of any interesting answers that you hear and ask those students to report back to the class on what they said.

Students' own answers**Skills for life**

Ask students to read the Skills for Life box. Can they name any fruit and vegetables that they should eat? Write their ideas on the board.

1 Write what the people working in this restaurant should and shouldn't do.



UNIT
7

- a They should cover the meat.
They shouldn't leave it lying around.
- b _____
- c _____
- d _____
- e _____

2 Complete these sentences with the correct prepositions.

from in of on to with

- a Cleanliness protects us from infections.
- b Infections can pass very quickly from one person _____ another.
- c Children's hands may be covered _____ germs.
- d You should wash more often _____ hot weather.
- e You should try to stop insects from landing _____ your food.
- f The rules _____ hygiene are very simple.

3 Use the article in the Student's Book page 43 to find a word in the same family as the word in brackets.

- a Personal cleanliness is important if we want to stay healthy. (clean)
- b Bad _____, like dirty kitchens for example, can spread diseases. (sanitary)
- c Washing can stop people from catching _____s. (infect)
- d You should not leave _____ dishes lying around. (dirty)
- e Food that smells bad may be _____. (poison)



35

Suggested answers:

- b They should move the kettle. They shouldn't leave electrical items near water.
- c They should put the knives in a drawer. They shouldn't leave them out.
- d They should keep the kitchen clean. They shouldn't leave lots of dirty dishes in the sink.
- e They should cover the meat. They shouldn't leave it or it will attract flies.

2 Complete these sentences with the correct prepositions.

- 1 Do the example with the class then ask the students to complete the remaining sentences with the correct prepositions.

2 Check answers with the whole class.

Answers:

- b to c with d in
e on f of

3 Use the article in the Student's Book page 43 to find a word in the same family as the word in brackets.

- 1 Read the first sentence as an example and explain that the verb *clean* in brackets can be made into a noun, cleanliness. The noun can be found in the article in the Student's Book.

2 Ask students to do the same with the remaining sentences. They can work in pairs. Go round and help them if necessary.

3 Check answers with the whole class.

Answers:

- b sanitation c infections
d dirty e poisonous



WORKBOOK

page 35

1 Write what the people working in this restaurant should and shouldn't do.

- 1 Focus attention on the pictures and give the students a few minutes to absorb what they can see in it. Go through the example sentences with the class, then ask the students to work individually to write more sentences using both *should* and *shouldn't* to say what the people in the pictures are doing wrong and what they should do instead.

2 Allow the students to compare in pairs before checking answers with the class.

LESSON 5

SB page 45

WB page 36

Communication

1 You are going to give advice about how people can stay healthy.

1 Ask the students to look at the pictures and to say what they think they show (*ways of staying healthy and safe*). Go through the instructions and questions with the class. Put the students into pairs and then give them five to ten minutes to discuss and make notes to answer each of the questions with suitable advice.

2 Go round encouraging and giving help where needed. The students will need their notes for the Workbook exercise, so make sure they make proper notes and keep them safe.

2 Work with a different partner.

1 Go through the questions with the class and then put the students into different pairs to compare their notes, add any new ideas to their own notes and discuss part b.

2 If you prefer, you could do part a in pairs, but then discuss the ways of getting the public to take the ideas seriously as a class.

3 Research the following about germs.

- 1 Go through the instructions with the class and make sure they understand what they have to do.
- 2 Encourage students to use the library or the internet to find this information and to answer the questions. They can do this for homework.
- 3 You can take in this work in the next lesson. Was any of the information they found out surprising?

Communication skills Giving advice about how to stay healthy

1 You are going to give advice about how people can stay healthy.

- a Discuss these questions in pairs. Use your own ideas and ideas you have read or heard about.
- How can exercise help?
 - What should you remember about food and drink?
 - Why is hygiene important?
 - How much sleep should you have a night?
 - How can you keep safe on the roads?
- b Keep a note of the advice you and your partner agree about.



2 Work with a different partner.

- a Compare the ideas you have been discussing.
- b How could you get the public to take these ideas seriously? Talk about some of these ways:
- TV or radio
 - Newspaper advertisement
 - Letter or email
 - Street advertisement



3 Research the following about germs

Find out how many germs are on the following things:

- a can of soft drink
- money
- a mobile phone
- the bottom of a school bag

Which of these can/can't you wash? If you can't wash it, what should you do after touching it?

WORKBOOK
PAGE 36

UNIT
7

1 Read, complete and discuss the question.

- a Read the two notices and fill in the missing words.
b Compare the two ways of giving advice. Which way do you think is the clearest?

going too wear hurry driving Stop

Drive Safely!

- Always **1** wear a seat belt.
- Don't use your mobile phone while you are **2** _____.
- Don't drive **3** _____ fast.

Have you ever had a road accident?

If the answer is "Yes", here is some useful advice.

First of all, always wear a seat belt even if you are not **4** _____ very far. Next, you mustn't use your mobile phone while you are driving. **5** _____ at the side of the road if you want to talk to someone. Thirdly, and perhaps most important of all, you shouldn't drive too fast even if you are in a **6** _____.

2 Write a set of instructions giving advice.

- a Choose around six ideas from Exercise 2 in the Student's Book.
b Decide on an order of importance.
c Write your advice like one of the two notices above.
- Write your ideas simply and clearly.
 - Use *should/shouldn't*, *must/mustn't* or imperative verbs (*Drive/Don't drive ... etc.*).
 - Use one or two *if* sentences (*Park at the side of the road if you want to talk to someone*) (when you can).
 - Use phrases like *First of all*, *Next*, *Thirdly* (when you can).

Answers:

- a 2 driving
3 too
4 going
5 Stop
6 hurry
- b The first one is perhaps clearer as it is quicker and easier to read because of the bullet points and short sentences. However, both contain important information. The second one has more detailed advice.

2 Write a set of instructions giving advice.

- Go through the instructions with the class. Point out that they can choose which style to present their advice in: simple imperatives like the "Drive safely!" notice or continuous text like the "Have you ever had a road accident?" text in Exercise 1. With stronger classes or students who finish faster than others, you might like to suggest they do both.
- As the students write, go round offering help and encouragement. Point out places where the students can use imperatives or *should/shouldn't*, etc.
- The finished advice notices would make a good display for the classroom walls. Encourage the students to add illustrations if they wish.



WORKBOOK

page 36

1 Read, complete and discuss the question.

- Focus attention on the two notices and point out the gaps. Read the first one with the class as an example and then ask the students to work individually to fill the remaining gaps using the words from the box.
- Allow them to compare in pairs and then check answers with the class before moving on to the discussion. This could be done in pairs or with the whole class.

Students' own answers

Assessment

Listening Task

Target element: modals of obligation and vocabulary from the unit

Use SB page 42, Ex. 2. Students close their books. Read sentences a–f to the students. They answer with the appropriate advice. This activity will check students' listening abilities, not only their reading skills which were checked when students met this exercise for the first time.

Reading Task

Target element: modals of obligation and vocabulary from the unit

Use WB page 36. Students read the completed text in "Have you ever had a road accident?" Ask students the following questions (answers in brackets):

- 1 *What must you always do?* (You must always wear a seat belt.)
- 2 *What mustn't you do while you are driving?* (You mustn't use your mobile phone.)

Speaking Task

Target element: modals of obligation

Tell students to imagine they have an English test next week. In pairs, students discuss what they should/shouldn't do and what they must/mustn't do to prepare for the test. Go round and monitor their conversations. Get a few pairs to demonstrate their conversations to the class at the end.

Sample answers:

We should study every evening./ We should revise using our English books./ We should go to bed early./ We should ask the teacher if we do not understand something.

We shouldn't go out very much in the evening./ We shouldn't go to bed late./ We shouldn't forget to study.

We must work hard./ We must remember what we have learnt./ We must get lots of sleep.

We mustn't go to bed late./ We mustn't be lazy./ We mustn't forget what we have learnt.

Writing Task

Target element: modals of obligation and vocabulary from the unit

Use SB page 45. Students read the article, look at the pictures and write sentences saying what people should, shouldn't, must or mustn't do to avoid illness.

Sample answers:

To avoid illness, you should always wash your hands./ You should be careful about what you eat and drink./ You shouldn't eat with dirty hands. You must make sure insects do not land on your food./ You mustn't leave food or dirty plates lying around./ You should cover food./ You should always boil tap water before you drink it./ You mustn't eat food that smells bad./ You mustn't eat food from a tin if it is damaged.

UNIT 8

WILLIAM SHAKESPEARE

SB pages 46-50

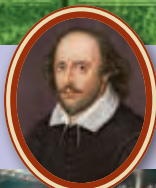
WB pages 37-40

UNIT
8

William Shakespeare

OBJECTIVES

- Listening** Listening for detail
Grammar The third conditional
Reading Reading for specific information
Critical thinking Understanding how people can learn from their mistakes
Functions Telling a story with a message
Writing Writing a story about learning from past mistakes



Listening

1 Guess the meanings of the highlighted words from the listening text.

- a Daniel Craig is the **actor** who plays James Bond.
 b In the past, many artists and musicians lived on money from a rich **patron**.
 c Actors **perform** in plays and films.
 d You can see films in the cinema and plays in the **theatre**.

2 Do this quiz about William Shakespeare in pairs.

3 Listen to two people doing the quiz. Were their answers the same as yours?

4 Listen to a talk about Shakespeare and do the following.

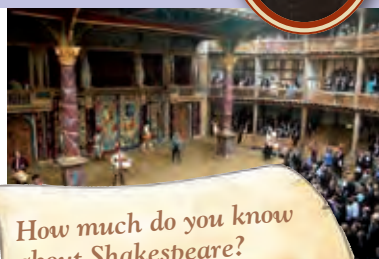
- a Check your answers to the quiz questions.
 b Find out what was unusual about the date on which Shakespeare was born and died.

5 Listen again. Are these sentences True or False?

- a ☒ Shakespeare was the son of a hat maker.
 b ☐ Shakespeare left school because his family did not have much money.
 c ☐ Shakespeare married Anne Hathaway when he was 16 years old.
 d ☐ In 1592, Shakespeare went to London to be a writer.
 e ☐ He wrote the play *King Lear* in 1606.
 f ☐ Shakespeare was the owner of The Globe Theatre.

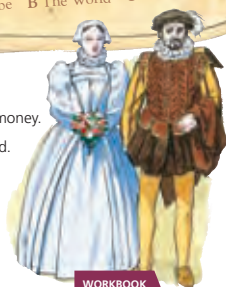
6 Discuss this question in pairs.

Why do you think Shakespeare is such a famous writer all over the world?



How much do you know about Shakespeare?

- 1 When was Shakespeare born?
 A 1564 B 1764 C 1964
 2 How old was Shakespeare when he left school?
 A 10 B 12 C 14
 3 What was Shakespeare's wife's name?
 A Anne B Mary C Jane
 4 Which of these is not a play by Shakespeare?
 A *Macbeth* B *Hamlet and Juliet* C *King Lear*
 5 What was the name of the theatre in London where people could see Shakespeare's plays?
 A The Globe B The World C The Earth



WORKBOOK
PAGE 37

Objectives

Listening

Listening for detail

Grammar

The third conditional

Reading

Reading for specific information

Critical thinking

Understanding how people can learn from their mistakes

Functions

Telling a story with a message

Writing

Writing a story about learning from past mistakes

LESSON 1

SB page 46

WB page 37

Before using the book:

- Ask the students which famous authors they have already learned about from this book (*Charles Dickens* and *Robert Louis Stevenson*). Brainstorm all the information they can remember about these two writers. You could divide the class into teams and award one point

for every piece of information they can come up with.

- New, tell the students that this unit is about another famous writer, William Shakespeare. Find out what your students know about him and whether they know the titles of any of his plays.

Listening

1 Guess the meanings of the highlighted words from the listening text.

- 1 Read out the four sentences to the class or get students to read them out.
- 2 Focus attention on the highlighted words and ask if any student can say what they mean. Ask them to look up any words they don't know in their dictionaries.

Answers:

- a *actor*: someone who performs in a play or film
 b *patron*: someone who supports or gives money to an organisation, artist, musical performer, etc.
 c *perform*: to do something to entertain people, especially in public
 d *theatre*: a building with a stage where plays are performed

2 Do this quiz about William Shakespeare in pairs.

- 1 Focus attention on the pictures and the quiz about William Shakespeare. Ask the students to try and answer the questions in pairs. Encourage them to choose an answer for each question, even if they are only guessing. Allow them to compare with other pairs when they have finished.
- 2 Do not confirm any answers at this stage but have a class feedback session to find out what the most popular answers are.

Students' own answers

3 Listen to two people doing the quiz. Were their answers the same as yours?

- 1 Tell the students they are going to listen to two people doing the same Shakespeare quiz. Ask them to make notes of their answers to the quiz. You may need to play the recording or read the script more than once.
- 2 Find out whether the speakers' answers match any of options the students have chosen, but do not tell them the correct answers yet.

TAPESCRIPT

- A: Let's do this Shakespeare quiz, shall we?
 B: OK, what's the first question?
 A: When was Shakespeare born? Was it 1564, 1764 or 1964?
 B: It was a long time ago. It must be 1564.
 A: Ok, the second question is this: How old was Shakespeare when he left school? Was it when he was 10, 12 or 14?
 B: I think it was when he was 14.
 A: I agree. He wouldn't have been such a good writer if he'd left school when he was 10 or 12.
 B: What's the next question?
 A: What was Shakespeare's wife's name? Was it Anne, Mary or Jane?
 B: I think it was Mary, but I'm not sure.
 A: I think it was Anne. And question four: Which of these is not a play by Shakespeare? Macbeth, Hamlet and Juliet, or King Lear?
 B: Definitely Hamlet and Juliet. It was Romeo and Juliet, wasn't it?
 A: Yes, of course. So here's the last question: What was the name of the theatre in London where people could see Shakespeare's plays? Was it The Globe, The World or The Earth?
 B: I have no idea.
 A: I think it was The Globe, but I'm not sure.



4 Listen to a talk about Shakespeare and do the following.

- 1 Tell the students that they are now going to listen to a recording of a tour guide in which they will find out the correct answers to the quiz. Ask them to listen and mark the correct answers. Find out who got the most right.
- 2 Ask the students what was unusual about the date when Shakespeare was born and died. You may need to play the recording or read the script again so they can listen out for this particular information.

Answers:

- a
 1 A 2 C 3 A 4 B 5 A
 b He was born and died on the same day, April 23.

TAPESCRIPT

Guide: Welcome to Stratford, where Shakespeare lived. I'd like to start by telling you something about Shakespeare's life.

William Shakespeare was born on April 23, 1564, in Stratford in the Midlands of England. His

father was a glove maker.

William went to school when he was seven, but had to leave at the age of 14 because his family had financial problems.

When he was 18, Shakespeare married a farmer's daughter called Anne Hathaway.

William and Anne had three children. After that, no one is sure what Shakespeare did but, in 1592, he left his family and went to London to become an actor.

Soon he started writing poems, and one of his longest poems, "Venus and Adonis", was so successful that it made him famous. If he hadn't found a patron at this time, he wouldn't have become a famous writer.

By 1594, Shakespeare was a well-known actor and writer who wrote and performed for a theatre group called The King's Men.

Shakespeare had started writing plays in 1588 and, for the next 17 years, he wrote two plays a year. Many of these were performed at The Globe Theatre near to the River Thames in London. His five most famous plays are probably Romeo and Juliet, written in 1596, A Midsummer Night's Dream in 1596, Hamlet in 1601, King Lear in 1606 and Macbeth in 1606. Shakespeare part-owned The Globe Theatre, and he made a lot of money from it. He had enough to buy a very large house in Stratford, and he retired here in 1611. Shakespeare died on April 23, 1616.

- 2 Ask any confident students to tell the class what they think. Find out if any of them has seen a play by Shakespeare (or a film of one of his plays), either in English or their own language. Encourage anyone who has, to tell the class about it.

Suggested answers: _____

Because he wrote plays that are exciting and interesting, and which also teach us about the feelings and lives of people all over the world.

5 Listen again. Are these sentences *True* or *False*?

- 1 Read through the statements with the class, or ask different students to read one each. Tell the students to listen again and to mark the sentences *T* for true or *F* for false.
- 2 Check the answers with the class and encourage the students to correct the incorrect statements.

Answers: _____

- a He was the son of a glove maker.
- b T
- c F. He married Anne Hathaway when he was 18.
- d F. He went to London to be an actor.
- e T
- f F. He was part-owner of The Globe Theatre.

6 Discuss this question in pairs.

- 1 Put the students into pairs and ask them to discuss the question. Go round the class, monitoring and helping with vocabulary.



WORKBOOK

page 37

1 Choose the correct word.

- Ask the students to look at the pictures and describe who and what they can see (*a picture of Shakespeare and The Globe theatre in London*).
- Tell the students to look at the four sentences and choose the correct word to make a complete sentence.
- Check answers with the whole class.

Answers: _____

- b plays
c poems
d performing

2 Complete these sentences with the correct word (you do not need one). Listen to check your answers.

- Remind the students of the information they learned about William Shakespeare in the Student's book. Ask them to complete these sentences about Shakespeare's life with the words in the box.
- Play the recording or read the tapescript for the students to check their answers.

Answers: _____

- b actor c patron
d performed e retired

William Shakespeare

UNIT 8



1 Choose the correct word.

- a A(n) actor/patron works in films, on TV or in a theatre.
b You can watch films/plays in a theatre.
c Shakespeare wrote some great plays and poems/novels.
d The children are performing/writing in a famous play this afternoon.



2 Complete these sentences with the correct word (you do not need one). Listen to check your answers.

actor patron performed poem returned theatre

- a The first thing Shakespeare wrote was a long poem.
b Shakespeare first went to London because he wanted to be an _____.
c Without his rich _____, Shakespeare wouldn't have been a successful writer.
d Shakespeare often _____ in his own plays.
e In 1611, Shakespeare left London and _____ to Stratford.

3 Match to make sentences.

- | | |
|--|---|
| a When he was seven, | 1 <input type="checkbox"/> one of his long poems was very successful. |
| b We don't know what Shakespeare did right before | 2 <input type="checkbox"/> he went to London to become an actor. |
| c Shakespeare became famous because | 3 <input type="checkbox"/> he moved back to Stratford. |
| d <i>The King's Men</i> was the theatre group that | 4 <input checked="" type="checkbox"/> Shakespeare started school. |
| e When Shakespeare retired, | 5 <input type="checkbox"/> Shakespeare wrote plays for. |

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TAPESCRIPT

Narrator: a

Guide: *The first thing Shakespeare wrote was a long poem.*

Narrator: b

Guide: *Shakespeare first went to London because he wanted to be an actor.*

Narrator: c

Guide: *Without his rich patron, Shakespeare wouldn't have been a successful writer.*

Narrator: d

Guide: *Shakespeare often performed in his own plays.*

Narrator: e

Guide: *In 1611, Shakespeare left London and retired to Stratford.*

3 Match to make sentences.

- Again, the completed sentences are about the life of Shakespeare. Give the students a minute or two to match up the two halves.
- Check answers with the class by asking five students to read out a complete sentence each.

Answers: _____

- b 2
c 1
d 5
e 3

LESSON 2

SB page 47

WB page 38

UNIT
8

Grammar The third conditional

1 Underline the verbs in these third conditional sentences.

- a Shakespeare wouldn't have been such a good writer if he had left school at the age of ten.
- b If he hadn't found a patron at this time, Shakespeare wouldn't have become a famous writer.
- c If Shakespeare had stayed in Stratford, he would probably have become a glove maker.
- d Shakespeare would not have been so rich if he hadn't been the part-owner of a theatre.

GRAMMAR
REVIEW
PAGE 128

2 In pairs, discuss these questions about the sentences in Exercise 1.

- a Which verb form is used in the part of the sentences with if ...?
- b Which verb form is used in the other part of the sentences?
- c Do these sentences refer to the past, present or future?
- d Did Shakespeare find a patron? Did he become a famous writer?
- e Did Shakespeare stay in Stratford? Did he become a glove maker?

3 Read and make third conditional sentences.

- a Shakespeare went to school. He learned to read and write well.
If Shakespeare hadn't gone to school, he wouldn't have learned to read and write well.
- b Shakespeare's family had financial problems. He left school at the age of 14.
- c Shakespeare didn't stay in Stratford. He became an actor.
- d Shakespeare went to London. He met many theatre people there.
- e Shakespeare was very rich. He was able to buy a large house in Stratford.

4 Work in pairs.

- a Think about important things that you have done.
- b Now say how your life would have been different if you hadn't done them.

FOCUS ON GRAMMAR

GRAMMAR
REVIEW
PAGE 128

The third conditional

Third conditional sentences refer to imaginary situations in the past.

It is formed with *If + past perfect + would (not) have + past participle*, or *would (not) have + past participle + if + past perfect*:

If Hassan had been very tall, he would have been a basketball player. / Hassan would have been a basketball player if he had been very tall.

WORKBOOK
PAGE 38

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Grammar

The third conditional

1 Underline the verbs in these third conditional sentences.

- 1 Remind the students of the work they did on the zero, first and second conditionals in Unit 3. If necessary, go back over that work and the information in the Grammar Review. Then tell them that now they are going to look at the third conditional.
- 2 Read the first sentence aloud to the class. Point out that it uses the third conditional and draw attention to the underlined verb forms. Explain that the third conditional is used to talk about things that didn't actually happen in the past

and what the consequences would have been if they had happened. Use concept-checking questions to try and convey this idea. For example, ask the students:

Did Shakespeare leave school at the age of ten? (No, he didn't.)

Was he a good writer? (Yes, he was.)

Could someone who left school at ten become a good writer? (He wouldn't have been a good writer.)

- 3 Read the next sentence aloud and ask the students to underline the verbs.

- 4 Repeat the procedure for the remaining sentences. Then check that everyone has underlined the correct verbs.

Answers:

- b If he hadn't found a patron at this time, Shakespeare wouldn't have become a famous writer.
- c If Shakespeare had stayed in Stratford, he would probably have become a glove maker.
- d Shakespeare would not have been so rich if he hadn't been part-owner of a theatre.

2 In pairs, discuss these questions about the sentences in Exercise 1.

- 1 Do the first one with the whole class, making sure that everyone understands the answer.
- 2 Put the students into pairs to decide on their answers to the remaining questions. As they work, go round encouraging and helping as required. They can refer to the Focus on Grammar box if necessary.

- 3 Check answers with the class by asking different pairs for their answers to the questions. There is more information on this in the Grammar Review on page 128.

Answers:

- a the past perfect
- b *would have + past participle*
- c the past
- d Yes he did find a patron. Yes, he did become a famous writer.
- e No, he didn't stay in Stratford. No, he didn't become a glove maker

3 Read and make third conditional sentences.

- 1 This exercise gives the students the opportunity to construct some third conditional sentences. Go through the example with the class and then ask them to work individually to complete the exercise.
- 2 As the students work, go round giving encouragement and extra help where needed. Check that everyone is forming the third conditional correctly. Again, they can refer to the Focus on Grammar box if they need more help.
- 3 Check answers with the whole class.

Answers:

- b If Shakespeare's family hadn't had financial problems, he wouldn't have left school at the age of 14.
- c If Shakespeare had stayed in Stratford, he wouldn't have become an actor.
- d If Shakespeare hadn't gone to London, he wouldn't have met theatre people there.
- e If Shakespeare hadn't been very rich, he wouldn't have been able to buy a large house in Stratford.

4 Work in pairs.

- 1 Go through the example in the speech bubble with the class and point out the use of the third conditional. Tell the students they are going to make similar sentences about their own lives.
- 2 Put the students into pairs and ask them to take turns telling each other how their lives would have been different if they had not done certain things. Go round and monitor. Praise students who make correct third conditional sentences.

Students' own answers



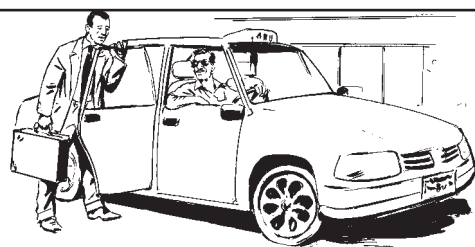
WORKBOOK

page 38

1 Correct the mistakes.

- 1 Go through the example with the class and point out that the third conditional needs the past perfect (had got up) in the *if* clause.
- 2 Ask the students to correct the mistakes in the remaining sentences. Go round, monitoring and helping where necessary.

UNIT
8



1 Correct the mistakes.

- a If he ~~got up~~ earlier, he would have caught the first plane.
If he had got up earlier, he would have caught the first plane.
- b If he caught the first plane, someone would have met him at the airport.

- c He wouldn't go by taxi if someone had met him at the airport.

- d If he hadn't gone by taxi, he won't have been injured in the road accident.

- e He wouldn't have gone to hospital if he hasn't been injured.

- f If he didn't go to hospital, he wouldn't have met the nurse who became his wife.

2 Write third conditional sentences.

- a I wanted to come to see you, but I didn't know your address.
If I'd known your address, I would have come to see you.
- b I didn't have your mobile number, so I couldn't phone you.

- c He forgot to write the time of the meeting in his diary, so he arrived an hour late.

- d The flat was very expensive, so they didn't buy it.

- e You didn't do very well in the test because you didn't do enough revision.

- f She went to bed very late. That's why she was so tired this morning.

3 Finish these sentences with your own ideas

- a If you'd told me you were coming, I _____
- b If I'd known you were busy, I _____
- c If I hadn't bought today's newspaper, I _____
- d If I hadn't missed the train, I _____
- e If they had moved to Alexandria, they _____

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- 3 Check answers with the whole class.

Answers:

- b If he had caught the first plane, someone would have met him at the airport.
- c He wouldn't have gone by taxi if someone had met him at the airport.
- d If he hadn't gone by taxi, he wouldn't have been injured in the road accident.
- e He wouldn't have gone to hospital if he hadn't been injured.
- f If he hadn't gone to hospital, he wouldn't have met the nurse who became his wife.

Additional activity

Put the students into two teams (A and B) and write a simple sentence on the board, e.g. **He went to**

Reading

1 FOCUS ON VOCABULARY

Choose the meanings for these words, then check in your dictionary.

- obvious:** easy to understand / difficult to understand
wander: walk very quickly/walk with nowhere to go
beat: win a fight against someone/lose against someone

2 Read the summary of *King Lear* and complete these sentences.

- Before Lear gives his money and land to his **daughters**, he wants to know how much they love him.
- If Cordelia had said she loved her father, he wouldn't have her away.
- Lear and his two friends arrive in Dover after they have around the country.
- Cordelia and French come to England to try to save Lear.
- Lear realises Cordelia

3 FOCUS ON COLLOCATIONS

Which nouns can follow these verbs?

Verbs make do

Nouns

damage a decision homework
 a job a mistake money a noise
 a quiz a sport a suggestion

4 Discuss the following in pairs. Use the collocations from Exercise 3.

- one of your biggest mistakes
- a job you'd like
- a recent decision

KING LEAR

Lear is the King of **Britain**. When he is old, he decides to give his country to his three daughters, Goneril, Regan and Cordelia. But before he does this, he asks them to tell him how much they love him. Two of the daughters, Goneril and Regan, say they love him much more than they really do. The third daughter, Cordelia, does not say very much. She does not know how to describe her love for her father. Lear is angry with Cordelia, and gives all his money and land to Goneril and Regan. Cordelia is sent away and goes to live in France where she marries the King.



Tell them to be careful with sentence e – the result of the test is the consequence of the lack of revision and not vice versa, so *If you had done well in the test you would have done enough revision* is not a possible answer here. It may help to remind students to decide which action happened (or didn't happen) first.

3 Check answers with the whole class.

Answers: _____

- If I had had your mobile phone number, I would have phoned you.
- If he'd written the time of the meeting in his diary, he wouldn't have arrived an hour late.
- If the flat hadn't been very expensive, they would have bought it.
- If you'd done enough revision, you would have done well in the test.
- If she hadn't gone to bed very late, she wouldn't have been so tired this morning.

3 Finish these sentences with your own ideas.

- This would be a good homework activity. Otherwise, ask the students to work individually to write their sentences.
- Check answers by asking different students read out what they have written.

Suggested answers: _____

- would have cooked you a meal.
- wouldn't have asked you to help me with my homework.
- wouldn't have known about the accident.
- wouldn't have missed the lesson.
- would have lived near the sea.

London. Ask team A to use this to make a third conditional sentence, e.g. **If he hadn't gone to London, he wouldn't have visited Buckingham Palace.** If they do this correctly, they get one point. Team B then has to use team A's sentence, e.g. **If he hadn't visited Buckingham Palace, he wouldn't have met the Queen.** The activity continues with each team scoring a point for every correct sentence they produce.

2 Write third conditional sentences.

- Go through the example with the class, pointing out how the prompt sentence has been used to make a third conditional sentence.
- Ask them to use the remaining prompts to write third conditional sentences in the same way. Go round, monitoring and helping where necessary.

LESSON 3

SB page 48

Reading

1 Choose the meanings of these words, then check in your dictionary.

- Tell the students that they are going to read the story of one of Shakespeare's most famous plays, *King Lear*. Tell them that the three words

in the box are important in the story and ask them to check that they understand their meaning.

- Encourage the students to make a choice of meanings before they check in their dictionaries. Check answers with the class.

Answers:

wander: walk with nowhere to go

beat: win a fight against someone

2 Read the summary of *King Lear* and complete these sentences.

- Go through the sentences with the class so that they know what information to look for as they read the story.
- Students read the summary and look for the missing information. Go round and help them if necessary.

- Check answers with the whole class.

Answers:

- | | |
|------------|--------------------|
| b sent | c wandered |
| d soldiers | e really loves him |

3 Which nouns can follow these verbs?

- Point out that there are two verbs in the top box and ten nouns or noun phrases in the bottom box. Ask the students to work individually to match the verbs with the nouns.
- Allow them to compare in pairs before checking their answers with the class. Follow up by asking the students about the last time they made/did any of these things.

Answers:

make: a decision, a mistake, money, a noise, a suggestion

do: damage, homework, a job, a quiz, a sport.

4 Discuss the following in pairs. Use the collocations from Exercise 3.

- Read through the list with the class and then ask two confident students to demonstrate the activity using the language from Exercise 3. Make sure they all understand the task.
- Put the students in pairs and go round as they

Critical thinking

1 Read this quotation from *King Lear* and answer the questions.

- How do you think Cordelia feels when she hears what has happened to her father?
- How do you think Lear feels when Cordelia tries to help him?
- Who puts Cordelia and Lear into prison? Why?
- How do you think Lear feels when he finds out how much Cordelia loves him?

Cordelia hears what has happened to her father. She comes to England with soldiers to try to save him and to take his country back from her two sisters. English soldiers arrive in Dover and beat the French. Cordelia and Lear are captured and taken to prison. Here, Cordelia tells her father how much she really loves him.

Old Lear soon discovers that he has made a terrible mistake. It is soon **obvious** to him that Goneril and Regan said that they loved him only so that they could have his money and his country. The truth is that they do not love their father at all. Lear **wanders** around the country with his last two good friends until they arrive in Dover.



In France, Cordelia hears what has happened to her father. She comes to England with soldiers to try to save him and to take his country back from her two sisters. English soldiers arrive in Dover and **beat** the French. Cordelia and Lear are **captured** and taken to prison. Here, Cordelia tells her father how much she really loves him.

2 Read and answer four of the following questions.

- Which two of King Lear's daughters do not tell their father the truth?
Goneril and Regan
- Why does Lear not give any of his money and land to Cordelia?
- Why does Cordelia come back to England with French soldiers?
- Why do you think King Lear believes Goneril and Regan?
- How do you think King Lear discovered that he had made a mistake?
- Why do you think that Lear wanders around the countryside?

3 Discuss the following in pairs.

- How do you think the story will end? Think of a happy and an unhappy ending.
- Which ending do you prefer? Why?

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discuss, encouraging and helping as required.

- Ask any confident pairs to repeat their dialogues in front of the class.

Students' own answers

LESSON 4

SB page 49 WB page 39

Critical thinking

1 Read this quotation from *King Lear* and answer the questions.

- Before students look at the book, ask them to tell you what they can remember about the story

UNIT
8

1 Put the words in the correct order.

- a her father/Cordelia brings/French soldiers/to save
Cordelia brings French soldiers to save her father.
- b how to describe/for her father/her love/doesn't know/Cordelia

- c love him/their father/Goneril and Regan/tell/that they

- d don't love him/that Goneril/Lear discovers/and Regan

- e where/Lear sends/the king/Cordelia/she marries/to France

2 Now put the sentences in Exercise 1 in the correct order.

1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐

3 Complete the sentences with the correct form of do or make.

- a I'm not good at making quick decisions.
- b In his maths test, Abdullah didn't _____ any mistakes.
- c What job would you like to _____ when you leave university?
- d Try not to _____ any noise when you go into the library.
- e Last year Ali didn't _____ much money, as he was still a student.
- f What sports do you _____?
- g Can I _____ a suggestion? Why don't you _____ your homework before you go out?
- h Let's _____ this quiz about animals.
- i Two trees fell down in the wind, but luckily they didn't _____ any damage.



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terrible mistake, but also happy that one of his daughters loves him.

2 Read and answer four of the following questions.

- 1 Ask students to read the questions carefully. They can read the text again to help them to answer individually.
- 2 They can compare answers in pairs.
- 3 Check answers as a whole class.

Suggested answers: _____

- b Because he thinks she does not love him.
- c Because she wants to take the country back from her sisters and to help her father.
- d Because they tell him how much they love him, although this is not true. Cordelia says nothing.
- e He probably realises that Goneril and Regan are not good people.
- f Perhaps he is looking for people who can help him.

3 Discuss the following in pairs.

- 1 Read the questions, then put students into pairs to discuss them.
- 2 Ask pairs to share their ideas with the class. See who can come up with the most imaginative ending!

Students' own answers

of King Lear. Did they like the story? Why/Why not?

- 2 Ask students to read questions a–d first, before they read the quotation.
- 3 Students can discuss the questions in pairs.
- 4 Ask students to share their ideas with the class.

Suggested answers: _____

- a She probably feels very sad and also angry with her sisters.
- b He probably feels happy that she wants to help him.
- c English soldiers, probably because Goneril and Regan tell them to. They do this because they want to keep Lear's money and his country for themselves.
- d He must feel sad that he made such a



WORKBOOK

page 39

1 Put the words in the correct order.

- 1 Point out that the jumbled words make sentences about events in the story of King Lear. Go through the example with the class and make sure that everyone understands what to do.
- 2 Ask the students to work individually to put the words in the right order, but allow them to compare their sentences in pairs before checking answers with the class.

Answers: _____

- b Cordelia doesn't know how to describe her love for her father.

- c Goneril and Regan tell their father that they love him.
- d Lear discovers that Goneril and Regan don't love him.
- e Lear sends Cordelia to France, where she marries the king.

2 Now put the sentences in Exercise 1 in the correct order.

- 1 Encourage the students to do this without looking back at the story in the Student's Book. Allow them to work in pairs if they wish.
- 2 Check answers with the class.

Answers: _____

2 b 3 e 4 d 5 a

3 Complete the sentences with the correct form of *do* or *make*.

- 1 Do the first one as an example with the class and then ask the students to work individually to complete the remaining sentences.
- 2 Allow the students to compare their sentences in pairs before checking answers with the class.

Answers: _____

- | | |
|--------|-------------|
| b make | c do |
| d make | e make |
| f do | g make - do |
| h do | i do |

UNIT 8

Communication skills Telling a story with a message

1 You are going to tell a story about someone who learns from a mistake.

- a Think of a story you know. It can be ...
 - from a novel, a play or a television programme.
 - a story you have heard from someone.
 - a very old or a very modern story.

- b Make notes in answer to these questions, like the sample.

1 What kind of story have you chosen?

A Shakespeare play: King Lear

2 Who is the main character?

King Lear

3 What is he/she like?

A tired old man

4 Who is in his/her family?

Three daughters: Goneril, Regan, Cordelia

5 How does the story start?

Lear wants to give his country to his daughters.

6 What happens first?

Lear asks his daughters how much they love him.

7 What happens next?

He gives his land to Goneril and Regan. Cordelia goes to France.

8 Is there a turning point in the story?

Yes. Lear finds out he has made a mistake.

9 Who learns from a mistake?

King Lear learns that people can have feelings without talking about them.

2 Take turns to tell each other about the story you have chosen.

- a Use your notes to help you remember the important points.

- b Discuss these questions:

- What is the message of your story?
- What qualities do people need to learn successfully from their mistakes?

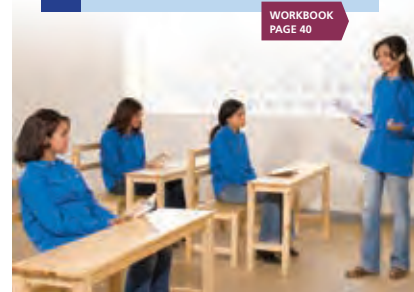


3 Research the following about Shakespeare's Globe

Find out:

- when and where the new theatre opened, and why
- which plays it shows
- what is unusual about it

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LESSON 5

SB page 50 WB page 40

Communication skills

Telling a story with a message

1 You are going to tell a story about someone who learns from a mistake.

- 1 Remind the students that they read about the story of King Lear, which is about a man who learns from a mistake he made. Ask them to think of a story that they know which is about someone who learns from a mistake and which they would like to talk about.

- 2 Focus attention on the sample notes with the class and make sure that everyone understands what they have to do.
- 3 As the students make their own notes, go round, giving help and encouragement. Discourage them from writing whole sentences at this stage, otherwise they may simply read these out in the next exercise.
- 2 Take turns to tell each other about the story you have chosen.
 - 1 Go through the instructions with the class.
 - 2 Put the students into pairs and ask them to take turns to tell their stories to each other, using their notes to help them.

1 Read the first paragraph of *King Lear* again and answer the questions.

- [1] Lear is the King of Britain. [2] When he is old, he decides to give his country to his three daughters, Goneril, Regan and Cordelia. [3] Before he does this, he asks them to tell him how much they love him. [4] Two of the daughters, Goneril and Regan, say they love him much more than they really do, but the third daughter, Cordelia, does not say very much. [5] She does not know how to describe her love for her father. [6] Lear is angry with Cordelia, and gives all his money and land to Goneril and Regan. [7] Cordelia is sent away and goes to live in France, where she marries the king.



a Do the phrases at the beginning of sentences 2 and 3 tell us *where*, *when* or *how*?

b What kind of idea follows the word *but* in sentence 4: the same or the opposite?

c These are the three pieces of information in sentence 7:

- Cordelia is sent away.
- She goes to live in France.
- She marries the king of France.

How are these pieces of information joined together?

2 Write the story that you told your partner.

a Plan three paragraphs using your notes from the Student's Book.

Paragraph 1 Say who the characters are and describe what they are like.

Paragraph 2 Say what happens to the characters and describe what effect their mistake has on them.

Paragraph 3 Say what they have learned from their mistake.

b Write your story in 100–120 words in your copybook.

- Use the present simple or present perfect, as in the *King Lear* story.
- Try to join several pieces of information together in one sentence.
- Try to include the word *but* followed by an opposite idea.
- Try to include a sentence using the third conditional.

1 Read the first paragraph of *King Lear* again and answer the questions.

- 1 Give the students a minute or two to read the paragraph, telling them to ignore the numbers for the moment.
- 2 Ask the students to answer the questions below the text. Allow them to work in pairs if they wish. Check answers with the class.

Answers:

- a They tell us when.
- b the opposite
- c using *and* and *where*

2 Write the story that you told your partner.

- 1 Remind the students of the stories they told in Exercise 2 in their Student's Book. Tell them that now they are going to use their notes to write the stories.
- 2 Go through the paragraph plan with the class and make sure that everyone understands what they have to do.
- 3 As the students plan and write their stories, go round the class monitoring and helping. Remind them to use the present simple and present perfect, to join several pieces of information together in one sentence where possible, and to use *but* followed by an opposite idea.
- 4 The finished stories might make a good display for the classroom. Allow the students to illustrate them if they wish.

Students' own answers

3 Afterwards, they should discuss the questions in b in their pairs. Go round as they do this, monitoring and helping where necessary.

4 Ask pairs to report back to the class with their answers to b. Encourage class discussion.

3 Research the following about Shakespeares's Globe

- 1 Go through the instructions with the class and make sure they understand what they have to do.
- 2 Encourage students to use the library or the internet to find this information. They can do this for homework. You can take in this work in the next lesson.

Assessment

Listening Task

Target element: vocabulary from the unit

Use SB pages 48–49. Read the following sentences. Students say if they refer to Lear or Cordelia.

This person wants to give a country away. (Lear)

This person does not know how to describe their love for their father. (Cordelia)

This person is the king. (Lear)

This person marries a king. (Cordelia)

This person goes to another country. (Cordelia)

This person wanders around the country. (Lear)

It is obvious this person has made a terrible mistake. (Lear)

This person tries to win the country back. (Cordelia)

This person now knows how to describe their love for their father. (Cordelia.)

Speaking Task

Target element: use of do and make

Use WB page 39, Ex. 3. Students use the sentences to think of six questions to ask their partner using *do* or *make*. They take it in turns to ask and answer the questions (they can use the existing questions if they wish). Encourage them to be creative and imaginative.

Sample answers:

- Are you good at making quick decisions?
Yes, I am./No, I'm not.
- Did you make any mistakes in your last exam?
Yes, I did./No, I didn't.
- What job would you like to do when you leave university?
I would like to be a...
- What sports do you do?
I play tennis and football.
- Can I make a suggestion?
Why don't you help me with this exercise.
- Why don't we do the quiz in that magazine?
No, thanks, I don't like quizzes.
- Did the trees that fell down do any damage?
No, luckily they didn't.

Reading Task

Target element: the third conditional

Use SB page 47, Ex. 4. Ask students to read the speech bubble and write the following questions on the board. Students answer in full sentences (answers in brackets):

- When did they go on holiday?** (They went on holiday in 2007.)
- Where did they go?** (They went to Italy.)
- Did the boy meet Mario?** (Yes, he did.)
- Did he learn to speak Italian?** (Yes, he did.)
- What would have happened if he hadn't gone to Italy?** (If he hadn't gone to Italy, he wouldn't have met Mario.)
- What would have happened if he hadn't met Mario?** (If he hadn't met Mario, he wouldn't have learned to speak Italian.)
- What do you think would have happened if he had gone to Greece in 2007, and not Italy?** (Suggested: He would have met a Greek friend. He would have learned to speak Greek.)

Writing Task

Target element: vocabulary from the unit


Use WB page 37, Ex. 1. Students write a sentence for each of the highlighted words that were *not* the correct answers for Exercise 1. The sentence should show the meaning of the highlighted words in context or should define the word, for example: **A patron is someone who supports or gives money to an organisation, artist, etc.** They can use their dictionaries if necessary.

UNIT 9

AMAZING PEOPLE

SB pages 51-55

WB pages 41-44



Amazing people

OBJECTIVES **Listening** Listening for specific information; sequencing events
Grammar Articles *a/an* and *the* with singular nouns
Reading Scanning; guessing the meanings of words from context
Critical thinking Appreciating the problems faced by people who are blind or have lost a leg
Functions Complimenting and congratulating
Writing Writing about the Paralympic Games

Listening

1 Look at these words and answer the questions.

career difficulty kung fu
 physiotherapy ~~wheelchair~~

CHECK
IN YOUR
DICTIONARY


- Which word means a chair with wheels, used by people who cannot walk? wheelchair
- Which word means a problem?
- Which word means medical treatment for muscles, using exercises, etc.?
- Which word means a job that you plan to do for a long time?
- Which word means a Chinese sport in which people fight with their feet and hands?

2 Listen to a radio programme and answer the questions.

- Which sports was Mahmoud Mohamed Youssef very good at? kung fu,
- Why does he have to use a wheelchair?

3 Choose the correct meaning of the highlighted words.

- Welcome to Incredible People.
A amazing **B** very bad **C** very poor
- We look at men and women who have achieved things in their lives despite great difficulties.
A not done much
B succeeded in doing something
C learned a lot of
- In today's programme, we hear about a brave man whose story will inspire many young people.
A make someone laugh
B make someone want to do something
C worry



4 Listen again and put the events in the correct order.

- ☐ He became a top wheelchair tennis player.
- ☐ He was in a bus that had a terrible accident.
- ☒ **1** Mahmoud Mohamed Youssef started to do kung fu.
- ☐ He started to teach kung fu.
- ☐ He decided to study physical education.
- ☐ He won many gold medals at school.

5 Discuss the following in pairs.

- Why didn't Mahmoud play tennis before his accident?
- What happened to the bus he was travelling on?
- What did the doctors tell him at the hospital?
- How did he try to get better?
- Why is tennis a good sport for people like Mahmoud?
- What does Mahmoud's story teach us?

WORKBOOK
PAGE 41

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Objectives

Listening

Listening for specific information; sequencing events

Grammar

Articles *a/an* and *the* with singular nouns

Reading

Scanning; guessing the meaning of words from context

Critical thinking

Appreciating the problems faced by people who are blind or have lost a leg

Functions

Complimenting and congratulating

Writing

Writing about the Paralympic Games

LESSON 1

SB page 51

WB page 41

Before using the book:

- Ask students if they know of anyone who achieved something unusual. Then ask them if they know anyone who has a handicap. How has that person lived with their handicap? What things can they do/not do?
- Tell them that in this unit they will learn about people with handicaps who have achieved amazing things.

Listening

1 Look at these words and answer the questions.

- 1 Tell the students to read the first question and the answer (given as the example).
- 2 Allow time for them to complete the task with a dictionary and compare answers in pairs.
- 3 Check with the whole class.

Answers:

- | | |
|--------------|-----------------|
| b difficulty | c physiotherapy |
| d career | e kung fu |

**2 Listen to a radio programme and answer the questions.**

- 1 Tell the students that they are going to hear about an amazing person. Read the questions with the class. Then tell the students to listen while you play the recording or read the script.
- 2 Check answers with the whole class. Play the recording or read the script again.

Answers:

- a wheelchair tennis
- b Because he had a terrible accident when his bus fell from a bridge.

TAPESCRIPT

Presenter: Welcome to Incredible People. We look at men and women who have achieved things in their lives despite great difficulties. In today's programme, we hear about a brave man whose story will inspire many young people. The brave man's name is Mahmoud Mohamed Youssef.

Voice: Mahmoud cannot walk and has to use a wheelchair after a terrible accident. This was very difficult for him because before the accident, he had been a champion at kung fu. This was a sport that he had started when he was only five years old. He won many gold medals in kung fu at secondary school. Mahmoud loved other sports, too, so he decided to study physical education at the university. He told his professor that he would like to study tennis because it was a sport he liked. Unfortunately, he was not very good at it. So he decided to train people in the sport he was good at: kung fu. He became a kung fu trainer.

One day, when he was 20 years old, he was travelling to a kung fu lesson on a bus. Suddenly, it fell off the 6th of October Bridge and crashed to the ground. Mahmoud felt

nothing, but woke up in a hospital. His life would never be the same. Doctors at the hospital told him that he would never walk again, but he refused to give up. After a year of physiotherapy, he knew that kung fu would not be possible. However, he still wanted a career in sport and he remembered the time he had tried to play tennis. This is a sport that you can play in a wheelchair. After many hours of practice and a lot of hard work, Mahmoud became very good at it. Today, he is one of the best wheelchair tennis players in Egypt.

Mahmoud has shown us that it is possible to do well whatever your situation, if you work hard enough. He really is an incredible person!

3 Choose the correct meaning of the highlighted words.

- 1 Ask the students to read the instructions and look at the example.
- 2 Students then complete the task. Remind them that these are all sentences from the listening text.
- 3 Tell them to check in pairs, then go through the exercise with the whole class.

Answers:

- | | |
|-----|-----|
| b B | c B |
|-----|-----|

**4 Listen again and put the events in the correct order.**

- 1 First, tell the students to read the instructions and then to read all the sentences.
- 2 Play the recording or read the script, then allow time for them to number the sentences 1–7.
- 3 Check answers with the whole class. If they find this task difficult, you could pause after each piece of information and then check each answer.

Answers:

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

5 Discuss the following in pairs.

- 1 Tell the students to discuss each question with a partner. Go round and listen, offering prompts if necessary.
- 2 Ask volunteers to share ideas with the class.

Answers:

- a Because he was not very good at it.
- b It fell off the 6th October Bridge and crashed to the ground.

Amazing people

UNIT 9

1 Complete the sentences with these words.

achieved career difficulty incredible
inspired kung fu physiotherapy

- a Some old people have difficulty with seeing in the dark.
b Hassan's broken leg is nearly better, but now he needs to have physiotherapy.
c My grandmother has achieved so much in her life. She was a doctor and had four children.
d Nabila felt inspired to learn a new language after watching a TV programme about a woman who can speak eight languages!
e Mr Taha spent most of his career as a teacher.
f You must read this book. The story is incredible!
g I saw an interesting Chinese film about some kung fu fighters.



2 Match to make compound nouns. Which is two words?

- | | | | |
|-----------|---------------------------------------|----------|-------------------|
| a wheel | 1 <input type="checkbox"/> | mistress | _____ |
| b pass | 2 <input type="checkbox"/> | fumes | _____ |
| c under | 3 <input type="checkbox"/> | word | _____ |
| d head | 4 <input type="checkbox"/> | ground | _____ |
| e exhaust | 5 <input checked="" type="checkbox"/> | chair | <u>wheelchair</u> |

3 Complete these sentences from the listening text with the correct prepositions.

at for in of off to

- a We look at men and women who have achieved things in their lives despite great difficulties.
b This was very difficult for him because before the accident, he had been a champion in kung fu.
c Suddenly, it fell off the 6th of October Bridge and crashed to the ground.
d After many hours of practice and a lot of hard work, Mahmoud became very good at it.

4 Answer these questions for yourself.

- a What have you achieved in your life? _____
b What can be difficult for you? _____
c What do you need many hours of practice to be good at? Think of three things. _____
d What are you very good at? _____

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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: _____

- | | |
|-----------------|------------|
| b physiotherapy | c achieved |
| d inspired | e career |
| f incredible | g kung fu |

2 Match to make compound nouns. Which is two words?

- 1 Tell the students to look at the example, then allow time for them to complete the task. Suggest they use their dictionaries if necessary.

- 2 Check answers with the whole class.

Answers: _____

- | | |
|------------------|-------------------------------|
| b 3 password | c 4 underground |
| d 1 headmistress | e 2 exhaust fumes (two words) |

3 Complete these sentences from the listening text with the correct prepositions.

- 1 Remind the students of the text in the Student's Book about Mahmoud Mohamed Youssef, then allow time for them to complete the task alone or in pairs. Tell them that they can use a preposition more than once.

- 2 Go round and check their work; then go through the answers with the whole class.

Answers: _____

- | | | | |
|------|----------|-----------|------|
| a in | b for/in | c off, to | d of |
|------|----------|-----------|------|

- c They told him that he would never walk again.
d He had a year of physiotherapy.
e Because you can play it in a wheelchair.
f It teaches us that it is possible to be successful even after terrible things have happened if you work hard.



WORKBOOK

page 41

1 Complete the sentences with these words.

- 1 Tell students that the words in the box are all key words from the listening task. Tell the students to read the first sentence, completed as the example.
2 Allow time for the students to complete the

4 Answer these questions for yourself.

- 1 Tell the students to read the questions carefully and spend a little time thinking about them before they write their answers.
2 Go round and check, offering help if needed.
3 Invite different students to read out their sentences to the class.

Students' own answers

LESSON 2

SB page 52

WB page 42

Grammar

Articles *a/an* and *the* with singular nouns

1 Circle all the articles in these sentences from the listening text.

- First, tell the students to study the Focus on Grammar box at the bottom of the page, and remind them to refer to it as necessary.
- Tell them that the six sentences are from the listening text on page 51.
- Tell the students to complete the task alone or in pairs.
- Check answers with the whole class.

Answers:

- The brave man's name is Mahmoud Mohamed Youssef.
- Mahmoud cannot walk and has to use a wheelchair.
- He decided that he wanted to be a P.E. teacher.
- Suddenly, it fell off the 6th of October Bridge and crashed to the ground.
- Today, he is one of the best wheelchair tennis players in Egypt.

2 Complete these rules about articles and match to a sentence in Exercise 1.

- Tell the students to read the example.
- Allow time for them to complete the sentences with *a/an* or *the* and to match them with the sentences in Exercise 1.
- Check answers with the whole class.

Answers:

- the, Sentence b
- the, Sentence f
- a, Sentence c
- a, Sentence d
- the, Sentence e

3 Now discuss these questions in pairs.

- Tell the students to read the example, then allow time for pairs to complete the task. Go round and check; offer help if needed.
- Go through the exercise with the whole class.

Answers:

- Because it was one of many buses.
- We use *a* for the first time we talk about the hospital, but then *the* when we already know about it.

UNIT 9

Grammar Articles *a/an* and *the* used with singular nouns

1 Circle all the articles in these sentences from the listening text.

- In today's programme, we hear about a brave man.
- The brave man's name is Mahmoud Mohamed Youssef.
- Mahmoud cannot walk and has to use a wheelchair.
- He became a kung fu trainer.
- Suddenly, it fell off the 6th of October Bridge and crashed to the ground.
- Today, he is one of the best wheelchair tennis players in Egypt.

GRAMMAR REVIEW
PAGE 128

2 Complete these rules about articles and match to sentences in Exercise 1.

- To talk about something for the first time, use a. Sentence a.
- To talk about something we already know about, use the.
- With words like *best*, *first* and *last*, use the.
- To talk about one of many things, use a.
- To talk about jobs, use a.
- When there is only one of something, use the.

3 Now discuss these questions in pairs.

- Why do we use *the* with sun?
Because there is only one sun.
- Why do we say he was travelling on *a* bus?
- Why do we use *a* and then *the* in the following sentences?
Mahmoud woke up in *a* hospital.
Doctors at *the* hospital told him that he would never walk again.
- Why do we use *an* in the following?
He's *an* architect.

4 Choose the correct article to complete the sentences.

My uncle, who is a *an* architect, is working on a *the* new hotel which will overlook a *the* Red Sea. He says it is going to be a *the* tallest hotel in the area. It will have a *the* 300-seat dining room on a *the* second floor of a *the* hotel, with a *an* good view of a *the* sea.

5 Work in pairs. Think of someone you know and discuss their job.

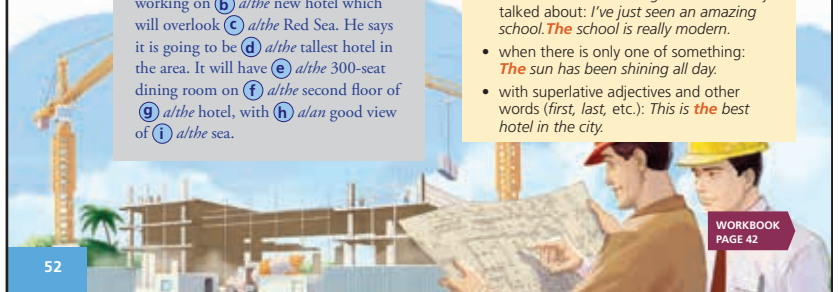
FOCUS ON GRAMMAR

Articles *a/an* and *the* used with singular nouns*A/an* is used with singular nouns

- to refer to something for the first time:
I've bought a new computer.
- to talk about someone's job:
He's an engineer.
- to refer to one of many things: *We're staying in a room on the first floor.*

The is used with singular nouns

- to talk about something we have already talked about: *I've just seen an amazing school. The school is really modern.*
- when there is only one of something: *The sun has been shining all day.*
- with superlative adjectives and other words (*first*, *last*, etc.): *This is the best hotel in the city.*



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WORKBOOK
PAGE 42

- We use *a/an* before jobs.

4 Choose the correct article to complete the sentences.

- Ask students to look at the picture. What job does it show (*architect*).
- Now ask them to complete the task. Remind students to read all the sentences before choosing the correct word.
- Allow time for them to complete the task and then compare answers with a partner, then check as a whole class.

Answers:

- a c the d the e a f the g the h a i the

UNIT 9

1 Complete the sentences with the articles *a*, *an* or *the*.

- a His cousin is a journalist. He works for a newspaper in Cairo.
b I think this is a best museum in Alexandria. Is there a museum in your town?
c She wants to have a holiday next to a sea.
d He had a dream last night. In a dream, he was ten metres tall!
e Adel is a space scientist. At the moment, he is studying a moon.
f a engineer has a interesting job.

2 Find and correct the mistakes in these sentences.



Some people say that a best Olympic stadium ever built is the Beijing Olympic Stadium. The architects built it with the help of the artist called Ai Weiwei, who designed the stadium to look like the bird's nest. An unusual design is a symbol of China's art and culture. A 60-metre-high building opened in 2008 and is now a very popular place for tourists to visit from all over a world.

- a the
b a
c a
d a
e a
f a

3 Complete the sentences with the correct article.

When a a person has broken a a leg, it can take a a few months before a a leg is better again. However, a a person will probably need physiotherapy to make a a leg strong again. a a best way for a a person to get better is to do exercises two or three times a a day. The person can have this physiotherapy in a a good hospital.

4 Write a paragraph about the person's job you discussed in the Student's Book.

5 Work in pairs. Think of someone you know and discuss their job.

- Ask the students to read the instructions, and ask what kind of things they could discuss about the job. Write good ideas on the board (for example, **Is it a job they would like to do? Is the work indoors or outside? What qualifications do you need to do it?** etc.)
- Allow time for pairs to decide who to talk about. If necessary, make some suggestions (for example, a teacher they both know).
- Go round and listen to their discussions, offering prompts if necessary. Ensure they use articles correctly.

Students' own answers



WORKBOOK

page 42

1 Complete the sentences with the articles *a*, *an* or *the*.

- Ask the students to read the sentences first, not worrying about the missing words.
- Allow time for them to complete the sentences in pairs.
- Go through the exercise with the whole class.

Answers:

- a a b the, a
c a, the d a, the
e a, the f An, an

2 Find and correct the mistakes in these sentences.

- Allow time for the students to read the instructions and the example.
- Students complete the task, alone or in pairs. Point out that there is one mistake in each line. Go round and offer help where needed.
- Go through the exercise with the whole class.

Answers:

- a the best Olympic stadium
b an artist
c a bird's nest
d the unusual design
e the 60-metre-high building
f the world

3 Complete the sentences with the correct article.

- Remind the students to read whole sentences first, before completing the missing words.
- Allow time for them to complete the sentences.
- Tell them to check answers in pairs.
- Go through the exercise with the whole class.

Answers:

- b a c a
d the e the
f the g The
h the i a
j a

4 Write a paragraph about the person's job you discussed in the Student's Book.

- 1 Remind students about the person they discussed in the Student's Book on page 52, Exercise 5.
- 2 Allow time for them to plan and write their paragraphs. Go round and check their work.
- 3 Invite volunteers to read out their work to the class, or you can take it in to mark.

Students' own answers

LESSON 3

SB page 53

Reading

1 Before you read, look at the photographs and answer the questions.

- 1 Tell the students to look carefully at the pictures, then allow time for them to discuss the question in pairs.
- 2 Ask different students to share their ideas with the class. Tell them they will find out more in the text.

Suggested answers:

- a They can easily fall over things that they might not see on the ground. It can be dangerous for them near roads or rivers.
- b They cannot hear cars when they are coming. They cannot hear important messages.
- c It would be very hard because it would be very difficult to communicate with people.

2 Check the meaning of these words in your dictionary.

- 1 That they will need these words to understand the reading text. Allow time for them to use their dictionaries.
- 2 Ask different students to read out the meanings to the class.

Answers:

braille a type of printing with raised round marks that blind people can read by touching

Reading

1 Before you read, look at the photographs and answer the questions.

- a What problems do blind people have? Think about the streets near to where you live.
- b What problems do deaf people have?
- c How hard would it be to be deaf and blind?



3 Read about Helen Keller and answer these questions.

- a How old was Helen when she died?
She was 87.
- b What made Helen blind and deaf?
- c Who was Anne Sullivan?
- d Why do you think Anne was very patient with Helen?
- e How did Anne teach Helen to communicate?
- f What two important things did Helen achieve at university?
- g How did Helen help other people who were blind?

2 FOCUS ON VOCABULARY

Check the meaning of these words in your dictionary.

braille graduate (v)
organisation tutor

HELEN KELLER

It is very hard for people who cannot see or hear. It is even more difficult to enjoy a full life if you are both blind and deaf, but that is what happened to an American woman called Helen Keller. Incredibly, Helen lived a busy life, wrote many books and travelled to many places before she died, aged 87, in 1968.

Helen was born in a rural area of the USA. She could not see or hear anything because of an illness she had as a baby. When she was seven, her parents asked a **tutor** called Anne Sullivan to help their child. Anne could not see very well herself but was very patient with Helen. She soon understood that this little girl was very intelligent. Anne used touch to teach her to communicate with her hands. Helen then learnt how to read using **braille** and even learned several languages.



When she was 20, Helen went to university and in 1904, she became the first deaf and blind person to **graduate**. While she was at university, Helen also wrote the first of her many books, called *The Story of My Life*.

Helen later worked for the American Foundation for the Blind, an **organisation** that helps people who cannot see throughout the world. As part of her work, she travelled to 35 countries. Helen inspired not only blind people, but others, too. Two films were made about her life and she won many awards for her work.

graduate

to obtain a degree from a college or university

organisation

a large group that has particular aims

tutor

someone who teaches one person or a small group of people

3 Read about Helen Keller and answer these questions.

- 1 Ask students to look at the photograph in the text and tell them that this is another amazing person called Helen Keller. Allow time for the students to read the text.
- 2 Explain difficult words to the whole class.
- 3 Tell the students to answer the questions in pairs. Check answers as a whole class.

Critical thinking

1 Read the text and answer the questions.

- Are you surprised that Helen achieved so much in her life? Why/Why not?
- In what ways do you think Helen inspired people?
- How do you think we can help people like Helen Keller and Mahmoud Youssef?

2 Now read about another incredible person and answer the questions.

In 2016, Markus Rehm jumped 8.40 metres at an athletics long-jump competition in Doha, Qatar. In 2012, Greg Rutherford won a gold medal for jumping 8.31 metres at the 2012 London Olympics. Markus Rehm seems to be a better long-jumper. Amazingly, he only has one leg. Some people say that his other leg, which is made from a type of metal, helps Markus to jump further. They say that he should not be able to jump with athletes like Greg Rutherford because of this. Markus, however, wants to be able to win his own Olympic gold medal.

It is very hard for people who cannot see or hear. It is even more difficult to enjoy a full life if you are both blind and deaf, but that is what happened to an American woman called Helen Keller. Incredibly, Helen lived a busy life, wrote many books and travelled to many places before she died, aged 87, in 1968.



- Do you think people like Markus should take part in the Olympic Games? Why/Why not?
- How can technology help people who have lost a leg or are blind or deaf?
- How do you think technology will improve for these people in the future?



SKILLS FOR LIFE

Make a note of the things that you do that you are proud of. You will need this information to complete a CV. A CV is the form you complete before you look for a job.

3 FOCUS ON GRAMMAR

Using seem

- We can use *seem* + infinitive to say that we think something is true:
Markus Rehm seems to be a better long-jumper. = I think Markus Rehm is a better long-jumper.
- Complete these sentences with *seem* + infinitive so that they have the same meaning.
 - I think that the horse is hungry.
The horse *seems to be hungry*.
 - Look out of the window. I think it's raining. It
 - I think you're unhappy today.
You
 - They all look happy. I think your team are winning.
Your team
 - Ali doesn't like shopping. I don't think he ever wants to buy anything. Ali never

WORKBOOK
PAGE 43

Answers:

- more than a few, but not a lot
- in every part of a place

LESSON 4

SB page 54 WB page 43

Critical thinking

1 Read the text and answer the questions.

- Ask students to tell you what they can remember about Helen Keller from the previous lesson.
- Now ask students to read questions a–c, then to read the text. They can discuss their answers in pairs. Then check as a whole class.

Suggested answers:

- Yes, because it must be very difficult if you are blind and deaf.
- Because she achieved a lot in her life. This may make other people with similar problems want to do the same.
- We can understand the difficulties they have and realise that they can achieve as much as us if they have help.

2 Now read about another incredible person and answer the questions.

- Ask students to look at the picture of the man jumping. What do they notice about him? Are they surprised that a man with one leg can jump so high?

- Ask students to read the text and to discuss the questions in pairs.
- Ask them to share their ideas with the class.

Suggested answers:

- Yes, because he obviously has ability in his sport./ No, because the metal leg gives him an advantage.
- We can use devices that can help deaf people hear, we can use new materials for legs, etc.
- I think it will improve and that one day, perhaps we can help blind people to see again.

3 Focus on *seem*.

- Allow time for the students to read point 1.
- Tell them to complete question 2 in pairs.

Answers:

- An illness she had as a baby.
- She was Helen's tutor.
- Probably because she could not see very well herself, so she understood some of her problems.
- She used touch.
- She graduated and also wrote a book.
- She travelled to many countries to meet blind people and inspired them to do things.

4 Guess the meanings of the highlighted words from the text.

- This activity encourages students to work out the meaning of words from context.
- Give students time to find the words and to work out their meanings.
- Check answers as a whole class.

3 Check answers with the whole class.

Answers:

- b It seems to be raining.
- c You seem to be unhappy today.
- d Your team seem to be winning.
- e Ali never seems to want to buy anything.

Skills for life

Ask a student to read the Skills for Life box. Ask students to talk about their local library. How often do they use it? How can it help them to find out useful information?



WORKBOOK page 43

1 Match the words and expressions with the same meaning.

- 1 Tell the students to complete the task, then compare answers with a partner.
- 2 Check answers as a whole class.

Answers:

- 1 c 2 d 3 b 4 e 5 a

2 Complete the sentences with words from Exercise 1.

- 1 Read out the example sentence and confirm with the class that *award* is the correct answer.
- 2 Allow time for the students 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:

- b throughout c Several
- d graduate e tutor

3 Rewrite the following sentences with *think* or *seem* so that they have the same meaning.

- 1 Remind the students about the Focus on Seem box in the Student's Book.
- 2 Tell them to complete the task alone or in pairs.
- 3 Check answers with the whole class.

Answers:

- b There seems to be some sand in my bag.
- c Your cousin always seems to smile.
- d It seems to be cold outside because people are

1 Match the words and expressions with the same meaning.

- a award 1 ☐ more than a few
- b graduate 2 ☐ all over
- c several 3 ☐ pass your exams at university
- d throughout 4 ☐ a teacher of one person or a small group of people
- e tutor 5 ☒ a prize

2 Complete the sentences with words from Exercise 1.

- a Hamid won an award for helping out with a lot of different charities.
- b You will find people who speak English throughout the world.
- c Several students got all their answers right in the test.
- d Amal's sister will graduate in medicine this year.
- e Mona wants to learn Chinese, so her parents have found her a Chinese tutor.



3 Rewrite the following sentences with the words *think* or *seem* so that they have the same meaning.

- a I think Omar has got all the answers right. Omar seems to have got all the answers right.
- b I think there is some sand in my bag.

c It seems your cousin always smiles!

d I think it's cold outside because people are wearing coats.

e I don't know, but it seems this is the answer.

4 Write a paragraph about what Helen Keller achieved in her life. How did she inspire you?

wearing coats.

e This seems to be the answer.

4 Write a paragraph about what Helen Keller achieved in her life. How did she inspire you?

- 1 Tell the students to discuss the task first in pairs so that they can share ideas.
- 2 Allow time for them to plan and write their paragraphs. Go round and check, offering help where needed.
- 3 Invite volunteers to read their work out to the class, and invite comments. You could take in their work to mark.

Students' own answers

LESSON 5

SB page 55

WB page 44

Communication skills Complimenting and congratulating

1 Read the definitions and then discuss the questions in pairs.

to compliment someone something that you say or do to someone to show that you admire them

to congratulate tell someone that you are happy because something good has happened to them

- a We *compliment* someone when they have done a good job. On what other occasions do we compliment people?
- b We *congratulate* someone when they pass a test or exam. On what other occasions do we congratulate people?



2 Listen to these conversations and answer the questions.

- a Which two conversations have people congratulating someone? *1, 2*
- b What is the reason for the congratulation or the compliment? *1: Taha has passed the English exam.*

3 Listen again and tick the phrases you hear.

FOCUS ON FUNCTIONS

Compliments

- ☐ I must say it's great that ...
- ☐ I'd like to compliment you on ...
- ☐ You've done very well.
- ☐ That's excellent.
- ☐ You've always been good at ...

Replies

- ☐ I'm glad you like it.
- ☐ You're very kind.
- ☐ Thank you.
- ☐ That's kind of you to say so.
- ☐ That's very kind of you.

Congratulations

- ☒ Congratulations!
- ☐ I must congratulate you on ...
- ☐ Many congratulations.
- ☐ Well done!

4 Work in pairs. Use expressions from Focus on functions.

a **Student A** You have just heard that you have got into a school sports team. Tell your brother or sister the good news.

Student B Listen to Student A. Congratulate your brother/sister when you hear the good news and tell him/her how good you think he/she is at the sport.

b **Student B** You have just found out that you have won a place at university. Tell your friend.

Student A Listen to Student B. Congratulate your friend when you hear the good news and tell him/her that you know he/she has worked very hard.

5 Research the following about the Paralympics

Choose a sport in the Paralympic Games.

Find out:

- who has won medals in the sport
- what their achievements were
- what problems this person has had

WORKBOOK
PAGE 44

55

4 Invite different students to report back to the class.

Suggested answers:

- a When they have done something well or something that they should feel pleased about.
- b When they have won something or achieved something special.

2 Listen to these conversations and answer the questions.

- First, tell the class they are going to hear four conversations. Tell them to read the two questions.
- Ask them to listen while you play all four conversations or read the script. Then check that they agree with the example answers.
- Allow time for them to complete the answers, in pairs or alone.
- Check answers. Play or read the conversations again if necessary.

Answers:

a	b
Conversation 1 – congratulation	Taha has passed the English exam.
Conversation 2 – compliment	Dina has worked very hard and done well at spoken English.
Conversation 3 – compliment	Huda has got a good mark in a maths exam.
Conversation 4 – congratulation	Tarek has come first in a 100-metre race.

Communication skills

Complimenting and congratulating

1 Read the definitions and then discuss the questions in pairs.

- Ask students to look at the photograph. What does it show? Ask students what they might say to this person. Now focus on Exercise 1.
- Allow time for the students to read the definitions, then put them in pairs to discuss the two questions.
- Go round and listen; make suggestions if necessary.

T A P E S C R I P T

Narrator: Conversation 1

Fady: Hi, Taha.

Taha: Hi.

Fady: You look very happy.

Taha: I am. I've just heard that I have passed the English exam.

Fady: Congratulations!

Taha: Thank you, Fady.

Narrator: Conversation 2

Teacher: I'd like to compliment you on your spoken English, Dina. It's much better this term.

Dina: *That's very kind of you. I've worked very hard.*

Teacher: *You've done very well, Dina.*

Dina: *Well, I know how important it is to speak English well [fade]*

Narrator: *Conversation 3*

Huda: *I've got some good news, Dad. I've just heard that I got 98% in my maths exam.*

Father: *That's excellent, Huda. You've always been good at maths. Well done.*

Huda: *Thank you, Dad.*

Narrator: *Conversation 4*

Official: *And first in the hundred metres race is Tarek Hamed. Would you come up, please, Tarek.*

Tarek: *Thank you very much.*

Official: *Many congratulations, Tarek.*

Tarek: *Thank you, sir.*

Ali: *Well done, Tarek.*

Tarek: *Thanks, Ali.*



3 Listen again and tick the phrases you hear.

- 1 First, ask the students to read all the expressions in the three lists.
- 2 Tell the students to listen while you play all four conversations again or read the tapescript.
- 3 Students tick the expressions they hear, then compare answers with a partner.
- 4 Check answers. If necessary, play the recording or read the script again.

Answers:

Compliments

[✓] I'd like to compliment you on

[✓] You've done very well.

[✓] That's excellent.

[✓] You've always been good at ...

Replies

[✓] Thank you.

[✓] That's very kind of you.

Congratulations

[✓] Congratulations!

[✓] Many congratulations.

[✓] Well done.

- 2 Demonstrate first with a confident student.

Example:

Student: *I've just got into the school basketball team!*

Teacher: *Oh, well done! That's excellent. You've always been good at basketball.*

Student: *Thank you.*

- 3 Go round and listen to their conversations, making suggestions where necessary.
- 4 Invite two or three pairs to repeat their conversations for the class.
- 5 Repeat with conversation b.

5 Research the following about the Paralympics

- 1 Go through the instructions with the class and make sure they understand what they have to do.
- 2 Encourage students to use the library or the internet to find this information, which they can use in the writing task in the Workbook.

4 Work in pairs. Use expressions from Focus on Functions.

- 1 Tell pairs to read situation a first; remind them to use expressions from Focus on Functions in their conversations.

UNIT 9

1 Choose the best expressions to reply to these situations.



- | | | |
|---|----------------------------|---------------------------------|
| a I've just passed my exams! | A Thank you. | B Congratulations! |
| b Our football team won 8-0. | A That's excellent. | B I'm glad you like it. |
| c I must congratulate you on getting into the university. | A Congratulations. | B Thank you. |
| d I love this poem that you wrote. | A I'm glad you like it. | B You've always been very good. |
| e I'd like to compliment you on your drawing. | A That's very kind of you. | B Well done! |

2 Write what you would say in each of the following situations.

- a Your older cousin says he/she is getting married this year.
Congratulations!
- b A friend shows you a photograph he/she took on holiday. It is very good.

- c A friend of your family's has got a very good job in Cairo.

- d Your teacher says your English is now very good.

- e A young cousin bakes you some cakes. They are very nice.



3 Write about the Paralympic Games. Do the following:

- Write about where the last Paralympic Games took place.
- Write about what some of the people achieved.
- Write what you would say to congratulate the winners.

2 Write what you would say in each of the following situations.

- 1 Allow time for the students to read the first situation and the example answer. Ask the students to suggest other possible answers (for example, *Many congratulations.*) NOTE: We do not say *Well done* when people get married.
- 2 Tell them to complete the exercise while you go round and check. Remind them to use some of the expressions from Focus on Functions.
- 3 Go through the exercise with the whole class; ask different students to read their answers out.

Suggested Answers:

- b You've always been good at taking photographs. / I must say, your photograph is excellent!
- c Well done!
- d That's very kind of you.
- e You've done very well. / I'd like to compliment you on your cakes.

3 Write about the Paralympic Games.

- 1 Remind the students of their research from Exercise 5 on page 55 of their Student's Book about the Paralympics. Tell them to use their notes for this exercise.
- 2 Allow time for them to plan what to write. Go round and offer suggestions if necessary. Make sure they are using formal language.

- 3 Tell the students to write three paragraphs, and to make sure they follow all the instructions.
- 4 Ask volunteers to read their work out to the class.

Students' own answers

WORKBOOK

page 44

1 Choose the best expressions to reply to these situations.

- 1 Choose two students to read out dialogue a, completed as the example.
- 2 Tell the students to complete the task alone, then check in pairs.
- 3 Check with the whole class. Invite different students to read out dialogues b–e.

Answers:

b A c B d A e A

Assessment

Listening and Speaking

Target element: Functional language from the unit

Write the following prompts on the board.

- 1 **Your younger sister shows you an email that she wrote in English. It is very good.**
- 2 **Your friend likes a picture that you drew.**
- 3 **friend says that they got 100% in their maths exam.**
- 4 **Your brother says that he has got into a good university.**

Ask students to think about what they would say in the situations a–d above. Say the following sentences. Students listen and match each sentence with the correct situation in the prompts above (answers in brackets below).

- 1 *I'm glad you like it.* (b)
- 2 *That's excellent news. Where is it?* (d)
- 3 *I must say, it's very good.* (a)
- 4 *Well done! You've always been very good at that subject.* (c)

For speaking practice, ask students to work in pairs and have conversations using prompts a–d above. Student A tells Student B the situation and Student B gives an appropriate response. For example, for a:

Student A: *Look at this email I wrote in English.*

Student B: *I must say, it's very good.*

Reading Task

Target element: Articles a/an and the and vocabulary from the unit

Use SB page 53, text: Helen Keller. Give students a few minutes to read the passage again and write the following sentences on the board. Students say if they are true or false (answers in brackets below):

- 1 **Helen Keller could not see or hear.** (True)
- 2 **She became blind and deaf when she was seven.** (False. It was when she was a baby.)

- 3 **Her tutor Anne Sullivan knew that Helen was very intelligent.** (True)

- 4 **Helen was the first deaf and blind person to graduate.** (True)

- 5 **After she finished university, Helen started to write books.** (False. She started while she was at university.)

- 6 **Helen travelled round the world to help other people who were deaf.** (False. She helped other people who were blind).

- 7 **Helen won many awards for her work.** (True)

- 8 **She died when she was 68.** (False. She died when she was 87.)

Writing Task

Target element: Vocabulary from the unit

Use WB page 41, Ex 2. Students look at the five completed compound nouns and write a short definition of each. Encourage them to do this without referring to a dictionary initially. They can then check in their dictionaries afterwards (sample answers in brackets below).

- a wheelchair (a chair with wheels, used by people who cannot walk)
- b password (a word that you must use before being allowed to use a computer or enter a place)
- c underground (a railway system under a city)
- d headmistress (a female teacher who is in charge of a school)
- e exhaust fumes (the waste gas that is produced when an engine is working)

For further practice, ask students to write definitions for three other new words from the unit, without naming the word. They read their definitions to their partner, who guesses the word.

Revision C

SB pages 56-60

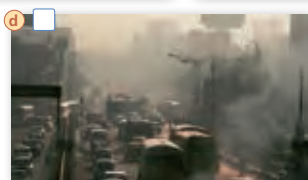
WB pages 45-48

Revision C

Listening

1 Look at the pictures and discuss these questions in pairs.

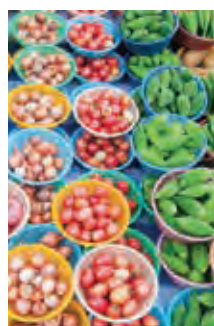
- a What possible health problem does each picture show?
b Which do you think is the most serious problem?



2 Listen and match the people you hear with four of the pictures.

3 Complete these notes about the listening.

- a Some people say that *red* meat is not good for your health.
b It is difficult for people to know what to believe because
don't agree with each other.
c People in England can't smoke in places now.
d One of these people mustn't go running because he's too
e The two boys are going to meet at the entrance to the
f It can be bad for your health if you get by the sun.



4 Discuss these questions in pairs.

- a Do you think vegetables are better for you than meat? Why/Why not?
b Do you agree that people should not smoke in public places? Why/Why not?
c Do you agree that the sun is dangerous? Why/Why not?

Answers:

a

- a eating unhealthy food
b being unfit/not doing exercise
c smoking
d air pollution
e too much sun

b Students' own answers



2 Listen and match the people you hear with four of the pictures.

- Tell the students they are going to hear four conversations between people talking about health issues. Ask them to listen and match the conversations with the pictures. Point out that there isn't a conversation for one of the pictures.
- Play the recording or read the script more than once and pause after each conversation to allow the students to decide which is the correct picture.
- Check answers with the whole class.

Answers:

a 1 b 3 c 2 d - e 4

T A P E S C R I P T

Narrator: Conversation 1

Man: I think it's very worrying. A few years ago, they said that red meat was bad for your heart and that we should eat more vegetables. Do you remember? Now they're saying that we should eat meat because it has things in it which we can't get from vegetables.

Woman: The problem is that the scientists don't agree with each other. So it's impossible for us to know what we should or shouldn't eat!

Narrator: Conversation 2

Woman 2: Have you heard the news about smoking?

Man 2: You mean the report which says that it is very unhealthy to be in

LESSON 1

SB page 56

WB page 45

Listening

1 Look at the pictures and discuss these questions in pairs.

- Focus attention on the pictures and ask the students to say what they can see in them.
- Read and discuss the questions with the whole class. Encourage the students to give reasons for their answers in part b.

the same room as people who smoke?

Woman 2: No, that's old news. Now, people in England *mustn't* smoke in public buildings. So, there's no smoking in cafés, offices, cinemas or shops.

Man 2: Do you think it will be successful?

Woman 2: I don't know. I think some people will stop smoking but others will smoke outside and at home. But public places will be nicer for people who don't smoke.

Narrator: Conversation 3

Boy 1: Do you want to come swimming this evening?

Boy 2: No, I don't enjoy swimming.

Boy 1: But it's good for you. How about going running?

Boy 2: I'm sorry but I haven't got time to go running today. I'm just too busy.

Boy 1: How about tomorrow?

Boy 2: OK – I'm free in the evening.

Boy 1: Good. Shall we meet at the entrance to the park?

Narrator: Conversation 4

Woman: I don't think they know what they're talking about.

Woman 2: Who?

Woman: The scientists. People have always enjoyed the sun.

Woman 2: I know, but things have changed. Everyone knows too much sun is bad for you. If you get burnt, it can be dangerous.

Woman: How much is too much?

Woman 2: When it's hot, you shouldn't be in the sun for more than about 15 minutes.

3 Complete these notes about the listening.

- 1 Ask the students to work individually to try to complete the sentences. Allow them to compare their sentences in pairs before checking answers with the class.
- 2 Play the recording or read the script one more time for the students to listen and check.

Answers:

b scientists c public d busy
e park f burnt

4 Discuss these questions in pairs.

- 1 Go through the questions with the class to make sure that everyone understands. Then put the students into pairs and ask them to discuss the

Grammar

1 Complete the sentences to say what the people in the picture *must*, *mustn't*, *should* or *shouldn't* do.

- a The driver of the taxi
mustn't go when the traffic lights are red.
- b The boy with the green bag
- c The man reading the paper
- d The boy in the white T-shirt
- e The old woman



2 Complete each of these sentences in three different ways.

- a In Egyptian schools, children ...
• must always
• mustn't
• should never
- b When they are at home, children ...
• should always
• must never
• shouldn't
- c When you visit the desert, you ...
• must always
• mustn't
• shouldn't



3 Rewrite the sentences using third conditional verbs.

- a Ali lost his phone, so he didn't call his mother.
If Ali hadn't lost his phone, he'd have called his mother.
- b Ali didn't call his mother, so he didn't tell her he was going to be late.
- c Because he didn't tell her he was going to be late, she made his lunch at the usual time.
- d Because Ali came home late, his lunch was cold.

4 Complete these sentences with *a/an*, *the* or *no article* (-).

- Ahmed** I like being (a) *an* architect, but I don't enjoy going to work by train every day.
- Ibrahim** How long does (b) journey take?
- Ahmed** It takes (c) hour. I hate travelling at (d) busiest times.
- Ibrahim** What can you do about it?
- Ahmed** Well, I'd like to buy (e) car, but (f) cars are so expensive.
- Ibrahim** You should ask if (g) friend can take you in his car.
- Ahmed** That's (h) good idea. I have (i) good friend who lives near me and he works in (j) same office as me. I'll ask him!

questions.

- 2 Go round, monitoring and helping with vocabulary and ideas.
- 3 Ask the pairs to report back to the class on their discussion.

Students' own answers

LESSON 2

SB pages 57

Grammar

- 1 Complete the sentences to say what the people in the picture *must*, *mustn't*, *should* or *shouldn't* do.

- 1 Remind the students that *must/mustn't* and *should/shouldn't* are used to give advice, talk about rules and make suggestions. Elicit or point out that *must* is stronger than *should*.
- 2 Focus attention on the picture and go through the example with the class. Then ask the students to complete the remaining sentences.
- 3 Go round as the students write their sentences, monitoring and helping where necessary. Check answers with the class.

Suggested answers:

- b mustn't cross the road without looking.
- c should look where he is going.
- d shouldn't walk so close to the road/should help the woman with the bags.
- e should cross at the traffic lights.

2 Complete each of these sentences in three different ways.

- 1 Allow the students to work in pairs or small groups if they wish. As they complete the sentences, go round giving encouragement and help.
- 2 Check answers by getting the pairs or groups to read out their sentences. See if everyone agrees with them.

Students' own answers**3 Rewrite the sentences using third conditional verbs.**

- 1 Remind the students that the third conditional is used to talk about what would have happened if things in the past had been different. Go through the example with the class and check that they understand that Ali did lose his phone and that the sentence is about what would have happened if he hadn't lost it. Remind them of the use of the past perfect for the past action and *would have* + past participle for the consequences. Point out that words like *so* and *because*, which occur in the prompt sentences, are not used in third conditional sentences.
- 2 Ask the students to rewrite the remaining sentences in the third conditional. As they work, go round checking that everyone is forming the sentences correctly. Give extra help where needed.

- 3 Check answers with the whole class.

Answers:

- b If Ali had called his mother, he would have told her he was going to be late.
- c If he had told her he was going to be late, she wouldn't have made his lunch at the usual time.
- d If he hadn't come home late, his lunch wouldn't have been cold.

4 Complete these sentences with a/an, the or no article (-).

- 1 Read the first sentence with the whole class as an example, then ask the students to complete the remaining sentences.
- 2 Check answers with the class. If they need more help with articles, they can refer to the Focus on Grammar box on page 52.

Answers:

- | | | | | |
|-------|------|-------|-------|-----|
| b the | c an | d the | e a | f - |
| g a | h a | i a | j the | |

LESSON 3

SB page 58

Reading**1 Discuss this question in pairs.**

- 1 Make sure that everyone understands the question. Then put the students into pairs and ask them to discuss it.
- 2 Go round, monitoring and helping with vocabulary and ideas.
- 3 Ask the pairs to report back to the class on their discussion. Accept all reasonable answers and encourage class discussion.

Students' own answers**2 Read this article quickly and answer these questions.**

- 1 Go through the questions with the class so that the students know what information they are looking for.
- 2 Encourage the students to read through the text quickly, not worrying about anything they don't understand, just hunting for the answers to the questions.
- 3 Check answers with the class and encourage the students to read out the parts of the text that gave them the answers.

Answers:

- a Mexico City and London
- b It has got better in London and worse in Mexico City.

3 Read again and answer these questions.

- 1 Encourage the students to read the article more closely this time. Give them plenty of time to do it and answer any questions they may have about vocabulary.
- 2 Put the students into pairs and ask them to find the answers to the questions together.
- 3 Check answers with the class by asking different pairs for their answers to each question.

Answers:

- b To try to stop the pollution.
- c Because trees produce oxygen and help to keep the air clean.

Revision C**Reading****1 Discuss this question in pairs.**

How can pollution damage our health and our environment?

2 Read this article quickly and answer these questions.

- a Which cities is the article about?
- b Where has the problem of pollution got better? Where has it got worse?

3 Read again and answer these questions.

- a Why is pollution so bad in Mexico City?
There are mountains around the city and there is little wind.
- b Why did they move factories out of the city?
- c Why did they plant trees along the roads?
- d Why did the government put coloured signs on cars?
- e Why did this make the problem worse?
- f Who has to pay to drive into London in the evenings?

4 Discuss these questions in pairs.

- a What are scientists doing to help the problem of car pollution?
- b If you do not live in a polluted area, does pollution matter?
- c What can you do to help the environment?

Cars can damage your health

Mexico City is one of the most polluted cities in the world. There are mountains all around the city and there isn't much wind, so the pollution is not blown away. The people of Mexico City have tried several things to cut the pollution, but nothing has made a difference. They have moved factories from the centre of the city to land outside. They have planted trees along the roads, because trees produce oxygen and help to keep the air clean. There are new traffic rules so that there are fewer cars on the city's roads. The government put signs of seven different colours on all Mexican cars. So people with green signs could not drive their cars in the city on Mondays. People with blue signs could not drive them on Tuesdays, etc. There was a different colour for every day. Unfortunately this system was not successful. Poor people did not go to work on days when they could not drive their cars, and rich people bought another car with a different coloured sign! This increased the traffic and made the problem worse.

London used to have a problem like Mexico City. Now drivers have to pay to drive into the centre of London during working hours on weekdays. This has succeeded in cutting the number of drivers who come into London every day. Many people now use buses and trains. People who live in the centre do not have to pay and nobody has to pay in the evenings or at weekends.

5 FOCUS ON COLLOCATIONS

What nouns can follow these four verbs?

Verbs

cut increase move plant

Nouns

a chair house noise paper
pollution plants traffic trees

58

- d So that cars could only drive into the city if they had the correct colour sign on them.
- e Because people bought more cars so that they had different coloured signs.
- f Nobody has to pay.

4 Discuss these questions in pairs.

- 1 Go through the questions with the class to make sure that everyone understands them. Then put the students into pairs again and ask them to discuss each question.
- 2 Go round, monitoring and helping with vocabulary and ideas.
- 3 Ask the pairs to report back to the class on their discussion. Accept all reasonable answers and encourage class discussion.

LESSON 4

SB page 59

Revision C

Critical thinking

Communication skills

1 Discuss this question in pairs.

How would you travel to the following, by car, by bus, by train or on foot?

- to another part of your town or city
- to visit a friend in another town
- to go on holiday in Egypt



What are the good and bad points about travelling by public transport?

Many people think that there are too many cars on the roads and that we should start using public transport more often. The main kinds of public transport are buses and trains. In the past, when few people had their own cars, most people travelled by public transport for a large part of their journeys. In this composition, I am going to discuss some of the points for and against public transport.

2 You are going to talk about public transport.

- Read the first paragraph of a talk about public transport.
- Make notes about public transport, like this. Write three ideas for and three ideas against.

FOR	AGAINST
• Buses and trains are cheap.	• Buses and trains are uncomfortable.
•	•
•	•

3 Tell a group of other students your own opinions.

- Decide whether you are for or against the idea of using public transport more often.
- Talk for about one minute. Use your notes to help you.
- After each person has spoken, discuss how you could make people use public transport more often.



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Students' own answers

5 What nouns can follow these four verbs?

- Read the example and remind students that some verbs and nouns often go together.
- Students can work individually or in pairs.
- Check answers as a whole class.

Answers:

cut: pollution, noise, paper, plants, trees
 increase: noise, pollution, traffic
 move: a chair, house, paper, plants, traffic
 plant: plants, trees

1 Discuss this question in pairs.

- Go through the question with the class to make sure that everyone understands. Then put the students into pairs and ask them to discuss it.
- Go round, encouraging and helping with vocabulary and ideas.
- Ask the pairs to report back to the class on their discussion.

Students' own answers

2 You are going to talk about public transport.

- Go through the instructions with the class to make sure everyone knows what they have to do.
- Focus attention on the first paragraph of the talk about public transport. Ask the students to read it and answer any questions they have about it.
- Go through the example notes with the class and ask the students to add three more ideas for and three more against. Go round the class as they do this. Point out that the notes are not complete sentences. Discourage them from writing complete sentences in their notes. This will prevent them from simply reading what they have written in the next exercise.

3 Tell a group of other students your own opinions.

- Put the students into small groups and explain that you would like each student to talk for one minute about public transport and whether or not they are in favour of using it more often. Emphasise that they can use their notes, but should not simply read them out – they should make sentences based on their notes.
- As each student gives their talk, ask the others to listen carefully.
- When all the members of the group have spoken, ask each group to discuss how they could make people use public transport more often. You can open this out into a class discussion.

LESSON 5

SB page 60

Extra reading

1 Read and discuss the questions in pairs.

- 1 Ask students to read the questions, then to read the extract from *Oliver Twist*.
- 2 Students compare their answers in pairs. Check answers as a whole class.

Answers:

- a Rose and Mrs Maylie
- b They thought he would be a big, strong man.

2 Discuss these questions in pairs.

- 1 Ask students to discuss the questions in pairs first.
- 2 Have a class discussion so students can share their ideas.

Students' own answers

3 Check the meanings of these words in your dictionary.

- 1 Explain that these words will help students to understand the reading text.
- 2 Give them time to look up the words.
- 3 Check their answers as a class.

Answers:

<i>appearance:</i>	the way that someone or something looks
<i>human nature:</i>	or seems to other people behaviour, faults, qualities etc. that are typical of ordinary people
<i>judge:</i>	to form an opinion about someone or something
<i>(make up your) mind:</i>	to decide something, or become very determined to do something
<i>prejudice:</i>	when people do not like or trust someone who is different in some way, for example because they belong to a different race, country or religion

Revision C

Extra reading

1 Read and discuss the questions in pairs.

"I think you should come and see the thief," said the doctor. "You do not need to be afraid." The women went up to the bedroom nervously. They thought they would see a big, strong man and were very surprised to see a small sleeping boy with a bandage on his arm. "How can such a young boy be a criminal?" cried Rose.

- a Who were the women who went to see Oliver?
- b What did they think 'the thief' would look like?

2 Discuss these questions in pairs.

- a What does a thief look like? Why do you think this?
- b What does a rich businessman look like? Why do you think this?

3 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

appearance human nature
judge (v) (make up your) mind
prejudice

What is prejudice?

When we hear something about someone, we often form an opinion of that person before we see them. For example, if we hear that someone is rich or famous, we may think that this person will be wearing expensive clothes. The women who went to see Oliver were surprised to see a quiet young boy because they thought that he would look more like a thief. But thieves and rich people do not always look how you think they will.

In the same way, when we see someone for the first time, we often **make up our minds** about the sort of person they are very quickly. It is, unfortunately, part of **human nature** to **judge** people by their **appearance**. Often, however, we have to change our minds because the person we have judged is not what we first thought. For example, we may think that someone is friendly when we first meet them, but then change our opinion

when that person does something that a friend would not do. Or, on the other hand, we may think that someone is not very intelligent and then discover that we were wrong when they do something that is very clever.

There are many different ways in which we may judge another person's character. For example, it may be the clothes that they wear or the way they speak and behave. In many cases this is simply **prejudice**: we judge people before we have enough information to judge them correctly. The next time you meet someone new, try not to judge them too quickly. Give them time to show their real character.



4 Read the text, then discuss these questions in pairs or small groups.

- a Tell a partner about people you may have judged too quickly in the past. Is there someone that you did not like who then became a friend? Is there someone who you liked when you first met them, but who you found was not as nice as you hoped?
- b Has anyone ever made up their mind about you too quickly?
- c How can we stop ourselves from judging people too quickly?

WORKBOOK
PAGES 45-48

5 PROJECT

Use the internet or a library to find out about prejudice based on:

- people's age
- whether people are men or women
- where people are from

4 Read the text, then discuss these questions in pairs or small groups.

- 1 Give students plenty of time to read the text. Go round and help them with any problems.
- 2 Students work in pairs or small groups to discuss the questions.
- 3 Ask students to share their ideas with the class.

Students' own answers

5 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 write up their projects for homework.

Revision **C**

REVISION

A Language Functions**1 Finish the following dialogue:***Walid and Karim are in their art class.***Walid** I passed the art exam with 100 percent!**Karim** **1** _____**Walid** **2** _____?**Karim** Yes, I drew it.**Walid** I can't draw, but I can take good photographs.**Karim** Yes, you can. **3** _____**Walid** They are having a photography competition in the library next week. I have two photographs that I think are quite good. **4** _____?**Karim** You should join the competition of course!**2 Write what you would say in each of the following situations:****1** You want to congratulate your sister because she has passed her driving test.
_____**2** A friend shows you an article they wrote. Compliment them.
_____**3** You are going to have lunch with your young brother. He has been playing outside. Advise him.
_____**4** Your uncle is going on holiday in Britain. You want to remind him that they drive on the left.
_____**B Vocabulary and Structure****3 Choose the correct answer from a, b, c or d:****1** Flu is a _____ that many people can catch.

- a** drought **b** disease **c** donation **d** disaster

2 Don't leave your food on the table or it will _____ flies.

- a** attract **b** protect **c** take **d** hit

3 They have _____ the animal that ran from the zoo in a park.

- a** infected **b** depended **c** freed **d** captured

4 Who is the _____ of that new blue car?

- a** patron **b** owner **c** author **d** researcher

5 The hotel _____ the Nile.

- a** opens **b** looks **c** overlooks **d** overtakes

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2 Write what you would say in each of the following situation.**Answers:** _____

- a** I must congratulate you on passing your driving test.
b That's excellent./I must say, it's very good.
c You should wash your hands before you eat.
d You must drive on the left in Britain. / Remember to drive on the left in Britain.

3 Choose the correct answer from a, b, c, or d.**Answers:** _____

- 1** b
2 a
3 d
4 b
5 c
6 a
7 c
8 a
9 c
10 b
11 b
12 a

- 3** Take in their work to mark and display some of their projects on the classroom wall if possible.

**WORKBOOK**

pages 45 – 48

1 Finish the following dialogue:**Answers:** _____

- a** Congratulations./Well done.
b Did you draw this/that picture?
c You've always been good at taking photographs.
d Should I join the competition?

4 Rewrite the following sentences using the word(s) in brackets, to give the same meaning.

Answers: _____

- 1 What should I do?
- 2 If Hana had been feeling well, she wouldn't have gone to the doctor
- 3 The story Omar read was interesting.
- 4 Ali went to the club because he wasn't busy.

5 Find and correct the mistakes in the following sentences;

Answers: _____

- 1 infections
- 2 wheelchair
- 3 born
- 4 Congratulations

REVISION
C

- 6 There are _____ post offices in the centre of the city.
a several b soft c obvious d wild
- 7 You _____ touch that pan. It is very hot!
a should b must c mustn't d must not to
- 8 Ali is very tall. He _____ play basketball.
a should b would c shouldn't d can't
- 9 We wouldn't have gone to the beach if we _____ it was so windy!
a knew b would know c had known d know
- 10 I would never _____ Chinese food if we hadn't visited that restaurant.
a try b have tried c trying d tried
- 11 You must never look at _____ sun.
a a b the c an d (no article)
- 12 Ahmed's father is _____ teacher.
a a b the c an d (no article)

4 Rewrite the following sentences using the word(s) in brackets, to give the same meaning.

- 1 What do you advise me to do? (should)

- 2 Hana lost her book, so she didn't do her homework. (if)

- 3 Omar read an interesting story. (the)

- 4 If Ali had been busy, he wouldn't have gone to the club. (because)

5 Find and correct the mistakes in the following sentences:

- 1 If you want to avoid infectious, you must always wash your hands. 1 _____
- 2 Mahmoud Youssef couldn't walk, so he used a swing. 2 _____
- 3 Helen Keller was borne in a rural area. 3 _____
- 4 Invitations, you just passed your exams! 4 _____



C Reading Comprehension and the Set Books**6 Read the following passage, then answer the questions:**

Hi Magda,

Thank you for your email and I'm looking forward to you visiting me here in the hospital. Your mother says that you have never been to a hospital! When you arrive, you must wash your hands before you come in. You should go to room 4 and ask to see me.

I am not bored here. Yesterday we watched a play. The actors performed for all the children in the hospital. If you had visited me yesterday, you would have seen it. It was very good!

The doctors think that my leg is nearly better. They will make a decision tomorrow about when I can go home. I must use a wheelchair for a few weeks and I will also need physiotherapy, but then I will be better!

Nahla

1 Why do you think Magda must wash her hands before she visits Nahla?

2 Why wasn't Nahla bored yesterday?

3 What did the actors do?

4 What would Magda have seen if she had visited yesterday?

5 When will Nahla know when she can go home?

a tomorrow b in a few days c in a few weeks d in one or two months

6 What will help Nahla to be stronger after she leaves the hospital?

a a wheelchair b her friends c physiotherapy d some actors

7 Answer only four (4) of the following questions:

1 How do people express their feelings in different ways? Give two examples.

2 What did King Lear decide to do when he was old?

3 What do you think would have happened if King Lear had known how much Cordelia loved him?

4 What lesson do you learn from reading about Helen Keller?

5 In your opinion, how is cleanliness the key to a healthy life?

6 In your opinion, what qualities does any person need to achieve his or her ambitions in life?

REVISION
C

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7 Answer only FOUR (4) of the following questions:**Answers:**

- 1 He decided to give his country to his three daughters.
- 2 Suggested answer: He would have given the country to her, and not to her sisters.
- 3 Student's own answer
- 4 Student's own answer
- 5 Student's own answer
- 6 Student's own answer

6 Read the following passage, then answer the questions:**Answers:**

- 1 Because this helps to stop infections.
- 2 Because she watched a play.
- 3 They performed for all the children in the hospital.
- 4 She would have seen the play.
- 5 a
- 6 c

8 Answer the following questions:**Answers:**

- 1 Mr Sikes and Nancy kidnapped him/took him back to Fagin's.
- 2 He told him that Oliver was a bad and difficult boy.
- 3 Because Oliver was small enough to climb through the window into the house that they wanted to steal from.
- 4 Student's own answer.
- 5 Because Oliver is a small boy and they expected to see a big, strong man.

9 Write a paragraph of about ninety (90) words about only one (1) of the following:*Students' own answers***10****Answers:****A Translate into Arabic:**

1. يجب / يتوجب على الناس اللذين لا يستطيعون الرؤية / البصر أو السمع أن يتعلموا أن يعتمدوا على أنفسهم.
2. النظافة العامة مهمة / هامة جدًا للتمتع بحياة صحية.

A Translate into English:

Many people are unable to / cannot / can't express their feelings easily.

REVISION
C**D The Novel****8 Answer the following questions:**

- 1 What happened to Oliver when he was going to the bookshop?
- 2 What did Mr Bumble tell Mr Brownlow?
- 3 Why did Mr Sikes and Toby Crackit want Oliver to help them?
- 4 Do you think Fagin is a good or bad person? Give a reason.
- 5 Why were Mrs Maylie and Rose surprised when they saw the thief?

"If it hadn't been for your generosity, I might have been helpless like this small boy."

- 6 Who said this to whom?
- 7 On what occasion was it said?
- 8 Where was the "small boy" at that time?

E Writing**9 Write a paragraph of about ninety (90) words about only one (1) of the following:**

- a an amazing person that you know
- b the importance of cleanliness

F Translation**10 A Translate into Arabic:**

- 1 People who can't see or hear should learn to depend on themselves.
- 2 Sanitation is very important for leading a healthy life.

B Translate into English:

- لا يستطيع الكثير من الناس التعبير عن مشاعرهم بسهولة.

Practice Test 1

PRACTICE
TEST

1

A Language Functions

1 Finish the following dialogue:

Ola is telling Samira about her weekend.

Samira 1 What did you do last weekend / Did you do anything last weekend ?

Ola Last weekend, I went to the city on the bus.

Samira 2 What did you do after that ?

Ola After that, I went to the museum to see *The Experts*.

Samira 3 I didn't catch/hear you . Can you repeat that, please?

Ola *The Experts*. The museum has information about famous people who are very good at something. I learned about Dr Mostafa El-Sayed.

Samira Who is Dr Mostafa El-Sayed?

Ola 4 He is a famous Egyptian scientist .

2 Write what you would say in each of the following situations:

1 Your sister says that she met a new friend at school.

That's nice. What is your friend's name?

2 A friend tells you about a book that he or she enjoyed. You want to know what advice the story gives you about life.

What did you learn from the story? / What's the moral of the story?

3 Your friend just won a tennis match.

Congratulations on winning the match!

4 A friend asks you if you can sing.

Yes, I'm quite good at singing. / No, I can't sing well at all.

B Vocabulary and Structure

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

1 You should try _____ a lot of water every day.

a drink **b** drinking c drank d drunk

2 Ali always _____ to school by bus.

a comes b will come c coming d come

3 Hassan did not play football because he _____ his football trainers.

a forgets b forget c forgot **d** had forgotten

4 Manal _____ her lunch when the phone rang.

a is eating b eats c ate **d** was eating

5 If I swim in the sea, I always _____ cold.

a feel b feels c felt d feeling

6 If we lived in England, we _____ English every day.

a speak b will speak **c** would speak d spoke

First Term Practice Tests

PRACTICE TEST

1

- 7 Neil Armstrong was the first _____ to walk on the moon.
☒ a astronaut b geologist c expert d pilot
- 8 Nadia fell and cut her arm, but she did not cry and she was very _____.
a fit ☒ b brave c ordinary d active
- 9 The farm has very good _____, so plants grow very well there.
a space b debts ☒ c soil d cells
- 10 My best friend always tells the _____, so I always believe what she says.
a quotation b lie c moral ☒ d truth
- 11 The scientist will _____ the water from the river to see if it is clean.
☒ a analyse b pour c freeze d melt
- 12 I don't understand this maths question. It is very _____.
a powerful b easy ☒ c complex d possible

4 Rewrite the following sentences using the word(s) in brackets, to give the same meaning.

- 1 I spent a week in London in 2014. (ago)
Two years ago I spent a week in London.
- 2 Omar doesn't practise well. That is why he doesn't play well in matches. (If)
If Omar practised well, he would play well in matches.
- 3 When Ahmed returned home, his mother was baking a cake. (While)
While his mother was baking a cake, Ahmed returned home.
- 4 Heating makes iron expand. (If)
If you heat iron, it expands.

5 Find and correct the mistakes in the following sentences:

- 1 Sadat City is a large industrial City among cairo and Alexandria. 1 between
- 2 Census researchers visit people's houses across Egypt and ask people to complete a farm. 2 form
- 3 King Lear wondered around the country with his last two friends. 3 wandered
- 4 I have a great memory, so I can reward everything my mother told me last night. 4 remember / recall

C Reading Comprehension and the Set Books

6 Read the following passage, then answer the questions:

Most people think that smell is the least important of the senses. If you had to lose a sense, this is the one most people would choose. However, scientists say that your sense of smell is very important for memory. For example, when people smell something, they sometimes remember something from the past which they thought they had forgotten. They probably smelled the same thing at that time.

We also need smell to warn us about bad food that we might eat, or smoke from a fire, for example. People who cannot smell anything often feel sad and find it harder to remember things from the past. It is not a sense that you would want to lose.

- 1 How do you think the smell of smoke can help people?

The smell can warn them that there is a fire.

- 2 Why does smell help people to remember things?

When people smell something, they often remember things from the past.

- 3 What can smell stop us from eating?

Smell can stop us from eating bad food.

- 4 Why do you think people think smell is the least important of the senses?

Students' own answers

- 5 What can happen to people who cannot smell?

- ☒ a They have fewer memories. b They lose things.
c They don't know people's names. d They feel happy.

- 6 What does it refer to in the last sentence?

- a any sense b sight c hearing ☒ d smell

7 Answer only four (4) of the following questions:

- 1 Mention two functions of the human brain.

The brain receives information and sends messages. It stores memories and this makes learning possible.

- 2 What was Bertha's impression about Tackleton at first?

Bertha thought that he was a good employer.

- 3 Do you think people should follow rules in gardens? Why or why not?

Students' own answers

- 4 If you were King Lear, would you send Cordelia away for not saying how much she loved you? Why or why not?

Students' own answers

- 5 Why do you think we should shower more often in hot weather?

Students' own answers

- 6 In your opinion, what kind of information should census researchers collect?

Students' own answers

First Term Practice Tests

PRACTICE

TEST
1

D The Novel

8 Answer the following questions:

1 Why did some people in England go to the workhouses?

They were so poor that they couldn't buy food and they had nowhere to sleep.

2 Why was Oliver Twist sent to live with orphans?

His mother had died and no one knew who his father was.

3 What happened when Oliver was nine years old?

He went to live at the workhouse.

4 Do you think Mrs Mann was a good woman? Why or why not?

Students' own answers

5 Why do you think that Noah Claypole was unkind to Oliver?

Students' own answers

"I understand the problem," said Mr Bumble. "You've given him too much meat, Mr Sowerberry. You've been too kind to him."

6 Why does Mr Bumble think Oliver has had "too much meat"?

He thinks they have been too kind to Oliver because he was fighting with Noah.

7 What does this show us about Mr Bumble?

It shows that he is cruel and unfair. He doesn't want to hear why Oliver was fighting.

8 Do you think Mr Sowerberry has been kind to Oliver? Why/Why not?

Students' own answers

E Writing

9 Write a paragraph about ninety (90) words on only one (1) of the following:

a a story with a moral

b a person you know with a good memory

Students' own answers

F Translation

10 A Translate into Arabic:

1 We should cooperate with census researchers by giving them correct data.

يجب / يتوجب علينا أن نتعاون مع باحثي التعداد (السكاني) عن طريق إعطائهم بيانات / معلومات صحيحة.

2 To achieve your ambitions in life, you should have determination.

لكي تحقق طموحاتك في الحياة، يجب أن يكون لديك / عندك التصميم (لذلك).

B Translate into English:

- لقد حقق ذوو الاحتياجات الخاصة نجاحًا عظيمًا في كل أنحاء العالم.

People with special needs have achieved great success all over the world.

Practice Test 2

PRACTICE
TEST

2

A Language Functions

1 Finish the following dialogue:

Magdy and Walid are talking about Walid's stay in England.

Magdy How did you feel when you first arrived to England?

Walid 1 *I felt like a fish out of water. / I wasn't happy.* Everything was different!

Magdy 2 *Do you like the food/public transport there* _____?

Walid Yes. I like it very much. It's very nice.

Magdy Is it true that all English people are very friendly?

Walid 3 *No, it's not true.* _____ Some of them are friendly, but not all of them!

Magdy 4 *Did you take/Do you have any photos?* I'd love to see them!

Walid Certainly. Here's my photo album. You can take a look at it.

2 Write what you would say in each of the following situations:

1 A friend asks you if you like your new school. There are some good things and some bad things about it.

There are some pros and cons to my school. _____

2 Your little brother asks you if Cairo is the biggest city in Egypt. You know that it is.

Yes, it is. I know for sure. _____

3 A friend says that basketball is the best sport. You think that it is tennis.

I disagree. I think tennis is better. _____

4 A friend asks you to help him/her with some homework. You are happy to do this.

Of course I'll help you. _____

B Vocabulary and Structure

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

1 Fareeda has never _____ to wear glasses.

a need **b** needed c needs d needing

2 I _____ finished my homework, so we can go to the park.

a just have b just has c has just **d** have just

3 My uncle has offered _____ me how to play tennis,

a teaching **b** to teach c teach d taught

4 The teacher suggests _____ ten new words a day.

a learning b to learn c learn d of learning

5 We have no tea, so I _____ to the shops and get some.

a go b going c am going **d** will go

6 The teacher says that we _____ a test tomorrow.

a are going to have b will be c would have d had

First Term Practice Tests

PRACTICE TEST

2

- 7 That mountain is _____. It is about 7,000 metres high!
 a tiny **b massive** c wide d ordinary
- 8 The children love to _____ holes in the sand on the beach.
 a stick b dive **c dig** d lock
- 9 It was a very long poem. It had about 60 _____.
a verses b batteries c systems d plots
- 10 A lot of the city's pollution comes from car exhaust _____.
 a facts **b fumes** c jams d cells
- 11 Many people on the island were _____ after the storms.
a homeless b careless c hopeful d cheerful
- 12 We used a map to plan our _____ through the mountains.
 a replacement b land c opinion **d route**

4 Rewrite the following sentences using the word(s) in brackets, to give the same meaning:

- 1 I'm looking forward to joining the Faculty of Engineering. (*hope*)

I hope to join the Faculty of Engineering.

- 2 The last time I caught a fish was when I was in the village. (*since*)

I haven't caught a fish since I was in the village.

- 3 Amira went to the supermarket and came back. (*been*)

Amira has been to the supermarket.

- 4 I've arranged to travel to Saudi Arabia. (*travelling*)

I'm travelling to Saudi Arabia.

5 Find and correct the mistakes in the following sentences:

- | | |
|---|-------------------|
| 1 We can lead a better life thanks to scientific exhaust. | 1 <i>research</i> |
| 2 If you lend too much money, you will be in debt. | 2 <i>borrow</i> |
| 3 Modern cars bury petrol more efficiently. | 3 <i>burn</i> |
| 4 One day, I think that scientists will sold the problems of pollution. | 4 <i>solve</i> |

C Reading Comprehension and the Set Books

6 Read the following passage, then answer the questions:

The first national census in England was carried out in 1085. At this time, King William I sent researchers around the country to find out how people lived, how much land they had and which animals belonged to which farmer. The *Domesday Book* showed the results. The massive book was written at a time when few people could read or write. It is 913 pages long and gives the names of 13,000 places in England. The next census to have as much information was in the nineteenth century! However, the researchers of the *Domesday Book* only talked to people who owned land, so there is not information about other people in England. No one knew the population of England until the first population census in 1801.

- 1 When was the first census carried out in England?
It was carried out in 1085.
 - 2 What does the *Domesday Book* show?
It shows how people lived, how much land and how many animals they had.
 - 3 Who wanted people to do this census?
King William I wanted this census.
 - 4 Why do you think that people say the *Domesday Book* is incredible?
Students' own answers
 - 5 How many years was it before there was another census with as much information?

<input checked="" type="radio"/> a about 800 years	<input type="radio"/> b about 1,900 years
<input type="radio"/> c about a thousand years	<input type="radio"/> d about 100 years
 - 6 Which information was not in the *Domesday Book*?

<input type="radio"/> a the names of villages	<input type="radio"/> b who had land
<input checked="" type="radio"/> c how many people live in England	<input type="radio"/> d who had animals
- 7 Answer only four (4) of the following questions:
- 1 How did King Lear punish Cordelia for not saying how much she loved him?
He did not give her any land and he sent her away to live in France.
 - 2 Where was Dr El-Baz born?
He was born in Zagazig.
 - 3 Why do you think Anne was very patient with Helen?
Students' own answers
 - 4 Do you think a gardener does an important job? Why or why not?
Students' own answers
 - 5 In your opinion, which reality was Bertha blind to?
Students' own answers
 - 6 What do you think will be the most important source of energy in the future? Why?
Students' own answers

D The Novel

- 8 Answer the following questions:
- 1 Why does Oliver decide to walk to London?
He thinks Mr Bumble won't find him and there will be opportunities for him there.
 - 2 What does Fagin teach the boys in his "little game"?
He teaches them to steal things from people's pockets.
 - 3 How do you think Oliver felt when he realised that Charley and the Artful Dodger were thieves?
Students' own answers
 - 4 Why do you think Mr Brownlow wants to help Oliver?
Students' own answers
 - 5 Why does Fagin send Nancy and the Artful Dodger to find Oliver?
He is afraid that Oliver will tell the police about the gang.

First Term Practice Tests

PRACTICE TEST 2

Oliver... thought that perhaps Fagin used all his money to look after the boys.

6 Why does Fagin offer food and a home to the boys?

He makes them steal and pays them with food and a home.

7 How does Oliver know that Fagin has money?

He sees Fagin take some expensive jewellery and a gold watch from a box.

8 Is Fagin really kind? Why or why not?

Students' own answers

E Writing

9 Write a paragraph of about ninety (90) words about one (1) of the following:

a the pros and cons of city life

b why we should help older people

Students' own answers

F Translation

10 A Translate into Arabic:

1 Thieves should always go to prison for their crimes.

يجب أن يذهب اللصوص للسجن دائماً (ثمناً / جزاءً) لجرائمهم.

2 Honest people should always be rewarded and honoured.

يجب أن يُثاب / يكافأ ويُكرّم (الأشخاص) الأمانة.

B Translate into English:

- لو كان لدى الكثير من الوقت أمس، لزرت صديقي.

If I had had enough time yesterday, I would have visited my friend. / Had I had enough time yesterday, I would have visited my friend.

Practice Test 3

PRACTICE
TEST
3

A Language Functions

1 Finish the following dialogue:

Reem is doing a quiz that Warda wrote.

How much sleep/How many hours of sleep

Warda OK, this is the last question in the quiz. 1 *should you have a night??*

Reem I think you should have about eight hours of sleep.

Warda That's right. 2 *Well done./Very good.* You got ten out of ten!

Reem Good. I must say, it was a good quiz. You've always been good at writing them.

Warda Thank you. 3 *Would you like to help me write another quiz?*

Reem 4 *OK, let's do it.* We can write it now!

2 Write what you would say in each of the following situations:

1 You are playing a game. A friend has thought of a person and wants you to guess who it is.

Is this person living/famous/fictional?

2 A friend asks you to play tennis. Refuse politely.

Thank you but I can't play now.

3 You would like a tourist to take a photograph of you with your friends.

Excuse me. Would you please take a photo of us?

4 Your friend just passed his final exams.

That's great news!/Congratulations!

B Vocabulary and Structure

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

1 Do not eat plants that you do not know because they might be _____.

a infected **b** poisonous c malnourished d dead

2 The swimming pool is _____. Anyone can use it.

a public b rural c private d urban

3 Egypt _____ France at football yesterday. Everyone in Egypt was happy!

a achieved b attracted **c** beat d bought

4 My sister needed _____ after she broke her arm.

a kung fu b braille c weight **d** physiotherapy

5 The teacher says that this book will _____ the children to read more!

a inspire b discourage c perform d capture

6 The storm did a lot of _____ to the houses by the sea.

a sanitation b donation **c** damage d blame

7 The tourists _____ visit the museum. It's very interesting.

a shouldn't b mustn't **c** should d would

First Term Practice Tests

PRACTICE TEST 3

- 8 If Ahmed hadn't lived in China, he wouldn't _____ to speak Chinese.
 a learn b had learned **c have learned** d learned
- 9 If Mona _____ to the Red Sea last summer, she would have swum in the sea.
 a went **b had gone** c has gone d will go
- 10 Mahmoud went to a school in Cairo. _____ school was very big.
 a A **b The** c An d (no article)
- 11 This is _____ first time that the tourists have seen the Pyramids.
 a a **b the** c an d (no article)
- 12 You _____ look at the sun. It is bad for your eyes!
 a wouldn't **b mustn't** c should d must

4 Rewrite the following sentences using the word(s) in brackets, to give the same meaning:

- 1 I have lived in Alexandria for three years. (started)
I started living / to live in Alexandria three years ago.
- 2 His carelessness made him fail. (If)
If he hadn't been careless, he wouldn't have failed.
- 3 Adel watched TV after he had studied his lesson. (until)
Adel didn't watch TV until he had studied his lesson.
- 4 I'm sorry I arrived late. (regret)
I regret that I arrived late.

5 Find and correct the mistakes in the following sentences:

- 1 Sanitation is personal cleanliness. **a public**
- 2 My mother is good at asking quick decisions. **b making**
- 3 Dirty hands are covered in millions of cons. **c germs**
- 4 If you cut your hand, wash it carefully or you can get inspectors. **d infected / infections**

C Reading Comprehension and the Set Books

6 Read the following passage, then answer the questions:

My uncle is a hard-working cleaner at a hotel. If he had worked harder at school, he would have become an engineer. He always tells me to work hard so that I can have a good career. I am going to graduate in science next year. I want to be a science researcher.

My uncle also says that it is important to have a hobby that you enjoy. When he is not working, my uncle is an actor at a small theatre for children. He has performed at my brother's school and he is very good.

My hobby is kung fu. I have done kung fu for several years and it is good fun. I should practise every day, but I do not have time because I must study for my exams.

- 1 Which job would the writer like to do?
The writer wants to be a science researcher.
- 2 Why do you think the writer's uncle tells him to work hard?
Students' own answers
- 3 Do you think the writer's uncle has a good career? Why/Why not?
Students' own answers

- 4 Why does the writer not practise kung fu every day?

He doesn't have time because he must study for his exams.

- 5 What job would the writer's uncle have done if he had worked harder at school?

a engineer **b** scientist **c** actor **d** teacher

- 6 What does the uncle do as a hobby?

a He is an actor for children. **b** He does science.
c He does kung fu. **d** He cleans.

7 Answer only four (4) of the following questions:

- 1 How are engines in today's cars better than they were in the past?

They burn petrol more efficiently. Some can run on other fuels.

- 2 What does the brain do with the information it receives?

The brain analyses the information and sends messages to parts of the body.

- 3 How do you think the census can help the government to improve schools?

Students' own answers

- 4 Do you admire Helen Keller's character? Say why or why not.

Students' own answers

- 5 "Prevention is better than cure." Are you with or against this wise saying? State your reason.

Students' own answers

- 6 In your opinion, when did King Lear realise he was mistaken? Why?

Students' own answers

D The Novel

8 Answer the following questions:

- 1 Why does Mr Grimwig tell Mr Brownlow that Oliver will not return from the bookshop?

He thinks that Oliver will return to the thieves because he has money and new clothes.

- 2 Why do you think that Mr Brownlow does not want to hear Oliver's name ever again?

Students' own answers

- 3 Why does Sikes need Oliver to break into a house one night?

Because Oliver is small enough to climb in through a small window.

- 4 Do you think that Toby and Sikes are kind to carry Oliver through some fields after he is shot? Why/Why not?

Students' own answers

- 5 Why is the servant Mr Giles worried when the doctor asks him if he shot Oliver?

He thinks he will be arrested for shooting Oliver.

First Term Practice Tests

PRACTICE TEST 3

"The workplace was the wrong place for her. She was rich enough for a good hospital. I stole from her before she died!"

6 Why do you think Nurse Sally says this to Mrs Corney?

Students' own answers

7 Who is she talking about?

She is talking about Oliver's mother.

8 What did the woman want Nurse Sally to give to Oliver?

She wanted her to give him a gold locket.

E Writing

9 Write an email of about ninety (90) words to a friend about one (1) of the following:

a the importance of hygiene and sanitation

b an athlete you admire

Students' own answers

F Translation

10 A Translate into Arabic:

1 We should play a positive role in solving society's problems.

يجب أن نمارس / نلعب دورًا إيجابيًا في حل مشاكل المجتمع.

2 Fifty years ago, our environment was much cleaner than today.

كانت بيئتنا أكثر نظافة منذ خمسين عامًا مما هي عليه اليوم.

B Translate into English:


- تسهم المرأة إسهامًا عظيمًا في تطوير المجتمع وتقدمه.

Women contribute greatly in the development and advancement of society.

UNIT 10 COMMUNICATIONS TODAY

SB pages 61–65

WB pages 61-64



Communications today

OBJECTIVES

Listening Listening for specific information; guessing the meanings of words from context

Grammar The future: *will* and *going to*

Reading Reading for gist and specific information

Critical thinking The advantages and disadvantages of modern communications

Functions Making plans and promises

Writing Writing about social networking sites

UNIT 10

Listening

1 Read these definitions and discuss the questions in pairs.

blog a personal website diary for other people to read

social networking site a website where people can write information about themselves and share it with other people

a Would you want to read someone's blog? Why/Why not?

b Why would people want to share information about themselves on a website?


2 Before you listen to a conversation, guess the answers to these questions.

a How many friends do most people have on a social networking site?
A 1–50 B 50–100 C 100–150

b How many companies use social networking sites to tell people about jobs?
A 1,000 B 1,000,000 C 10,000,000

c How many people read a student's blog every day?
A 100 B 200 C 300

3 Now listen to a conversation between Hatem, his mother and his grandfather. Check your answers to Exercise 2.



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Objectives

Listening

Listening for specific information; guessing the meanings of words from context

Grammar

The future: *will* and *going to*

Reading

Reading for gist and for specific information

Critical thinking

The advantages and disadvantages of modern communications

Functions

Making plans and promises

Writing

Writing about social networking sites

LESSON 1

SB page 61

WB page 61

Before using the book:

- Ask the students to name as many different ways of communicating with someone as they can. Write their answers on the board. You might ask them to do this in groups and have a competition to see which group has the most

answers. Remind them that these need not be electronic. Answers should include talking, telephoning, writing (paper) letters, using hand gestures, etc.

Listening

1 Read these definitions and discuss the questions in pairs.

- 1 Allow time for the students to read the two definitions.
- 2 Tell them to answer the questions in pairs. Go round and offer prompts where needed.
- 3 Invite different students to report back to the class, and allow a short class discussion.

Students' own answers**2 Before you listen to a conversation, guess the answers to these questions.**

- 1 Put the students in pairs to read each question and guess the answer.
- 2 Ask a few students to share their guesses, then tell them they will now find out who is right.

3 Now listen to a conversation between Hatem, his mother and his grandfather. Check your answers to Exercise 2.

- 1 Tell the students to read through the questions. Students listen while you play the recording or read the script.
- 2 Ask them to check their answers to Exercise 2, and ask who was correct.
- 3 Go through the answers with the whole class; if necessary, play the recording again.

Answers:

a C b C c B

TAPESCRIPT

Grandfather: What are you doing, Hatem?
Hatem: I'm just going to send a message to one of my friends, Munir.
Grandfather: How are you doing that?
Hatem: On one of the social networking sites where you can send messages to your friends and make new friends. Munir lives in Luxor.
Grandfather: Luxor? How long does the message take?
Hatem: He'll get the message immediately. You

can also do it on your mobile phone if you've got a modern one.

Mother: How do you make new friends on a computer?

Hatem: It's quite easy, really, Mum. You find people who have the same interests as you and you ask them to be your friend. Most people have about 130 friends. I have about 80. I think I'll have more friends after I start going to the sports club next week.

Grandfather: 80? That's amazing.

Hatem: I even have three friends in England, so I can practise my English when I write to them.

Mother: And do you meet all these friends?

Hatem: Not always, usually I just send them messages. But I'm going to meet one of my English friends. He's going to visit Cairo next year.

Mother: Are social networking sites just for young people and their friends?

Hatem: No, millions of businesses are using them to advertise jobs. My friend's older brother has seen a job online and he is going to apply for it using social media.
Mother: It sounds very complicated.
Hatem: It isn't complicated, but you can waste a lot of time. Some of my friends are on it for two or three hours a day, sometimes writing their blog.

Grandfather: What's a blog?

Hatem: It's a web page where you can write about your life and your interests, or information about a particular subject. You can update it whenever you want to, and the newest information is always at the top of the page. Other people can read what you've written and make comments.

Grandfather: Do you write a blog?

Hatem: Yes, every day, because I want to share my interests with other people. It's like being a journalist.

Grandfather: Will anyone read your blog?

Hatem: Yes, about 200 people will read it. Anyway, why did you ask me if I was busy, Granddad?

Grandfather: Could post this letter for me? It's to my friend who lives in Saudi Arabia.

Hatem: Yes, of course. I'll post your letter now. I haven't posted a letter to a friend for a long time ...

Grandfather: Really? Do you think we won't have letters in the future?

Hatem: Yes, I think everyone will use social

networking sites instead. It's easier ... and quicker!

Mother: *The only thing that we can be sure of is that technology is not going to stand still! You'd better show me how to use the site, Hatem!*

Hatem: *OK, Mum!*

4 Guess the meanings of the highlighted words from the listening text.

- 1 Put the students in pairs to read the sentences and guess the meanings of the highlighted words.
- 2 Tell the students to check in their dictionaries.
- 3 Invite answers from different students.

Answers: _____

- a activities that you enjoy doing or subjects that you enjoy studying
- b to tell people about a product or service in order to persuade them to buy it or use it
- c to officially ask to be considered for a job, place at a college etc., especially by writing a letter
- d difficult to understand or deal with because it contains many different parts or details
- e an opinion that you give about someone or something



5 Listen again. Complete the questions with these verbs, then answer the questions.

- 1 Tell the students to listen while you play the recording again.
- 2 Allow time for them to complete the questions alone or in pairs.
- 3 Go round and check the sentences are correct, then tell them to write their answers.
- 4 Ask different students to read out the completed questions and the answers.

Answers: _____

- b make - You find people who have the same interests as you and you ask them to be your friend.
- c spend - Some of them spend two or three hours a day on them.
- d write - He writes it every day.
- e read - About 200 people read it.

f use - Hatem's mother.

6 Discuss these questions in pairs.

- 1 Read out the questions, then put them in pairs to discuss them. Go round and listen, offering prompts where needed.
- 2 Invite volunteers to report their answers to the class.

Suggested answers: _____

- a Advantages: you can keep in touch with friends and colleagues; you can "meet" new people; you can pass on important information to a lot of people at the same time
Disadvantages: you can waste a lot of time; it can be easy to bully other people if the site is not checked or controlled; it's bad for your health and your eyes to spend so much time in front of a computer screen
- b Students' own answers

**1 Match these words and phrases to the correct definitions.**

- Allow time for the students to read the example definition (3) and check that they agree.
- Tell the students to complete the exercise alone or in pairs.
- Check answers as a whole class.

Answers:

- d
- c
- a
- e
- b

2 Choose the correct words to complete the sentences.

- Tell the students to read the example, then allow time for them to complete the task alone or in pairs.
- Check answers as a whole class.

Answers:

- apply
- advertise
- complicated

3 Answer these questions.

- Allow time for the students to write their answers; allow them to work in pairs if they wish.
- Invite volunteers to read out their answers to the class, then allow a short class discussion.

*Students' own answers***4 Write a paragraph about why computers are or are not useful to your education.**

- Tell the students to discuss ideas in pairs or small groups first. Tell them to note down ideas.
- Allow time for them to write their paragraphs. Go round and check their work, offering prompts if necessary.

Communications today

UNIT

10

1 Match these words and phrases to the correct definitions.

- | | |
|--------------------------|--|
| a social networking site | 1 <input type="checkbox"/> connected to the internet |
| b blog | 2 <input type="checkbox"/> a place on the internet where you can go to find out information about a company, person, subject, etc. |
| c website | 3 <input checked="" type="checkbox"/> a website where people can write information about themselves and share it with other people |
| d online | 4 <input type="checkbox"/> a system that allows people using computers around the world to exchange information |
| e internet | 5 <input type="checkbox"/> a personal website diary for other people to read |

2 Choose the correct words to complete the sentences.

- I know you like art, but what are your other interests/interesting?
- My uncle is going to apply/application for a job at the hospital.
- Many companies pay a lot of money to advertisement/advertise on television.
- Ahmed can't do his maths homework because it is very complicate/complicated.

**3 Answer these questions.**

- Can you name two things that you can apply for? _____
- What are your interests? _____
- Where do companies often advertise? _____
- What do you find complicated? _____

4 Write a paragraph about why computers are or are not useful to your education.

- Invite different students to read out their paragraphs to the class. Try to choose students who have expressed different opinions. You can take in their work to mark.

Students' own answers

LESSON 2

SB page 62

WB page 64

UNIT
10Grammar The future: *will* and *going to*

1 How is *will* used in these sentences from the listening text? Choose the correct meaning.

- a To make a prediction.
b To talk about a future fact.
c To make a promise.

GRAMMAR
REVIEW
PAGE 129

- 1 ☒ a I think I'll have more friends after I start going to the sports club next week.
2 ☐ b He'll get the message immediately.
3 ☐ c I'll post your letter now.
4 ☐ a About 200 people will read it.
5 ☐ c I think everyone will use social networking sites.

2 How is *going to* used in these sentences from the listening text? Choose the correct meaning.

- a To make a prediction based on evidence.
b To talk about a plan.

- 1 ☐ a I'm just going to send a message to one of my friends.
2 ☐ b He's going to visit Cairo next year.
3 ☐ c The only thing that we can be sure of is that technology is not going to stand still.

3 How are the predictions different in these pairs of sentences? In which sentences does the speaker make a prediction because of something he knows?

- a 1 I think the next generation of phones **will be** expensive.
2 Companies have spent a lot of money on the next generation of phones, so they **are going to be** expensive.
b 1 Stop dropping your phone! You're **going to break** it.
2 I expect you'll **break** your phone one day.



4 Make predictions about these subjects.

- a the future of traditional letters, email and text messaging
b the future cost of mobile phone calls, oil and food
c the future of your village, town or city

FOCUS ON GRAMMAR

WORKBOOK
PAGE 64

Future forms

Use the *will* future

- for predictions: We **will** be able to send texts by the power of thought.
- for future facts: My computer **will** be five years old this year.
- for promises: I'll help you with the technology.

Use the *going to* future

- for predictions (when there is a good reason): Your glass is on the edge of the table. It **is going to** fall.
- for plans or intentions: He's **going to** buy a laptop for his new job.

5 Check answers with the whole class.

Answers:

2 b 3 c 4 b 5 a

2 How is *going to* used in these sentences from the listening text? Choose the correct meaning.

- 1 Ask the students to read the instructions, as for Exercise 1.
2 Tell the students to complete the task alone or in pairs.
3 Check answers with the whole class.

Answers:

1 b 2 b 3 a

3 How are the predictions different in these pairs of sentences? In which sentences does the speaker make a prediction because of something he knows?

- 1 Read out the questions and allow time for the students to read the pairs of sentences.
2 Tell the students to discuss answers with a friend.
3 Invite answers and discuss them with the whole class.

Answers:

- a In sentence 1, it is a prediction. In sentence 2, it is based on something he knows (they have spent a lot of money)
b In sentence 1, it is based on something he knows (the other person keeps dropping it). In sentence 2, it is a prediction.

Grammar

The future: *will* and *going to*

1 How is *will* used in these sentences from the listening text? Choose the correct meaning.

- 1 First, tell the students to study the Focus on Grammar box, and remind them to refer to it as necessary.
2 Tell the students to read the question and the three meanings in the blue box.
3 Allow time for them to study the examples, and check they understand the task.
4 Tell the students to complete the task alone or in pairs.

4 Make predictions about these subjects.

- 1 Ask the students to read a, and invite predictions from the whole class.
2 Then put the students in pairs to make more predictions for a, b and c. Go round and listen, making suggestions if necessary.
3 Ask different students to report back to the class.

Students' own answers



WORKBOOK

page 62

1 Find and correct the mistakes in these sentences.

- Allow time for the students to read the instructions and look at the example.
- Tell the students to complete the task alone. Go round and offer help where needed.
- Put them in pairs to compare answers, then go through the exercise with the whole class.

Answers:

- I promise I ~~going~~ to work hard this year. will
- Look at those clouds. Do you think it ~~rains?~~ is going to rain
- When Magda finishes university in two years' time, she ~~is~~ 21. will be
- "Why are you carrying those bags?" "I ~~will go~~ shopping." am going

2 Complete with the correct form of the verbs in brackets.

- Tell the students to read the example sentence, then allow time for them to complete the remaining sentences, alone or in pairs. Go round and offer help where needed.
- Go through the exercise with the whole class.

Answers:

- am going to take
- will write
- is going to be
- will be

3 Complete the sentences with will or going to.

- Invite volunteers to complete the first sentence.
- Then allow time for the students to complete the task using their own ideas. Go round and offer help where needed.
- Check answers: invite different students to read out their complete sentences.

Suggested Answers:

Suggested answers

- On my next birthday, I will be 16/am going to have a family party.
- Ali is visiting his grandparents this afternoon. He promises he will help them with some jobs in the house.
- Ashraf and Hassan like football. They have two tickets, so I think they are going to the match this afternoon.
- Their five-year-old brother is very clever. His father says he will be a doctor when he grows up.

UNIT
10**1 Find and correct the mistakes in these sentences.**

- I think it ~~going to be~~ hot tomorrow. will be
- I promise I going to work hard this year. _____
- Look at those clouds. Do you think it rains? _____
- When Magda finishes university in two years time, she is 21. _____
- "Why are you carrying those bags?" "I will go shopping." _____

2 Complete with the correct form of the verbs in brackets.

- One day, I think we will live (live) on the moon.
- "What's that?" "It's my train ticket. I _____ (take) the train to Luxor this afternoon."
- I promise I _____ (write) to you every day when I am away.
- After ten months of warm weather, scientists say that this year _____ (be) the hottest year ever.
- If you go to England in December, take your coat because it _____ (be) cold.

**3 Complete the sentences with will or going to.**

- On my next birthday, I _____
- Ali is visiting his grandparents this afternoon. He promises _____
- Ashraf and Hassan like football. They have two tickets, so I think they _____
- Their five-year-old brother is very clever. His father says he _____
- Sara is at university studying medicine. After university, she _____

4 Write a paragraph of about ninety words on your plans for next year.

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- Sara is at university studying medicine. After university, she is going to be a doctor.

4 Write a paragraph about your plans for next year.

- Read out the task, and invite ideas from the whole class.
- Allow time for them to complete the task; tell them to make notes first.
- Go round and make suggestions if necessary. Make sure they are using *will* and *going to* appropriately.
- Correct their work; read good examples to the class.

Students' own answers

LESSON 3

SB page 63

Reading

1 Look at these newspaper headlines from the future and do the following.

- a Which of the predictions do you think will come true? Discuss in pairs.
b Make your own prediction about the future of communications.

2020 70% of the population of Africa now have email and mobile phone technology.

2022 THE LAST PRINTED NEWSPAPERS DISAPPEAR. WE ALL READ THE NEWS ONLINE.

2025 NO MORE MONEY. WE CAN USE OUR MOBILES TO PAY FOR EVERYTHING.

2030 WE CAN NOW SEND OUR THOUGHTS TO OTHER PEOPLE.

2 Check the meanings of these words in your dictionary.

connect development device digital fax
high-quality smart technology visual

3 Read the text and find out if the writer makes any of the predictions you discussed in Exercise 1.

4 Choose the best summary of the text.

- a ☐ Communications in the future will be faster than they are now.
b ☐ Scientists will develop cheaper communication devices.
c ☐ Ways of communicating have changed and will continue to change.

5 Read the text again and complete the sentences.

- a In the past, to call friends quickly, we needed to find a telephone.
b For fast, written communication in the past,
c The most common forms of communication today are
d Smart phones are
e In the future, we will probably have mobile devices that

STAY CONNECTED

Twenty-five years ago, communications between people were very different from today. To call friends quickly, we needed to find a telephone to ring them. If time was not important, we wrote a letter and sent it by post. For fast written communications, businesses sent faxes.



Although many people still use these ways of communicating, they are becoming less popular because of new **technology**. Today, the most common forms of personal and business communications are mobile phone calls, text messages and emails. But even mobile phones are changing all the time. Many people now use **smart** phones. These are phones with computers which can **connect** to the internet and send emails.

In the future, the only thing that we can be sure of is that technology is not going to stand still. Scientists are going to continue inventing new, more complex ways of communicating. Some experts are predicting that the next big **development** will be in **visual** communications. Small mobile computers with fast internet connections will probably be the first mobile **devices** that give us **high-quality** visual communication, so that we can see the people we are talking to.

Further in the future, who knows what will happen? By the year 2023, scientists are predicting that we will be able to send text messages by the power of thought. A special helmet connected to our brain will turn what we are thinking into a **digital** form which we will then be able to communicate to other people that we know.



UNIT 10

Students' own answers

2 Check the meanings of these words in your dictionary.

1 Allow time for the students to complete the task. Remind them that these words will appear in the reading text.

2 Check answers with the whole class.

Answers:

connect: to join two places or things together

development: the process of becoming bigger, better, more important etc., or the result of this process

device: a machine or tool used for a particular purpose

digital: using a system in which information is shown in the form of changing electrical signals

fax: a document that is sent down a telephone line and then printed using a special machine

high-quality: a good standard

smart: smart machines use computers or the latest methods to work

technology: a combination of all the knowledge, equipment, methods etc. that are used in scientific or industrial work

visual: relating to seeing or your ability to see

3 Read the text and find out if the writer makes any of the predictions you discussed in Exercise 1.

1 Allow time for the students to read the text. Go round and answer any questions. Check difficult words with the whole class.

2 Ask whose predictions from Exercise 1 also appear in the text. Which predictions are they?

Students' own answers

4 Choose the best summary of the text.

1 Allow time for them to read the three summaries and choose the best one.

2 Tell the students to check their answers with a partner.

3 Invite a student to give the answer.

Reading

1 Look at these newspaper headlines from the future and do the following.

- Tell the students to read the four headlines.
- Put them in pairs to discuss question a.
- Invite one or two students to report their ideas back to the class.
- Ask the students to read task b. Invite some initial predictions from the whole class, then put them in pairs to discuss more ideas. Go round and listen, offering ideas where necessary.
- Finally, invite more ideas from the whole class. You could have a class vote for the prediction most likely to come true.

Answers:

- c is the best summary.

5 Read the text again and complete the sentences.

- 1 Ask students to read the incomplete sentences. See if they can complete them without reading the text again.
- 2 Tell the students to read the text again to check their answers, or to complete the sentences.
- 3 Go round and offer help if necessary.
- 4 Check answers with the whole class.

Answers:

- a businesses sent faxes.
- c mobile calls, text messages and emails.
- d phones with computers which connect to the internet and send emails.
- e will be able to send messages by the power of thought.

LESSON 4

SB page 64 WB page 63

Critical thinking

1 Read the text again and answer these questions.

- 1 Ask students to read the text.
- 2 Then tell the students to discuss each question in pairs.
- 3 Go round and listen, offering suggestions where needed.
- 4 Check their answers as a class.

Answers:

- a We will be able to send messages by the power of thought.
- b It will be connected to the brain and turn what we are thinking into a digital form, which we will then be able to communicate to other people that we know.

2 Discuss these questions in pairs.

- 1 Give students time to discuss the questions. Go round and monitor as they are working and help them with ideas if necessary.
- 2 Invite students to share their ideas with the class.

UNIT 10

Critical thinking

1 Read the text again and answer these questions.

By the year 2023, scientists are predicting that we will be able to send text messages by the power of thought. A special helmet connected to our brain will turn what we are thinking into a digital form which we will then be able to communicate to other people that we know.

- a How does the writer say communication technology will change in the near future?
- b Why might wearing a helmet help someone to communicate in the future?

2 Discuss these questions in pairs.

- a Would you always like to see the person you are talking to on the phone? Why/Why not?
- b In what situations are mobile phones most useful?
- c Are there situations in which people should not use a mobile phone?
- d Do you think that mobile phones will replace all traditional phones?
- e What are the main disadvantages of mobile phones?
- f Why do some people prefer to send text messages rather than to make phone calls?

3 Read these replies to the question *Do you need a mobile phone?* Tick any opinions that you agree with, then compare ideas with a partner.

- ☐ Nobody needs a mobile phone, or a car, a TV or a washing machine. But all these things make life easier.
- ☐ Yes, I do, especially when I'm away from home or travelling.
- ☐ I think that everyone needs a mobile phone, so that their family can keep in touch with them when they need to.
- ☐ No, I don't! I don't want people to be able to phone me all the time.
- ☐ I need one sometimes, but not all the time.

4 Discuss this question in pairs.

How would life be different if we had no computers or mobile phones?

5 FOCUS ON TIME PHRASES

- 1 Notice that there is a comma after each time word or phrase when it starts a sentence:

Twenty years ago, communications between people were very different.

Today, the most common forms of ...

In the future, the only thing that we know is that technology ...

By the year 2023, we will be able to send text messages by the power of thought.

- 2 In pairs, complete these sentences.

- a Ten years ago, ...
- b Today, ...
- c In the future, ...
- d By the year 2025, ...

SKILLS FOR LIFE

Find out about the latest communication technology, because many businesses will expect you to know how to use it.

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WORKBOOK
PAGE 65

Suggested answers:

- a Students' own answers
- b When people are in a difficult situation with no other means of communicating, for example, while travelling or in an emergency.
- c In many countries there are restrictions on where mobile phones can be used, for example, in schools, in parts of trains and buses, in hospitals or on planes. You should never use a mobile phone when driving a car.
- d Students' own answers
- e They can be very expensive if overused; it can be annoying to overhear other people's conversations; batteries may run out at times when it is impossible to recharge them; sometimes you cannot get a signal.
- f Text messages are usually cheaper than calls; they are very quick to send; you don't have to get involved in a long conversation with someone; they are quick and easy to reply to.

UNIT
10

1 Choose the correct words to complete the definitions.

- a **device**: a machine or tool used for *any / a particular* purpose
 b **digital**: using a system in which *times / information* is shown in the form of changing electrical signals
 c **high-quality**: very *good / bad*
 d **visual**: relating to *drawing / seeing* or your ability to *draw / see*

2 Now complete the sentences with the correct words from Exercise 1.

- a The computer is a device which has changed our lives.
 b These are _____ shoes. They've lasted for so long!
 c Is that a new _____ radio?
 d Waving is a form of _____ communication.



3 Complete these sentences with the correct form of the words in brackets.

- a Can you connect this computer to the internet? (connection)
 b The boy only speaks Chinese, so he cannot easily _____ with the other children in the class. (communications)
 c My _____ is that it will be very hot tomorrow. (predict)
 d Over the last few years, there have been some important _____ in medicine. (develop)

4 We often shorten words in English. Match the short forms with the long forms (both forms are correct).

- | | |
|-----------|---|
| a fax | 1 <input type="checkbox"/> television |
| b sat nav | 2 <input type="checkbox"/> electronic mail |
| c email | 3 <input checked="" type="checkbox"/> facsimile |
| d TV | 4 <input type="checkbox"/> the internet |
| e the net | 5 <input type="checkbox"/> satellite navigation |



5 Write a paragraph of about ninety words on the advantages and disadvantages of mobile phones.

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3 Read these replies to the question *Do you need a mobile phone?* Tick any opinions you agree with, then compare ideas with a partner.

- Tell the students to read the instructions carefully, and then allow time for them to consider each of the replies and tick the ones they agree with.
- Put the students in pairs to compare ideas.
- Invite different students to report back to the whole class, saying why they agree or disagree with these opinions.

Students' own answers

4 Discuss this question in pairs.

- Read out the question and invite initial ideas

from the whole class.

- Tell the students to discuss ideas in pairs or small groups.
- Invite volunteers to report back to the class.

Students' own answers

5 Focus on Time Phrases

- Allow time for the students to read the information in 1. You could invite further examples from the class.
- Put them in pairs to complete the task in 2. Go round and check.
- Ask volunteers to read out their sentences to the class.

Suggested answers: _____

- a not many people had mobile phones.
 b most people use mobile phones.
 c we will live on the moon.
 d we will be able to communicate by the power of thought.

Skills for life

Ask a student to read the Skills for Life box. Do they agree? What kind of technology would be useful for businesses (for example, using a computer, sending emails etc)?



WORKBOOK

page 63

1 Choose the correct words to complete the definitions.

- Read out the example and check that the students understand the task.
- Tell the students to continue with the exercise, alone or in pairs.
- Invite different students to read out the answers.

Answers: _____

- b information c good d seeing, see

2 Now complete the sentences with the correct words from Exercise 1.

- Ask the students to complete the sentences, using words from Exercise 1.
- Go round and offer help where necessary.
- Check answers as a whole class.

Answers:

b high-quality c digital d visual

3 Complete these sentences with the correct form of the words in brackets.

- 1 Read out the example, then tell the students to complete the task alone or in pairs.
- 2 Go round and check their work. If they need help, encourage them to consider first what kind of word is missing, a verb or a noun).
- 3 Go through the exercise with the whole class.

Answers:b communicate c prediction
d developments**4 We often shorten words in English. Match the short forms with the long forms (both forms are correct).**

- 1 Allow time for the students to read the instructions; check they understand the task.
- 2 Students complete the task and check in pairs.
- 3 Check answers with the whole class.

Answers:

1 d 2 c 3 a 4 e 5 b

5 Write a paragraph of about ninety words on the advantages and disadvantages of mobile phones.

- 1 Remind the class of their discussion in Critical thinking, Exercises 2 and 3 of the Student's Book, and to use some of those ideas now.
- 2 Tell them to plan their paragraphs first; they can discuss ideas in pairs. Go round and offer suggestions. They can use some of the long and short forms from Exercise 4.
- 3 Allow time for them to write their paragraphs. Go round and check their work.
- 4 Choose two or three students to read their work out to the class.

*Students' own answers***Communication skills** Making plans and promises

- 1 Listen to three conversations and say what each person is planning to do.

Conversation 1: Mazin is *going to the library to do research and*

Conversation 2: Eman is

Conversation 3: Ashraf is

- 2 Listen again and tick the phrases you hear.

FOCUS ON FUNCTIONS**Making plans**

- ☒ Do you have any plans ...?
- ☐ My plan is to ...
- ☐ I plan to ...
- ☐ I'm planning to ...
- ☐ We're going to ...

Making promises

- ☐ I promise to ...
- ☐ I promise that I'll ...
- ☐ I promise I will.
- ☐ I promise I won't.



- 3 Ask your partner what he/she is planning to do at these times. Answer using expressions from **Focus on functions**.

- a next weekend
b for your next holiday
c when you leave school

- 4 Work in pairs.

a **Student A:** Your older brother/sister is going abroad on a business trip. Ask him/her about his/her plans and ask him/her to phone or email you every day.

Student B: You are going abroad on a business trip. Tell your younger brother/sister your plans and promise to phone or email him/her every day.

b **Student A:** You do not know how to use your new mobile phone. Before you ask your friend to help you, find out if he/she has any plans for the morning.

Student B: You are going to spend the next hour writing your blog, but after that you have no plans. Promise to help your friend this afternoon.

WORKBOOK
PAGE 66**5 Research the following about social networking**

Choose the three most popular social networking sites in your country. Conduct a survey of ten people you know. Find out:

- which site is the most popular
- how much time people spend on social networking sites each week

LESSON 5

SB page 65 WB page 64

Communication skills**Making plans and promises**

- 1 Listen to three conversations and say what each person is planning to do.

- 1 Ask the students to describe what they can see in the picture.
- 2 Now students listen while you play the recording or read the tapescript.
- 3 Allow time for them complete the sentences in pairs. Point out that the example answer for

Conversation 1 is unfinished.

- 4 Check answers; if necessary, play the recording or read the script again.

TAPESCRIPT

Narrator: Conversation 1
Mother: Do you have any plans for the weekend, Mazin?
Mazin: Yes, Mum. We've got to find out about the history of mobile phones for a school project, so I'm planning to go to the library tomorrow to do my research.
Mother: OK. Anything else?
Mazin: Yes, when I've finished at the library, I'm going to play football with my friends.
Mother: Take your time with your project work. It's important that you work hard on your projects.
Mazin: I know, Mum. I promise to work really hard.
Mother: Good. And don't play football until you've finished.
Mazin: I promise I won't.
Narrator: Conversation 2
Warda: Hi, Eman. Are you busy this evening?
Eman: Well, my plan is to finish my English homework and then write my blog.
Warda: I plan to finish that homework too, but I've still got a lot to do.
Eman: I'll come round to your house and we can do it together if you like.
Warda: Thanks, that's really kind of you. What about your blog?
Eman: I'm going to do my blog later.
Narrator: Conversation 3
Father: What are you doing, Ashraf?
Ashraf: I'm texting some of my friends. We're going to meet in town tomorrow evening.
Father: It's late. Don't be long.
Ashraf: I won't.
Father: There's school tomorrow and you must get up early.
Ashraf: I know, Dad. I promise that I'll be really quick.

Answers:

Conversation 1: ... he is going to play football.

Conversation 2: Eman is planning to finish her homework and to write her blog later.

Conversation 3: Ashraf is going to meet his friends in town tomorrow.



2 Listen again and tick the phrases you hear.

- First, ask them to read all the phrases.
- Play the recording or read the script again.
- Tell the students to tick the phrases they hear, then compare answers with a partner.
- Check answers. If necessary, play the recording or read the script again.

Answers:

- | | |
|-----------------------------|---------------------------|
| ✓ Do you have any plans...? | ✓ We're going to ... |
| ✓ My plan is to ... | ✓ I promise to ... |
| ✓ I plan to ... | ✓ I promise that I'll ... |
| ✓ I'm planning to ... | ✓ I promise I won't. |

3 Ask your partner what he/she is planning to do at these times. Answer using expressions from Focus on Functions.

- Put the students in pairs. Remind them to use the expressions from Focus on Functions.
- Tell the students to ask and answer questions using the three prompts. Demonstrate first with a confident student.

Example:

Teacher: Do you have any plans for next weekend?

Student: Yes, I do. I'm planning to go shopping.

Teacher: What are you going to buy?

- Go round and listen; check they use some or all of the expressions.
- Invite different pairs to repeat their questions and answers for the class.

Students' own answers

4 Work in pairs.

- Put the students in pairs, A and B, and allow time for them to read their instructions for activity a.
- Go round and listen, then invite different pairs to perform their conversations to the class.
- Repeat for activity b.

5 Research the following about social networking.

- Put the students in pairs. Tell them to read the task, and to prepare a table like this:

Social networking site:			
Amount of time people spend on site each week:			

- The students write in the names of the three sites, then ask each other *Which site do you use?* and record the results. If a student does not use any of them, they record nothing.
- They ask ten people in total the same question, and record the results in the same way.
- Tell the students to keep their notes from this task, as they will need them later.



WORKBOOK

page 64

1 Match sentences with the answers.

- Tell the students to look at the example, then allow time for them to complete the task.
- Put them in pairs to compare answers, then go through the exercise with the whole class.

Answers: _____

1 d 2 c 3 e 4 b

2 Complete these mini-dialogues.

- Read out the first line of the first dialogue, and check the students understand the task.
- Tell the students to complete the two conversations, then compare answers with a partner.
- Check answers; invite different pairs to read out the completed conversations.

Answers: _____

- b I promise c I plan to
- a I promise to

3 Write what you would say in each of the following situations.

- Tell the students to read the first situation and the example answer.
- Students work alone or in pairs.
- Ask different students to read out their sentences.

Answers: _____

- I promise I won't forget. / I promise I'll bring it back tomorrow.
- Do you have any plans for the summer? / Are you

UNIT 10

1 Match the sentences with the answers.

- | | |
|--|--|
| a What are you planning to do tonight? | 1 <input type="checkbox"/> No, I don't. |
| b What about your blog? | 2 <input type="checkbox"/> I promise I won't. |
| c Don't be late for school tomorrow. | 3 <input type="checkbox"/> I promise I will. |
| d Do you have any plans for the weekend? | 4 <input type="checkbox"/> I'm going to do that tomorrow. |
| e You must work hard this year. | 5 <input checked="" type="checkbox"/> a I plan to finish my project. |

2 Complete these mini-dialogues.

Do you have any plans I plan to I promise to I promise

- 1 Mother a Do you have any plans for the weekend, Mazin?

Mazin Yes, we've got to find out about the history of mobile phones for a school project.

Mother Don't play football until you've finished your project.

Mazin b _____ I won't.

Mother It's important that you work hard at school.

Mazin I know, Mum. c _____ work really hard.

- 2 Warda Are you busy this evening?

Eman Well, a _____ finish my English homework.

3 Write what you would say in each of the following situations.

- A friend asks you what you are doing this weekend. You want to go to the beach.
I'm planning to go to the beach.
- You borrow a CD from a friend. He/She says you must not forget to bring it back tomorrow.

- You want to know if your friend is doing anything this summer.

- Your grandmother says she would like you to phone her every day when she is away.

- Your mother asks you to tidy the house. Tell her you will tidy your bedroom first.



4 Write a paragraph about the most popular social networking sites in your country.

doing anything this summer?

- I promise I will.
- My plan is to/I plan to tidy my bedroom first.

4 Write a paragraph about the most popular social networking sites in your country.

- Tell the students to use the notes from their research (Exercise 5, Student's Book page 65) about social networking sites.
- Have them write in the usual way.

Students' own answers

Assessment**Listening and Speaking****Target element: Time phrases and future forms**

Write the days of the week on the board and circle which day it is today, for example, Tuesday. Now read the following sentences to the students. Students write down the day you are talking about for each sentence. The answers are given below in brackets (for today as Tuesday).

- 1 *Two days ago, I bought a new mobile phone.* (Sunday)
- 2 *By tomorrow afternoon, we will have finished this unit of the book.* (Wednesday)
- 3 *Today, we're going to revise future forms.* (Tuesday)
- 4 *Four days ago, I visited my grandparents.* (Friday)
- 5 *I plan to go shopping in two days' time.* (Thursday)

Now write the following prompts on the board. Students work in pairs to complete the sentences for themselves.

- 1 **Two days ago ...**
- 2 **By the year 2024 ...**
- 3 **Today ...**
- 4 **A year ago ...**
- 5 **Next year ...**
- 6 **In the summer ...**
- 7 **After this lesson ...**

Reading Task**Target element: Future forms and vocabulary from the unit**

Use SB page 63 text, Stay Connected. Give students time to read the text again. Then ask the following questions about the text. The answers are given in brackets below.

- 1 *25 years ago, what did people do if they wanted fast written communication?* (They used faxes.)
- 2 *What are the most common forms of communications today?* (mobile phone calls, text messages and emails)
- 3 *What are smart phones?* (They are phones with computers which can connect to the internet and send emails.)

- 4 *What will be different if we use visual communication?* (We will see the people we are talking to.)
- 5 *What do scientists think we will be able to do by the power of thought?* (We will be able to send text messages.)
- 6 *What will people need to wear to do this?* (They will need to wear a special helmet.)

Writing Task**Target element: Vocabulary from the unit**

Use SB page 63, Ex. 2. Students write a sentence for each of the words in the box. The sentence should show the meaning of the word in context. They can use their dictionaries if necessary.

Example: My phone can't connect to the internet because it is not a smart phone.

UNIT 11

CHARLOTTE BRONTË

SB pages 66-70

WB pages 65-68

Objectives

Listening

Listening for specific information

Grammar

The past simple and past perfect

Reading

Reading for general understanding and specific information

Critical thinking

Considering the advantages of education

Functions

Agreeing and disagreeing

Writing

Writing an informal email about schools

UNIT 11

Charlotte Brontë

OBJECTIVES

Listening Listening for specific information

Grammar The past simple and past perfect

Reading Reading for general understanding and specific information

Critical thinking Considering the advantages of education

Functions Agreeing and disagreeing

Writing Writing an informal email about schools

Listening

1 Before you listen, answer the questions about these words.

clothe	dislike
miserable	naughty
relation	right
	silent

CHECK IN YOUR DICTIONARY

a Which word means *behaving badly*? naughty

b Which word means the opposite of *like*?

c Which word means very *unhappy*?

d Which word means *a member of your family*?

e Which word means *not make any sound*?

f Which word means *to provide clothes for someone*?

g Which word means *a rule which allows you to do something*?

3 Listen to the beginning of Charlotte Brontë's *Jane Eyre* and choose the correct answer.

a Who was Mr Reed?
A a family friend
B Jane's uncle
C a neighbour

b Why did Jane go to live with the Reed family?
A Her parents died.
B She worked there.
C She wanted to go there.

c What was Jane doing when John came into the room?
A She was playing.
B She was doing homework.
C She was reading a book.

d What did John tell Jane to do?
A Stop reading.
B Read a different book.
C Go to her room.

e What did one of the servants do?
A She read Jane a book.
B She took her to a cold room.
C She took away the book.

f How did Jane feel after her uncle died?
A unhappy B frightened C exhausted

2 Discuss these questions in pairs.

a Why do children sometimes have to live with relations who are not their parents?

b Do you think it would be easy to live in a house with another family? Why/Why not?

c Would you like to live in a big house a long way from any city? Why/Why not?


4 Discuss these questions in pairs.

a Why did the children think that they were better than Jane?

b Why does John say to Jane, "You have no right to read our books"?

c Do you think Mrs Reed was right to lock Jane in a room? Why/Why not?

d How do you think Jane became a successful adult after such a sad start to her life?



WORKBOOK
PAGE 67

LESSON 1

SB page 66

WB page 65

Before using the book:

- Ask students to think of a time when they were treated unfairly by a family member or a friend, and to share that with a partner. Ask them to tell you what happens when someone is repeatedly

treated unfairly. Tell them that Jane Eyre is about a woman who was treated unfairly as a child but who overcame the emotional pain.

Listening

1 Before you listen, answer the questions about these words.

- 1 Read out question a and check that the students agree with the answer given.
- 2 Put the students in pairs to complete the task; go round and monitor. They can check in a dictionary.
- 3 Invite different students to share their ideas with the class.

Answers:

- | | | |
|-----------|-------------|------------|
| b dislike | c miserable | d relation |
| e silent | f clothe | g right |

2 Discuss these questions in pairs.

- 1 Explain that they are going to listen to part of a story about a girl who has to live with another family.
- 2 Write **Charlotte Brontë** on the board. Ask the class to tell you what they know about her and/or explain who she was. (*Charlotte Brontë, 1816–1855, was an English novelist. Jane Eyre is her most famous novel. Her sisters, Emily and Anne, were also famous writers.*)
- 3 Allow time for the students to discuss the questions in pairs; go round and listen, offering prompts if necessary.
- 4 Ask different students to share their ideas with the class; allow a brief class discussion.

**3 Listen to the beginning of Charlotte Brontë's *Jane Eyre* and choose the correct answer.**

- 1 Ask students to describe the picture. In which century do they think this story is set? (*the nineteenth century*) How do they know? (*because of the clothes*)
- 2 Tell the students to read the questions and the options for the answers. Then ask them to listen while you play the recording or read the tapescript.
- 3 Allow time for them to read and answer the questions, alone or in pairs.
- 4 Play it again for them to check.

Answers:

- | | | | | |
|-----|-----|-----|-----|-----|
| b A | c C | d A | e B | f A |
|-----|-----|-----|-----|-----|

TAPESCRIPT

Jane: My name is Jane Eyre and this is the story of my life. In 1818, when I was two years old, my parents died. I went to Gateshead Hall to live with Mr Reed, who was my mother's brother. Unfortunately, Mr Reed died some years later, but I continued to live there with his wife and children, Eliza, John and Georgina. The three children disliked me. They said that I was not as good as them because I had come from a poorer family.

One afternoon, when I was nine years old, I was reading quietly in a room at the back of the house. It was winter and I had read in that room every day for weeks. My cousin John had not known I was there so when he saw me, he started to shout at me. "You have no right to read our books in this room," he said. "You have no money and we have to feed and clothe you. Don't touch our books!"

Then he pushed the book out of my hand. I shouted at him and tried to get the book back. At that moment, Mrs Reed came into the room. "You naughty girl, Jane," she said and told one of the servants to lock me in a room upstairs. So I was put into the room, the door was locked and I was left alone.

The room was cold, large and silent. Although the room had furniture in it, it was hardly ever used. My uncle, Mr Reed, had died in this room. What a kind man he had been when I first moved there! But his wife was just the opposite. She had disliked me from the day that I arrived at Gateshead Hall and had always made me miserable.

4 Discuss these questions in pairs.

- 1 Allow time for the students to discuss the questions in pairs; go round and listen. Play the recording again.
- 2 Ask different students to share their ideas with the class; allow a brief class discussion.

Suggested answers:

- a They had a family and their own home, but Jane did not.
- b He thinks that everything in the house is theirs and does not belong to Jane.
- c No, because it made Jane very unhappy. She did not deserve to be punished as she had done nothing wrong.
- d Suggested: She worked hard and continued to read books. She probably learned that it was important to have a good education to be successful



WORKBOOK

page 65

1 Read and put the sentences in the correct order.

- 1 Tell the students to 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 them in pairs to compare answers, then go through the exercise with the whole class.

Answers: _____

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

2 Match the opposites.

- 1 Tell the students to complete the task, then compare answers in pairs.
- 2 Check answers with the whole class. You could then ask them to create sentences with some or all of the words from the exercise.

Answers: _____

- 1 b
- 2 a
- 3 d
- 4 c

3 Complete the sentences with these words.

- 1 Read out the instruction and the first sentence, completed as the example.
- 2 Allow time for them to complete the exercise.
- 3 Go through the answers with the whole class.

Answers: _____

- b silent
- c dislikes
- d relation
- e miserable
- f right

Charlotte Brontë

UNIT 11

1 Read and put the sentences in the correct order.

- a ☐ Jane's uncle, Mr Reed, also dies.
- b ☐ Jane's cousin John pushes the book from her hand.
- c ☒ Jane's parents die.
- d ☐ Mrs Reed says Jane is naughty.
- e ☐ Jane is reading a book near the window.
- f ☐ Jane goes to live at Gateshead Hall.
- g ☐ A servant locks Jane in a cold room.

2 Match the opposites.

- | | |
|-------------|--|
| a dislike | 1 <input type="checkbox"/> delighted |
| b miserable | 2 <input checked="" type="checkbox"/> like |
| c silent | 3 <input type="checkbox"/> good |
| d naughty | 4 <input type="checkbox"/> noisy |

3 Complete the sentences with these words.

clothe dislikes miserable relation right silent

- a It can be expensive to feed and clothe children if you have a large family.
- b It is often completely _____ in the desert at night: you cannot hear anything.
- c He does not like the cold and he really _____ going outside in the rain.
- d She has the same family name as me, but she is no _____.
- e Poor Sara. She has a cold, she's got a pain in her arm and she feels _____.
- f All children have the _____ to go to school.

LESSON 2

SB page 67

WB page 66

Grammar The past simple and past perfect

GRAMMAR
REVIEW
PAGE 130

1 Circle all the past tenses from the listening text.

- a They said that I was not as good as them because I had come from a poorer family.
- b It was winter and I had read in that room every day for weeks.
- c My cousin John had not known I was there so when he saw me, he started to shout at me.
- d What a kind man he had been when I first moved there!
- e She had disliked me from the day that I arrived at Gateshead Hall.

- a In each sentence there are two actions. Which is the earlier action?
- b What verb tense is the earlier action? What tense is the later action?
- c What do you notice about the position of the word *not* in sentence c?

2 Read the following and choose the correct form of the verbs.

Before Mrs Reed a allowed had allowed Jane to leave the room, she b became had become ill. A doctor c visited had visited and told Mrs Reed that it would be better if she went to live at a nearby school. It was cold and the girls ate very little because the head teacher d spent had spent little money on the school. Jane was at the school for many difficult years, but when she left, she e learnt had learnt many things and decided to be a teacher. She then f advertised had advertised for a job in a newspaper. She g received had received no replies until one day, she got a letter. It h was had been for a job teaching a girl at a place called Thornfield Hall.

3 Now answer these questions.

- a What happened to Jane when she was in the room?
- b Why did the girls at her school have little to eat?
- c Why do you think Jane became a teacher?

4 Answer these questions using a past perfect verb.

- a Why was Ali so tired this morning?
He had not slept well.
- b Why was Leila late for school?
- c Why was the teacher pleased with Mohsen?

FOCUS ON GRAMMAR

The past simple and past perfect

- Use the past perfect to refer to an action or situation before the main verb in the past simple: Jane **had lived** with her parents before she **moved** to Gateshead Hall.
- When two actions happen one after the other, you can use the past perfect for the action that happened first: Jane **went** to Thornfield Hall after they **had offered** her a job there.

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so when he saw me, he started to shout at me.

- d What a kind man he had been when I first moved there!
- e She had disliked me from the day that I arrived at Gateshead Hall.
- a The verbs with *had* + past participle (the past perfect).
- b The past perfect is the earlier action. The past simple is the later action.
- c It is between *had* and the past participle.

2 Read the following and choose the correct form of the verbs.

- 1 Explain that students are now going to read a short extract from the next part of Jane Eyre. Read the example sentence and elicit the answer for part b.
- 2 Now tell the students to complete the remaining sentences in pairs. Go round and help where necessary. They can also refer to the Focus on Grammar box and Grammar Review on page 130 if they need more help.
- 3 Check answers with the whole class.

Answers:

- b had become c visited d had spent
e had learnt f advertised
g had received h was

3 Now answer these questions.

- 1 In pairs, students discuss the questions. Go round and offer help, then check answers. Make sure they answer using the past perfect.

- 2 Alternatively, you can ask and answer the questions as a class.

Answers:

- a She had become ill.
b Because the head teacher had spent little money on the school.
c Students' own answers.

4 Answer these questions using a past perfect verb.

- 1 Read out the instruction and then the first question and example answer. Check the students understand the task.
- 2 Allow time for them to complete the task alone, then compare answers in pairs.

Grammar

The past simple and past perfect

1 Circle all the past tenses from the listening text.

- 1 Students looked at past tenses in unit 2. In this unit, they will be looking at the past simple contrasted with the past perfect in more detail.
- 2 Tell the students to read the example then circle the past tenses alone or in pairs.
- 3 Students then discuss questions a–c in pairs. Check their answers as a whole class.

Answers:

- b It was winter and I had read in that room every day for weeks.
- c My cousin John had not known that I was there

- 3 Check answers with the whole class.
Accept alternative answers that are grammatically correct.

Suggested answers: _____

- b Because she had missed her bus.
c Because he had done very well in a test.



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page 66

1 Choose the correct form of the verbs.

- 1 Tell the students to read the example; check they understand the task.
- 2 Allow time for the students to complete the exercise individually. Go round and offer help where needed.
- 3 Put them in pairs to compare answers, then check with the whole class.

Answers: _____

- b became c learnt
d had always lived e had never been

2 Match to make sentences.

- 1 Read the example, then ask students to complete the task in pairs.
- 2 Check their answers as a whole class. Get students to read the completed sentences aloud.

Answers: _____

- b 5 c 1 d 3 e 2

3 Complete the sentences with the past simple or past perfect form of these verbs.

- 1 Read out the instruction and then the example.
- 2 Encourage students to read all the text first before they complete the gaps.
- 3 Allow time for the students to complete the task. Remind them to use the past perfect for the earlier of two actions in the past.
- 4 Tell them to compare answers with a partner, then invite volunteers to read their sentences to the class.

Answers: _____

- b left c had read
d had spoken e told
f took g was
h had forgotten

UNIT
11

1 Choose the correct form of the verbs.

- a Mona was tired this morning because she **didn't sleep / had not slept** well the night before.
b Samira's father had been a vet before he **became / had become** a science teacher.
c Mr Jones **learnt / had learnt** Arabic after he had been to Egypt on holiday.
d I **had always lived / always lived** in the country before my family moved to Alexandria.
e Abdul **never went / had never been** outside Egypt before he went to Rome.



2 Match to make sentences.

- a Before I studied the map, 1 ☐ it had not rained for months.
b When we sat down for a rest, 2 ☐ her cousins had already left.
c The ground was very dry because 3 ☐ they had met before.
d When Tarek saw Ahmed, he remembered that 4 ☒ I had never known that England was so small.
e Manal arrived home late so 5 ☐ we had already walked more than 15 kilometres.

3 Complete the sentences with the past simple or past perfect form of these verbs.

arrive be forget leave read speak take tell

When Abdul **a** arrived in England, he was surprised to find that it was hot. Before he **b** _____ Cairo, he **c** _____ a lot of books about the country. Also, he **d** _____ to people in his family who had been to England before. They all **e** _____ him that England was usually rainy and cold! So he **f** _____ a big coat, jumpers and gloves! However, on that first day in London, it **g** _____ 30C and it was sunny. He **h** _____ to bring his sunglasses, too!



4 Answer the questions.

- a What had you done before you came to school this morning?
b Which unit had you finished before you started this one?
c Which school had you been to before you came to this one?
d Where had you lived before you moved to your home?

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4 Answer the questions.

- 1 Read the first question. Invite initial ideas from a few students, then tell them to discuss the remaining questions in pairs.
- 2 Ask different students to read out their answers to the class.

Students' own answers

LESSON 3

SB page 68

UNIT
11

Reading

1 Discuss these questions in pairs.

- a How did people usually communicate with each other in the nineteenth century?
b How did they travel short distances?

2 Match these words with their meanings.

- a contact 1 ☐ start to feel happy after moving to a new home, etc
b governess 2 ☐ communication with
c hoof 3 ☐ a woman who lives with a family and teaches the children at home
d icy 4 ☐ accidentally slide so that you fall
e settle in 5 ☐ the foot of an animal such as a horse
f slip 6 ☐ covered in ice

3 Read this part of *Jane Eyre* and check your answers to Exercise 1.

- a Does the writer of *Jane Eyre* refer to the methods of communication that you discussed?
b What does the story tell you about the character of Jane Eyre?

4 Are these sentences *True* or *False*? Correct the false sentences.

- a At the beginning of this part of the story, Jane Eyre had lived at Thornfield Hall for a long time.
False. She was just settling in.
b She climbed on to the roof so that she did not have to work.
c Mrs Fairfax asked Jane to take a letter to the post office for her.
d It was a bright day when Jane went to the village of Hay.
e The man on the horse was surprised when Jane told him what her job was.

Jane Eyre

As I settled into my new life at Thornfield Hall as a governess, I became more comfortable. Mrs Fairfax was always really kind to me and I got on very well with my student, Adele. I often climbed on to the roof of the house and looked over the countryside because I needed contact with the outside world.

Three very happy months passed. One day, when Adele had a cold and I did not have to teach her, I offered to take a letter to the post office for Mrs Fairfax. I set off for the village of Hay, about eight kilometres away. It was a really beautiful day; it was sunnier but colder than it had been recently and the roads were extremely icy.

As I was walking along, I heard the sound of a horse's hooves on the road. Just then, an enormous black dog ran past me and then came a gentleman on a black horse. Suddenly, the horse slipped and threw the gentleman to the ground. I ran towards the horse and its rider. The gentleman was on the ground in pain.

I tried to catch the horse but without success, so I told the man I would go to Thornfield Hall for help. When I said that I was the governess there, the gentleman looked quite surprised.

Finally, I managed to catch the horse and helped the gentleman get back on to it. And without thanking me, he called for his dog Pilot to follow and set off towards Thornfield Hall.



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Reading

1 Discuss these questions in pairs.

- 1 Explain that students are going to read more of the story *Jane Eyre*, about a time when Jane has become a young adult.
2 Tell the students to discuss the questions in pairs, then invite different students to report back to the class.

Suggested Answers:

- a By talking face to face or by letter.
b They walked or went on horseback, possibly by horse and carriage.

2 Match these words with their meanings.

- 1 Tell the students to read the definitions (1–6)

and match them with the words (a–f).

- 2 Tell them to check answers with their dictionaries if necessary, then go through the exercise with the whole class.

Answers:

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

3 Read this part of *Jane Eyre* and check your answers to Exercise 1.

- 1 Before they read, ask students to tell you what they can remember about *Jane Eyre* from the listening in Lesson 1.
2 Allow time for the students to read the text. Go round and note down difficult words, then explain them to the whole class.
3 Tell the students to answer the questions in pairs; go round and offer help if needed.
4 Check answers with the whole class.

Answers:

- a Students' own answers
b She is a good teacher (she gets on well with Adele). She sometimes feels trapped in the house. (I needed contact with the outside world.) She is a caring / helpful person. (I told the man I would go to Thornfield Hall for help.)

4 Are these sentences *True* or *False*? Correct the false sentences.

- 1 Read out the instructions, the first sentence and the example answer.
2 Put them in pairs to complete the task. Go round and listen, offering help where needed. They can read the text again if necessary.
3 Check answers as a whole class.

Answers:

- b False. She climbed on to the roof because she needed contact with the outside world.
c False. Jane offered to take a letter to the post office for Mrs Fairfax.
d True (beautiful day / sunnier)
e True

LESSON 4

SB page 69 WB page 67

Critical thinking

1 Read this quotation from *Jane Eyre* and discuss these questions in pairs.

- 1 Ask students what they can remember about the story of Jane Eyre from the previous lesson.
- 2 Ask students to read the quotation.
- 3 Read out question a and invite initial ideas from the whole class. You could repeat with the other questions.
- 4 Then put them in pairs or small groups to discuss all three questions more thoroughly.

Suggested answers:

- a It was lonely. There was little social life; she had no friends with her or people of her own age.
- b She was probably taught maths, music, history, geography, science and a language.
- c Because she spent most of her time in the big house with the family of the child she taught.
- d Because he was an important person and she was just a governess.

2 Read the following and discuss the questions in pairs.

- 1 Read out the paragraph and question a; ask two or three students for their initial thoughts.
- 2 Then tell the students to discuss each question in pairs, and to note down their main ideas.
- 3 Go round and listen. Then invite different students to report back their ideas; encourage a short class discussion.

Suggested answers:

- a There were fewer schools.
- b The families had enough money to pay for teachers to come to their homes at a time when people had to pay for education anyway. This may have been necessary if they lived a long way from a school. The nearest school may not have been very good.
- c Today we all live near to a good school where education is free.

Critical thinking

1 Read this quotation from *Jane Eyre* and discuss these questions in pairs.

I got on very well with my student, Adele. I often climbed on to the roof of the house and looked over the countryside because I needed contact with the outside world.

- a What do you think Jane's life was like as the governess for a young child in a large house in the country in nineteenth-century England?
- b Which subjects do you think Adele was taught?
- c Why do you think she needed contact with the outside world?
- d Why do you think the gentleman left without thanking Jane?

2 Read the following and discuss the questions in pairs.

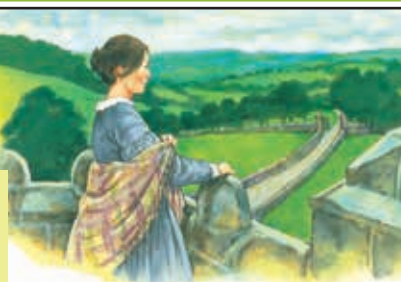
In the past, it was quite common for the children of rich or important people to have lessons with a teacher who came to their homes instead of them going to school. Now it is much less common.

- a In the nineteenth century, do you think there were more or fewer schools than there are today?
- b Why do you think it was the children of rich or important people who had lessons at home?
- c Why do you think it is less common now?



SKILLS FOR LIFE

You can learn something from everyone you meet in life: your family, your teachers, other students and people you work with.



3 Look at the picture below and discuss these questions.

- a Why must some children have lessons at home today?
- b What do you think these children miss by not going to school? Think of all the things children get at school that they could not get at home.
- c In addition to learning from their teachers, who do children learn from at school? What do they learn from these people?



4 FOCUS ON NOUN PLURALS

1 Notice these irregular noun plurals: child/children, gentleman/gentlemen, hoof/hoooves

2 What are the plural forms of these nouns?

- a woman women
- b knife
- c half
- d potato
- e foot
- f wife

CHECK
IN YOUR
DICTIONARY

WORKBOOK
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Skills for life

- 1 Ask a student to read the Skills for Life box.
- 2 Ask a few students who they have learned from in their lives.
- 3 Look at the picture below and discuss these questions.
 - 1 Ask the students to study the picture and invite someone to describe it (a girl with a broken leg is being taught at home).
 - 2 Put the students in pairs or small groups to discuss the three questions. Go round and listen, offering prompts if necessary.
 - 3 Invite students from each pair or group to report back to the class and allow class discussion.

1 Rewrite the sentences with the words in brackets to give the same meaning.



- a When she was young, she had a teacher who lived with her family and taught her at home. (governess)
When she was young, she had a governess.
- b It was hard to walk at the top of the mountain because the rocks were covered in ice. (icy)

- c They have washed the floor, so be careful or you could accidentally fall. (slip)

- d Hisham did not like his new school at first, but now he has started to feel happy. (settle in)

- e She has hurt her leg. She is in discomfort. (pain)

- f Some people who live in the mountains have little communication with the outside world. (contact)

2 Rewrite the sentences in the plural.

- a Can you see the child in the car?
Can you see the children in the cars?
- b Please can you pass me that knife?

- c They put the potato on the table.

- d He has no shoe on his foot.

- e Cut the apple into half.



3 Write a paragraph about people who have taught you things in the past.

UNIT
11

- 3 Invite different students to write the plural forms on the board.

Answers: _____

- b knives c halves d potatoes
 e feet f wives



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1 Rewrite the sentences with the words in brackets to give the same meaning.

- 1 Read out the first sentence and the example answer; check the students understand the task.
- 2 Allow time for them to complete the task alone or in pairs.
- 3 Check answers as a whole class.

Answers: _____

- b It was hard to walk at the top of the mountain because the rocks were icy.
- c They have washed the floor, so be careful or you could slip.
- d Hisham did not like his new school at first, but now he has started to settle in.
- e She has hurt her leg. She is in pain.
- f Some people who live in the mountains have little contact with the outside world.

2 Rewrite the sentences in the plural.

- 1 Tell the students to read the instructions and the example, then allow time for them to complete the task.

- 2 Put them in pairs to compare answers, then check with the whole class.

Answers: _____

- b Please can you pass me those knives?
- c They put the potatoes on the tables.
- d He has no shoes on his feet.
- e Cut the apples into halves.

3 Write a paragraph about people who have taught you things in the past.

- 1 Read out the instructions and ask different students to say who they might write about (for example, a teacher, parent, grandparent).
- 2 Tell the students to plan their paragraphs alone

Suggested answers: _____

- a Ill children or children with disabilities may have to be taught at home because they cannot get to school or are physically or mentally not fit enough. Sometimes children who live in very remote areas also need to be taught at home.
- b They don't meet or mix with other children the same age as themselves. They miss out on interesting lessons using equipment unavailable to home tutors.
- c They also learn from other children. They learn social skills, games, etc.

4 Focus on noun plurals

- 1 Tell the students to read part 1 and then write the plural forms of the nouns in item 2.
- 2 Remind them to check their answers in their dictionaries.

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or in pairs. Go round and make suggestions where necessary.

- Allow time for them to write, go round and check their work.
- Invite different students to read out their work to the class, or they could do the task for homework.

Answers:

- a *choice*: when you can choose between two or more things, actions, people, etc.
- b *rewarded*: gave something good to someone for something they did.
- c *moral*: a lesson to be learned (from the story).

Students' own answers

LESSON 5

SB page 70

WB page 68

Communication skills

1 Read these opinions about education and tick the opinions you agree with.

- Allow time for the students to read the opinions and tick the ones they agree with.
- Go round and offer help if needed.

2 Now do the following in pairs.

- Tell the students to compare answers with a partner.
- Students then write two sentences to express their own opinions. They read their sentences to each other and discuss them. Go round and listen, offering prompts or asking questions if necessary.
- Invite volunteers to explain their ideas to the class. Encourage a short class discussion.

Students' own answers

3 Listen to four people discussing the opinions in Exercise 1 and match the speakers 1–4 with the opinions.

- Tell the students to look at Exercise 1 again and

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Communication skills Agreeing and disagreeing

1 Read these opinions about education and tick the opinions that you agree with.

- a ☐ "Children should not be taught at home unless they are ill."
- b ☐ "Children should start school when they are three years old."
- c ☐ "All children should go to university."
- d ☐ "Education is one of the most important parts of a young child's life."
- e ☐ "Going to school teaches children to get on well with other people."



2 Now do the following in pairs.

- a Compare the opinions that you ticked.
- b Make two sentences expressing your own opinions about education and then discuss them.

3 Listen to four people discussing the opinions in Exercise 1 and match the speakers 1–4 with the opinions.

- ☒ Speaker 1 ☐ Speaker 2
- ☐ Speaker 3 ☐ Speaker 4

Which opinion do they not discuss?

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4 Listen again and tick the phrases that you hear.

FOCUS ON FUNCTIONS

Agreeing

- ☐ That's true.
- ☐ I'd go along with that.
- ☐ I couldn't agree more.
- ☐ I agree (with) ...
- ☐ You're right.
- ☐ I suppose so.
- ☐ Exactly.

Disagreeing

- ☐ I'd say the opposite.
- ☐ I'm completely against ...
- ☐ I'm not so sure.
- ☒ I don't agree (with) ...
- ☐ That's not always true.
- ☐ I don't think so.
- ☐ I disagree (with) ...

5 In pairs, agree or disagree with the following opinions using expressions from Focus on functions.

- "A good education always brings success in a student's later life."
- "Children should learn two new languages at school."
- "After leaving school, students should work for two years before they go to university."
- "Parents should help their children to do well at school."

6 Research the following about education

Choose three countries you would like to know more about.

Find out:

- the age at which children start school
- the age at which children finish school
- the percentage of children who go on to study at university

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PAGE 70

reread all the opinions.

- Tell them to read the instructions, then listen while you play the recording or read the tapescript.
- Allow time for them to record their answers, then check with the class. If necessary, play the recording or read the script again.

Answers:

1 d 2 b 3 e 4 c

They do not discuss opinion a.

TAPESCRIPT

Narrator: One

Hania: So, what about this idea?

Nevine: *I don't agree with it. I mean, I think it's very important, but I don't think it's the most important thing in a child's life. For me, my family is more important than my education.*

Hania: *I couldn't agree more.*

Narrator: *Two*

Basel: *I'm completely against this idea – three is much too early. I'd say five is about the right age.*

Salem: *Hmm, I'm not so sure. They say that education in a child's early years is really important.*

Basel: *I'd go along with that, but children don't have to go to school for an education. They should get a good education at home with their families.*

Salem: *Hmm, I suppose so.*

Narrator: *Three*

Ola: *How do you feel about this idea?*

Mona: *I agree with it. Some people think schools just teach subjects like reading and writing, but from a child's point of view, mixing with other children is really important.*

Ola: *That's true. My little brother was very quiet and shy before he started school. Now he's got lots of friends.*

Narrator: *Four*

Nabil: *I'm afraid I disagree with this idea. It's impossible for everyone to go.*

Adel: *You're right. Some people aren't interested in studying after they leave school.*

Nabil: *And we'd have to build more universities.*

Adel: *Exactly! That would be too expensive for the country.*

- ✓ I couldn't agree more.
- ✓ I'm not so sure.
- ✓ I agree (with)...
- ✓ I don't agree (with)...
- ✓ You're right
That's not always true
- ✓ I suppose so
I don't think so.
- ✓ Exactly.
- ✓ I disagree (with)...

5 In pairs, agree or disagree with the following opinions using expressions from Focus on Functions.

- 1 Put the students in pairs to discuss the four opinions.
- 2 Remind them to use expressions from Focus on Functions in their conversations.
- 3 Demonstrate first with a confident student.

Example:

Teacher: *I agree with the first opinion.
Education is very important.*

Student: *That's true, but I'm not so sure that it always brings success.*

Teacher: *You're right – not always. But usually!*
Student: *I suppose so.*

- 4 Allow time for the task. Go round and offer suggestions if necessary.
- 5 Invite different students to perform their conversations to the class.

Students' own answers



4 Listen again and tick the phrases that you hear.

- 1 First, ask them to read all the phrases in the two lists.
- 2 Play the recording or read the script again.
- 3 Tell the students to tick the phrases they hear, then compare answers with a partner.
- 4 Check answers. If necessary, play or read it again.

Answers:

- ✓ That's true.
I'd say the opposite
- ✓ I'd go along with that.
- ✓ I'm completely against /

6 Research the following about education.

- 1 Go through the instructions with the class and make sure they understand what they have to do.
- 2 Encourage students to use the library or the internet to find this information, which they can use in the writing task in the Workbook.

**1 Complete these conversations with these expressions.**

- 1 Ask two students to read out the first two lines of the first conversation, completed as the example.
- 2 Tell the class to complete the task alone, then check in pairs.
- 3 Go round and offer help where needed.
- 4 Check with the whole class. You could ask different pairs to read out the dialogues.

Answers: _____

- 1
- a I'm not
c the opposite
d I suppose
- 2
a I couldn't agree
b That's true.
c Exactly.

2 Write an informal email to a friend about schools in another country.

- 1 Tell the students to read the instructions carefully. Remind them that this will be informal as it is to a friend.
- 2 Allow time for them to complete the task; go round and check.
- 3 Invite three or four students to read out their work to the class.

Students' own answersUNIT
11**1 Complete these conversations with these expressions.**

That's true Exactly I couldn't agree I'd go along with that
I'm not the opposite I suppose

1 Khaled I think we should all learn two foreign languages at school.

Nabil a I'd go along with that. But which ones?

Khaled I think Spanish and English are the most important languages.

Nabil b _____ so sure. I don't think Spanish is so important.

Khaled I'd say c _____. People speak Spanish all over the world.

Nabil d _____ so.



2 Nevine I think it's really important to go to university.

Randa a _____ more.

Nevine People with a degree usually get the best jobs.

Randa b _____

Nevine I think we should both go to university.

Randa c _____

**2 Write an informal email to a friend about schools in another country.**

- Say at what age children start and finish school in the country you chose.
- Give your opinion about these ages and also about what these children study and do in their schools.
- Use the information you researched in the Student's Book.



Assessment

Listening Task

Target element: The past simple and past perfect, and vocabulary from the unit

Read the following sentences based on *Jane Eyre* on SB pages 66–68. Students say if the sentences refer to when Jane was a child or an adult. The answers are given below in brackets.

- 1 *I settled into my new life as a governess for Adele.* (An adult)
- 2 *I lived with Mr and Mrs Reed because my parents had died.* (A child)
- 3 *The gentleman fell on the ground after his horse had slipped.* (An adult)
- 4 *I was locked in a room.* (A child)
- 5 *I offered to take a letter to the post office for Mrs Fairfax.* (An adult)
- 6 *A doctor suggested that I live at a nearby school.* (A child)
- 7 *My cousins disliked me because I had come from a poorer family.* (A child)
- 8 *I advertised for a job in a newspaper.* (An adult)
- 9 *My cousin John was angry because I had been reading the family's books.* (A child)
- 10 *The man called his dog and set off towards Thornfield Hall.* (An adult)

Speaking Task

Target element: Functional language and vocabulary from the unit

Write the following statements on the board. Students work in pairs. They take it in turns to read the statements and to say if they agree or disagree, using the language from SB page 70. Suggested answers are given below in brackets.

- 1 **Jane Eyre is a great story.** (I'd go along with that.)
- 2 **The story is the same as many stories that I have read.** (I don't agree. It's very different.)
- 3 **Jane had a very difficult time when she was a child.** (You're right.)
- 4 **Jane's cousins were also her friends.** (I'd say the opposite.)
- 5 **Jane Eyre's school was good for her because she got a good job at the end of it.** (I suppose so, but it does not sound very nice.)

- 6 **Jane seemed to be very happy at Thornfield Hall.** (That's true.)
- 7 **The gentleman is a friendly, helpful man.** (I don't think so.)
- 8 **Jane is an intelligent, kind woman.** (That's true.)

Reading Task

Target element: The past simple and past perfect, and vocabulary from the unit

Use completed WB page 66, Ex 3. Give students time to read the text again. Ask the following questions about the text. The answers are given in brackets below.

- 1 *Why was Abdul surprised when he arrived in England?* (Because it was hot.)
- 2 *Why did Abdul know a lot about England before he went there?* (He read a lot of books and spoke to people in his family who had been there.)
- 3 *Why did Abdul take a big coat, jumpers and gloves?* (Because all his family told him that England was usually rainy and cold.)
- 4 *What had Abdul forgotten to take?* (He had forgotten to take his sunglasses.)
- 5 *Why did he need these?* (Because it was sunny.)

Writing Task

Target element: The past simple and past perfect

Write the following prompts on the board. Students complete them with the appropriate ending (sample answers in brackets below).

- 1 **Before I came to this school, I had never** (had a different teacher for each subject before.)
- 2 **By ten o'clock last night, I had** (finished all my homework.)
- 3 **Before I came to school this morning, I had** (had breakfast and helped my mother in the kitchen.)
- 4 **Before my father started the job he has now, he had** (worked in a bank.)
- 5 **Before this class started unit 11, we had never** (read a book by Charlotte Brontë.)
- 6 **When I first visited my favourite restaurant, my family had** (not known it was so good.)

UNIT 12

PEOPLE AT WORK

SB pages 71-75

WB pages 69-72

Objectives

Listening

Listening for specific information

Grammar

Reported speech

Reading

Reading for gist and for specific information

Critical thinking

Understanding the importance of knowing a foreign language and being able to use the internet

Functions

Asking and answering interview questions

Writing

Writing a job description

UNIT
12

People at work


OBJECTIVES

- Listening** Listening for specific information
- Grammar** Reported speech
- Reading** Reading for gist and for specific information
- Critical thinking** Understanding the importance of knowing a foreign language and being able to use the internet
- Functions** Asking and answering interview questions
- Writing** Writing a job description


Listening

1 Discuss these questions in pairs.


- a What jobs are the people in the pictures doing?
- b Which of these jobs would you most like to do? Why?



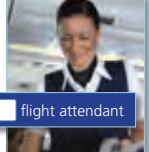
2 Listen and number the five speakers in the order you hear them.



☐ fireman



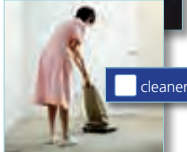
☒ 1 baker



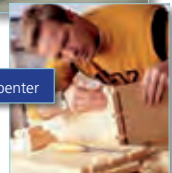
☐ flight attendant

3 Listen again. Are these sentences True or False?

- a ☒ The baker gets up at three o'clock in the morning.
- b ☐ After he has finished making bread, he makes cakes.
- c ☐ The cleaner only works in the evenings
- d ☐ She cleans and tidies peoples' desks.
- e ☐ The fireman spends a lot of time at road accidents.
- f ☐ The flight attendant enjoys staying in hotels in other countries.
- g ☐ The carpenter started work at the age of 13.
- h ☐ He learnt everything he knows from his grandfather.



☐ cleaner



☐ carpenter

4 Discuss this question in pairs.

Are there any jobs that you would not enjoy doing?

WORKBOOK
PAGE 71

LESSON 1

SB page 71

WB page 69

Before using the book:

- Find out how many jobs the students can name in English. Remind them that many words for jobs end in *-er*, *-or* or *-ist*. Encourage them to

say what they would like to be when they leave school.

Listening

1 Discuss these questions in pairs.

- 1 Focus attention on the first set of photographs of jobs. Put the students into pairs and ask them to discuss the questions about the pictures.
- 2 Encourage them to report back to the class on their answers.

2 Listen and number the five speakers in the order you hear them.

- 1 Focus attention on the second set of illustrations of jobs and make sure that everyone understands what the jobs are.
- 2 Tell the students that they are going to listen to each of these people talking about their jobs. All they have to do at this stage is number the pictures in the order they hear them.
- 3 Play the recording or read the script, and ask the students to number the pictures. You may need to play or read it more than once. Check answers with the class.

Answers:

- | | |
|--------------------|-------------|
| 2 cleaner | 3 fireman |
| 4 flight attendant | 5 carpenter |

TAPESCRIPT

Narrator: 1

Baker: I get up very early in the morning – about four o'clock, and I don't finish until three o'clock in the afternoon, but I really love my job. I work in my own street, so I don't have to travel far to get to work. The first thing I do when I get here is to turn on the ovens, so that when the bread is ready, the ovens are the right temperature. Mixing the flour and water together takes a long time, and when I finish that I put the new loaves into tins and then put them in the oven. By eight o'clock my shop is full of warm bread ready for my customers to buy. The rest of the day, I make cakes.

Narrator: 2

Cleaner: I do most of my work when other people are at home. Some weeks I work in the evenings and some weeks I work in the early morning. I must finish my work before the office workers arrive. It would be impossible to do my job when everyone was working. I clean the floors and the toilets and I empty all the bins. I don't touch anything on the desks, even if they are very untidy. It's not a bad job, but it is quite tiring.

Narrator: 3

Fireman:

Of course, it's a very dangerous job sometimes, but we don't spend all our time in burning buildings. Most of our work is going to road accidents, usually when people must be cut out of their vehicles. I have never been badly injured but some of my friends have. Last year, my best friend died in a fire in a block of flats. When I'm working, I don't think about the dangers, because I'm too busy rescuing people – but later, at home, I think about what I've done. That can be very frightening.

Narrator: 4

Flight attendant:

I mainly work on international flights. This month it's Egypt to China and Japan. Last month all my flights were to the States. It can be a tiring job, but it's usually interesting. There are always lots of things to do, like getting passengers drinks and serving food. I enjoy talking to the passengers. The only part of my job I don't like is staying in hotels in other countries. Next year I'm going to be on national flights – so I'll only have to fly to other towns and cities in Egypt.

Narrator: 5

Carpenter:

I've done this job since I left school when I was 13. I worked as an apprentice for my grandfather, who had a workshop at the end of our street. I learnt everything from him. The first thing he taught me was how to cut wood neatly with a saw. Now most of my work is repairing things in people's houses, like doors and windows, stairs and floors, but sometimes someone asks me to make a table or chair – and that's what I really enjoy doing.

**3 Listen again. Are these sentences True or False?**

- 1 Go through the statements with the class before you play the recording again so that the students know what information to listen out for.
- 2 Play the recording or read the script, pausing after each speaker if necessary so that the students have time to jot down their answers.
- 3 Check answers with the class. Ask them to correct the false statements in their copybooks.

Answers:

- a F (He gets up at four o'clock.)
 b T
 c F (Some weeks she works early in the morning.)
 d F (She doesn't touch the desks.)
 e T
 f F (She doesn't enjoy staying in hotels in other countries.)
 g T
 h T

4 Discuss this question in pairs.

- Put the students into pairs and ask them to discuss the question. Tell them they must give reasons for their answers.
- Go round the class, monitoring, encouraging and helping with vocabulary.
- Ask any confident students to talk to the class about their ideas.

Students' own answers**WORKBOOK**

page 71

1 Complete these sentences with jobs.

- Remind the students of the jobs they talked about in the Student's Book. Ask them to use the seven jobs in the box to complete the sentences.

- Check answers with the class by asking different students to read the completed sentences aloud.

Answers:

- b fireman c baker d architect
 e carpenter f dentist g cleaner

2 Which two words in each sentence in Exercise 1 helped you to answer?

- This exercise aims to help students to notice language. Ask them to work individually and identify two words in each sentence that helped them to decide which job went in the gap.
- Check answers with the class.

People at work UNIT 12**1 Complete these sentences with jobs.**

architect baker carpenter cleaner dentist
 fireman ~~flight attendant~~

- a The flight attendants were busy because the plane was full of passengers.
 b The _____ rescued two old people from the burning flat.
 c The bread that our _____ makes always tastes very good.
 d A famous _____ designed my house.
 e A _____ is going to make us a new cupboard for our kitchen.
 f If your tooth hurts, you should go and see a _____.
 g At the end of the day, the _____s sweep the floor and wash the cups.

**2 Which two words in each sentence in Exercise 1 helped you to answer?**

- a plane, passengers e _____
 b _____ f _____
 c _____ g _____
 d _____

3 Match to make sentences.

- | | |
|--|--|
| a As soon as he arrives at work, | 1 <input type="checkbox"/> by eight o'clock in the morning. |
| b It takes him a long time to | 2 <input type="checkbox"/> it's impossible for the cleaners to do their jobs |
| c His shop is full of warm bread | 3 <input type="checkbox"/> is making furniture. |
| d When people are in the office, | 4 <input type="checkbox"/> must sometimes cut people from their cars. |
| e Firemen who go to road accidents | 5 <input type="checkbox"/> mix the flour and water. |
| f Although her job can be very tiring, | 6 <input type="checkbox"/> the baker turns on the ovens. |
| g The old man started his job | 7 <input type="checkbox"/> the flight attendant enjoys what she does. |
| h What he really enjoys | 8 <input type="checkbox"/> when he was 13 years old. |

Answers:

- b rescued, burning c bread, makes
 d designed, house e make, cupboard
 f tooth, hurts g sweep, wash

3 Match to make sentences.

- Remind the students that they listened to five people talking about their jobs in the Student's Book. Explain that these sentences refer to those jobs. Ask them to work individually to match up the two halves of the sentences.
- Check answers with the class by asking different students to read out the complete sentences.

Grammar Reported speech

GRAMMAR
REVIEW
PAGE 131

1 Read these sentences from the listening text. What tense are the bold verbs?

- a He said that the first thing he did when he **got** there **was** to turn on the ovens. *past simple*
 b She said that she **didn't touch** anything on the desks.
 c He said that he **had never been** badly injured, but the year before his best friend **had died** in a fire.
 d She said that the only part of her job she **didn't like** **was** staying in hotels.
 e He said that the first thing his grandfather **had taught** him **had been** how to cut wood.

2 Discuss, then listen and answer in pairs.

- a The sentences in Exercise 1 report what the speakers said. What did the speakers say?
"The first thing I do when I get here is to turn on the ovens."
 b Listen to the speakers again to check your answers.
 c What are the differences between the sentences in Exercise 1 and Exercise 2a?
 Think about the following:
 • the bold verbs in Exercise 1.
 • pronouns and adjectives like *my*.
 • time and place phrases like *here*.

3 In groups of three, ask each other these questions, then report the answers.

- a What's your favourite drink?
 b What's your favourite snack?
 c Where did you go for your last holiday?

4 Now make up some more questions to ask each other, and report the answers.

FOCUS ON GRAMMAR

Reported speech

- Use reported speech to talk about what someone says without using their words: *He said that he was bored.*
- We usually move verb tenses one step back (present to past, past to past perfect, etc.).
- We often change pronouns, too.
- Use *if/whether* to report *yes/no* questions and change word order:

Can I help you? → He asked *if/whether he could help me.*

WORKBOOK
PAGE 72

Answers:

- b past simple c past perfect
 d past simple e past perfect

2 Discuss, then listen and answer in pairs.

- Go through the example with the whole class first. Then put the students into different pairs. Ask them to look back at the other sentences in Exercise 1 and write down what the speakers actually said.
- As the students do this, go round giving extra help where needed. Then play the recording or read the tapescript again for them to check their answers before you move on to the next stage of the exercise. It is important to make sure that everyone has the correct wording of what was actually said so that they can make a comparison with the reported speech sentences in Exercise 1.
- Ask the students, still working in their pairs, to answer question c. Go round, giving help where necessary. Check answers with the class. There is more on reported speech in the Focus on Grammar box and the Grammar Review on page 131.

Answers:

- a and b
 b I don't touch anything on the desks.
 c I have never been badly injured, but last year, my best friend died in a fire.
 d The only part of my job I don't like is staying in hotels.

- e The first thing he taught me was how to cut wood.
 c The bold verbs in the reported sentences are one tense back from the actual verbs used: present simple becomes past simple; past simple becomes past perfect.
 Pronouns and adjectives change from *my* to *his/her*, etc.
 Time and place phrases change to reflect the reporter's location and the time when the reporter is actually speaking, so *last year* becomes *the year before*.

Answers:

- b 5 c 1 d 2 e 4 f 7 g 8 h 3

LESSON 2

SB page 72 WB page 70

Grammar

Reported speech

1 Read these sentences from the listening text. What tense are the bold verbs?

- Ask the students to work in pairs and discuss what tenses the verbs in bold are.
- Check answers with the class.

TAPESCRIPT

- a *The first thing I do when I get here is to turn on the ovens. (given)*
 b *I don't touch anything on the desks.*
 c *I've never been badly injured, but last year, my best friend died in a fire.*
 d *The only part of my job I don't like is staying in hotels.*
 e *The first thing my grandfather taught me was how to cut wood.*

3 In groups of three, ask each other these questions, then report the answers.

- Go through the example speech bubble with the class and ask the students to notice how the answer to the question is reported in the second conversation. Get three confident students to act out the dialogue for the class.
- Put the students into groups of three and tell them to ask each other the three questions. They should take turns to be the person who asks the question, the person who answers it and the person who says *What did he/she say?*
- Go round as the students are working, checking that they are reporting the answers to the questions correctly.
- Ask the students to make up some more questions and report the answers.

Answers:

- a What did he/she say? He/She said that his/her favourite drink was ...
 b What did he/she say?
 He/She said that his/her favourite snack was ...
 c What did he/she say?
 He/She said he/she had been to ... for his/her last holiday.

4 Now make up some more questions to ask each other, and report the answers.

- Give students time to think of some questions to ask and to write these down.
- In groups of three, students follow the same procedure as Exercise 3, but use the questions they have written.
- Ask a few students to report any interesting answers.

UNIT
12

1 Report Mohamed's answers to the interviewer's questions.

Interviewer Can you tell me where you live, Mohamed?

Mohamed Yes, I live near to Alexandria.

a Mohamed said that he lived near to Alexandria.

Interviewer And what are you doing at the moment?

Mohamed I'm working for a computer repair company.

b He said.

Interviewer Can you drive?

Mohamed Yes, I must drive for my work. I have my own car.

c _____

Interviewer Do you work at weekends?

Mohamed I sometimes work on Saturday mornings.

d _____

Interviewer Why do you want to change jobs?

Mohamed I want to do something more interesting.

e _____

Interviewer What about money?

Mohamed I'm getting married soon, so I'm saving to buy a flat.

f _____

Interviewer When could you start working here?

Mohamed I'm leaving my job at the end of this week. I could start next week.

g _____

2 What did the people say?

a Hussein said he enjoyed being a baker.

I enjoy being a baker.

b He said that his father had taught him to make bread.

My

c Hussein said that he was making special cakes the following day.

d He said that one of their ovens had been repaired the month before.

e He said that his wife and children often helped him to mix the flour and water.



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WORKBOOK

page 70

1 Report Mohamed's answers to the interviewer's questions.

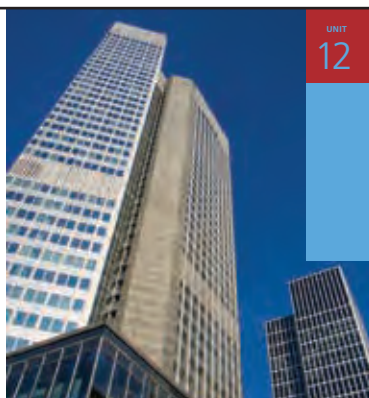
- Go through the example with the class and then ask the students to report the remaining answers individually. You may need to point out that the present continuous follows the same rule as the other tenses: it moves one tense further back in the past and becomes the past continuous when reported.
- Allow the students to compare their sentences in pairs. Then check answers with the class by asking different students to read out their answers.

Reading

1 FOCUS ON VOCABULARY

Check the meaning of the bold words in your dictionary.

- What university **course** will you do?
- How could you **improve** your English?
- What **qualifications** do you have?
- Is it easier to **translate** from Arabic into English or English into Arabic?



UNIT 12

2 Now ask and answer the questions from exercise 1 with a partner.

3 Read this magazine interview and do the following.

- Complete the interviewer's questions.
- Read the interview again and answer these questions with a partner.
 - How many hours a weeks does she work?
48 hours
 - Why did Leila apply for this job?
 - Does she have to work on 6 October?
 - What did she do when she started this job?
 - What does she have to do now?

4 Ask your partner these questions and use the bold words to answer.

- How long does Leila work? *hours/day* *She works eight hours a day.*
- How much time do you spend at school? *hours/day*
- How many days are you at school? *days/week*
- How many weeks' holiday do you have? *weeks/year*

5 Discuss this question in pairs.

If you had your own company, what kind of company would you choose? Why?

Samira ① (Name of company) Who *do you work for?*

Leila *One World Travel.* It's one of the biggest travel companies in the country.

Samira ② (Reason for wanting job) Why *.....?*

Leila I applied for the job there because I wanted to work for a modern company that works with foreign companies. The company also said they would **train** me.

Samira ③ (Qualifications) What *.....?*

Leila I had to have the **Secondary Education Certificate**. I also had to speak and write English.

Samira ④ (Training) What *.....?*

Leila Before I started, the company sent me on a language **course** to **improve** my English and to learn to **translate** Arabic into English and English into Arabic. I was also taught to use the internet.

Samira ⑤ (Hours of work) How many *.....?*
Leila I work eight hours a day, six days a week, starting on Saturday and finishing on Thursday.

Samira ⑥ (Holiday) How much *.....?*

Leila I have three weeks' holiday a year, and I have all the national holidays.

Samira ⑦ (Work at first) What *.....?*

Leila When I started, I spent a week finding out what other people in the company did.

Samira ⑧ (Work now) What *.....?*

Leila Now I write emails and I answer telephone calls from other countries. Sometimes I also have to translate letters from English into Arabic.

Samira (Like) Do *.....?*

Leila ⑨, I really enjoy my job. I enjoy meeting and talking to **customers** from all over the world.

73

Answers:

- He said that he was working for a computer repair company.
- He said that he had to drive for his work and that he had his own car.
- He said that he sometimes worked on Saturday mornings.
- He said that he wanted to do something more interesting.
- He said that he was getting married soon, so he was saving to buy a flat.
- He said that he was leaving his job at the end of the week, so he could start the following week.

2 What did the people say?

- Go through the example with the class, then ask the students to work individually to turn the

reported speech back into direct speech.

- Check answers with the class by asking different students to read out their answers.

Answers:

- My father taught me to make bread.
- I'm making special cakes tomorrow.
- One of our ovens was repaired last month.
- My wife and children often help me to mix the flour and water.

LESSON 3 SB page 73

Reading

1 Check the meaning of the bold words in your dictionary.

- Tell the students that, later, they are going to read an interview with someone who works for a travel company. Explain that the words focused on in this exercise will occur in the interview. Ask them to use their dictionaries to do the exercise.
- Put the students into pairs to ask and answer the questions.
- Check answers with the class.

Answers:

- a **course**: a series of lessons about a subject
- b **improve**: to become better, or to make something better
- c **qualifications**: examinations that you have passed at school or university
- d **translate**: to change speech or writing from one language to another.

2 Now ask and answer the questions from exercise 1 with a partner.

- Students read the questions in Exercise 1 and answer them with a partner.
- Ask a few pairs to share their ideas with the class.

3 Read this magazine interview and do the following.

- 1 Focus attention on the text. Look at the example questions with the class and make sure everyone understands the task. Ask the students to read the text individually and complete the interviewer's questions.
- 2 Allow the students to compare their questions in pairs before checking answers with the class.
- 3 Go through the questions in part b with the class so that they know what information they are looking for.
- 4 Ask the students to read through the interview again to find the answers to the questions. Put the students into pairs to answer the questions.
- 5 Check answers with the class, by asking different pairs to read out an answer.

Answers: _____

- a
- 2 did you apply for the job/did you want the job?
 - 3 qualifications have you got?
 - 4 training have you had?
 - 5 hours a week do you work?
 - 6 holiday do you have (a year)?
 - 7 work did you do at first / when you started?
 - 8 do you do now?
 - 9 you like your job?
- b
- 2 Because she wanted to work for a modern company that works with foreign companies, and which will train her.
 - 3 No, because it is a holiday.
 - 4 She spent a week finding out what other people in the company did.
 - 5 She has to write emails and answer telephone calls from other countries. Sometimes she translates letters from English into Arabic.

4 Ask your partner these questions and use the bold words to answer.

- 1 Point out the expression *eight hours a day* in the example and explain that this means for eight hours every day. Elicit that if Leila worked on Mondays and Wednesdays, we could say that she worked two days a week. If she only worked in January, April and June we could say she worked three months a year.
- 2 Ask the students to use the same principle

to answer the other questions using this construction. Put the students into pairs to do the exercise. As they work, go round monitoring and helping as required.

- 3 Check answers by asking different pairs to ask and answer in front of the class.

Answers: _____

- b I spend eight hours a day at school.
- c I'm at school (for) five days a week.
- d I have ten weeks' holiday a year.

5 Discuss this question in pairs.

- 1 Go through the question with the class and make sure everyone understands it. Then ask them to discuss the question in pairs.
- 2 Go round as they discuss, monitoring and helping with vocabulary as required. Get several confident pairs to report back to the class on their ideas.

Students' own answers

LESSON 4

SB page 74

WB page 71

UNIT
12

Critical thinking

1 Read this quotation from the interview with Leila and answer the questions.

The company sent me on a language course to improve my English and to learn to translate Arabic into English and English into Arabic. I was also taught to use the internet.

- Why is it important for someone in a travel company to speak English well?
- Do you think Leila will need to be best at speaking, listening, reading or writing English?
- Why do you think Leila will need to be able to translate from and into Arabic?
- How do you think Leila uses the internet in her work?

2 Read these job advertisements and discuss the questions in pairs or small groups.

- Which job or jobs could you do?
- Which job or jobs would you like to do?
- What qualities would you need to get these jobs?
- Why do you think each job needs someone who can speak English?
- How might the people doing these jobs use the internet in their work?

3 Think about these questions, then discuss in pairs.

- What are the advantages of speaking to people in their own language?
- We can use the internet to learn languages. How else can the internet be used to improve people's lives?
- Do you think being able to use the internet will become more or less important in the future? Why?

4 Discuss these questions in pairs.

- What job do you want to do in the future?
- Will English be useful to you in this job? How?
- What do you think about the following?

In the future, everyone will need to speak and write English in their jobs.

WORKBOOK
PAGE 73



Sales Assistant wanted

- Can you work six hours a day at weekends?
- Can you speak English and Arabic?
- Would you enjoy serving customers?

If you can answer Yes to these three questions, we might have a job for you. Phone: 07685 564980.

Tourist Guide needed

We need someone to show foreign tourists round our city on three evenings a week.

If you can speak English and enjoy speaking to all kinds of people, this is the job for you. Good pay.

Apply to P.O. Box 178 Cairo.

Swimming pool life guard

We are looking for a student to work for five mornings a week during school holidays. You must ...

- be 16 or older.
- be a strong swimmer.
- be good with people.
- speak good English.

Phone us to discuss the job on

08967 547689

- She will probably need all four language skills: listening and speaking (for phone calls and meetings), reading and writing (for letters, emails, brochures, etc.)
- There will be documents/emails, etc. which need to be read by people who know only Arabic and others by people who don't know any Arabic.
- Some possible uses: to book flights and other travel reservations; to check times; to find accommodation; to research holiday destinations and tourist attractions, etc.

2 Read these job advertisements and discuss the questions in pairs or small groups.

- Ask the students to read the job advertisements. Answer any questions they may have about vocabulary and meaning.
- Read through the questions with the class. Ask the students to work individually to decide their own answers to the questions.
- Have a class discussion in which students put forward their views and ideas.

Suggested answers:

a-c Students' answers

- The sales assistant needs to speak to customers. The tourist guide and guard need to speak to tourists.
- The shop assistant may need to order new things for the shop or answer emails. The tourist guide may need to look up information about the opening times and prices of museums, etc. The life guard may not need to use it, unless he/she needed to send emails or buy equipment.

Critical thinking

1 Read this quotation from the interview with Leila and answer the questions.

- Put the students into pairs and ask them to discuss the questions. Give them time to explore their ideas.
- Go round the class, monitoring and helping with vocabulary.
- Ask any confident students to talk to the class about their ideas.

Suggested answers:

- English is an international language spoken by many people as a second language. A person in a travel company would need to speak to people from many countries.

3 Think about these questions, then discuss in pairs.

- Read through the questions with the class and give students time to think and make notes about them individually.
- Put the students into pairs to compare their ideas. Go round, monitoring and helping as they work.
- Ask confident pairs to report back to the class with their answers.

LESSON 5

SB page 75

WB page 73

Communication skills

Asking and answering interview questions

- 1 You are going to prepare for a job interview. First, match the interviewer's questions to her notes on Ed Fawley's answers.

Interviewer's questions

- ☒ Where are you from?
- ☐ Where do you teach?
- ☐ What do you do at the school?
- ☐ Why did you choose Alexandria?
- ☐ How many hours do you work a week?
- ☐ How much holiday do you have?
- ☐ What do you like about your job?
- ☐ What would you like to do in the future?

Ed Fawley's answers

- 36
- life in Egypt, good friends here, travelling in Middle East
- teach English, prepare lessons
- two months, national holidays
- open a language school in Cairo
- Vancouver, Canada
- at a language school, Alexandria
- learn Arabic, live in historic city

- 2 Work in pairs. Take turns to be the interviewer and Ed Fawley.

- Ask the questions a–h above.
- Answer in full, using the written notes.

- 3 Discuss these questions in pairs.

- Would you like to go to another country to teach your language? Why/Why not?
- Where would you most like to go?

4 Research the following about a job

Find out about a job in which people need to speak English. Find out:

- how good their English needs to be
- how often they need to speak English
- who they speak English to

WORKBOOK
PAGE 74

75

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

- Students complete the task individually, then compare answers in pairs.
- Check answers with the class.

Answers: _____

- | | |
|-----|-----|
| 2 a | 3 d |
| 4 b | 5 c |
| 6 d | |

Communication skills

- 1 You are going to prepare for a job interview. First, match the interviewer's questions to her notes on Ed Fawley's answers.

- Go through the instructions, the questions and the notes for the answers with the class. Ask them to match the notes to the questions.
- Check answers with the whole class.

Answers: _____

- | | | | |
|-----|-----|-----|-----|
| b 7 | c 3 | d 8 | e 1 |
| f 4 | g 2 | h 5 | |

2 Work in pairs. Take turns to be the interviewer and Ed Fawley.

- Put the students into pairs and ask them to roleplay the interview using the questions and the notes from Exercise 1. The should take turns to be interviewer and Ed Fawley. The person who is Ed Fawley should answer in full sentences, and not in note form.
- Ask some confident pairs to perform the dialogue for the class.

Answers: _____

- I'm from Vancouver in Canada.
- I teach at a language school in Alexandria.
- I teach English and prepare lessons.
- I chose Alexandria because I wanted to learn Arabic and live in a historic city.

- I work 36 hours a week.
- I have two months' holiday a year, plus national holidays.
- I like life in Egypt and I have good friends here. I like travelling in the Middle East, too.
- In the future, I'd like to open a language school in Cairo.

3 Discuss these questions in pairs.

- Go through the questions with the class. Put the students into pairs and ask them to discuss their answers to the questions.
- Go round as they discuss, monitoring and helping. Then ask several pairs to report back to the class on their ideas.

Students' own answers**4 Research the following about a job.**

- Go through the instructions with the class and make sure they understand what they have to do.
- Encourage students to use the library or the internet to find this information, which they can complete for homework.

**WORKBOOK****page 72****1 Complete this description of Ed Fawley's job.**

- Ask the students to read the text about Ed Fawley's job and decide which words are needed to complete it.
- Ask the students to complete the text individually. Allow them to compare answers in pairs before checking answers with the class.

Answers:

- a school
b a
c because
d move/go

2 Write a description of a person's job in your copybook.

- Go through the instructions with the class. Students could perhaps research information at home about the person they are going to write about. Ask them to make notes in the table about the person they have chosen.
- Ask the students to prepare their descriptions, go round, offering help and encouragement. Remind them that they can use the description of Ed Fawley's job as a model. Encourage them to write a first draft, check their work thoroughly and correct any errors in their final draft.
- Display the finished descriptions in the classroom.

UNIT
12**1 Complete this description of Ed Fawley's job.**

Ed Fawley is twenty-seven years **a** old.
He's from Vancouver in Canada, but at the moment he's working as a teacher in a **b** _____ in Alexandria. He teaches English to Egyptian students.
He works very hard. He often teaches thirty-six hours **c** _____ week and spends a lot of time preparing lessons. However, he has two months' holiday a year and all the Egyptian national holidays.
Ed first came to Alexandria **d** _____ he wanted to learn Arabic and live in a historic city. He likes his job, enjoys Egyptian life, has many good friends here and loves travelling in the Middle East. In the future, he would like to **e** _____ to Cairo and open a language school there.

**2 Write a description of a person's job in your copybook.**

- a** Answer these questions about someone you know who has a job. Write short notes.

1 Where is he/she from?	•
2 Where does he/she work?	•
3 What does he/she do there?	•
4 Why did he/she choose to work there?	•
5 How many hours does he/she work a week?	•
6 How much holiday does he/she have?	•
7 What does he/she like about the job?	•
8 What does he/she want to do in the future?	•

- b** Now plan your description using the answers to the questions above. Use the description of Ed Fawley's job as an example.
c Write your first draft quickly in 100–120 words.
d Read what you have written very carefully. Look for grammar and spelling mistakes. Check the correct spelling in your dictionary.
e Correct the mistakes, then write the final job description.

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Assessment

Listening and Speaking

Target element: reported speech

Tell students that you will say sentences about yourself. Students work in pairs. They must listen carefully and then take it in turns to report what you said to their partner. Go round and monitor their pair work carefully. Suggested sentences are below, with answers in brackets:

My favourite drink is apple juice. (The teacher said that his/her favourite drink was apple juice.)

I work in a school in Egypt. (The teacher said that he/she worked in a school in Egypt.)

Yesterday, I taught year two students. (The teacher said that yesterday he/she had taught year two students.)

The year two students enjoyed the lesson. (The teacher said that the year two students had enjoyed the lesson.)

My family have always worked hard. (The teacher said that his/her family had always worked hard.)

I don't like it when it is very hot. (The teacher said that he/she didn't like it when it was very hot.)

Students could then continue the activity in groups of three in the same way. Again, monitor the activity carefully.

Reading Task

Target element: vocabulary from the unit

Use WB page 72, Ex 1. Ask students to read the completed description. Write the following sentences on the board. Students say if they are true or false (answers below in brackets):

1 Ed Fawley lives in Canada. (False. He lives in Egypt.)

2 He teaches university students. (False. He teaches in a school.)

3 He works more than 36 hours a week. (True. He teaches for 36 hours but also prepares lessons.)

4 He only has two months' holiday. (False. He also has national holidays.)

5 He wanted to work in a modern city. (False. He wanted to work in a historic city.)

6 He enjoys living in Egypt. (True.)

7 In the future, he wants to live in a different place. (True.)

Writing Task

Target element: reported speech and vocabulary from the unit

Use SB page 75, Ex 1. Ask students to report what Ed Fawley said in the interview. They should end up with eight reported sentences. They may need help with sentence 8, which requires them to refer to the original interviewer's question.

Answers:

- 1 Ed Fawley said he worked 36 hours a week.
- 2 He said he liked life in Egypt, that he had good friends here and liked travelling in the Middle East.
- 3 He said he taught English and prepared lessons at the school.
- 4 He said he had two months' holiday and national holidays.
- 5 He said he taught at an English school in Alexandria.
- 6 He said he was/came from Vancouver in Canada.
- 7 He said he would like to open/have a language school in Cairo in the future.
- 8 He said he chose Alexandria because he wanted to learn Arabic and to live in a historic city.

Revision D

SB pages 76-80

WB pages 73-76

LESSON 1

SB page 76

Listening

1 Put these reasons for learning English in order of importance 1-5. Compare your ideas with a partner.

- 1 Tell the students to read the five reasons carefully and then number them in order of importance, with the most important being number 1.
- 2 Put the students in pairs to compare ideas. You could have a class vote for the most important reason.

Students' own answers

2 Now listen to a conversation between Manal and Leila. Circle the ideas they talk about in Exercise 1.

- 1 Tell the students to listen while you play the recording or read the script.
- 2 Tell them to look at the list in Exercise 1 and circle the ones that they hear the speakers talk about.
- 3 Play or read it again for them to check, then ask students to tell the class which reasons they have circled.

Answers: _____
They talk about b, c, d and e.

TAPESCRIPT

Manal: What's our first lesson tomorrow morning, Leila?
Leila: It's English.
Manal: Great, I really enjoy our English lessons.
Leila: So do I. I think learning languages like English is very useful, don't you?
Manal: Yes, I do, but some people don't understand why it's useful. They don't realise that they will

Revision D

Listening

1 Put these reasons for learning English in order of importance 1-5. Compare your ideas with a partner.

- a ☐ It will be useful if I go on holiday to an English-speaking country.
- b ☐ I'll be able to communicate with people in other countries if I know English.
- c ☐ I'll be able to read books, newspapers and websites written in English.
- d ☐ I think that I'll need English in my job.
- e ☐ I'd like to be able to write my own blog in English.

2 Now listen to a conversation between Manal and Leila. Circle the ideas that they talk about in Exercise 1.

3 Listen again. Find and correct the factual mistakes in these sentences.

- a Leila thinks that we all need to know English for our jobs. will all need
- b Leila's family spoke to the Japanese colleagues in Arabic, so that they could all communicate.
- c Manal is planning to start a website soon.
- d Manal is going to write a blog and people from all over Cairo will reply to her.
- e Leila does not want to read Manal's blog.

4 Now answer these questions.

- a Who came to Leila's home? Some Japanese colleague's of her father's.
- b What made it easier for Leila to communicate with these people?
- c How does Leila suggest practising reading, writing and listening to English?
- d What was special about the website that Manal discovered?
- e What does Leila think will happen when Manal starts to write a blog?

5 Discuss these questions in pairs.

- a How do you think that you will use English in the future?
- b Which of the following could you do to practise the English that you learn at school?
 - Read books, newspapers and magazines in English.
 - Listen to programmes in English on the radio or on the internet.
 - Read and write blogs in English.
 - Have an English-speaking pen friend.



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probably need to use English one day.

Leila: I think we'll all need to know English for our jobs or for travelling abroad.

Manal: Exactly! It means we'll be able to communicate with people all over the world, not just in English-speaking countries like Britain or Australia. Have you ever had to use English outside school?

Leila: Yes, I have. My father brought some Japanese colleagues to our house. They couldn't speak Arabic and we couldn't speak Japanese, but we could all speak English, so at times like that, it is really useful.

Manal: I think our English lessons at school are fantastic, but I'd like to find more ways of practising what we learn in class.

Leila: There are hundreds of websites which can help you to get better at reading English, Manal. There are also lots of ways of practising your written English, for example by emailing someone in an English-speaking country. And, of course, there are lots of English radio programmes you can listen to.

Manal: I go on social networking sites where English is the language everyone uses. I've also discovered a website where you can ask questions about English and someone replies in less than 24 hours.

Leila: That's a brilliant idea. You must give me the address of that website.

Manal: I also read people's blogs and sometimes make comments on what they write. I'm going to start my own blog soon.

Leila: That's a good idea. I'm sure that people from all over the world will read it.

Manal: Are you going to read my blog?

Leila: Of course!



3 Listen again. Find and correct the factual mistakes in these sentences.

- 1 Tell the students to read the instructions and the sentences. Then tell them to listen while you play the recording or read the script again.
- 2 Tell them to study the example, and check they understand the task.
- 3 Allow time for them to complete the exercise alone or in pairs. Go round and check, then go through the exercise with the whole class.

Answers:

- b Leila's family spoke to the Japanese colleagues in English so that they could all communicate.
- c Manal is planning to start a blog soon.
- d Manal is going to write a blog and people from all over the world will reply to her.
- e Leila wants to read Manal's blog.

4 Now answer these questions.

- 1 Tell the students to complete this task alone, then compare answers with a friend.
- 2 Go round and check their answers.
- 3 Ask different students to read out their answers to the class.

Answers:

- b The fact that they could all speak English.
- c By reading websites, writing emails and listening to radio programmes.
- d People can ask questions about English and receive a reply within 24 hours.
- e She is sure that people from all over the world will read it.

5 Discuss these questions in pairs.

- 1 Put the students in pairs to discuss the questions. Go round and listen, offering prompts if necessary.
- 2 Invite volunteers to share their ideas with the class.
- 3 Point out that all the suggestions in part b are good ways to practise English.

Students' own answers

LESSON 2 SB page 77**Grammar****1 Choose the correct future verb form to complete these sentences.**

- 1 Before students begin, quickly revise future forms. Ask pupils what they are going to do next weekend. What do they think the weather will be like? Check they can use the correct future forms in their answers.
- 2 Remind the class to read whole sentences before choosing the correct verb form.
- 3 Tell the students to complete the task alone, then check in pairs.
- 4 Go through the answers with the whole class.

Answers:

- b I'll c she's going to go d she'll
e we'll probably

2 Write what you would say in each of the following situations.

- 1 Read out the instruction, the first situation and the example answer.
- 2 Tell the students to complete the remaining sentences with their own ideas. Go round and check.
- 3 Tell the students to compare their sentences in pairs.
- 4 Ask different students to read out their answers to the class. Accept all grammatically correct sentences.

Suggested answers:

- b I'm going to go shopping.
c I think mobile phones will probably (go up in price / cost more than they do now).
d I promise I'll give it back (to you) tomorrow.
e There's going to be a sandstorm.

3 Anna Sewell wrote the famous novel *Black Beauty*. Make sentences about Anna Sewell using the verbs in brackets in the past simple or the past perfect.

- 1 Ask a student to read the example. Check that students remember that you use the past perfect to describe the earlier of two actions in the past.
- 2 Tell them to complete the task alone, then check in pairs.
- 3 Go through the exercise with the whole class.

Grammar**1 Choose the correct future verb form to complete these sentences.**

- a Soha has made a plan: she's going to she will read all the novels by Charlotte Bronte.
b She said, "I think I'm going/I'll read them very quickly. They're good stories."
c Tomorrow, she's going to go she goes to the school library to borrow the books.
d I expect she's going to she'll enjoy reading them.
e When she's read them, we'll probably we're probably discuss them together.

2 Write what you would say in each of the following situations.

- a You are going on a school trip next week. Your parents tell you to phone them every day. Make your parents a promise.
I promise that I'll phone you every day.
b Your mother asks what your plans are for the weekend. Tell her.
c Your friend asks your opinion about the future price of mobile phones. Make a prediction.
d You want to borrow a friend's camera. Promise to give it back tomorrow.
e The wind is blowing the sand in the street. It is getting stronger. Make a prediction.

3 Anna Sewell wrote the famous novel, *Black Beauty*. Make sentences about Anna Sewell using the verbs in brackets in the past simple or the past perfect.

- a Anna wanted (want) to write *Black Beauty* because she had always had (always have) an interest in horses.
b When she (write) *Black Beauty*, Anna (be) in poor health for many years.
c Anna's mother (be able to) help her write *Black Beauty* because she (write) many books herself.
d *Black Beauty* (be) successful from the start because people (never read) a story told by a horse before.

**4 Complete these sentences for yourself using the past perfect.**

- a Before I went to secondary school,
b By the age of 14,
c Before I learned English,
d By ten o'clock this morning,

5 Report what Andy says using reported speech.

- a My name is Andy Taylor.
He said that his name was Andy Taylor.
b I live in Cairo near to the university.
c I've lived in Egypt for two years and I love it here.
d At the moment, I'm working at a language school with my brother.
e I am going to take an exam in Arabic next week.
f I want to work at the university one day.

**Answers:**

- b wrote, had been
c was able to, had written
d was, had never read

4 Complete these sentences for yourself using the past perfect.

- 1 Read the instructions and make sure that students understand the task.
- 2 Give them time to write their sentences.
- 3 Students can compare their sentences in pairs.
- 4 Ask a few students to read out their sentences.

Suggested answers:

- a I had never met my best friend.
b my brother had visited three countries.
c I had learned a little French.
d we had had three lessons already.

Reading

1 Discuss these questions in pairs.

Look at the pictures of the area in the north of England where Charlotte Brontë lived. What jobs do you think the people who lived here did in the nineteenth century?



2 Read about the life of Charlotte Brontë and answer the questions.

- How many brothers and sisters did Charlotte have? *She had five.*
- What did Charlotte do in 1843?
- Who were Elizabeth and Branwell?
- In what ways were Charlotte and Jane Eyre the same?



Charlotte Brontë

Charlotte Brontë, the writer of *Jane Eyre*, was born in the north of England in 1816. She was the third of six children. Her mother's sister, Elizabeth, looked after the children because Charlotte's mother had died when she was five.

When their father was at work, Charlotte helped her aunt to look after her younger sisters in the quiet village where they lived. In their free time, Charlotte, her brother Branwell and her sisters Emily and Anne wrote poems and stories. From 1835 to 1838, Charlotte was a school teacher. Then, in 1839, she worked as a governess to a number of families. In 1842, Charlotte travelled to Europe to teach English, but she was miserable and returned to England the following year.

In 1846, Charlotte wrote a collection of poems with her sisters Emily and Anne. Instead of using their real names, they called themselves Currer, Ellis and Acton Bell. These could be men's or women's names, and the sisters chose them to hide the fact that they were women. At that time in England,

people thought that women should not write books and did not take their work seriously. The people who read Charlotte's novels were not sure whether she was a man or a woman.

By the year 1850, Charlotte's brother and sisters had all died and Charlotte and her father lived alone together. Because her novel *Jane Eyre* was so successful, Charlotte sometimes visited London and made contact with other writers. Soon, everyone realised that Charlotte was a woman and learnt that, like her character Jane, she was a very strong, clever woman.

Charlotte continued to look after her father and in 1854, married a man who worked with her father. Sadly, in 1855, at the age of 38, Charlotte Brontë died.



3 Complete these sentences with the correct prepositions.

- The Brontë family lived in a village *in* the north *of* England.
- Charlotte wrote poems and stories *in* her free time.
- In* 1842, Charlotte went *to* Europe to teach English.
- Charlotte made contact *with* other writers *in* London.
- Charlotte's husband was a man who worked *for* her father.



- He said that at the moment, he was working at a language school with his brother.
- He said that he was going to take an exam in Arabic the following week.
- He said that he wanted to work at the university one day.

LESSON 3 SB page 78

Reading

1 Discuss these questions in pairs.

- Ask students what they can remember about the story *Jane Eyre*. Explain that in today's lesson, they are going to read about the writer of the story, Charlotte Brontë.
- Allow time for the students to study the pictures, then tell them to discuss the questions in pairs. Go round and monitor.
- Ask volunteers to report their answers back to the class and allow a short class discussion.

Suggested Answers:

Men: Farm work, building, doctor, teacher, nurse, shopkeeper, etc.

Women (if they had any job): making clothes, cleaning, servant to rich people, teacher or governess, nurse

2 Read about the life of Charlotte Brontë and answer the questions.

- Tell the students to read the text while you go round and answer any questions.
- Students answer the questions in pairs.

- Go through the answers with the whole class.

Answers:

- She returned to England from Europe.
- Elizabeth was Charlotte's aunt; Branwell was her brother.
- They were both strong, clever women.

3 Complete these sentences with the correct prepositions.

- Tell the students to complete the task alone, then check in pairs.
- Go through the exercise with the whole class.

Answers:

- in
- In, to
- with, in
- with

5 Report what Andy says using reported speech.

- Ask a student what they are doing. When they answer, ask another person to report their reply, for example: *He/She said that he/she was studying English.*
- Now focus on the example sentence in the book. Remind students that in reported speech, the tense moves one step into the past and that pronouns also change.
- Students complete the sentences individually, then compare answers in pairs.
- Check answers as a whole class.

Answers:

- He said that he lived in Cairo near to the university.
- He said that he had lived in Egypt for two years and he loved it there.

LESSON 4 SB page 79**Communication skills Project****Project****1 Discuss these questions in pairs.**

- 1 Allow time for the students to look at the three imaginary website addresses, then put them in pairs to discuss the questions.
- 2 Go round and listen; make sure they use the expressions in the box.
- 3 Ask different students to share their ideas with the class.

Suggested answers:

- a grammar; scientific English; language you need on holiday
- b It's possible that it's a website for English language students.
- Perhaps it's a website for students studying science.
- Maybe it's a website for people who want to go on holiday.

2 You are planning to start your own website to help students practise English. First, complete this questionnaire with your own opinions.

- 1 Read out the instructions, then allow time for the students to read the questionnaire.
- 2 Students complete the questionnaire; go round and check. Point out that in parts 2 and 3 they can tick as many as they like.
- 3 **Work in pairs.**
 - 1 Put the students in pairs to compare answers.
 - 2 Tell them to discuss each other's answers using some of the expressions in the box. Go round and monitor.
- 4 **Now work with another pair in groups of four.**
 - 1 Put pairs together to make groups of four. Allow time for them to ask and answer about their plans for their websites, using the expressions in the boxes.

Communication skills Project**1 Discuss these questions in pairs.**

- a What language skill do you think each of these imaginary websites helps students with?
- b Who do you think would find each website useful? Use these expressions.

- It's possible that it's a website for ...
- Perhaps / Maybe it's a ...

2 You are planning to start your own website to help students practise English. First, complete this questionnaire with your opinions.**A new website questionnaire****1 What will you call your website?**

Choose one of these names or think of a name yourself.

- ☐ English for you ☐ English online ☐ Eng-Web ☐ English every day
- ☐ (your own idea.)

2 Tick the skills you would like to help students to practise.

- ☐ Listening ☐ Speaking ☐ Reading ☐ Writing

3 Which of the following will you include on your website?

- ☐ Links to other useful websites
- ☐ Links to radio and TV programmes in English
- ☐ An online dictionary and grammar reference
- ☐ Vocabulary and grammar exercises
- ☐ An email contact address for students to ask questions about English
- ☐ Email contacts for students to write to students in other countries

3 Work in pairs.

- a Compare the answers you gave in the questionnaire.
- b Agree or disagree with each other's ideas using some of these expressions.

- I agree.
- I'd go along with that.
- I couldn't agree more.
- Exactly.
- I disagree.
- I'm completely against ...
- I'm not so sure.

4 Now work with another pair in groups of four.

- a Take turns to explain your website plans to each other. Use some of these expressions.

- We're planning to ...
- We're going to ...
- Our plan is to ...

- b Ask each other questions using the following.

- What are you planning/going to do ...?
- How are you going to ...?

Students' own answers

LESSON 5

SB page 80

Extra reading

- 1 Read this part of *Oliver Twist* and answer the questions.

The next day, Mr Bumble and his wife travelled to a poor part of town by the river. This was an area of slums where only the poorest people lived and they knew that many of them were criminals. The streets were narrow and covered in wet mud. The wooden houses were so old that they looked as if they could fall down at any time.

- a Who are Mr and Mrs Bumble?
b Why did they go to an area of slums?

2 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

housing illegal
manual labour material
resident sanitation shack
shantytown

- 3 Read about modern slums and answer these questions.

- a Which city is used as an example of a slum where there is a lot of crime?
b What kinds of jobs do people who live in slums do?
c How many people may be living in slums by the year 2030?

- 4 Discuss these questions in pairs or small groups.

- a Why do you think that there is so much crime in the slums of Rio de Janeiro?
b Why do you think that slum residents do informal or illegal jobs?
c Why do you think that the number of people living in slums will grow in the future?

The growth of slums

Slums were very common in the time of *Oliver Twist*, but they are still common in many cities today. A slum may be an overcrowded **shantytown** on the edge of a large city where very poor people live. Or it may be an old part near the centre of a city. People's homes may be one-room **shacks** or ordinary buildings, but often the homes have no clean water, electricity or **sanitation**. In some slums, like those in Rio de Janeiro in Brazil, there is a lot of crime and it can be dangerous for the police to go into them.

Although there have always been very poor areas in large cities, slums grew quickly in many parts of the world in the 1970s and 1980s when people left their homes in the country to look for work. When people arrived in the cities, there was often no work or housing for them, so they built their own homes out of things they found: wood, metal and other **materials**. Some of the people who live in today's slums do jobs like **manual labour** or selling things in the street, but this work is often informal and sometimes **illegal**.

In the nineteenth century, slums were found around factories in English cities like London or Manchester. The **residents** were usually factory workers who were paid very little money. Since the time of *Oliver Twist*, everyone has worked hard to improve **housing**, and today there are no slums in English cities.

The United Nations has said that there are a billion people in the world today living in slums. The number could be two billion by 2030. The slums of today, in cities like Mumbai, Jakarta or Rio de Janeiro, are usually in areas where most of the people have no work and no money.

5 PROJECT

Use the internet or a library to find out about slum areas in one of these places mentioned in the article:

- Jakarta, Indonesia
- Mumbai, India
- Rio de Janeiro, Brazil

WORKBOOK
PAGES 75-78

understand the reading text.

- 2 Give them time to look up the words.
3 Check their answers as a class.

Answers:

housing: houses for people to live in
illegal: not allowed by law

manual labour: work using your hands, especially doing hard physical work

material: a substance such as wood, plastic, paper, etc. from which things can be made

resident: someone who lives in a house, apartment, area, etc.

sanitation: the protection of public health by removing and treating wastes, dirty water etc.

shack: a small building that has not been very well built

shantytown: an area of badly built temporary buildings where very poor people live

3 Read about modern slums and answer these questions.

- 1 Give students plenty of time to read the text. Go round and help them with any problems.
2 Students work in pairs or small groups to discuss the questions.
3 Ask students to share their ideas with the class.

Answers:

- a Rio de Janeiro in Brazil
b Manual labour or selling things in the street.
c two billion people

4 Discuss these questions in pairs or small groups.

- 1 Give students time to read the questions and help them with any queries.
2 Students work in pairs or small groups to discuss the questions.
3 Ask students to share their ideas with the class.

Suggested answers:

- a Because people do not have enough money to live well so some of them turn to crime.
b Because there are no legal jobs available, or because they cannot do these jobs because they do not have qualifications.
c Because the population of many cities is getting bigger. More people will come from the country looking for work.

5 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 write up their projects for homework.
3 Take in their work to mark and display some of their projects on the classroom wall if possible.

Extra Reading

1 Read this part of *Oliver Twist* and answer the questions.

- 1 Ask students to read the questions, then to read the extract from *Oliver Twist*.
2 Students compare their answers in pairs. Check answers as a whole class.

Answers:

- a Mr Bumble is the official who worked at the workhouse when Oliver was there. He is not the master. Mrs Bumble was Mrs Corney, and was with Nurse Sally when she died.
b They are going to meet Monks. They think he will give them money for information they have about Nurse Sally.

2 Check the meaning of these words in your dictionary.

- 1 Explain that these words will help students to



1 Finish the following dialogue:

Answers:

- Do you have any plans for next weekend?
- I plan to/My plan is to go to the science museum.
- I agree./I'd go along with that./You're right.
- Will you come with me to the museum next time?

2 Write what you would say in each of the following situations:

Answers:

- I promise to return it next week./I promise that I'll return it next week.
- I promise I won't.
- I'd say the opposite.
- I'll help you (to carry it).

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

Answers:

- a
- c
- c
- a
- b
- d
- b
- c
- c
- d
- c
- a

Revision D

REVISION

D

A Language Functions

1 Finish the following dialogue:

Hala and Fareeda are making weekend plans.

Hala 1 _____?

Fareeda For next weekend? Yes, I plan to go to the beach.

Hala 2 _____.

Fareeda To the science museum? That will be interesting.

Hala I think that the science museum is better than the art museum.

Fareeda Yes. 3 _____.

Hala 4 _____?

Fareeda OK. I promise I'll come with you to the museum next time.

2 Write what you would say in each of the following situations:

- You borrow a book from a friend.

- You take your father's umbrella to school because it is raining. Your father tells you not to forget to bring it home.

- Your friend thinks that English is very difficult.

- Your grandmother is carrying a heavy bag. You want to help her.

B Language and Structure

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

- Hamdi has left university and now he is going to _____ for a job at a bank.
a apply b advertise c judge d graduate
- The shop assistant showed me how to _____ this device to a computer.
a make b put c connect d compliment
- I like most insects, but I really _____ flies.
a not like b no like c dislike d like not
- The road through the mountains is very icy, so be careful you do not _____.
a slip b settle c sleep d dive
- The footballer could not continue playing because he was _____.
a silent b injured c bright d complicated
- To cook the bread, put it in the _____ for an hour.
a fridge b heater c hoof d oven

- 7 Amira _____ buy a jacket for her new job at the hotel.
a will b is going to c is going d to
- 8 Do you think that Cairo _____ bigger in the future?
a is b is going to be c will be d going to be
- 9 Dalia _____ in Luxor before she moved to Alexandria.
a living b has lived c had lived d was lived
- 10 They _____ a bus to their hotel after they had arrived at the airport.
a take b had taken c had took d took
- 11 Tarek told me that orange juice _____ his favourite drink.
a could b be c was d been
- 12 She asked me _____ she could help me with my homework.
a whether b weather c that d for
- 4 Rewrite the following sentences using the word(s) in brackets, to give the same meaning.
- 1 We have lived in Damietta for twenty years. (since)

- 2 During my stay in Hurghada, I met my old friends. (while)

- 3 "You must revise well for the final exam, Leila," Father said. (told)

- 4 I will attend the conference as planned. (going)

- 5 Find and correct the mistakes in the following sentences:
- 1 Jane afford to take a letter to the post office for Mrs Fairfax. 1 _____
- 2 I applied for a work as a tour guide. 2 _____
- 3 Mobiles are the most common forms of personnel and business communications. 3 _____
- 4 I am taking English lessons to prove my English. 4 _____



5 Find and correct the mistakes in the following sentences.

Answers: _____

- | | |
|-----------|------------|
| 1 offered | 3 personal |
| 2 job | 4 improve |

4 Rewrite the following sentences using the word(s) in brackets, to give the same meaning.

Answers: _____

- 1 We have lived in Damietta since 1996.
- 2 I met my old friends while I was (staying) in Hurghada.
- 3 Father told Leila that she had to/must revise well for the exam.
- 4 I'm going to the conference

6 Read the following passage, then answer the questions:

Answers: _____

- 1 He learned at a large shop in London.
- 2 The job as a flight attendant.
- 3 Suggested: So that people can read it on the internet and this might make them want to join his tours.
- 4 He thinks they won't need tour guides.
- 5 c
- 6 b

7 Answer only FOUR (4) of the following questions:

Answers: _____

- 1 They wrote letters and used phones and fax machines.
- 2 They use smart phones (that can connect to the internet).
- 3 Students' own answers
- 4 Students' own answers
- 5 Students' own answers
- 6 Students' own answers

C Reading Comprehension

6 Read the following passage, then answer the questions:

My uncle

Before my uncle became a tour guide, he had been a sales assistant at a shop in London. That's where he learned to speak good English! He had also worked as a flight attendant. He said that it was very tiring, so he took a course to become a tour guide.

However, he thinks that his job is changing. He already has to write a blog about what he does every day. He thinks that in the future, all tourists will have digital devices that can tell them about the places they visit. He thinks that they won't need tour guides in the future, but he does not worry. He said that if he wasn't a tour guide, he would apply to work for the company that made digital devices for tourists!

- 1 Where did the uncle learn to speak English? _____
- 2 Which job did he find tiring? _____
- 3 Why do you think the uncle has to write a blog every day? _____
- 4 What does he think tourists won't need in the future? _____
- 5 In the future, who or what will help tourists to know about the places they are visiting?
 a tour guides b flight attendants
 c digital devices d nothing will help them
- 6 Why is the uncle not worried about his job?
 a Because he can't do the job very well.
 b Because he thinks he will get another job.
 c Because it makes him miserable.
 d Because it's very tiring.

7 Answer only FOUR (4) of the following questions:

- 1 What were communications between people like twenty-five years ago?

- 2 What kind of phones do many people use nowadays?

- 3 In your opinion, what duties should a governess have?

- 4 Children should learn new languages at school. Are you for or against this opinion? Why or why not?

- 5 Why do you think it was difficult for Jane to catch the horse?

- 6 Do you think Jane was happy at Thornfield Hall? Why or why not?

D The Novel**8 Answer the following questions:**

1 Why did Dr Losberne visit Mrs Maylie's country house?

2 Who did Oliver see looking at him through the window?

3 Where did Mr Bumble first meet Monks?

4 Why do you think Oliver was so happy at Mrs Maylie's country house?

5 Why do you think Harry asked Oliver to write to him often?

"Perhaps you have some money for this information?" Mrs Bumble suggested.
Monks put a bag of coins on the table in front of her. Mrs Bumble then told Monks what happened on the night that Nurse Sally died.

6 What is the information that Mrs Bumble tells Monks?

7 How does she know this information?

8 What kind of person is Mrs Bumble? How do we know this?

E Writing**9 Write a paragraph of ninety (90) words about one (1) of the following:**

a a job you would like to do.

b types of communication in the future.

F Translation**10 A Translate into Arabic:**

1 Modern forms of communication play a vital role in our modern life.

2 We should be grateful to those who do us favours.

B Translate into English:

- قالت سلمى أنها سوف تسافر إلى لندن .

9 Write a paragraph of ninety words about ONE (1) of the following:*Students' own answers***10 Translate into Arabic:****A Translate into Arabic:**

1 تلعب طرق الاتصال الحديثة دوراً حيوياً في حياتنا المعاصرة.

2 يجب / يتوجب علينا أن نكون ممتنين لمن يصنعون لنا معروفاً.

B Translate into English:

Salma said that she would travel to London.

8 Answer the following questions.**Answers:**

- 1 Mrs Maylie asked him to visit because Rose was very ill.
- 2 He saw Fagin and another man/the man he had run into in the village.
- 3 He met Monks at an inn near the workhouse.
- 4 Students' own answers
- 5 Students' own answers
- 6 She tells Monks that Nurse Sally had taken a gold locket from Oliver's mother.
- 7 Nurse Sally told her this before she died.
- 8 She doesn't care about the poor people. She has a warm room and they live in cold rooms. She is greedy because she wants money for the information she has.

UNIT 13

GREAT WORKS OF ENGINEERING

SB pages 81-85

WB pages 77-80

Objectives

Listening

Checking predictions; listening for numbers

Grammar

Passive verbs: past and present

Reading

Scanning; reading for specific information

Critical thinking

Considering the importance of great engineers

Functions

Asking for and giving advice

Writing

Writing a description of an engineer's work

Great works of engineering

UNIT
13

OBJECTIVES

Listening Checking predictions; listening for numbers
Grammar Passive verbs: past and present
Reading Scanning; reading for specific information
Critical thinking Considering the importance of great engineers
Functions Asking for and giving advice
Writing Writing a description of an engineer's work

Listening

1 Look at these words and answer the questions.

altitude **permanently**
 run (v) supply (n)

CHECK
IN YOUR
DICTIONARY

a What word means for all future time?
permanently.

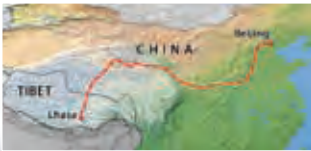
b What is an amount of something that can be used?

c What do you call the height above the sea?

d What word means to go from one place to another at regular times?

2 Discuss this question in pairs.
 Look at the pictures. Why do you think building a railway line in this area was very difficult?

3 Listen and check your answer to Exercise 2.



4 Guess the meanings of the highlighted phrases from the listening.

a The line was built in **two stages.**

b Half the line is over 4,000 metres above **sea level.**

c The line is built on **frozen ground.**

5 Listen again and complete these sentences with the correct number or date.

2006 120 5,072 675 ~~1951~~ 45 815

a They started building the first stage of the Tibet Railway in **1951.**

b The first stage of the line is kilometres long.

c The second stage of the railway was opened in

d The Tanggula Pass is metres above sea level.

e There are bridges on the line.

f There are stations on the line.

g The trains travel at kilometres an hour.

6 Discuss these questions in pairs.

a Would you enjoy travelling on this train to Lhasa? Why/Why not?

b What are the advantages and disadvantages of travelling by train rather than flying?

WORKBOOK
PAGE 79

81

LESSON 1

SB page 81

WB page 77

Before using the book:

- Ask the students what an engineer does and what kinds of works they design, such as roads, bridges, dams and buildings. Ask them to name some specific engineering works in Egypt or other countries. Tell them that they are going

to learn more about some engineering works in this unit.

Listening

1 Look at these words and answer the questions.

- 1 Read out the example and tell the class to check *permanently* in their dictionaries.
- 2 Ask them to complete the exercise alone or in pairs and to check their answers in their dictionaries.
- 3 Go through the answers with the whole class.

Answers:

b supply c altitude d run

2 Discuss this question in pairs.

- 1 Allow time for the students to study the map and the picture. Then tell them to read and discuss the question in pairs.
- 2 Go round and listen; if necessary, prompt with questions, for example, What do the different colours on the map mean? (*mountains, desert, low land*)
- 3 Tell them they will be able to check their answers in Exercise 3.



3 Listen and check your answer to Exercise 2.

- 1 Play the recording or read the script, and ask if they were right in Exercise 2.
- 2 Ask different students to summarise the answers to Exercise 2.

TAPESCRIPT

Presenter: Our programme today is about the highest railway line in the world: the China to Tibet railway. In our studio we have Michael Chen, a railway engineering expert.

If you have any questions you would like to ask our expert this morning, phone us and we'll do our best to answer them. Our first caller today is Khaled, who is phoning from Cairo. What's your question, Khaled?

Khaled: Good morning. I'd like to know some facts about the railway. How long is this line, and when was it built?

Mr Chen: Hi, Khaled. Well, the line was built in

two stages: the first stage, which was started in 1951, did not open until 1984. This stage is 815 kilometres long. The second stage is another 1,142 kilometres long. This stage was opened in 2006.

Khaled: Thanks. Can I ask you for one more fact?
Presenter: Yes, of course.

Khaled: I know this is the highest railway line in the world, but exactly how high is it?

Mr Chen: Well, about half the line is over 4,000 metres above sea level, and at its highest point – the Tanggula Pass – it's 5,072 metres. At this altitude, the air is very thin, so all the passengers are given a supply of oxygen.

Khaled: Really? That's amazing. That's like being on a plane.

Mr Chen: That's right.

Presenter: Thanks, Khaled. Our next caller is Rami from Alexandria. What's your question, Rami?

Rami: Hello. I'd like to know how difficult it was for engineers to build this railway.

Mr Chen: That's a good question. It was extremely difficult. One of the main problems for the engineers was that over 500 kilometres of the line is built on permanently frozen ground. This includes a tunnel which is 1,338 metres long. To make this tunnel, they had to cut through frozen earth. The line also includes 675 bridges. In all, 20,000 people worked on the line.

Rami: Thanks. That's incredible!

Presenter: Our last caller is Magdi from Suez. What would you like to know, Magdi?

Magdi: Good morning. I'd like to know about travelling on this railway. Where does it start and end?

Mr Chen: Well, Magdi, the line starts in Xining in China and ends in Lhasa, the capital of Tibet. Trains run every day to Lhasa. Altogether, there are 45 stations. Passengers are carried at 120 kilometres an hour by trains specially built for high altitudes.

Magdi: Thanks very much.

Presenter: OK, that's all we have time for today. Thanks to all those who called us and a special thanks to our expert, Michael Chen.

4 Guess the meanings of the highlighted phrases from the listening.

- 1 Put the students in pairs to read the sentences and guess the meanings of the highlighted

phrases. Tell them to check in their dictionaries.

2 Invite answers from different students.

Answers:

- a *stages*: states or levels that someone or something reaches in a process
- b *sea level*: the average level of the sea, used as a standard for measuring the height of an area of land
- c *frozen ground*: ground that is hard because the temperature is below zero. It has become hard like ice.



5 Listen again and complete these sentences with the correct number or date.

- Read out the instructions and then tell the students to read all the incomplete sentences.
- Play the recording or read the script again while they complete the sentences. If necessary, pause where appropriate to give them enough time.
- Check answers; ask different students to read out the completed sentences (this is a good opportunity to practise pronouncing numbers and dates).
- If necessary, play it once more.

Answers:

- b 815 c 2006 d 5,072
e 675 f 45 g 120

6 Discuss these questions in pairs.

- Put the students in pairs to discuss the two questions. Go round and listen, offering prompts if necessary.
- Ask volunteers to report back to the class and encourage a short class discussion.

Suggested answers:

- a Students' own answers
- b Advantages of travelling by train: more comfortable; can see things from windows; time to relax; may be cheaper than flying; possible to travel short journeys. Disadvantages of travelling by train: relatively slow; cannot make certain journeys, e.g. across the sea.

Great works of engineering

UNIT 13

1 Complete the sentences with the correct words.

altitude frozen oxygen permanently
run sea level stages supply

- a He does not like that restaurant because it always uses frozen food.
- b What stages does the plane fly at?
- c Mount Everest is nearly 9,000 metres above sea level.
- d At this height, climbers need oxygen or they cannot breathe easily.
- e The temperature is frozen below zero at the top of Everest.
- f How often do the buses run to the centre of town from here?
- g Take a good supply of water when you go to the desert.
- h It is difficult to build a bridge quickly, so engineers usually build it in stages.



2 Match the numbers or dates.

- | | |
|---------|---|
| a 64 | 1 <input type="checkbox"/> sixteen sixty-six |
| b 685 | 2 <input type="checkbox"/> two thousand and sixteen |
| c 6,072 | 3 <input checked="" type="checkbox"/> sixty-four |
| d 2016 | 4 <input type="checkbox"/> six thousand and seventy-two |
| e 1666 | 5 <input type="checkbox"/> six hundred and eighty-five |

3 Now write the numbers below as words.

- a In this town, cars can go at about forty 40 kilometres an hour.
- b The Great Wall of China is more than 2,000 2,000 years old.
- c The Tibet railway opened in 2006 2006.
- d That bridge was built 158 158 years ago.
- e The Tanggula Pass is 5,072 5,072 metres above sea level.

4 Write a paragraph about the advantages and disadvantages of travelling by train.

77



WORKBOOK

page 77

1 Complete the sentences with the correct words.

- Read out the first sentence, completed as the example.
- Tell the students to complete the task, then compare answers in pairs.
- Check answers as a whole class.

Answers:

- b altitude c sea level
d oxygen e permanently
f run g supply
h stages

LESSON 2

SB page 82

WB page 78

UNIT
13

Grammar Passive verbs: past and present

1 Circle all the passive verbs in these sentences from the listening text (one is not passive).

- a The line was built in two stages. *Past*
 b This stage was opened in 2006.
 c All the passengers are given a supply of oxygen.
 d Over 500 kilometres of the line is built on permanently frozen ground.
 e The line also includes six hundred and seventy-five bridges.
 f Passengers are carried at 120 kilometres an hour by trains specially built for high altitudes.

GRAMMAR
REVIEW
PAGE 132

2 Discuss these questions in pairs.

- a Look at sentences a–f. What tense is the passive verb, past or present?
 b Which sentence above does not have a passive verb?
 c How is this sentence different from the sentences with a passive verb?
 d Who or what does the action of the passive verb in sentence f?
 e Can you guess who does the action in sentence c?
 f How are passive verbs formed?

4 Rewrite these sentences using passive verbs.

- a Earthquakes damaged the Lighthouse of Alexandria in the fourteenth century.
The Lighthouse of Alexandria was damaged by earthquakes in the fourteenth century.
 b Thousands of men built the Great Wall of China more than 2,000 years ago.
 c Every year, hundreds of tourists visit the Aswan High Dam.
 d People built the Aswan High Dam between 1960 and 1970.

5 Work in pairs.

- a Choose one or two important engineering works in your area, e.g. a bridge, a tunnel, a tower, a railway line or a road.
 b Now discuss the following:
 • When was it built?
 • What is it used for?
 • Do you know who it was built by?

3 Answer these questions with the passive form of the highlighted verbs and the information in brackets.

- a When did they start to build the China to Tibet railway (1951)? *The China to Tibet railway was started in 1951.*
 b When did they open the first stage of the railway? (1984)
 c To what altitude does the train carry passengers? (5,072 metres)
 d What did they cut through to make the 1,338-metre-long tunnel? (frozen earth)

FOCUS ON GRAMMAR

Passive verbs: past and present

- Use the passive when the action is more important than the agent (who or what did it): *The school was opened in 1969.*
- If we mention the agent, we use it with *by*: *The school is used by all of the children in the village.*

WORKBOOK
PAGE 80

- 2 Invite different students to write the answers on the board.

Answers:

- 1 forty
 2 two thousand
 3 two thousand and six
 4 one hundred and fifty-eight
 5 five thousand and seventy-two

4 Write a paragraph about the advantages and disadvantages of travelling by train.

- 1 On the board, write two headings: **advantages** and **disadvantages**.
 2 Invite suggestions from the whole class and note them down under the appropriate heading.
 3 Then tell the students to plan their paragraphs in pairs. Go round and offer help where necessary.
 4 Allow time for them to write their paragraphs. Go round and check their work.
 5 Choose two or three students to read their work out to the class.

Students' own answers

LESSON 2

SB page 82

WB page 78

Grammar

Passive verbs: past and present

1 Circle all the passive verbs in these sentences from the listening text (one is not passive).

- 1 First, point out the Focus on Grammar at the bottom of the page. Tell the students to refer to it when necessary.
 2 Ask them to read the example and check they understand the task.
 3 Students complete the task alone or in pairs. Remind them that one verb is not passive.
 4 Check answers with the whole class.

2 Match the numbers or dates.

- 1 Allow time for the students to complete the task. Go round and offer help where needed.
 2 Put them in pairs to compare answers, then go through the exercise with the whole class.
 3 You could ask the students to chorus the correct pronunciation of each number and date.

Answers:

- 1 e 2 d 3 a 4 c 5 b

3 Now write the numbers below as words.

- 1 Allow time for students to complete the task alone or in pairs. Go round and offer help where needed.

Answers:

- b This stage was opened in 2006.
- c All the passengers are given a supply of oxygen.
- d Over 500 kilometres of the line is built on permanently frozen ground.
- e The line also includes six hundred and seventy-five bridges.
- f Passengers are carried at 120 kilometres an hour by trains specially built for high altitudes.

2 Discuss these questions in pairs.

- 1 Put the students in pairs to discuss the questions.
- 2 Go round and offer help if necessary, then go through the exercise with the whole class.

Answers:

- a b past c present d present f present
- b Sentence e
- c It does not have a form of the verb *be* or a past participle.
- d The train.
- e The people who work on the train or at the train stations.
- f Using the verb *be* with the past participle of the active verb.

3 Answer these questions with the passive form of the highlighted verbs and the information in brackets.

- 1 Tell the students to read the instructions, the first question and the example answer.
- 2 Allow time for them to write their answers, alone or in pairs. They can refer to the Focus on Grammar box and the Grammar Review on page 132 if necessary.
- 3 Check their answers as a whole class.

Answers:

- b It was opened in 1984.
- c They are carried to an altitude of 5,072 metres.
- d Frozen earth was cut through to make the 1,338-metre-long tunnel.

UNIT 13

1 Find and correct the mistakes in these sentences.

- a Her parents is employed by the government. are
- b That company was operated the canal for 99 years. _____
- c The company is taken over by the government in 2007. _____
- d Who was this book wrote by? _____
- e The lighthouse was build in the last century. _____

2 Complete the sentences with the correct passive form of the verb in brackets.

- a The Suez Canal is used (use) by about 50 ships a day.
- b You _____ (not charge) to visit most museums in London.
- c The Pyramids _____ (visit) by millions of tourists every year.
- d Do you know when the Great Wall of China _____ (build)?
- e That book _____ (write) in 1970.

3 Write questions for these answers.

- a When was the Suez Canal opened?
The Suez Canal was opened in 1869.
- b When _____
The Pyramids were built about 4,500 years ago.
- c Where _____
A lot of the world's cotton is grown in Egypt.
- d What _____
Clocks are used for telling the time.

4 Write passive sentences about a building you know.



4 Rewrite these sentences using passive verbs.

- 1 Tell the students to read the example.
- 2 Allow time for them to complete the exercise and then check in pairs.
- 3 Check answers with the whole class.

Answers:

- b The Great Wall of China was built more than 2,000 years ago by thousands of men.
- c Every year, the Aswan High Dam is visited by hundreds of tourists.
- d The Aswan High Dam was built between 1960 and 1970. (no need to include the agent, by people)

5 Work in pairs.

- 1 Read out the instructions and invite some ideas from the class. Write good suggestions on the board, perhaps adding to the list yourself.
- 2 Put the students in pairs to choose their subject or subjects and then discuss the questions. Tell the students that it doesn't matter if they don't know the answers, but they are to tell each other what they think.
- 3 Go round and listen, and check they are using the passive where appropriate.

Students' own answers**WORKBOOK****page 78****1 Find and correct the mistakes in these sentences.**

- 1 Allow time for the students to read the instructions and the example.
- 2 Students complete the task, alone or in pairs. Point out that there is one mistake in each line. Go round and offer help where needed.
- 3 Go through the exercise with the whole class.

Answers: _____

- b That company operated the canal for 99 years.
- c The company **was** taken over by the government in 2007.
- d Who was this book **written** by? ~~written~~
- e The lighthouse was **built** in the last century. ~~built~~

2 Complete the sentences with the correct passive form of the verb in brackets.

- 1 Read out the first sentence, completed as the example.
- 2 Allow time for the students to complete the task, alone or in pairs. Remind them to think about which tense they need. Go round and check.
- 3 Go through the exercise with the whole class.

Answers: _____

- | | |
|-------------------|---------------|
| b are not charged | c are visited |
| d was built | e was written |

3 Write questions for these answers.

- 1 Read out the example and then allow time for the students to complete the task in pairs.
- 2 Go round and check, then go through the exercise with the class. Students can read the correct questions and answers in pairs.

Answers: _____

- b When were the Pyramids built?
- c Where is a lot of the world's cotton grown?
- d What are clocks used for?

4 Write passive sentences about a building you know.

- 1 Invite the class to suggest buildings they could write about, and write good suggestions on the board.
- 2 Invite one or two example sentences and write them on the board.
- 3 Tell the students to choose which building to write about. If they have enough knowledge, they could write their sentences in the lesson.
- 4 If they need to find out more information, you could set it for homework. In this case, put them in pairs to prepare questions, in the passive, about the building they have chosen, for example, When was it built? Who was it built by? etc. They can then find out the answers for homework.
- 5 Correct their work; read good examples to the class.

Students' own answers

LESSON 3 SB page 83

Reading

1 Before you read, discuss what you know about the Suez Canal in pairs. Write four facts.

- 1 Tell the students to read the instructions and work in pairs.
- 2 Go round and read their lists, then ask different students to read out what they have written. Allow a brief class discussion. Tell them they can check their answers later.

Students' own answers

2 Check the meanings of these words in your dictionary.

- 1 Allow time for them to consult their dictionaries, then check with the whole class.
- 2 Ask different students to read out the dictionary definitions.

Answers:

affect: to cause a change in someone or something
charge: to ask someone to pay a particular amount of money for something
operate: to manage and control a business
section: one of the parts that an object, group, place, etc. is divided into

3 Read the text and check your answers to Exercise 1.

- 1 Tell the students to read the text while you go round and answer any questions.
- 2 Students then check their notes from Exercise 1.
- 3 Ask what they have learned about the Suez Canal that they hadn't known before.

Students' own answers

4 Answer these questions to guess the meaning of the new words.

- 1 Read out the first question and the answer, given as the example.
- 2 Allow time for the students to answer the

Reading

- 1 Before you read, discuss what you know about the Suez Canal in pairs. Write four facts.
- 2 Check the meanings of these words in your dictionary.

affect charge (v) operate section

- 3 Read the text and check your answers to Exercise 1.

4 Answer these questions to guess the meaning of the new words.

- a If you *shorten* something, do you make it bigger or shorter? *You make it shorter.*
- b A canal is one kind of *waterway*. Can you think of others?
- c If you *take* something over, do you lose or win control?
- d Is *income* money you earn or money you spend?

5 Read again. Are these sentences True or False? Correct the false sentences.

- a The first Suez Canal was built in the nineteenth century. *False. It was built in around 1300 BCE.*
- b A French engineer and the Egyptian government worked on the Suez Canal.
- c The canal cut the length of a journey from the west to the east by two weeks.
- d Ships have to pay to use the canal.

The Suez Canal



For thousands of years, people had wanted to link the Mediterranean Sea and The Red Sea to **shorten** the sea journey from the west to the east. The first canal was built in around 1300 BCE, but it was not taken care of and it was not used after the eighth century.

In 1858, a French engineer called Ferdinand de Lesseps and the Egyptian government started work on a new canal. When the 164 kilometre-long canal was opened in 1869, it had cost \$100,000. At first, the Universal Suez Ship Canal Company **operated** the canal. The company was given the right to operate the canal for 99 years.

World business was immediately **affected** by the opening of the canal. Things were moved by ship much faster than before, when the ships had to sail around Africa. The journey from Europe to Asia was shortened by 9,500 kilometres and by 20 days.

The Suez Canal is one of the world's most important **waterways**. It was **taken over** by Egypt in 1956, and is now used by about 50 ships every day. In most places, the canal is only wide enough for one ship, but there are passing places which means that ships can travel in both directions at the same time. Each ship takes between 11 and 16 hours to pass through the canal. The canal is now operated by the Suez Canal Authority and ships are **charged** to use the waterway. This money is important **income** for Egypt.

A new 35-kilometre **section** of the canal was opened in 2015. It was built to help modern ships, which are much bigger than in the past.



remaining questions in pairs.

- 3 Check answers with the whole class.

Answers:

- b river, stream
- c You win control.
- d It is money you earn

5 Read again. Are these sentences True or False? Correct the false sentences.

- 1 Tell the students to read the text on again.
- 2 Tell them to read the first sentence and the answer given as an example.
- 3 Allow time for them to complete the exercise, and compare answers in pairs.

UNIT 13

Critical thinking




1 Read the text and discuss these questions in pairs.

Things were moved by ship much faster than before, when the ships had to sail around Africa. The journey from Europe to Asia was shortened by 9,500 kilometres and by 20 days.

- Why do so many ships travel between Europe and Asia?
- Why was it so important to shorten the journey between these two parts of the world?
- What kind of things do you think the ships carry today?

2 Read about three more great works of engineering and discuss these questions in pairs.

- What is special about these three great works of engineering?
- Why were they built?
- Who did they help?

Great Wall of China	Lighthouse of Alexandria	Aswan High Dam
This 2,400-kilometre wall was built over 2,000 years ago.	This 140-metre tower was built between 280 and 247 BCE. A fire of burning wood made the light.	This 111-metre-tall dam across the River Nile was built between 1960 and 1970.
		

3 Now discuss these questions in pairs.

- Can you think of any other great works of engineering?
- Are there any new great works of engineering that are needed today?
- Can you think of great works of engineering that were not needed? Why do you think they were built?
- What do you think makes a great engineer?

4 FOCUS ON PHRASES WITH TAKE

1 Notice these sentences from the text:

The canal was not **taken care of** and it was not used after the eighth century. (take care of = look after)

The canal was **taken over** by Egypt in 1956. (take over = start to control)

2 Choose the correct take phrases in these sentences.

- Rami is taking *part/place* in the race this afternoon.
- The plane takes *off/up* in ten minutes.
- Please don't take my plate *away/off*. I haven't finished eating yet.

SKILLS FOR LIFE

You can learn a lot from the experience of great people and projects from the past. Try to find out about the history of your local area.

questions. Go round and monitor and help.

- Invite one or two students to report their answers back to the class, and allow a short class discussion.

Suggested answers:

- There is important trade between the east and the west in spices, tea, fruit, oil, etc.
- Ships would otherwise have to go round the whole of Africa, a dangerous and lengthy journey. This was even more important if the cargo being carried was perishable (like fruit) or dangerous (e.g. oil).
- Many things such as machines, toys, cars, computers, fridges, TVs, food and drink.

2 Read about three more great works of engineering and discuss these questions in pairs.

- Allow time for the students to read the information.
- Read out each question and invite ideas from the whole class. Note: students need to infer the answers from the facts and pictures.
- Tell the students to discuss each question more fully in pairs, and to note down their answers.
- Go round and listen, offering suggestions where needed.
- Invite two or three students to report back their ideas about each question; encourage a class discussion.

Answers:

- Great Wall of China* – a massive engineering work of great length.
Lighthouse of Alexandria – very high, built in the sea
Aswan High Dam – a massive, complex engineering work
- Great Wall of China*: to protect China and its people from invaders
Lighthouse of Alexandria: to warn ships
Aswan High Dam: to control water in the Nile, to prevent flooding and as an important source of hydroelectric power
- Great Wall of China*: the Chinese people
Lighthouse of Alexandria: sailors on ships in the

LESSON 4

SB page 84 WB page 79

Critical thinking

1 Read the text and discuss these questions in pairs.

- Put the students in pairs to discuss the three

Mediterranean

Aswan High Dam: Egyptian people in general and farmers in particular

3 Now discuss these questions in pairs.

- 1 Put the students in new pairs or small groups to discuss each question. Tell them to take turns to make notes.
- 2 Discuss each question briefly with the whole class.

Suggested answers:

- a Panama Canal, Three Gorges Dam, Channel tunnel, Millau Viaduct
- b Things to stop damage from floods, earthquakes, tidal waves, tsunamis
- c The Eiffel Tower, Burj Khalifa, and many other very tall buildings which are built to give countries, cities or individuals status or just to look good
- d Creative imagination (vision), technical skill, persistence, leadership

4 Focus on phrases with take

- 1 Allow time for the students to read the information in 1.
- 2 Tell them to answer the questions in 2 alone or in pairs, then check answers as a whole class.

Answers:

- a taking part b takes off c take away

Skills for life

- 1 Ask a student to read the Skills for Life box.
- 2 Ask students which great people or projects they can think of that have taught them something. Make your own suggestions to get them started if necessary.



WORKBOOK

page 79

1 Write answers to these questions.

- 1 Read out the question and its answer, then allow time for the students to answer the remaining questions. Go round and offer help if needed.
- 2 Tell them to compare answers with a partner.
- 3 Check answers with the whole class.

UNIT
13

1 Write answers to these questions.

- a Who operates the Suez Canal?
The Suez Canal Authority operates it.
- b Can you name some places that charge you to go into them?

- c Whose income is the highest, a doctor or a shopkeeper?

- d What can affect how well you do in an exam?

- e Why might someone shorten their clothes?



2 Rewrite the sentences using the words in brackets to give the same meaning.

- a The hotel asked him to pay a lot of money to use its swimming pool. (charge)
The hotel charged him a lot of money to use its swimming pool.
- b You can make the journey shorter by taking the road across the desert. (shorten)

- c They are very kind. They give half the money they earn to a charity. (income)

- d Her grandmother looks after her younger sisters when her parents are at work. (take care of)

- e Please can you remove these boxes from my room? (take away)

3 Write about why one of the following was/is important.

- The Great Wall of China
- The Lighthouse of Alexandria
- The Aswan High Dam



Suggested answers:

- b Cinemas, theatres, swimming pools, etc.
- c A doctor
- d If you are tired, how well you have studied or revised, if you have eaten well, etc.
- e If the clothes are too long

2 Rewrite the sentences using the words in brackets to give the same meaning.

- 1 Allow time for the students to read the instructions and the example.
- 2 Students then complete the task, alone or in pairs.
- 3 Go through the exercise with the whole class.

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Answers:

Communication skills Asking for and giving advice

- 1 How do you think these groups should travel, by bus, by train or by plane? Discuss in pairs.



Group 1
Hazem, a 45-year-old doctor, his wife and two children are planning to visit Hazem's older brother, who lives in London. They live in Cairo and have to be back home in seven days.



Group 2
A group of foreign students are staying in central Cairo. They are planning a day trip to the Pyramids.



Group 3
Four foreign business people are in Egypt for a week. They are staying in a hotel in Alexandria, but they need to visit several cities including Cairo and Aswan.

- 2 Listen to two conversations and answer these questions.

- a Which two groups from Exercise 1 are the conversations about? *Group one*,
b What advice is each group given?

- 3 Listen again and put the phrases below in the order you hear them (two phrases are not used).

FOCUS ON FUNCTIONS

Asking for advice

- a ☐ What's your advice?
b ☒ Can I ask your advice ...?
c ☐ What do you think that I should ...?
d ☐ How would you suggest that we ...?
e ☐ How do you think that we should ...?
f ☐ Could you give us some advice?

Giving advice

- g ☐ I don't think that you should ...
h ☐ I think that you should ...
i ☐ I'd think twice about ...
j ☐ If I were you, I'd ...
k ☐ If you want my honest opinion ...

- 4 Work in pairs. Make conversations using the expressions from *Focus on functions*.

a **Student A:** You are a teacher from London. You are arranging for a group of foreign students to come to Egypt for a week. Ask a travel adviser for help. Ask where to take your group and how you should travel.

Student B: You are a travel adviser. Listen to Student A and give him/her advice about where to go in Egypt and how to travel.

b **Student B:** You are a student of engineering. You are visiting Egypt and would like to visit some interesting works of engineering. Ask an engineer for advice.

Student A: You are an engineer. Listen to Student B and give him/her advice about places of interest to visit.

5 Research the following about important engineers

Research the names of some famous engineers in Egypt. Choose one to research further. Find out:

- information about their background
- what kind of work they are famous for
- where you can see examples of their work

WORKBOOK
PAGE 82

85

- b You can shorten the journey by taking the road across the desert.
c They are very kind. They give half their income to a charity.
d Her grandmother takes care of her younger sisters when her parents are at work.
e Please can you take away these boxes from my room?/ Please can you take these boxes away from my room?

3 Write about why one of the following was / is important.

- 1 Tell the students to choose which topic to write about and then plan what to write, alone or in pairs. Tell them to use their notes from Exercise 2 in the Student's Book (page 84).

- 2 Tell them to write three or four sentences; go round and check their work.
3 Invite different students to read their sentences out to the class.
4 Alternatively, you could set this for homework. Students could then carry out further research on their chosen topic. Remember to check their homework.

Students' own answers

LESSON 5

SB page 85 WB page 80

Communication skills

Asking for and giving advice

1 How do you think these groups should travel, by bus, by train or by plane? Discuss in pairs.

- 1 Ask the students to look at the pictures and read the situations.
2 Invite initial ideas from the whole class. Encourage them to consider cost, distance, time and convenience.
3 Allow time for pairs to discuss in more detail. Go round and monitor.
4 Ask different students to report their ideas back to the class, giving reasons.

Suggested answers:

Group 1 should fly. It's the fastest, and it's a long distance.

Group 2 should go by bus. It's the cheapest, and it isn't a long distance.

Group 3 should go by train. It's fast and comfortable – and convenient because they need to visit different places.



2 Listen to two conversations and answer these questions.

- 1 Tell the students to listen while you play the recording or read the tapescript.
2 Allow time for them to answer the questions

and then compare answers with a friend.

3 Check answers as a class.

Answers: _____

- a Group 1 and Group 3
- b Group 1: fly; Group 3: go by train

TAPESCRIPT

Narrator: Conversation 1
Hazem: Can I ask your advice?
Mr Osman: Sure, how can I help?
Hazem: My wife and children and I are going to London to see my brother. How do you think that we should travel? My children want to fly, but my wife and I would prefer to go by boat and train. What's your advice?
Mr Osman: How long are you going for?
Hazem: Just a week.
Mr Osman: Well, if you want my honest opinion, I think that you should fly from Cairo airport. If you went by boat and train, the journey would take you a very long time. You would only be with your brother for two or three days.
Hazem: You're right, thank you.

Narrator: Conversation 2
Businessman: Good morning. My colleagues and I are travelling to Egypt on a business trip soon. Could you give us some advice?
Travel agent: Yes, of course. Tell me a little about your trip. Where exactly in Egypt are you going?
Businessman: Well, we're staying in a hotel in Alexandria, but we also need to visit Cairo and Aswan. How would you suggest that we travel?
Travel agent: If I were you, I'd go by train. Egyptian railways are generally fast and comfortable, especially if you are travelling between cities. I don't think that you should go by road, it would take you much longer.
Businessman: Thanks for your help.



3 Listen again and put the phrases below in the order you hear them (two phrases are not used).

- 1 First, ask the students to read all the phrases in the two lists.
- 2 Tell the students to listen again to the recording.

3 Students order the phrases they hear, then compare answers with a partner.

4 Check answers. If necessary, play it again.

Answers: _____

Order of phrases used by speakers (X = not used):

- a 3 What's your advice?
- b 1 Can I ask your advice ...?
- c X What do you think I should ...?
- d 7 How would you suggest that we ...?
- e 2 How do you think that we should ...?
- f 6 Could you give us some advice?
- g 9 I don't think that you should ...
- h 5 I think that you should ...
- i X I'd think twice about ...
- j 8 If I were you, I'd ...
- k 4 If you want my honest opinion ...

4 Work in pairs. Make conversations using the expressions from Focus on Functions.

- 1 Put the students in pairs, A and B. Allow time for them to read their instructions.
- 2 Remind them to use expressions from Focus on Functions in their conversations.
- 3 Demonstrate first with a confident student.

Example:

Teacher: *Can I ask your advice? Where do you suggest we visit?*

Student: *I think that you should take them to see the museum first.*

Teacher: *How do you think we should get there?*

- 4 Allow time for the students to practise the two conversations. Go round and listen.
- 5 Invite different students to perform their conversations to the class.

Students' own answers

5 Research the following about important engineers.

- 1 Go through the instructions with the class and make sure they understand what they have to do.
- 2 Encourage students to use the library or the internet to find this information, which they can use in the writing task in the Workbook.



- | | | | | |
|---------------|-------------------------------------|---|-------------------------------------|--|
| a Huda | Hello, Ola. Can I ask | 1 | <input type="checkbox"/> | as the road is very slow. |
| b Huda | I need to get from here | 2 | <input type="checkbox"/> | helpful. |
| c Huda | How would you suggest | 3 | <input type="checkbox"/> | I would take the bus. |
| d Ola | I don't think that you should go by | 4 | <input type="checkbox"/> | to the library. |
| e Ola | I'd think twice about driving | 5 | <input type="checkbox"/> | that I get there? |
| f Ola | If you want my honest opinion, | 6 | <input checked="" type="checkbox"/> | your advice? |
| g Huda | Thanks, Ola. That's very | 7 | <input type="checkbox"/> | train, as the library is not near the station. |

2 Complete the sentences to answer the questions.

- Complete the sentences with the correct form of the verb in brackets.
- a How do you think I should learn the new words from this unit?
If I were you, I'd write them down and look at them often.
- b It's very hot. What do you think I should do today?
I don't think that you should go swimming.
- c This river water looks clean and I'd like to drink it. What's your advice?
I'd think twice about drinking it.
- d My English friend would like to see some interesting places. Could you give him/her some advice?
I think that your friend should visit some interesting places.
- e Can I ask your advice? I have an exam tomorrow, but my friends have asked me to go out tonight.
What do you think I should do?
If you want my honest opinion, I think you should go to the exam.

3 Write a short text about the following:

- Imagine you are the important engineer that you researched in the Student's Book.
- Write about the work that you have done.
- Give some advice to students who want to become an engineer.

conversation together.

Answers:

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

2 Complete the sentences to answer the questions.

- 1 Ask two students to read out the question in a and the reply, completed as the example.
- 2 Allow time for the students to complete the remaining sentences with their own ideas.
- 3 Go round and check their work, and tell them to compare answers with a partner.
- 4 Invite different students to read out their sentences to the class.

Suggested answers:

- b go outside/play a sport.
- c drinking the water (because it might be dirty).
- d visit the museum/the beach/the Pyramids, etc.
- e I think you should stay at home and revise.

3 Write a short text about the following:

- 1 Tell them to read the instructions carefully, then allow time for them to prepare and write their texts. Tell the students to use the notes they have

made about an Egyptian engineer in the Student's Book. They could do this for homework.

- 2 If they do the task in class, go round and check their work.
- 3 Tell the students to compare their texts with their partners.
- 4 Finally, ask three or four students to read out their work to the class.

Students' own answers



1 Match to complete the conversation.

- 1 Allow time for the students to look at the picture. Ask them to describe it (*two girls are standing in a shopping street. One of them is giving the other some directions*).
- 2 Read out the first line of the conversation (Hello, Ola. Can I ask your advice?) then allow time for the students 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.
- 4 You could then ask pairs to read the completed

Assessment

Listening Task

Target element: Past and present passive and vocabulary from the unit

Read the following sentences based on the information from SB pages 81–82. Students listen and say if the sentences are past or present passive. The answers are given below in brackets.

- 1 *When was the China to Tibet railway built?* (past passive)
- 2 *The first stage was started in 1951.* (past passive)
- 3 *At the highest part of the railway, all the passengers are given a supply of oxygen.* (present passive)
- 4 *Over 500 kilometres of the line is built on permanently frozen ground.* (present passive)
- 5 *Passengers are carried at 120 kilometres an hour.* (present passive)
- 6 *The trains were specially built for high altitudes.* (past passive)

Speaking Task

Target element: Functional language and vocabulary from the unit

Ask students to write the names of two or three popular holiday destinations, in Egypt or other countries. They then show their list to their partner. Write the following prompts on the board: **Where? How? When?**

Now ask students to work in pairs. They ask their partner questions about the destinations using the word prompts on the board and the language from SB page 85, Ex 3. For example:

Can I ask your advice? Where do you think that I should go for a holiday?

I think that you should go to (name).

How do you think that I should travel there?

If I were you, I'd (go by train).

When do you think we should go there?

I don't think that you should go in the winter. If you want my honest opinion, go in the spring. It's beautiful then.

Reading Task

Target element: Past and present passive and vocabulary from the unit

Use SB page 83, text, The Suez Canal. Give students time to read the text again. Ask the following questions. The answers are given in brackets below.

- 1 Why was the first Suez Canal not used after the eighth century? (Because it was not taken care of.)
- 2 What happened in 1858? (A French engineer started work on a new canal.)
- 3 What was the Universal Suez Canal Company given the right to do? (It was given the right to operate the canal for 99 years.)
- 4 What was shortened by 9,500 kilometres? (The journey from Europe to Asia.)
- 5 What was the problem with the canal in the past? (It was only wide enough for one ship in most places.)
- 6 What was opened in 2015? (A new 35-kilometre section of the canal.)
- 7 How has this helped the ships? (They can travel in both directions at the same time.)
- 8 What has been built next to the new sections of the canal? (New factories, roads and businesses.)

Writing Task

Target element: Past and present passive

Write the first half of the following sentences on the board. Students complete them with an appropriate ending (sample answers in brackets below).

- 1 **The Aswan Dam is visited ...** (by thousands of tourists every year.)
- 2 **The Suez Canal is used ...** (by ships from around the world.)
- 3 **Our school was built ...** (about twenty years ago.)
- 4 **The students in our English class were taught ...** (by a different teacher last year.)
- 5 **My favourite book was written ...** (by a young Egyptian.)
- 6 **Special trains are used ...** (on the Tibet to China railway.)

UNIT 14

JULES VERNE

SB pages 86-90

WB pages 81-84

UNIT
14

Jules Verne

OBJECTIVES

Listening Listening for specific information and for detail
Grammar Relative clauses
Reading Reading for gist; sequencing a series of events
Critical thinking Understanding modern opportunities for world travel
Functions Describing journeys
Writing Writing a description of a journey

Listening

1 Guess the meaning of the highlighted words from the listening text.

- The earliest type of air travel was the hot air **balloon**.
- Stevenson's novel *Treasure Island* **came out** in 1883.
- In 1492, Christopher Columbus left Spain on a journey of **exploration**.
- When the man was stopped by the police, he asked to speak to his **lawyer**.
- I've just **realised** that I don't have to go to school today because it's a holiday.
- Most **science fiction** books tell stories about life in the future.

2 Discuss these questions in pairs.

- Are you interested in stories of exploration?
- Which science fiction books or films do you know?

3 Listen to a talk about the writer Jules Verne and choose the correct answers.

- What did Jules Verne write?
 A articles **B novels** C poems
- What was his nationality?
 A French **B British** C American
- When did *Around the World in Eighty Days* come out?
 A 1828 **B 1863** C 1873

4 Listen again. Are these sentences True or False?

- ☒ Some people called Jules Verne the grandfather of science fiction.
- ☐ Jules Verne was born in France in 1928.
- ☐ Jules Verne's father was a lawyer.
- ☐ Jules Verne's father stopped paying for his son's studies because he had no money.
- ☐ His first story was called *Fifteen Weeks in a Balloon*.
- ☐ People first read *Around the World in Eighty Days* in a magazine.

5 Discuss this question in pairs.

In the past, science fiction writers wrote about planes, rockets and submarines. What do today's science fiction writers write about?

WORKBOOK
PAGE 83

Objectives

Listening

Listen for specific information and for detail

Grammar

Relative clauses

Reading

Reading for gist; sequencing a series of events

Critical thinking

Understanding modern opportunities for world travel

Functions

Describing journeys

Writing

Writing a description of a journey

LESSON 1

SB page 86

WB page 81

Before using the book:

- Find out how many methods of transport the students can name.
- Write their ideas on the board as they call them out.

Listening

1 Guess the meaning of the highlighted words from the listening text.

- 1 Tell the students that the words in yellow in these sentences are ones that they will need in this unit. Read the sentences aloud or ask several students to read them.
- 2 Give the students a few minutes to think about the words, look at the context in which they occur and decide what they think they might mean. Ask several students for their guesses before allowing them to check in their dictionaries.

Answers:

- balloon*: a small coloured rubber bag that is filled with air to use as a toy or decoration, or a large bag of strong light cloth filled with gas or heated air so that it can float in the air and be used for transport
- came out*: became available for people to buy
- exploration*: travelling through an unfamiliar area to find out what it is like
- lawyer*: someone whose job it is to advise people about the law and speak for them in court
- realised*: noticed something that you had not noticed or understood before
- science fiction*: books and stories about life in the future

2 Discuss these questions in pairs.

- 1 Go through the questions with the class to make sure that everyone understands them. Then put the students into pairs and ask them to discuss the questions. As they do this, go round encouraging and helping where necessary.
- 2 Ask a representative from each pair to report back to the class on their ideas.

Students' own answers

3 Listen to a talk about the writer Jules Verne and choose the correct answers.

- 1 Tell the students they are going to listen to a talk about the writer Jules Verne. Go through the questions and the answer choices with the class before playing the recording or reading the script, so that they know what information to listen out for. You may need to play the recording or read the script more than once. Then, ask the students to choose the correct answers.

- 2 Check the answers with the class.

Answers:

- b A
- c C

T A P E S C R I P T

Narrator: You probably don't know much about the writer Jules Verne, but you may have heard of two of his most famous novels: Journey to the Centre of the Earth and Around the World in Eighty Days. Verne wrote stories about air travel, space travel and submarines before planes, rockets or submarines were used. This is why many people call Jules Verne the 'father of science fiction'.

Verne was born in 1828. He grew up in a port called Nantes in northern France. It was always busy with ships coming and going. This may be why Jules became interested in travel and exploration. There is a story that when he was very young, he wanted to travel so much that he hid on a ship as it was leaving Nantes for America.

After he left school, Jules Verne studied to be a lawyer, but spent a lot of his time writing stories about fantastic journeys. His father, who was also a lawyer, realised this, so he stopped paying for his son's studies and told him he had to find a job. His first story, which was called Five Weeks in a Balloon, came out in 1863. After that, he wrote two books every year and earned enough money to live on his writing. His most well-known book, that he wrote in 1873, was Around the World in Eighty Days. It first came out in a magazine.

In 1905, Jules Verne became ill and died. His last novel came out after his death. It was called The Lighthouse at the End of the World.


4 Listen again. Are these sentences True or False?

- 1 Go through the statements before playing the recording again so that the students know what information to listen out for. Pause the recording at appropriate places to allow the students to take notes.
- 2 Allow the students to compare their notes in pairs before checking answers with the class. Ask them to correct the false statements.

Answers:

- a F. Some people called him the father of science fiction.
- b F. He was born in 1828.

Jules Verne

UNIT 14

1 Correct the mistakes about Jules Verne. Listen to check your answers.

Jules Verne was born in Nantes in the south of France in 1928. His father was a doctor. Nantes was a busy town with a large airport. Planes were coming and going all the time. When he was a teenager, Jules hid on a plane which was going to Africa.

When he left school, Jules studied to be a teacher, but he spent so much time playing football that his father stopped paying for his studies. In 1863, his first poem, which was called *Five Months in a Cinema*, came out. Jules Verne was born in 1905.

- a north
b _____
c _____
d _____
e _____
f _____
g _____
h _____
i _____
j _____

2 Complete the sentences using the following words.

balloon come out exploration
fiction lawyer realise

- a Science fiction books are about life in the future.
b A hot air _____ can be used to travel to far places.
c On a journey of _____ people discover new places.
d Millions of people are waiting for the new book to _____.
e A _____ speaks for a person who has been arrested.
f If you _____ something, you suddenly know it.



81

- c T
d F. Verne's father discovered that his son was spending too much time writing stories.
e F. His first story was called *Five Weeks in a Balloon*.
f T

5 Discuss this question in pairs.

- Put the students into pairs and ask them to discuss the question. Go round the class, monitoring and helping with vocabulary.
- Check answers by asking pairs to report their discussion back to the class.

Students' own answers



WORKBOOK

page 81



Correct the mistakes about Jules Verne. Listen to check your answers.

- Remind the students of the information they listened to about Jules Verne in the Student's Book. Go through the example with the class, pointing out that this is a continuous text and that there is at least one mistake in each line. Ask them to correct the other mistakes.
- Allow the students to compare their answers in pairs before playing the recording or reading the script for them to check.

Answers:

- b 1928 1828; doctor lawyer
c airport port; Planes Ships
d teenager young boy; plane ship
e Africa America
f teacher lawyer
g playing football writing
h poem story
i *Five months in a Cinema* *Five Weeks in a Balloon*
j was born died

TAPESCRIPT

Jules Verne was born in Nantes in the north of France in 1828. His father was a lawyer. Nantes was a busy town with a large port. Ships were coming and going all the time. When he was a young boy, Jules hid on a ship which was going to America. When he left school, Jules studied to be a lawyer, but he spent so much time writing that his father stopped paying for his studies. In 1863, his first story, which was called *Five Weeks in a Balloon*, came out. Jules Verne died in 1905.

2 Complete the sentences using the following words.

- Give the students a few minutes to read the gapped sentences. They can then complete the task individually and compare answers in pairs.
- Check answers with the class.

Answers:

- b balloon c exploration
d come out e lawyer
f realise

LESSON 2

SB page 87 WB page 82

Grammar

Relative clauses

1 Read about relative clauses and answer the questions.

- Read the first question and the sentences in part a aloud to the class and ask the students to say what the difference between *who* and *which* is.
- Ask the students to look carefully at the sentences in part b and to say how they are different from those in a. If they have difficulty in distinguishing between the information that is necessary and the information which is merely additional, tell them to try reading the sentences without the relative clauses. Also point out the use of commas around relative clauses which add extra information.
- Look at question c with the class. It may help that the students to grasp the difference between the two sentences if you point out that the speaker in sentence 1 has only one uncle and the speaker in sentence 2 has more than one uncle.

- Ask the students to work individually to answer question d. Then check answers with the class. If the students need more help with relative clauses, they can look at the Focus on Grammar box or turn to the Grammar Review on page 133.

Answers:

- who* is used for people; *which* is used for things.
- In a, the clauses add extra information that is not essential to the sentences; in b, the clauses say which man and which novel – they define them and are essential to the meaning of the sentences.
- Sentence 1 gives us extra information, but this information is not essential to the meaning; sentence 2 tells us which uncle – there may be more than one and so the clause is essential to the meaning of the sentence.

Grammar Relative clauses

GRAMMAR
REVIEW
PAGE 133

1 Read about relative clauses and answer the questions.

- The red parts of these sentences from the listening text are relative clauses. *Who* and *which* are relative pronouns. What is the difference between *who* and *which*?
 - Jules Verne, **who was French**, was born in 1828.
 - His father, **who was a lawyer**, paid for Jules's studies.
 - Jules Verne was born in Nantes, **which is in the north of France**.
 - Around the World in Eighty Days, **which came out in 1873**, is his most famous novel.
- How are these relative clauses different from the relative clauses in 1a?
 - The man **who paid for Jules's studies** was his father.
 - The novel **which came out in 1873** was Around the World in Eighty Days.
- In which of these sentences do we need the information in the relative clause? In which sentence does the relative clause give us more information?
 - My uncle, **who is a writer**, lives in Cairo.
 - My uncle **who is a writer** lives in Cairo.
- Which of these sentences is like c1 and which is like c2?
 - His father, **who was also a lawyer**, stopped paying for his son's studies.
 - The most well-known book **which he wrote** was Around the World in Eighty Days.

2 Rewrite these as one sentence in your notebooks, like Exercise 1 c1.

- Charles Dickens was a famous English writer. He was born in 1812.
Charles Dickens, who was born in 1812, was a famous English writer.
- Robert Louis Stevenson wrote *Treasure Island*. He was Scottish.
- William Shakespeare wrote *King Lear*. He was English.
- Daniel Defoe wrote *Robinson Crusoe*. He was a father of seven children.

3 Rewrite the sentences from Exercise 2 like Exercise 1 c2.

- The famous English writer who **was born in 1812** was Charles Dickens.
- The Scottish writer who
- The Englishman
- The father of seven children



SKILLS FOR LIFE

Read as many books as you can. Books can help you understand the world around you.

4 FOCUS ON GRAMMAR

Relative clauses

- Type 1 relative clauses give necessary information about a person or thing:
*Mr Ali is the man **who teaches us maths**.*
- Type 2 relative clauses (with commas) give us more information about a person or thing:
*Mr Ali, **who teaches us maths**, lives in Cairo.*
- Use *who* for people, *which* for things and *where* for places.

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- 1 is like c1; 2 is like c2

2 Rewrite these as one sentence in your copybooks, like Exercise 1 c1.

- Go through the example with the class. Remind them that we put commas around relative clauses which are not essential, but which add additional information. Also point out that the relative pronoun *who* replaces *He* from the second sentence.
- Ask the students to rewrite the remaining sentences using relative clauses. As they do this, go round giving extra help where necessary.
- Check answers with the class, making sure the students have punctuated their sentences correctly.

1 Complete the sentences with *who*, *which* or *where*.

- a Charles Dickens was the writer who wrote *Oliver Twist*.
- b Someone _____ I enjoy listening to is my grandfather.
- c I watched an interesting programme on TV about Neil Armstrong, the first man _____ walked on the moon.
- d Last year, I visited Alexandria, the city _____ Gamal Abdel Nasser was born.
- e The book about Charles Dickens, _____ my friend gave me, is very interesting.
- f They've built a new school next to the house _____ I grew up.
- g If I help you with your homework, will you lend me the DVD _____ you bought last week?
- h The sunglasses _____ I bought last week were not expensive.



2 Complete the sentences with the correct ending to make relative clauses.

- he can speak more than two languages • he sells meat
- he wrote *The Old Man and the Sea* • you bought them yesterday
- I did it last night • I met him for lunch yesterday
- I'm meeting you there on Wednesday • they're building it near to my house

- a What is the name of the writer who wrote *The Old Man and the Sea*?
- b I am still trying to find the homework _____
- c My father is the only person in our family _____
- d A butcher is someone _____
- e The new airport _____ will open in three years.
- f Where are the new CDs _____
- g The man _____ was an old school friend.
- h The café _____ is in the city centre.

3 Complete to make sentences.

- a A camel is an animal which has adapted to living in the desert.
- b A dictionary is a book _____
- c A kitchen is a room _____
- d A mechanic is someone _____
- e A passenger is a person _____
- f Tennis is a sport _____

Answers:

- b Robert Louis Stevenson, who was Scottish, wrote *Treasure Island*.
- c William Shakespeare, who was English, wrote *King Lear*.
- d Daniel Defoe, who was a father of seven children, wrote *Robinson Crusoe*.

3 Rewrite the sentences from Exercise 2 like Exercise 1 c2.

- 1 This exercise gives the students the opportunity to construct some sentences with defining relative clauses. Go through the example with the class and then ask them to work individually to complete the exercise. As they do this, go round monitoring, encouraging and giving extra help where necessary.

- 2 Check answers with the class, by asking a different student to read a sentence each.

Answers:

- b wrote *Treasure Island* was Robert Louis Stevenson.
- c The Englishman who wrote *King Lear* was William Shakespeare.
- d The father of seven children who wrote *Robinson Crusoe* was Daniel Defoe.

Skills for life

- 1 Ask a student to read the Skills for Life box.
- 2 Now ask a few students to tell you which books they have read that have helped them to understand the world around them.

1 Complete the sentences with *who*, *which* or *where*.

- 1 Remind the students that *who* is used for people, *which* for things and *where* for places. Do the example with the class and then ask them to complete the remaining sentences.
- 2 Ask the students to write their answers. Go round giving extra help where needed.
- 3 Check answers with the class by asking different students to read a completed sentence each.

Answers:

- b who c who d where e which
f where g which h which

2 Complete the sentences with the correct ending to make relative clauses.

- 1 Do the example with the class, reminding them that the relative pronoun *who* replaces the pronoun *he* in the phrase from the box to make the relative clause.
- 2 Ask the students to work individually to complete the remaining sentences with the other phrases in the box. Go round making sure they are doing this correctly.

- 3 Check answers with the class by asking different students to read out a sentence each.

Answers: _____

- b ... which I did last night.
c ... who can speak more than two languages.
d ... who sells meat.
e ... which they're building near my house ...
f ... which you bought yesterday?
g ... who I met for lunch yesterday ...
h ... where I'm meeting you on Wednesday...

3 Complete to make sentences.

- 1 Go over the example with the class and elicit various other ideas about how to complete the sentence. Write the students' ideas on the board.
2 Ask them to use the remaining prompts in the exercise to write more sentences. Go round, monitoring and helping where necessary.
3 Check answers with the class by asking several students to read out their sentences.

Suggested answers: _____

- b which is very useful when you're learning a language.
c where you can cook meals.
d who repairs cars.
e who travels on a bus, train, boat, etc.
f which I like very much.

LESSON 3

SB page 88

UNIT
14

Reading

- 1 Look at the map of a journey in 1872. How do you think the people travelled from city to city?



2 FOCUS ON VOCABULARY

Match the words a-d with their meanings 1-4, then check in your dictionary.

- | | |
|--|---|
| a <input checked="" type="checkbox"/> argument | 1 a person who lives with and works for another person |
| b <input type="checkbox"/> criminal | 2 taken until someone gives money for the person to be free |
| c <input type="checkbox"/> kidnapped | 3 a person who has done something bad |
| d <input type="checkbox"/> servant | 4 a disagreement between people |

- 3 Read the summary of *Around the World in Eighty Days* and put these events in the order that they happened.

- a ☐ Arrest of Fogg by Fix
b ☐ Arrival in Suez
c ☒ Disagreement between Fogg and his friend
d ☐ Fogg and Passepartout leave London
e ☐ Journey by elephant
f ☐ Journey from Liverpool to London
g ☐ Kidnap of Passepartout
h ☐ Passepartout finds out the date
i ☐ Rescue of young woman

- 4 Read again and answer these questions.

- a What does Fogg catch in San Francisco? *a train*
b What do they miss in New York?
c What two things do they think they lose in Britain?

5 FOCUS ON COLLOCATIONS

Which nouns can follow these three verbs (some can follow more than one)?

Verbs catch lose miss

Nouns

a ball a bus a criminal a disease a flight
a match a race a train weight a person

Around the World in Eighty Days



The story begins in a London club on October 2, 1872. Phileas Fogg, a rich man, has an **argument** with a friend about how long it would take him to travel around the world. Fogg's friend does not believe that Fogg can finish the journey in 80 days. If he succeeds, Fogg will win £20,000.

Fogg leaves London, with his **servant** Passepartout, at 8.45 P.M. on October 2. They will have to return at the same time on December 21. After seven days, they **reach** Suez, where they meet a man called Fix. Fix is a policeman who thinks that Fogg is the **criminal** he is looking for. The three men travel to Bombay by ship, then to Calcutta by train. Unfortunately, the railway line is not finished and they need to travel part of the way by elephant. On their journey, they save a young woman from death. She is called

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Reading

- 1 Look at the map of a journey in 1872. How do you think the people travelled from city to city?

- 1 Focus attention on the map and see if the students can say which cities or countries the travellers visited.
2 Ask for ideas as to how they travelled from city to city. Accept any plausible ideas.

Suggested answers: _____

They probably travelled by train, horse or by boat, or perhaps they walked some of it.

- 2 Match the words a-d with their meanings 1-4, then check in your dictionary.

- 1 Tell the students that they are going to read a summary of the story of *Around the World in Eighty Days*. Point out that the words in this exercise are important in the story. Ask the students to match the words to their meanings and then check in their dictionary.

- 2 Check answers with the class.

Answers: _____

- b 3
c 2
d 1

Critical thinking

1 Answer these questions about *Around the World in Eighty Days*.

- What year was the story about?
- Why does Phileas Fogg's friend think that he cannot travel around the world in eighty days?
- Why do you think that Fogg decided to try to go around the world in eighty days?
- Why do you think that he has the time to spend travelling like this?
- What do you think that Fogg learned on his journey?

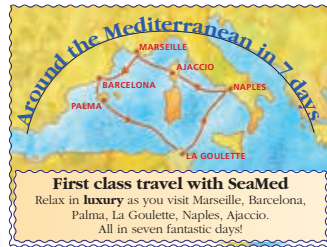
Aouda and she goes with them on their journey. From Calcutta, they travel by ship to Hong Kong, then across the Pacific to San Francisco.

In San Francisco, Fogg, Passepartout, Fix and Aouda **catch** the train to New York, but during this journey Passepartout is **kidnapped**. Fogg **rescues** his servant, but they get to New York late and **miss** their boat to Liverpool. After fuel problems, the next boat finally reaches Britain.

As soon as they arrive, Fix **arrests** Fogg. He quickly realises that Fogg is not the real criminal, but by now they have missed their train to London, lost a day and so lost the money. However, Passepartout discovers that it is December 20, not December 21. Because they had travelled east, they had crossed the International Date Line and saved a day! Fogg and Passepartout hurry to the club and arrive in time to win the £20,000.



2 Read these advertisements for travel holidays. Which would you choose? Why? Discuss in small groups.



Around Australia in 13 days

See Australia from Perth to Adelaide in less than two weeks.

Relax and watch the world go past your train window!



3 Discuss these questions in pairs.

- If you had the chance to travel around the world, which route would you choose? Start and end your journey from your home town.
- What would you most look forward to seeing on this journey?
- Which forms of transport would you use?
- How quickly do you think that you could do the journey around the world?
- Which language do you think would be most useful on your journey? Why?
- Many people use journeys like these to collect money for charity. Which charity would you collect money for? Why?

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3 Read the summary of *Around the World in Eighty Days* and put these events in the order that they happened.

- Give the students time to read the story. Answer any questions they have about vocabulary or meaning.
- Ask the students to work individually to order the events from the story.
- Allow them to compare in pairs before checking answers with the class.

Answers:

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

4 Read again and answer these questions.

- Go through the questions with the class to make sure that everyone understands. Then ask the students to work individually and answer the questions.
- Go round, monitoring and helping. Tell them to refer back to the reading text for the answers.
- Check answers with the class.

Answers:

- a boat to Liverpool
- a day and the prize money

5 Which nouns can follow these three verbs (some can follow more than one)?

- Quickly revise the meanings of *verb* and *noun* by asking for examples of each.
- Ask the students to find any instances in the reading passage where a verb is followed by a noun (e.g. *leaves London, reach Suez, arrests Fogg, travelled east*).
- Point out that, in the exercise, there are three verbs in the top box and ten nouns or noun phrases in the bottom box. Ask the students to decide which verbs can go with which nouns. Explain that several of the nouns can go with more than one verb.
- Ask the students to match each verb in the exercise with the nouns that can follow it.
- Check answers with the class.

Answers:

catch: a ball, a bus, a criminal, a disease, a flight, a train
lose: a ball, a criminal, a match, a race, weight
miss: a ball, a bus, a flight, a match, a train, a person

LESSON 4

SB page 89

Critical thinking

1 Answer these questions about *Around the World in Eighty Days*.

- Ask students what they can remember about the story *Around the World in Eighty Days* from the

- previous lesson.
- Go through the questions with the class to make sure that everyone understands. Then put the students into pairs and ask them to discuss and answer the questions.
 - Go round, monitoring and helping with vocabulary and ideas.
 - Ask the pairs to report back to the class on their ideas.

Answers:

- 1872
- (suggested) He thinks that it will be impossible to do it so quickly, because transport was very slow then and many things may go wrong.
- (suggested) He had the time and the money to prove his friend was wrong. It was a challenge.
- (suggested) He is a rich man, so he does not have to work.
- (suggested) He probably learned that places can be dangerous, but if you do not give up, that anything is possible. He probably also learned about different cultures.

2 Read these advertisements for travel holidays. Which would you choose? Why? Discuss in small groups.

- Focus attention on the advertisements and make sure everyone understands them. Then put the students into pairs and ask them to discuss the questions.
- Go round, monitoring and helping with vocabulary and ideas.
- Ask the pairs to report back to the class on their ideas.

Students' own answers

3 Discuss these questions in pairs.

- Read the questions with the class and make sure everyone understands them. Put the students into different pairs and ask them to discuss the questions.
- Go round, monitoring, encouraging and helping with vocabulary and ideas.
- Ask different pairs to report back to the class with their answers. Encourage class discussion.

Students' own answers

1 Choose the correct words.

- After seven days, Fogg and Passepartout arrived in Suez, where ~~which~~ they met Fix.
- Fix thought that Fogg was the criminal ~~which~~ who he was looking for.
- In/On their journey through India, they rescued a young woman.
- During/While the journey from San Francisco to New York, Passepartout was kidnapped.

2 Rewrite these sentences using the words in brackets.



- The police managed to get the thief as he was running away. (catch)
The police managed to catch the thief as he was running away.
- My illness began at Leila's birthday party. (catch)
I
- My taxi had to wait in a traffic jam, so I didn't catch my train. (miss)
I
- To run in the race, I must be less heavy. (lose)
I
- My football team didn't win their match at the weekend. (lose)
My
- My family are on holiday. I wish I could see them. (miss)
I
- Everyone at school has flu. I hope I am not infected. (catch)
I

3 Write answers to these questions.

- How can people avoid catching diseases like flu?

- If you lived in another country, what would you miss from your country?

- Have you lost anything recently? What was it?



1 Choose the correct words.

- Ask the students to work individually to choose the correct words to complete the sentences.
- Check answers by asking different students to read out the complete sentences.

Answers:

- who c On d During

2 Rewrite these sentences using the words in brackets.

- Go through the example with the class. Then ask the students to work individually. They

UNIT 14

Communication skills Describing journeys

1 You are going to talk about an interesting journey.

- Choose a journey that you would like to describe. It can be a real journey that you have made, or a journey that you would like to make.
- When you tell your story, what verb tenses will you use?
- Make a list of words and phrases which tell you:
 - how people travelled e.g. *by train, by boat, by bicycle, on a plane, in a car, on foot, on horseback.*
 - when something happened, e.g. *First of all, Next, Then, After that, Finally, In the end.*
- Make notes in answer to these questions, like the sample.
 - Where was your journey from and to?
London to London – around the world
 - Why did you make the journey?
to go around the world and win money
 - Who made the journey with you?
I started with my servant Passepartout. We met two other people on the way.
 - How did you travel?
by train, ship, boat and elephant
 - What happened during the journey?
We rescued a young woman; Passepartout was kidnapped; we missed boats and trains.
 - How did the journey end?
We returned to London and won the money.



2 Talk about your journeys in pairs.

- Take turns to tell each other about your journeys. Use your notes to help you.
- Ask each other questions to find out more about the journeys.



3 Research the following about cruise ships

- Find out information about cruise ships that visit Egypt. Find out:
- where the ships stop in Egypt
 - which places tourists from the ships visit
 - which other countries the same cruise ships visit

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3 Write answers to these questions.

- Go through the questions with the class to make sure that everyone understands them. Then put the students into pairs and ask them to discuss the questions. As they do this, go round encouraging and helping where necessary.
- Ask a representative from each pair to report their ideas to the class.

Students' own answers

LESSON 5

SB page 90 WB page 84

Communication skills

Describing journeys

1 You are going to talk about an interesting journey.

- Remind the students about the story of a journey in *Around the World in Eighty Days*. Go through the instructions with the class and give the students a minute or two to look at the pictures and think of the journey they would like to describe. Tell the students it can be an imaginary journey if they wish.
- Focus attention on the sample notes with the class and make sure everyone understands what to do.

rewrite the sentences using the prompts and the verbs in brackets (which may need to be put in the correct form).

- Allow the students to compare their sentences in pairs before checking answers with the class.

Answers:

- I caught my illness at Leila's birthday party.
- I missed my train because my taxi had to wait in a traffic jam.
- I must lose weight to run in the race.
- My football team lost their match at the weekend.
- I miss my family because they are on holiday.
- I hope I haven't caught/don't catch flu as/because everyone at school has it.

- As the students write their notes, go round, giving help and encouragement. Discourage them from writing whole sentences, otherwise they may simply read these out in the next exercise.

2 Talk about your journeys in pairs.

- Go through the instructions with the class.
- Put the students into pairs and ask them to take turns to describe their journeys to each other, using their notes to help.
- Afterwards, they should discuss their journeys, asking questions about anything they haven't

understood. Go round as they do this, monitoring and helping where necessary.

3 Research the following about cruise ships.

- 1 Go through the instructions with the class and make sure they understand what they have to do.
- 2 Encourage students to use the library or the internet to find this information. They can do this for homework. You can take in this work in the next lesson.



WORKBOOK

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1 Read this description of a journey and answer the questions.

- 1 Go through the questions with the class so that they know what information they are looking for. Then give them plenty of time to read the text and find the answers.
- 2 Check the answers with the class.

Answers: _____

- a To Dalaman airport in Turkey.
- b To go on holiday.
- c He was with his wife and his two children.
- d They flew to Turkey and then took a bus to their hotel. On the way, the bus had an accident but no one was hurt. They had to continue by train and then taxi to the hotel.

2 Write about your journey in your copybook.

- 1 Go through the instructions with the class.
- 2 As the students write their descriptions, go round the class monitoring and helping. Remind them to use a variety of past tense verbs, to use relative clauses where possible and to include the verbs *catch* and *miss*. Tell them to check their work carefully for grammar and spelling mistakes.
- 3 The finished descriptions might make a good display for the classroom. Allow the students to illustrate them if they wish.

UNIT
14

1 Read this description of a journey and answer the questions.

- a Where was the journey to? _____
- b What was the purpose of the journey? _____
- c Who was on the journey with the writer? _____
- d What happened during the journey? _____

A journey to remember

We were really looking forward to our holiday. Our plane took off at 9.15 pm and we arrived five hours later at Dalaman airport in Turkey. My wife and two children slept all through the journey. We got on a small bus which had come to the airport for us, and we started the two-hour drive through the mountains to our hotel. We saw the sun come up at the beginning of another hot day. We were going through a village when the bus suddenly left the road and went into the garden of a house. The bus hit a tree and stopped. Nobody was hurt, but the children were very frightened. After that, we caught a train to the nearest town, where a taxi came for us. We finally arrived at our hotel at 5 o'clock in the afternoon. It had been a very long day.



2 Write about your journey in your copybook.

- a Plan the description of your journey using the notes you made in the Student's Book.
- b Write your first draft quickly in 120–150 words. Use the following:
 - past tense verbs (past simple, past continuous and past perfect).
 - relative clauses with relative pronouns (*who*, *which* and *where*).
 - the verbs *catch* and *miss*.
- c Read what you have written very carefully. Look for grammar and spelling mistakes. Check spellings in your dictionary.
- d Correct the mistakes as you write the final draft.

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Students' own answers

Assessment

Listening Task

Target element: relative clauses, vocabulary from the unit

Tell students you are going to describe a person from the unit without naming them. The students guess the person. The answers are given below in brackets.

This man, who wrote stories about air travel and submarines, was French. (Jules Verne)

This man, who was a lawyer, stopped paying for his son's studies. (Jules Verne's father)

This man, who wrote Oliver Twist, was an English writer. (Charles Dickens)

This man, who was already rich, won £20,000. (Phileas Fogg)

This man, who was a policeman, wanted to arrest Phileas Fogg. (Fix)

Speaking Task

Target element: Relative clauses and vocabulary from the unit

This time the students do the task from the Listening Task themselves. Ask students to name any of the people who appear in the unit. You can write these on the board (**Robert Louis Stevenson, William Shakespeare, Daniel Defoe, Jules Verne, Charles Dickens, Phileas Fogg, Passepartout, Fix, etc.**). They now think of one of these people without telling their partner who they have chosen. One student then tells their partner about this person without naming them, using a relative clause, e.g. He was the writer who wrote *Treasure Island* (*Robert Louis Stevenson*). The other student guesses the person. They then swap roles. At the end of the exercise, get one or two pairs to perform their task to the class.

Reading Task

Target element: vocabulary from the unit

Use WB page 84, Ex 1. Students read the text. Write the following sentences on the board. Students say if they are true or false (answers in brackets below):

1 Four of them went to Turkey on holiday. (True)

2 They arrived at about 1.15. (False. 2.15 is five hours later)

3 The journey by bus was in the evening. (False. The sun was coming up so it was morning.)

4 The bus hit a house. (False. It hit a tree.)

5 A train took them to their hotel. (False. A taxi took them.)

6 They reached their hotel in the afternoon. (True)

Writing Task

Target element: Relative clauses

Ask students to write six sentences of their own (not copying any from the book) containing relative clauses. They should write two with *who*, two with *which* and two with *where*. If you think your students need more guidance, write the following sentences that they can complete with a suitable relative clause (suggested answers in brackets):

1 Do you like Cairo, (which is the capital of Egypt/where I went last weekend?)

2 My teacher, (who lives near me/who speaks good English, is helping me with my homework.)

3 Jules Verne, (who wrote *Around the World in Eighty Days*, died in 1905).

4 The beach, (where I go every weekend/which is never busy, is close to the station.)

5 That book, (which I read last week, is really exciting.)

UNIT 15

PHOBIAS

SB pages 91-95

WB pages 85-88

Objectives

Listening

Listening for gist and for specific information

Grammar

Modal verbs of possibility and deduction: *must, can't, might*

Reading

Predicting the content of a text; reading for detailed information

Critical thinking

Showing an understanding of people's fears and possible treatments for fears

Functions

Asking and answering questions

Writing

Writing an article about a phobia

UNIT
15

Phobias

OBJECTIVES

Listening Listening for gist and for specific information
Grammar Modal verbs of possibility and deduction: *must, can't, might*
Reading Predicting the content of a text; reading for detailed information
Critical thinking Showing an understanding of people's fears and possible treatments for fears
Functions Asking and answering questions
Writing Writing an article about a phobia

Listening

1 Answer these questions, then discuss your answers in pairs.

a Are you afraid of any of the things in the pictures?
 Were you afraid of these when you were a child?

b Did you stop feeling frightened of any of these? Why?

2 Guess the meanings of the highlighted words from the listening text.

a If you are frightened of something, you feel **fear**.

b If you feel extremely frightened of something, you have a **phobia**.

c If you turn round many times, you may feel **dizzy**.

d If you **get over** an illness, you recover from it.

e If you worry so much that you lose control, you **panic**.

f If you **avoid** something, you try not to see it, do it or go to it.

3 Listen to four people talking about their phobias. What is each person frightened of?

1 ... **spiders** ... 2 ... 3 ... 4 ...

4 Listen again. Are these sentences True or False?

a ☒ The first speaker's father was afraid of spiders.

b ☐ He likes visiting old buildings.

c ☐ The second speaker has been afraid of dolls since she was a baby.

d ☐ She has never got over this phobia.

e ☐ The third speaker was travelling when he realised that he had a phobia.

f ☐ The speaker now avoids small or overcrowded places.

g ☐ The fourth speaker is afraid of all kinds of shops.

h ☐ She does not like open spaces.

5 Discuss this question in pairs.

Why are many people afraid of the dark and spiders?

spiders

sharks

dentists

the dark

dolls

CHECK
IN YOUR
DICTIONARY

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LESSON 1

SB page 91

WB page 85

Before using the book:

- Write the word **fear** on the board. Explain what it means and ask the students what they are frightened of. As they suggest things, ask them about a few ordinary fears such as fear of spiders, heights, flying and other things that certain people have phobias about.
- Explain that this unit is about phobias: fears that people have about things which other people find completely harmless. A phobia is often regarded as an irrational fear.

Listening

1 Answer these questions, then discuss your answers in pairs.

- 1 Focus attention on the pictures. Ask the students to put their hands up if they are afraid of any of the things in the pictures. If you are afraid of any of them, tell the class.
- 2 Go through the questions with the class and give the students time to answer them individually. Then put the students into pairs and ask them to discuss the questions. Go round monitoring and helping where needed as they do this.
- 3 Ask the pairs to report back to the class on what they talked about. Encourage class discussion.

Students' own answers

2 Guess the meanings of the highlighted words from the listening text.

- 1 Tell the students that the words in yellow highlighted in these sentences are ones that they will need in this unit. Read the sentences aloud or ask several students to read them.
- 2 Give the students a few minutes to think about the words, look at the context in which they occur and decide what they think they might mean. Ask several students for their guesses before allowing them to check their dictionary.

Answers:

- a *fear*: the feeling you get when you are afraid or worried that something bad will happen.
- b *phobia*: a strong, unreasonable fear of something
- c *dizzy*: feeling that you are losing your balance, for example, because you have been spinning round or you are ill
- d *get over*: to feel better after a bad experience, or after being ill
- e *panic*: a sudden strong feeling of fear or anxiety that makes you unable to think clearly or behave sensibly
- f *avoid*: to make sure that something bad does not happen



3 Listen to four people talking about their phobias. What is each person frightened of?

- 1 Read the instructions with the class before you

play the recording and point out that all they have to do is to identify what each person is frightened of.

- 2 Play the recording or read the script, pausing after each speaker if necessary so that the students have time to note down their answers.
- 3 Check answers with the class.

Answers:

- 2 dolls
- 3 very small spaces
- 4 large open spaces

TAPESCRIPT

Narrator: Speaker one

Speaker 1: I used to have a phobia about spiders.

My father was frightened of spiders, so my phobia must have come from him. I remember him telling me that many spiders are poisonous. I always thought that any spider I saw was going to bite me, so I avoided all of the places where I might find a spider. I hated opening cupboards because I might have found a spider in it. And I never visited old buildings that might have been their home.

Narrator: Speaker two

Speaker 2: My mother says I loved dolls until I was

about five, so fear of dolls can't have been a phobia I was born with. It just happened slowly, like an illness. When I was seven, one of my aunts tried to help me get over this fear. She brought me an old doll, then took off its hair to show me that it wasn't a real person. Of course this just made everything worse. For weeks after I had bad dreams about dolls. That was when my fear turned into a real phobia. Now, if I see a doll, I feel ill and dizzy. I must get away from it.

Narrator: Speaker three

Speaker 3: When I was fifteen, I was in London and I had to travel on the underground. The train was full of people. Everyone was talking or reading their newspapers, then the train stopped in a tunnel. Most people stayed quite calm, but I began to panic. I ran up and down the train crying and shouting. After about five minutes, the train started moving again, and I got out at the next station. Since then I haven't travelled on the underground. I don't like being in very small places – that must be why I have a phobia about lifts, too. In my last job I worked on the fourteenth floor of an office building, but I went up by the stairs, not the lift. I sometimes took the lift just to

show myself that I could do it, but I didn't enjoy it.

Narrator: Speaker four

Speaker 4: Going to the park and other open places can be terrible for me. I have a very strange feeling when I go to these places. The small streets near my home and small shops aren't a problem, but a trip to a big open space like a park or a sports ground can be a nightmare. I hear my own voice saying, "I must get away!" I'm really afraid of open spaces.

4 Listen again. Are these sentences *True* or *False*?

- Go through the statements with the class and make sure that everyone understands them. Play the recording or read the script again, pausing after each speaker, and ask the students to mark the statements *T* (True) or *F* (False).
- Check the answers with the class and ask the students to correct the false statements.

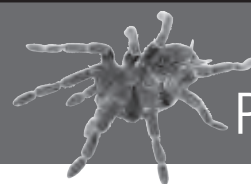
Answers:

- b F He never visits old buildings.
c F She loved dolls until she was five.
d T
e T
f T
g F She does not mind small shops.
h T

5 Discuss this question in pairs.

- You could do this exercise as a class discussion. Ask the students to think about the question and make notes if they want you to. You may need to start them off with some ideas. For example, some people are afraid of spiders because they have lots of legs and can move very quickly.
- Ask as many students as possible for their ideas and write them on the board.

Students' own answers



Phobias 15

1 Match to make sentences. Listen to check your answers.

- | | |
|--|--|
| a If you have a phobia, | 1 <input type="checkbox"/> a toy which looks like a baby or a small person. |
| b A doll is | 2 <input type="checkbox"/> do not like large parks. |
| c People who are frightened of open spaces | 3 <input type="checkbox"/> you lose control of yourself. |
| d You may feel dizzy | 4 <input checked="" type="checkbox"/> a you feel very frightened of something. |
| e If you panic, | 5 <input type="checkbox"/> if you turn round and round too many times. |

2 Complete the sentences with prepositions.

about from of over with

- a When I was younger, I often dreamt about tunnels.
b Some children are frightened of the dark.
c I don't like travelling on trains or buses which are full of people.
d My fear of parties came from my mother.
e I've always been afraid of birds.
f My brother was born with a fear of cats.
g I really want to get over my fear of heights, but it is very difficult.
h My aunt is afraid of planes. She prefers to travel by train when she can.



3 Match the opposites.

- | | |
|-----------------------|---|
| a panic | 1 <input type="checkbox"/> catch an illness |
| b get over an illness | 2 <input type="checkbox"/> lose control |
| c dizzy | 3 <input type="checkbox"/> light |
| d frightened | 4 <input type="checkbox"/> relaxed |
| e dark | 5 <input checked="" type="checkbox"/> a stay calm |
| f take control | 6 <input type="checkbox"/> clear-headed |



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1 Match to make sentences. Listen to check your answers.

- Go through the examples with the class and ask the students to match the remaining sentence beginnings and endings.
- Allow them to compare their sentences in pairs before you play the recording or read the script for them to check their answers.

Answers:

b 1 c 2 d 5 e 3

TAPESCRIPT

a If you have a phobia, you feel very frightened of

Grammar Modal verbs of possibility and deduction: *must*, *can't*, *might*

1 Underline the modal verbs in these sentences from the listening text.

- My father was frightened of spiders, so my phobia must have come from him. past
- I hated opening cupboards because I might have found a spider in one.
- I loved dolls until I was about five, so fear of dolls can't have been a phobia I was born with.
- I don't like being in very small places. That must be why I have a phobia about lifts.
- I think I must have some kind of fear of large spaces.

GRAMMAR REVIEW PAGE 134

- Which sentences are about the present and which are about the past?
- What verb forms follow the modal verbs in the present and the past?

2 Discuss these questions in pairs.

What is the difference in meaning between these groups of sentences?

- 1 I must have a phobia.
2 I must have had a phobia.
- 1 My phobia must have come from my father.
2 My phobia might have come from my father.
- 1 My fear of lifts can't have been a phobia I was born with.
2 My fear of lifts must have been a phobia I was born with.



3 Make conversations in pairs using the words in brackets and *might/can't/must*.

- Your friend didn't meet you to play tennis yesterday afternoon. (be ill/forget)
1 She might have been ill.
2 No, she can't have been ill. I saw her in the evening. She must have forgotten.
- Tariq has injured his leg. His bicycle is lying on the road near him. There is a big hole in the road. (fall off/see hole)
- Rafeek has just come home from a football match. He looks very happy. (team lose/win/score a goal)
- The ground is very dry and dusty. A farmer looks very worried. His crops aren't growing well. (dry this year/rain for months/money)

4 FOCUS ON GRAMMAR

Modal verbs of possibility and deduction: *must*, *can't*, *might*

- Use *must* + infinitive without *to* when you are sure about something. The past form is *must have* + past participle:
It must have been cold in this photo. They are all wearing coats!
- Use *can't* + infinitive without *to* when you are sure something is not possible. The past form is *can't have* + past participle:
It can't have been winter in this photo. There are leaves on all the trees!
- Use *might* (not) + infinitive without *to* when you are not sure about something. The past form is *might have* + past participle:
The tourists are looking on the ground. They might have lost something.

WORKBOOK PAGE 88

something.

b A doll is a toy which looks like a baby or a small person.

c People who are frightened of open spaces do not like large parks.

d You may feel dizzy if you turn round and round too many times.

e If you panic, you lose control of yourself.

2 Complete the sentences with prepositions.

- Ask the students to work individually to choose the correct prepositions, but allow them to compare their sentences in pairs before checking answers with the class.
- When checking answers, ask different students to read the completed sentences aloud so that

they hear the prepositions in context.

Answers:

- | | | |
|------|------------|------------|
| b of | c of | d of, from |
| e of | f with, of | g over, of |
| h of | | |

3 Match the opposites.

- Do the example with the class, then ask the students to complete the exercise individually.
- Check the answers with the class.

Answers:

- | | | | | |
|-----|-----|-----|-----|-----|
| b 1 | c 6 | d 4 | e 3 | f 2 |
|-----|-----|-----|-----|-----|

LESSON 2

SB page 92 WB page 86

Grammar

Modal verbs of possibility and deduction: *must*, *can't*, *might*

1 Underline the modal verbs in these sentences from the listening text.

- Explain that modal verbs are verbs which give more information about the mood of the main verb which follows them. Modal verbs the students have already met include must and should, which give information about the degree of necessity. The modal verbs they will look at here give information about the degree of certainty.

- Look with the class at the example modal verb phrase underlined in sentence a. Ask the students to work in pairs and decide which are the modal verb phrases in the other sentences. Go round as they underline them, checking that they are choosing the right ones.
- When you have checked that they have all underlined the correct verbs, ask them to discuss which modal verbs are about the present and which are about the past.
- Finally, discuss with the class which verb forms follow the modal verbs in the present and past.

Answers:

- b I hated opening cupboards because I might have found a spider in it.
- c I loved dolls until I was about five, so fear of dolls can't have been a phobia I was born with.
- d I don't like being in very small places. That must be why I have a phobia about lifts.
- e I think I must have some kind of fear of large spaces.

- a Sentences d and e are about the present. Sentences a, b and c are about the past.
- b modal + infinitive of the verb without to for the present; modal + *have* + past participle for the past.

2 Discuss these questions in pairs.

- 1 Put the students into pairs and ask them to look at the pairs of sentences. Ask them to discuss what the difference in meaning is between the sentences in each pair.
- 2 As the students do this, go round giving extra help where needed. Check answers with the class. If they need more help, they can refer to the Focus on Grammar box or the Grammar Review on page 134.

Answers:

- a Sentence 1 is about now, sentence 2 is about the past (the phobia may have gone).
- b In sentence 1, the person is sure. In sentence 2, it is possible but not certain.
- c In sentence 1, it is not possible. In sentence 2, the speaker is sure.

3 Make conversations in pairs using the words in brackets and *might/can't/must*.

- 1 Go through the example with the class and point out that the second speaker produces evidence (I saw her in the evening) to justify her assertion she can't have been ill. Put the students in pairs to make conversation with the remaining prompts.
- 2 Go round offering extra help where necessary. Check answers by asking several pairs to perform their conversations for the class.

UNIT 15

1 Write sentences using the words in brackets and one of these verbs.

must have can't have

- a Your neighbours are breaking one of their own windows. (*lose key*)
They must have lost their key.
- b A bus you are travelling on stops between two towns. The driver tells all the passengers to get off and walk. (*break down*)
- c One of your school friends comes through the classroom door, then stops and walks out again. Half an hour later he/she comes in again and sits down. (*forget*)
- d One of your friends falls asleep during an English lesson at school. Everyone else is enjoying the lesson. (*have enough sleep*)

**2 What has happened? Describe the people with *must have/might have*.**

a

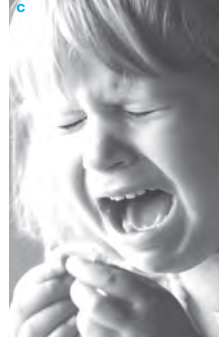


She must have heard some bad news. She might have heard that one of her friends is ill.

b



c



Suggested answers:

- b He must have fallen off his bike. He can't have seen the hole.
- c His team can't have lost. They must have won. He might have scored a goal.
- d It must have been dry this year. It can't have rained for months. He might not have/get enough money.

**1 Write sentences using the word in brackets and one of these verbs.**

- 1 Go through the example with the class and then ask them to write sentences for the remaining prompts.
- 2 Allow the students to compare their sentences in pairs. Then check answers with the class.

Reading

1 FOCUS ON VOCABULARY

Before you read, check the meanings of these words in your dictionary.

situation irrational session
therapist virtual

2 Discuss the best treatment for people with phobias with a partner. Then read this article to find out if your ideas are correct.

3 Read the article again and complete the sentences.

groups heights irrational
panic situation therapist

- Someone with a fear of heights would not climb a tall tree or a mountain.
- Phobias are fears: there is no reason for the person to be so afraid.
- Some treatments put people into the that they are afraid of.
- The patients do not because they are always in control.
- Sometimes the shows the patient that the situation they fear will not hurt them.
- Sometimes people with the same phobia are treated in

4 Match a person from A with a person from B, then write a sentence like the example.

A	B
a therapist	students
b pilot	criminals
c police officer	customers
d shop assistant	passengers
e teacher	patients

a A therapist helps patients with their treatment.

Treatments for phobias

Phobias are not just extreme fears – they are **irrational** fears. They can affect people's lives and make them frightened to do things which most people do without thinking. For example, if you have a fear of heights, you may drive 40 kilometres to avoid a high bridge.

The usual treatment is to slowly show the person who has the phobia what they fear. For example, a person with a spider phobia first thinks about a spider, then looks at photographs of spiders, and finally looks at a real spider. The **therapist** who is giving the treatment remains calm and helps the patient to relax. The person with the phobia feels in control of the **situation** and, because of this, they do not panic. After a few **sessions**, he or she realises that the thing that they are afraid of cannot hurt them.

In another treatment, the therapist gets close to the spider and picks it up without showing any fear. This helps the patient to see that he or she has nothing to fear.

Some phobias can be treated in a few sessions with the therapist. Some people with phobias need medicine to help them relax before treatment. Treatment can be done in groups where people with the same phobia are helped together. It is also possible to have treatment from a computer program, where the patient is put into a **virtual** situation with the thing he or she fears.

UNIT
15

Suggested answers:

- She must have heard something funny. She might have seen something funny on television.
- She must have hurt herself, or she might have been naughty so her mother has told her off!

LESSON 3 SB page 93

Reading

1 Before you read, check the meanings of these words in your dictionary.

- Tell the students that they are going to read an article about treatment for phobias later in the lesson. Explain that the words focused on in this exercise will occur in the article. Ask the students to put up their hand if they know the meaning of any of the words. Make a note of any correct answers on the board.
- Ask the students to check the meanings of the words in their dictionaries, then check answers with the class.

Answers:

situation: the combination of all the things that are happening and all the conditions that exist at a particular time and place

irrational: not reasonable

session: a period of time used for a particular purpose

therapist: someone whose job is to do a particular type of therapy (treatment of a mental or physical illness)

virtual: when a computer makes you feel as though you are in a real situation by slowing images and sounds

Suggested answers:

- The bus must have broken down.
- He/She must have forgotten something. He/She might have forgotten his/her homework.
- He can't have had enough sleep last night.

2 What has happened? Describe the people with *must have/might have*.

- Go through the example with the class, then ask the students to work individually to write sentences for the other people.
- Check answers by asking several students to read out their sentences. Accept any reasonable explanations for the emotions shown in the photos.

2 Discuss the best treatment for people with phobias with a partner. Then read this article to find out if your ideas are correct.

- Put the students into pairs and ask them to discuss and make notes about what they think would be the best treatment for people with phobias. Ask them not to read the article until

they have come up with some ideas of their own.

- 2 Now, ask them to read the article to see if their ideas are mentioned.

Students' own answers

3 Read the article again and complete the sentences.

- 1 Give the students time to read the article more thoroughly and ask them to complete the sentences with the words in the box.
- 2 Check answers by asking different students to read a completed sentence to the class.

Answers:

- b irrational
- c situation
- d panic
- e therapist
- f groups

4 Match a person from A with a person from B, then write a sentence like the example.

- 1 This exercise could be set for homework. Go through the instructions and the example with the class and then ask the students to match the remaining people and write sentences.
- 2 Check answers by asking different students to read a completed sentence to the class.

Answers:

- b A pilot flies passengers in planes.
- c A police officer catches criminals.
- d A shop assistant sells things to customers.
- e A teacher teaches students in schools.

UNIT 15

Critical thinking

1 Answer these questions about "Treatments for phobias".

- a How is a *phobia* different from a *fear*?
- b What kinds of things are people commonly afraid of?
- c Why is it important for the patients with phobias to relax?
- d Why do you think it takes a few sessions for patients to realise they do not need to be afraid?

2 Discuss these questions in pairs.

- a What treatments can you suggest for people with these phobias?

speaking in public flying
small spaces the dark

- b Imagine you were afraid of spiders. Which treatment would be best for you, to be near a real spider or to see one on a computer screen?
- c Would you ask a therapist to help you, or would you try to help yourself? Why?



SKILLS FOR LIFE

Never laugh at people if they have a phobia. Try to understand their fear. We are all frightened of something!



3 Discuss the following with a different partner.

- a Many people with a fear of flying still travel on planes. Why do they do this?
- b Should you make people do something, even if they are frightened of it?

4 FOCUS ON VERBS FROM NOUNS

- 1 We can add the suffix *-ment* to the end of some verbs to make nouns.

Verb	Noun
treat	treatment
arrange	arrangement
develop	development

- 2 Put the correct word from part 1 into these sentences.

- a How is the doctor going to the patient?
- b The number of people who use the internet can be one way to measure a country's
- c My cousins and I have an to meet every Friday evening.
- d I need to to see the dentist next week.

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LESSON 4

SB page 94 WB page 87

Critical thinking

1 Answer these questions about "Treatments for phobias".

- 1 Remind the students about the text they read in the last lesson, "Treatments for phobias". Read the questions with the class, then put the students into small groups and ask them to discuss the questions, referring back to the text as necessary.

- 2 As they discuss, go round monitoring and helping with vocabulary and ideas as needed. Check answers by asking different pairs to report back to the class. Encourage class discussion.

Suggested answers: _____

- a A phobia is stronger than a fear, and is irrational.
- b heights, spiders (also insects, mice, snakes, flying, the dark etc.)
- c The treatment will not work if they panic.
- d It takes time for them to realise they do not need to be afraid and that they can trust the therapist.

2 Discuss these questions in pairs.

- 1 Read through the questions with the class and answer any queries about vocabulary and meaning.
- 2 Put the students into pairs to discuss the questions. Give the students plenty of time to come up with ideas and go round offering help and encouragement.
- 3 Check answers by getting several pairs to report back to the class with their answers. Encourage class discussion.

Suggested answers: _____

- a Speaking in public: The person could start by speaking to one or two people, then each week, they could speak to a few more until they feel confident. Flying: The person could fly a virtual plane using a computer until they understand how safe they usually are.
- Small spaces: The person could go into a small space with a therapist or a friend to understand that it is not dangerous or hard to leave.
- The dark: The person could start in a room with a low light. They can see what is in the room and know it is not dangerous. The room could gradually become darker so they are not afraid.
- b & c Students' own answers

Skills for life

- 1 Ask as student to read the Skills for Life box.
- 2 Do they agree that we are all frightened of something?

3 Discuss the following with a different partner.

- 1 Read through the questions with the class and put the students into different pairs to discuss them. They can look back at the last lesson's text for ideas to start them off if necessary.
- 2 As they work, go round offering help with vocabulary and ideas.
- 3 Finish with a class discussion in which pairs of students put forward their views and ideas.

Suggested answers: _____

- a Because they need to travel for work or for holidays etc. It would take too long otherwise.
- b No, we should respect that some people are unable to overcome their fears. We should never force people to do something they do not want to, though you could suggest ways of helping them.

4 Focus on verbs from nouns

- 1 Ask a student to read the first part and the table of verbs and nouns.
- 2 Students work individually to complete the sentences in part two. Check their answers as a class.

Answers: _____

- a treat
- b development
- c arrangement
- d arrange

**1 Complete the puzzle.**

1 Ask the students to solve the clues and write the words in the grid. They can do this in pairs.

2 Check answers with the class.

Answers: _____

- 2 therapist
- 3 virtual
- 4 doll
- 5 affect
- 6 irrational
- 7 ill
- 8 start

2 Correct the spelling mistake in every line.

1 Go through the example with the class and tell the students that there is one spelling mistake in each line of the text. Ask them to find and correct all the mistakes. They can do this individually and compare answers in pairs.

2 Check answers with the class.

Answers: _____

- b ~~nervious~~ nervous
- c ~~of~~ off
- d ~~beleave~~ believe
- e ~~frightened~~ frightened
- f ~~heavier~~ heavier
- g ~~transport~~ transport
- h ~~buss~~ bus
- i ~~Excuze~~ Excuse
- j ~~Well~~ will

3 Complete these sentences with words for people.

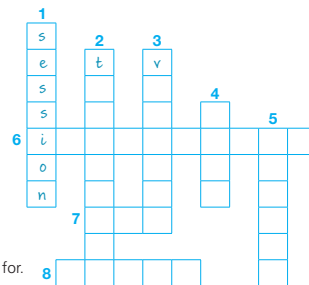
- 1 Ask the students to read the gapped sentences and think of words for people that they can use to complete them.
- 2 Check answers by asking different students to read a completed sentence to the class.

1 Complete the puzzle.**Down**

- 1 meeting time with 2 down
- 2 person who helps someone with a phobia
- 3 something on a computer that is not real
- 4 a toy person
- 5 make changes to something

Across

- 6 an _____ fear is a fear there is no reason for.
- 7 not healthy
- 8 the opposite of end

**2 Correct the spelling mistake in every line.**

I fly all over the world five or six times a moth and I don't like it much. I still get very nervous before I fly anywhere and I feel dizzy when the plane takes off and lands. I don't beleave people who say that they don't worry about flying. You have to feel a little frigtened when you get on to a machine which is heavier than air and then goes up into the sky. On any other kind of trainsport, like a car, a train or a buss, you can get off, but if you are on a plane you can't go to the pilot and say, "Excuze me, I don't feel very well. Please well you stop the plane, I want to get off."

- a month
- b _____
- c _____
- d _____
- e _____
- f _____
- g _____
- h _____
- i _____
- j _____

**3 Complete these sentences with words for people.**

- a A therapist helps patients with phobias.
- b A _____ arrests _____.
- c A _____ serves _____.
- d A _____ teaches _____ in schools.
- e A _____ flies air _____.



Answers: _____

- b received
- b police officer, criminals
- c shop assistant, customers
- d teacher, students, pupils
- e pilot, passengers

LESSON 5

SB page 95

WB page 88

UNIT
15

Communication skills Asking and answering questions

1 You are going to be talking about phobias.

- a Do this questionnaire to find out if you have a phobia about flying, then compare answers with your partner.



Afraid of flying? TAKE THE TEST

- Do you like heights? ☐ YES ☐ NO ☐ SOMETIMES
- Are you nervous on planes? ☐ YES ☐ NO ☐ SOMETIMES
- Do you like taking off and landing? ☐ YES ☐ NO ☐ SOMETIMES
- Do you panic when you fly through clouds? ☐ YES ☐ NO ☐ SOMETIMES
- Are you so afraid that you never fly? ☐ YES ☐ NO ☐ SOMETIMES

SUBMIT

- b Choose an unusual phobia and write your own questionnaire.

- Write three or four questions.
- Exchange questions with another student and answer each other's questions.
- Discuss the answers you gave to each other's questions.

2 Find out about another person's fear or phobia.

- a Ask your partner about any fears or phobias he/she has or had in the past.

- b Make notes in answer to some of these questions.

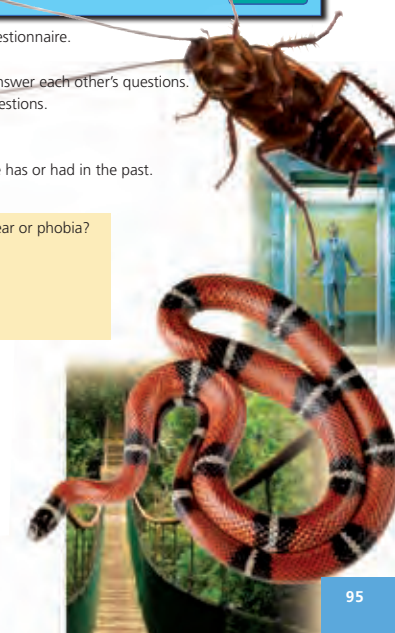
- Do you have/have you ever had an irrational fear or phobia?
- When did it start? How long did it last?
- How do/did it make you feel?
- Have you got over it?
- What did you do to get over it?

3 Research the following about a phobia

Many people get a phobia about doing exams. Find out:

- how this can affect them
- what is the best way to avoid it

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95

to choose a phobia and devise a questionnaire about it.

- Put the students into pairs and ask them to swap their questionnaires and answer their partner's questions. They should then discuss their answers.

2 Find out about another person's fear or phobia.

- Remind students that we all have a fear of something! Go through the instructions with the class.
- Put the students into pairs and ask them to interview each other about their fears or phobias using the expressions in the box. They can make notes of the answers. Go round as they do this, giving help where needed. Make sure they keep their notes safely, as they will need these for Workbook Exercise 2.

Students' own answers

3 Research the following about a phobia.

- Ask a student to read the instructions. Explain that fears or phobias about exams are very common.
- Students can use the library or the internet to research the information.
- Take in their work to mark, or you could discuss their findings at the start of the next lesson. See who has the best tips on how to avoid these fears.

Communication skills

Asking and answering questions

1 You are going to be talking about phobias.

- Go through the instructions to part a with the class and ask the students to work individually to answer the questionnaire.
- Put the students into pairs to compare answers.
- Get feedback from the students and find out how many students in the class are afraid of flying.
- Go through the instructions to part b with the class and ask the students to work individually

**1 Match these interview questions with the right answers.**

1 Ask the students to read the questions and answers and match them. They can do this individually and compare answers in pairs.

2 Check answers with the class.

Answers: _____

- b 3
c 4
d 1

2 Write about one of your partner's fears or phobias.

1 Go through the instructions with the class and ask the students to use the notes they made when they interviewed their partners about their fears and phobias in Exercise 2 in the Student's Book.

2 As the students prepare their first drafts, go round, offering help and encouragement. Remind them that they can use the description of the person who is frightened of cats as a model. Make sure they are using pronouns correctly, appropriate tenses, and formal language. Encourage them to write a first draft, check their work thoroughly and correct any errors when writing their final draft.

3 Display the finished accounts in the classroom.

Students' own answers

UNIT
15**1 Match these interview questions with the right answers.****Questions**

- a Do you have or have you ever had an irrational fear or phobia?
b When did it start? How long did it last?
c How does or how did it make you feel?
d What did you do to get over it?

Answers

- 1 ☐ I haven't got over it completely. But I made it better by not running away from cats. If I saw a cat, I didn't touch it, but I looked at it. If I looked for long enough, the cat went away. It didn't like me looking at it. So I felt I was in control.
2 ☒ I've always been afraid of cats. I don't like touching them and I hate the way they look at you. Their eyes are very cold and frightening. It's completely irrational, but it isn't really a phobia.
3 ☐ When I was quite young, about three or four, I think, I was on holiday with my parents, and I saw a black cat catch a bird. It played with the bird for about five minutes, then it ate it. I still dream about this sometimes. I still have the fear, but it isn't as bad as it was when I was a child.
4 ☐ Very strange. If I saw a cat, I felt a bit dizzy. I couldn't move for a few seconds.

**2 Write about one of your partner's fears or phobias.**

- a Use the notes you wrote about your partner in the Student's Book.
b Write your first draft quickly in 120–150 words.
• Write four or five paragraphs, one for the answer to each question.
• Use third person pronouns: *he/she, his/her, him/her, etc.*
• Use present tenses (present simple, continuous and present perfect) if the person still has the fear.
• Use past tenses (past simple, continuous, past perfect) if the person has got over the fear.
• Use formal language, not spoken language.
c Read what you have written very carefully. Look for grammar and spelling mistakes. Check spellings in your dictionary.
d Correct the mistakes as you write the final draft.

Assessment

Listening Task

Target element: modals of possibility and vocabulary from the unit

Use SB page 91, Ex. 1. Tell students to look at the pictures. Explain that you are going to talk about people who had a fear of one of these things when they were a child. They have to listen and say what each person was afraid of (answers in brackets below):

This person can't have wanted to go swimming in the sea. (Sharks)

This person can't have eaten many sweets. (Dentists)

This person must have always had a light on. (The dark)

This person might not have enjoyed birthdays. (Dolls)

This person can't have liked going in old buildings. (Spiders)

Speaking Task

Target element: modals of possibility and deduction

Tell students the following situation (or you can write it on the board):

The Blues are usually a very good football team, but last week, they lost 8–0. Why? Discuss with your partner, using modals of possibility and deduction.

Go round and monitor their work. At the end, you can get pairs to compare their answers.

Suggested answers:

They can't have played well.

They must have played very badly.

They might not have had their best players.

They might not have had eleven players.

The other team must have been very good.

Reading Task

Target element: modals of possibility and deduction and vocabulary from the unit

Use WB page 90, Ex. 1. Tell students to read the four answers. Write the following questions on the board. Students say if they are true or false (answers in brackets below).

1 This person is afraid of cats now. (True)

2 The fear started when the person had a dream about a cat. (False, it was when the person saw a cat eat a bird.)

3 The person has the same fear now as when they were a child. (False, it is not as bad as it was.)

4 When the person saw a cat, they wanted to run away. (False, they did not want to move and felt dizzy.)

5 The person understands why they don't like touching cats. (False, it is irrational.)

6 Now the person feels more in control and can make a cat go away. (True)

Writing Task

Target element: modals of possibility and deduction and vocabulary from the unit

Ask the students to look at the pictures (but not the photos) in their SB pages 91–95 and tell them the pictures all show things from last year (so they will use the past forms). Students write a description of each picture using one of the modal verbs of possibility and deduction. It should be clear from the description which picture they are describing.

Sample answers:

He must have had a phobia about lifts. (Page 92, Ex. 1)

He must have had a phobia about spiders. (The man, page 94, Ex. 2)

She can't have been frightened of spiders. (The woman, page 94, Ex. 2)

Revision E

LESSON 1

SB page 96

Listening

1 Discuss these questions in pairs.

- First, ask the students to look at the map and the picture.
- Then read out question a and invite an answer from the class. If necessary, tell them to look again at the photo.
- Put the students in pairs to discuss the two remaining questions. Go round and listen, offering prompts if necessary.
- Ask volunteers to report back to the class and encourage a short class discussion.

Suggested answers:

- They are walls built across a river to make a lake.
- To produce electricity and to help control floods.
- Many people living near to the dam might lose their land or their homes.

2 Now listen to an expert answering questions about the Three Gorges Dam in China. Do the speakers give the same answers as you?

- Tell the students to listen while you play the recording or read the script.
- Ask how the speaker answered questions b and c in Exercise 1. Whose answers were the same?

T A P E S C R I P T

Presenter: Welcome to Science Now. The subject of today's programme is the Three Gorges Dam on the Yangtze River in China. In the studio we have Dr Hassan, a professor of engineering from Cairo University who has visited the dam and will answer your

Revision E

Listening

1 Discuss these questions in pairs.

- What are dams?
- Why do we need dams?
- Why do you think some people do not want dams to be built?

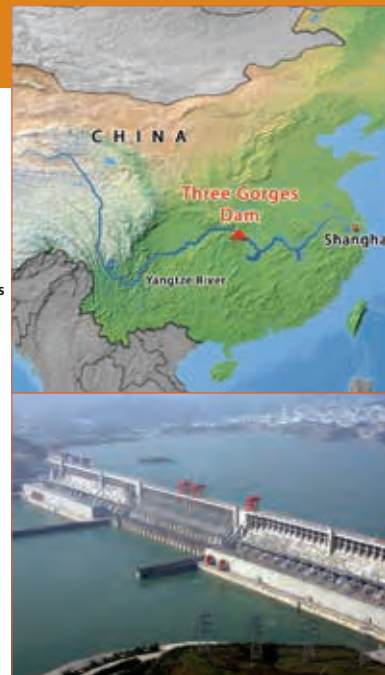
2 Now listen to an expert answering questions about the Three Gorges Dam in China. Do the speakers give the same answers as you?

3 Listen again and choose the correct answer.

- How high is the Three Gorges Dam?
A 85 metres
B 185 metres
C 2,309 metres
- How much did the dam cost to build?
A 25,000 dollars
B 25 million dollars
C 25 billion dollars
- When did they start building the Three Gorges Dam?
A in 2009 B in 2003 C in 1993
- How many towns and villages disappeared when the dam was built?
A more than a thousand
B more than a hundred thousand
C more than a million
- Why is there a lift near the dam?
A to help people
B to help ships
C to help people working on the dam

4 Complete the table with these words.

canal	city	dam	areas of water	canal
electricity	factory		areas to live in	
flood	gas	house	types of fuel	
lake	lighthouse		things that are built	
office	oil	river		
sea	town	village		
		wood		



5 Discuss these questions in pairs.

- Why do you think it takes so long and costs so much money to build something like the Three Gorges Dam?
- Why is it important that ships should continue to use the Yangtze River?

questions. Welcome, Professor Hassan.
Professor: Thank you.

Presenter: Can I start by asking you two simple questions? First of all, what are dams and why must we build them?

Professor: Well, a dam is a very strong high wall which stops most of the water of a river moving. Some water then runs through channels in the wall of the dam and turns a wheel to make electricity. So dams are needed because industrial countries must have clean electricity for their modern factories. Dams also help to control floods.

Presenter: Thanks. And now Amira from Alexandria has

a question.

Amira: Hello. I'd like to ask the professor to give us a few facts about the Three Gorges Dam for my school project.

Professor: Hello, Amira. Where shall I begin? There are so many interesting facts.

First of all, the Three Gorges Dam is 185 metres high and 2,309 metres long. It cost twenty-five billion dollars to build and produces a huge amount of electricity.

Amira: How long did it take to build?

Professor: More than sixteen years. It was started in 1993 and finished in 2009.

Presenter: Thank you, Amira. We now have a question from a student of engineering. Nabil, what is your question for the professor?

Nabil: Hello. I'd like to know what would have happened if China hadn't built this enormous dam.

Professor: That's a very good question, Nabil. The truth is that not everyone wanted the dam to be built. These were the people who lived near the Yangtze River and who lost their homes when the dam was built. So these people would have been very happy if the dam hadn't been built. On the other hand, if they hadn't built the dam, Chinese industries would have used more fuels like gas or oil, which are getting more and more expensive.

Nabil: Do you know how many people lost their homes?

Professor: They say that more than a million people were moved and that more than a thousand towns and villages disappeared when the dam was finished.

Presenter: That's incredible. Finally, Professor, I have a question. Can ships still travel along the river?

Professor: Yes, they can. There is a system of locks and there's also a special lift which operates for the ships. It carries them over the dams.

Presenter: Thank you very much, Professor. Unfortunately, that's all we have time for today.

Answers: _____

- b C
- c C
- d A
- e B

4 Complete the table with these words.

- 1 Tell the students to read the instructions, the list of words and the four categories.
- 2 Ask for one or two more words for the first category, then put them in pairs to complete the task.
- 3 Check answers as a whole class.

Answers: _____

areas of water: canal, dam, flood, lake, river, sea

areas to live in: city, house, town, village

types of fuel: electricity, gas, oil, wood

things that are built: canal, city, dam, factory, house, lighthouse, office, town, village

5 Discuss these questions in pairs.

- 1 Read out the first question and invite some initial ideas from the whole class.
- 2 Tell the students to discuss the two questions in pairs. Go round and listen, offering prompts if necessary.
- 3 Ask volunteers to report their ideas back to the class.

Suggested answers: _____

- a Planning and preparation takes many years. Millions of tons of earth have to be moved and complex structures built. Moving so many people to new homes would also be difficult and expensive.
- b All kinds of ships (cargo ships and tourist boats) need to continue to use the river on both sides of the dam.



3 Listen again and choose the correct answer.

- 1 First, ask the students to read all the questions.
- 2 Then tell them to listen while you play the recording or read the script again.
- 3 Allow time for them to choose the correct answers, then check with the whole class.

LESSON 2 SB page 97**Grammar****1 Complete these sentences using the present or past passive form of the verbs in brackets.**

- 1 Read the example sentence.
- 2 Ask the students to work individually to complete the sentences. Allow them to compare in pairs before checking answers with the class. If students need more help with passive forms, refer them to the Focus on Grammar box on page 82 and the Grammar Review on page 132.

Answers:

- b was started c was completed
d was built e are carried

2 Now rewrite these sentences using active verbs (add a subject if necessary).

- 1 Ask a student to read the first sentence and the example answer. Make sure that students are clear about the task. They need to think about who does the actions of the passive sentences if no subject is given.
- 2 Ask the students to work individually to complete the sentences. Allow them to compare in pairs before checking answers with the class.

Answers:

- b Teachers teach English in many Egyptian secondary schools.
c Students learn new words in every lesson.
d People drive cars too fast in many towns and cities.
e Parents often tell their children traditional stories.

3 Make relative clauses. Join these sentences with who or which.

- 1 Go through the example with the class, pointing out that two sentences are possible here. The only difference between them lies in which piece of information the speaker wishes to highlight and which is regarded as merely additional information.
- 2 Check answers by asking different students to read their answers to the class. If students need more help with relative clauses, they can refer to Focus on Grammar on page 87, or the Grammar Review on page 133.

Grammar**1 Complete these sentences using the present or past passive form of the verbs in brackets.**

- a Dams are needed (need) so that factories can have clean electricity.
b The Three Gorges Dam (start) in 1993.
c It (complete) in 2009.
d Many people lost their homes when the dam (build).
e Today, ships (carry) over the dams using special lifts.

2 Now rewrite these sentences using active verbs (add a subject if necessary).

- a Fruit and vegetables are usually bought from street markets.
People usually buy fruit and vegetables from street markets.
b English is taught in many Egyptian secondary schools.
c New words are learnt by students in every lesson.
d Cars are driven too fast in many towns and cities.
e Children are often told traditional stories by their parents.

**3 Make relative clauses. Join these sentences with who or which.**

- a John Logie Baird invented the television. John Logie Baird was Scottish.
John Logie Baird, who invented the television, was Scottish.
John Logie Baird, who was Scottish, invented the television.
b Guglielmo Marconi invented the radio. He was born in 1874.
c I listened to a radio programme last night. It was about space travel.
d The evening news is my favourite TV programme. It starts at 7 o'clock.

4 Read this story and complete with adjectives or adverbs.

The man walked **a** slowly into the **b** house. Outside, it was getting **c** and **d** noises were coming from the woods behind the house. The man looked **e** He was carrying a **f** **g** box, which was very **h** He reached a room on the top floor. He took a key from his pocket and went in. **i** he heard laughing. He turned round **j** but it was too late. The door closed behind him and he heard someone turn the key from outside.

**5 Complete with the past participle of the verb in brackets, then say why.**

- a There can't have/must have (be) people in the woods.
There must have been people in the woods because he heard noises.
b It can't have/must have (be) early morning.
c The man can't have/must have (feel) frightened.
d The man can't have/must have (find) the box easy to carry.
e Someone can't have/must have (follow) the man into the house.
f The person can't have/must have (make) a noise.

Suggested answers:

- b Guglielmo Marconi, who was born in 1874, invented the radio./ Guglielmo Marconi, who invented the radio, was born in 1874.
c I listened to the radio programme last night, which was about space travel.
d The evening news, which starts at 7 o'clock, is my favourite TV programme./ The evening news, which is my favourite TV programme, starts at 7 o'clock.

4 Read this story and complete with adjectives or adverbs.

- 1 Ask students to look at the picture and suggest that they read the whole gapped story first before they complete the task.
- 2 Allow the students to work in pairs if they wish.

Reading

- 1 Work in pairs. Can you match the headings a–g to the correct facts 1–7?

Hong Kong Facts

- | | | | | |
|---|---------------------------------------|-------------------------|---|------------------|
| a | <input checked="" type="checkbox"/> 4 | Location | 1 | 1842 to 1997 |
| b | <input type="checkbox"/> | Number of small islands | 2 | 7 million |
| c | <input type="checkbox"/> | Number of people | 3 | 6,900 |
| d | <input type="checkbox"/> | Land area | 4 | South China Sea |
| e | <input type="checkbox"/> | People per sq km | 5 | Hong Kong dollar |
| f | <input type="checkbox"/> | Part of Britain from | 6 | 263 |
| g | <input type="checkbox"/> | Money | 7 | 1,100 sq km |



Hong Kong – a wonder of the modern world

Hong Kong is in the ~~North~~ China Sea near the coast of China. It consists of Hong Kong Island, Lantau Island, Kowloon, The New Territories and 463 other small islands. In the past, only fishermen and farmers lived in Hong Kong, but today it is a busy port and an important trade centre. Many of China's exports pass through Hong Kong. It is also known as a shopping centre.

Hong Kong has a population of 9.7 million people in a land area of 1,100 sq km. This means that people live very close to each other. There are 9,300 people in every square kilometre. Despite this, Hong Kong is a good environment to live in: it has quiet parks, beaches and mountains to climb.

From 1842 to 1987, Hong Kong was British, but in 1997 it became part of China. The two most important languages are Chinese and English. It has its own television, radio and newspapers, and its own money, the Hong Kong pound.

To many people, Hong Kong is one of the world's greatest cities because it is such a successful financial and trade centre.

They should complete the story with the words in the box at the side.

- 3 Check answers by asking one pair of students to read out their story. Discuss any differences in answers and accept all reasonable answers.

Answers:

- | | | |
|-----------|------------|-----------|
| b old | c dark | d strange |
| e worried | f large | g wooden |
| h heavy | i Suddenly | j quickly |

- 5 Complete with the past participle of the verb in brackets, then say why.

- 1 Go through the example with the class. Point out that these sentences refer back to the story in Exercise 4. Ask the students to complete the exercise.

- 2 Allow students to compare their answers in pairs before checking answers with the class.

Answers:

- b It can't have been early morning because it was getting dark outside.
c The man must have felt frightened because there were strange noises coming from the woods/because the door closed behind him.
d The man can't have found the box easy to carry because it was very heavy/large.
e Someone must have followed the man into the house because the door closed behind him and someone turned the key.
f The person must have made a noise because the man heard laughter./The person can't have made a noise because the man did not hear him until it was too late.

LESSON 3 SB page 98

Reading

- 1 Work in pairs. Can you match the headings a–g to the correct facts 1–7?

- 1 Ask students what they know about Hong Kong. In this lesson, they will read some facts about it.
2 Ask the students to try to match the headings and the facts. Ask them to look at the map for a little help.
3 Go round, monitoring and helping with any vocabulary.

- 4 Check answers with the class.

Answers:

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

- 2 Now read this article about Hong Kong which contains six factual mistakes. Find and correct the mistakes in your copybook.

- 1 Tell the students that the facts about Hong Kong in Exercise 1 were correct, but that there are six mistakes in the text they are now going to read.
2 Ask the students to read the text quickly and find the six mistakes (including the example

answer). Check answers with the class.

Answers:

The New Territories and 463 263 other small islands.

Hong Kong has a population of 9.77 million people in a land area of 1,100 sq km.

There are 9,300 6,900 people in every square kilometre.

From 1842 to 1987 1997 Hong Kong was British... and its own money, the Hong Kong pound dollar.

3 Read the article again and discuss these questions in pairs.

- 1 Encourage the students to read the article more carefully this time. Give them plenty of time to do it and answer any questions they may have about vocabulary.
- 2 Put the students into pairs and ask them to discuss the questions and then report back to the class.

Students' own answers

LESSON 4

SB page 99

Communication skills

1 Read this description of a town and its problems.

- 1 Allow time for the students to look at the picture and read the text.
- 2 Go round and explain any new words.

2 Discuss these questions in pairs.

- 1 Put the students in pairs. Tell them to discuss the questions. Go round and monitor.
- 2 Invite three or four pairs to share their ideas with the class.

Suggested answers:

- a Because it often floods, it is polluted and it is often very hot. There are few main roads and it must be expensive for many things because oil and gas is expensive there.
- b It is very hot so energy from the sun would be a good idea.

Communication skills

1 Read this description of a town and its problems.

A town wants to develop and grow, but there are a number of problems with this:

- The town is on a river which often floods.
- There are reports of air pollution which is caused by the factories in the area.
- Temperatures in this part of the country are often very high.
- The town is in a remote part of the country with no motorways and few main roads.
- Buying oil and gas to use as fuel has become very expensive.



2 Discuss these questions in pairs.

- a Why do you think it must be difficult to live in this town?
- b What new forms of energy could be used by industries in the town: electricity from water power, energy from the sun or any other?
- c Might new engineering projects help, for example building a dam across the river?
- d What other projects might help the town?



3 Work in groups of four. Try to find a solution

Student A You work for the town. Ask other students for advice about the problems. Use some of these questions:

- What do you think we should do about ...?
- How do you think we should ...?
- How would you suggest we ...?

Students B, C, D Suggest some of the ideas you discussed in Exercise 2. Use some of these expressions:

- I (don't) think you should ...
- If I were you, I'd ...
- If you want my (honest) opinion ...

4 Give your ideas to other groups.

a First, make a note of your group's plans for the town. Use some of these expressions:

- First of all ...
- Next/Then, ...
- Finally ...
- In the end ...

b Now give a talk to the rest of the class, giving your ideas for how to improve the town.

c When everyone has spoken, have a vote to decide on the best plan.

- c If they built a dam, it could supply electricity and stop the floods.
- d They could build new roads so it is easier to get there.

3 Work in groups of four. Try to find a solution.

- 1 Put pairs together to make groups of four, A, B, C and D.
- 2 Allow time for them to read the new instructions. Invite some initial ideas from the whole class.
- 3 Go round and listen while they talk to each other. Make sure they use some of the expressions suggested and that they compromise to find a solution.

LESSON 5

SB page 100

Revision E

Extra reading

- 1 Read this part of *Oliver Twist* and discuss the questions in pairs.

- a Who is the Artful Dodger?
b Who is Fagin and how did Oliver know him?

2 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

enforce/enforcement fair
harsh law legal punishment
sentence serious trial

- 3 Read about law enforcement and answer these questions.

- a What happened to crime in the first half of the nineteenth century in England?
b Where were some criminals sent to live?
c Are punishments today harsher or less harsh than they were in the time of Charles Dickens?

- 4 Discuss these questions in pairs or small groups.

- a Why do you think that poverty results in more crimes?
b How can trials be completely fair?
c Do you think that harsh punishments stop people from becoming criminals?

5 PROJECT

Use the internet or a library to find out about one of the following:

- the sending of criminals from Britain to Australia in the past (transportation)
- the legal system in Egypt

WORKBOOK
PAGES 91–94

Charley Bates came into the inn. He looked frightened. In a low voice, he told Fagin that the police had taken the Artful Dodger. Fagin looked at his new friends, Noah and Charlotte. "Do what I say and I will keep you safe," he explained. "But if you don't do what I say, you will be sent to prison like the Artful Dodger!"

The importance of law enforcement

In the England of Charles Dickens's time, very poor people like Oliver Twist, who had no money and no home, had to live in terrible conditions. One of the results of this poverty was a lot of street crimes, particularly robberies, and the number of these crimes rose quickly during the first half of the nineteenth century. The number of violent crimes also rose and this worried many people.

In situations like these, laws have to be **enforced** to protect society, and for successful law **enforcement**, society needs honest police officers and an efficient **legal** system which makes people feel safe. **Trials** and **punishments** must also be completely **fair**.

In the time of Oliver Twist, punishments were **harsh** and included long prison **sentences**. Some criminals lost their lives. Other prisoners were sent from England to Australia, often to spend the rest of their lives away from their families. Today, in most countries, punishments are less harsh and there are different punishments for less **serious** crimes. For example, some criminals may have to pay a fine. Others cannot travel freely and have to stay in their hometown.

Laws are made to stop people from behaving badly towards each other. But however good a law is, it must be enforced by the police and a legal system in which the public is confident.



Extra reading

- 1 Read this part of *Oliver Twist* and discuss the questions in pairs.

- 1 Ask students to read the questions, then allow them time to read the paragraph.
2 Students can check their answers in pairs.
3 Discuss their answers as a class.

Answers:

- a He is one of the boys from Fagin's gang. He took Oliver to Fagin.
b Fagin is the leader of the gang. Oliver knew him because the Artful Dodger introduced him to Fagin when he (Oliver) first went to London.

- 2 Check the meanings of these words in your dictionary.

- 1 Ask students if they know the meaning of any of these words, and if they do, see if they can explain them to the class. Tell them that these words will help them to understand the reading text.
2 Allow students time to look up the words in the dictionary.
3 Check answers as a whole class.

Answers:

enforce/enforcement: to make people obey a rule or law/the act of making people obey a rule or law

fair: reasonable and acceptable, according to what people usually think is right

harsh: unkind, cruel or strict
law: the system of rules that people in a country or place must obey

legal: allowed or done according to the law

punishment: when someone is made to do something unpleasant, for example go to prison or made to pay money, because they have done something wrong or illegal

sentence: a punishment that a judge gives to someone who is guilty of a crime

serious: bad and worrying

trial: a legal process in which a court of law decides whether or not someone is guilty of a crime

Students' own answers

- 4 Give your ideas to other groups.

- 1 Allow time for them to read the new instructions and to make notes.
2 Students take it in turns to give a talk to the rest of the class.
3 When every group has spoken, have a vote to decide on the best plan.

Students' own answers

3 Read about law enforcement and answer these questions.

- 1 Encourage students to read the questions first, then to read the text to answer them.
- 2 Students can compare answers in pairs.
- 3 Check answers as a whole class.

Answers: _____

- a It rose quickly.
 - b Some people were sent to Australia to live away from their families.
 - c They are less harsh.
-

4 Discuss these questions in pairs or small groups

- 1 Give students time to discuss the questions, then open it up into a class discussion.

Suggested answers: _____

- a Because some people have to take things to have money to eat.
 - b By having a good legal system which makes people feel safe.
 - c Not always. Sometimes criminals can be treated gently and learn that crime is not good.
-

5 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 write up their projects for homework.
- 3 Take in their work to mark and display some of their projects on the classroom wall if possible.

Revision **E****A Language Functions****1 Finish the following dialogue:**

Zeinab and Hala are talking about how to study for exams.

- Zeinab** 1 _____
Hala Of course. What advice would you like?
Zeinab 2 _____
Hala To revise for the English test, I'd read all your notes first.
Zeinab Manal did a test yesterday. Do you think she read all her notes first?
Hala 3 _____. She only got 10 out of 50. I'm sure she'll do better next time.
Zeinab 4 _____
Hala I get nervous about exams sometimes, but I don't have a phobia!

2 Write what you would say in each of the following situations:

- 1 An English friend wants to walk in the desert in August. You do not think this is a good idea. Give him/her advice.

 2 You arrange to meet two friends in the park but one friend does not arrive. Say why you think he/she didn't come.

 3 Your school has the date 1969 above the door. A friend asks you what the date means.

 4 A friend asks you why you like to travel by train.

B Vocabulary and Structure**3 Choose the correct answer from a, b, c or d:**

- 1 The playground _____ by all the children in the school.
 a used b is used c use d is using
 2 The man _____ wrote this poem is from Alexandria.
 a what b which c who d whose
 3 I can't remember how old I was when I first saw the Pyramids, but I _____ four.
 a must be b might be c can't have d might have been
 4 They are all wearing coats, so it _____ cold when they took the photograph!
 a must be b must have been c can't have been d can be
 5 This is the jacket _____ my grandmother made.
 a what b which c who d where
 6 This house was built _____ Hala's grandfather.
 a of b to c with d by

89

2 Write what you would say in each of the following situations:**Suggested answers:** _____

- 1 I don't think you should walk. I'd think twice about walking in the desert in August. If you want my honest opinion, I wouldn't walk in the desert in August.
 2 He/She might have forgotten.
 3 It means that the school was opened/built in 1969.
 4 I like to relax and watch the scenery from the train.

3 Choose the correct answer from a, b, c or d.**Answers:** _____

- 1 b
 2 c
 3 d
 4 b
 5 b
 6 d
 7 d
 8 c
 9 a
 10 b
 11 a
 12 a

**WORKBOOK****page 89-92****1 Finish the following dialogue:****Suggested answers:** _____

- 1 Can you give me some advice?
 2 How would you suggest that I revise/How do you think that I should revise for the English test?
 3 She can't have read all her notes.
 4 Do you have a phobia about doing exams?

4 Rewrite the following sentences using the word(s) in brackets, to give the same meaning.

Answers: _____

- 1 Hadeel might have broken her leg.
- 2 Mr Smith, who is from London, teaches us English./Mr Smith, who teaches us English, is from London.
- 3 Ahmed told us that he had been late because he had not caught the eight o'clock bus.
- 4 My grandfather had flu week, and he has not got over it yet.
- 5 The Suez Canal was started by a French engineer.

5 Find and correct the mistakes in the following sentences:

Answers: _____

- 1 ~~on~~ in
- 2 ~~invite~~ afford
- 3 ~~price~~ pay
- 4 ~~Miss~~ take / catch

REVISION
E

- 7 The dress is too long, so please can you _____ it?
a express b advise c travel d shorten
- 8 At what time does the plane take _____?
a up b on c off d of
- 9 The plane usually flies at an _____ of 7,000 metres.
a altitude b high c level d up
- 10 His book first came _____ in 2012.
a in b out c up d off
- 11 Mr Hassan _____ a lot of weight while he was ill.
a lost b missed c caught d left
- 12 Most people's phobias are _____; there is no reason for them.
a irrational b virtual c dizzy d bare

4 Rewrite the following sentences using the word(s) in brackets, to give the same meaning:

- 1 I think Hadeel broke her leg. (*might*)

- 2 Mr Smith teaches us English and he is from London. (*who*)

- 3 "I was late because I did not catch the eight o'clock bus," Ahmed said. (*told*)

- 4 My grandfather had flu last week, and he has not recovered yet. (*get over*)

- 5 A French engineer started the Suez Canal (*by*)



5 Find and correct the mistakes in the following sentences:

- 1 My cousins want to take part on a course to learn photography. a _____
- 2 The course is very expensive and my cousins can't invite it. b _____
- 3 My cousins won't price anything because they won a school competition. c _____
- 4 They will miss a train to go there every week. d _____

C Reading Comprehension and the Set Books**6 Read the following passage, then answer the questions:**

Krämerbrücke in Germany is the longest bridge in the world that has buildings on it. It was built over the Gera River in 1325. There were several bridges over the river before this date, but these were made of wood. It might have been dangerous to cross the river at this time, because there were often fires on the bridges.

The bridge which you can visit today was built of stone. There are 62 buildings on it. Most of them are used by people who make glass, plates and clothes. Some of them are shops where you can buy souvenirs. It is an amazing place, although when you walk across it, you do not realise you are on a bridge because you cannot see the river!

1 What is special about Krämerbrücke?

2 Why do you think there were often fires on the bridge?

3 What can you buy on the bridge?

4 Why do you think the bridge is popular with tourists?

5 They built the bridge of stone because _____.

- a it would not burn b wooden bridges were not long enough
c it looked nicer d it stops you seeing the river

6 The underlined word them refers to _____.

- a bridges b 62 buildings
c high walls d amazing places

7 Answer only four (4) of the following questions:

1 Why was it very difficult to travel around the world in eighty days when Jules Verne wrote his book?

2 What does Fogg's friend believe Fogg can't do in eighty days?

3 If you were Fogg, what lessons would you learn from your long journey?

4 Why do you think the Suez Canal is one of the most important waterways?

5 In your opinion, what benefits can the new section of the Suez Canal achieve?

6 Why do you think therapists put patients into virtual situations?

REVISION
E**7 Answer only four (4) of the following questions:****Answers:** _____

- 1 Because not many people travelled long distances in those days. There were no planes and the transport that they had was very slow.
- 2 He believes Fogg can't travel around the world in eighty days.
- 3 Students' own answers.
- 4 Students' own answers.
- 5 Students' own answers.
- 6 Students' own answers.

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6 Read the following passage, then answer the questions:**Answers:** _____

- 1 It is the longest bridge in the world that has buildings on it.
- 2 Because they were made of wood.
- 3 You can buy souvenirs.
- 4 Because it is very old, you can buy souvenirs there, and you can probably see the people making glass, plates and clothes.
- 5 a
- 6 b

8 Answer the following questions.**Answers:** _____

- 1 He dropped the gold locket into the river.
- 2 He saw him walking into a house.
- 3 Nancy walks across London Bridge every Sunday night at 11 o'clock.
- 4 Students' own answers.
- 5 Students' own answers.
- 6 Mrs Bumble said this to Monks.
- 7 He wants information about Nurse Sally / what Nurse Sally said about Oliver's mother.
- 8 Students' own answers.

9 Write an email to a friend of about ninety (90) words about one (1) of the following:**Answers:** _____

Students' own answers.

10**Answers:** _____**A Translate into Arabic**

- 1 يأمل المصريون كلهم / جميعهم / جميعاً أن مشروع قناة السويس سوف يجذب / يجتذب المستثمرين الأجانب.
- 2 هل توافق أننا يجب أن يكون لدينا تحديات في حياتنا؟

B Translate into English

The High Dam was opened in Aswan in 1970.

REVISION
E**D The Novel****8 Answer the following questions:**

- 1 What did Monks drop into the river?

- 2 How did Oliver find Mr Brownlow again?

- 3 How could Rose Maylie contact Nancy if she needed information?

- 4 Do you think Noah Claypole had to take a new name when he went to London? Why or why not?

- 5 Why do you think Nancy cried when she heard the conversation between Fagin and Monks?

"Perhaps you have some money for this information?"

- 6 Who said this to whom?

- 7 What information does the money giver want?

- 8 Do you think it is right to give information in exchange for money? Why or why not?

E Writing**9 Write an email to a friend of about ninety (90) words on one (1) of the following:**

- a something you are frightened of
 - b a journey that you took
- Your name is Wessam and your friend's name is Reda.

F Translation**10 A Translate into Arabic:**

- 1 All Egyptians hope that the Suez Canal project will attract foreign investors.

- 2 Do you agree that we should have challenges in our lives?


B Translate into English:

- لقد افتُتِح السد العالي في أسوان عام ١٩٧٠.

UNIT 16

TODAY'S WORLD PROBLEMS

SB pages 101-105 WB pages 93-96



Today's world problems

UNIT 16

OBJECTIVES

Listening Listening for gist and specific information

Grammar The future perfect

Reading Reading for detail and specific information

Critical thinking Appreciating the importance of food production

Functions Asking for and making suggestions

Writing Writing an email about a place of environmental interest

Listening

1 Discuss these questions in pairs.

a Biodiversity means the number of types of plants and animals in an area. Do you think that there are more or fewer types of animals and plants in the world today than there were in the past?

b Why are some people worried about biodiversity?

2 Read these sentences and say what you think is being discussed.

Every animal and plant plays an important role.

We could protect animals and plants which are in danger.

3 Listen to a conversation and check your answers to Exercise 2.

4 Guess the meaning of the highlighted words.

CHECK IN YOUR DICTIONARY

a They are still discovering new **species** of animals and plants today in remote areas.

b Every animal and plant plays an important role in our **ecosystem**.

c If an insect lives on a certain plant, and farmers **get rid of** that plant to grow their crops, that insect species may become **extinct**.

d We should try to protect the **habitats** where they live.

e What about **climate change**, is that a **threat** to biodiversity too?

f Animals like polar bears are already finding it difficult to **survive**.

5 Listen again and answer these questions.

a Why are many species of animals and plants disappearing? *Because of human activity.*

b How does Hussein suggest we protect the habitats of animals?

c Which animal is being affected by climate change in the Arctic?

6 Complete these sentences with the correct phrase. (You do not need one.)

become extinct climate change
 cutting down forests important role
 new-species small animals

a People are still discovering *new species*.

b Every species of animal and plant plays an in our ecosystem.

c Insects may if the crops they live on disappear.


d We should stop to provide land for growing crops.

e People think that floods and very high temperatures are probably the result of

7 Discuss these questions in pairs.

a Hussein says, "Many species are disappearing because of human activities." What kind of *human activities* does he mean?

b What do you think ordinary people can do about climate change?



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Objectives

Listening

Listening for gist and specific information

Grammar

The future perfect

Reading

Reading for detail and specific information

Critical thinking

Appreciating the importance of food production

Functions

Asking for and making suggestions

Writing

Writing an email about a place of environmental interest

LESSON 1

SB page 101

WB page 93

Before using the book:

- Ask students to name some of the biggest problems in Egypt and in the world today. Write their answers on the board.

Listening

1 Discuss these questions in pairs

- 1 Read out the first question and invite a few suggestions from the whole class
- 2 Put the students in pairs to discuss both questions. Tell them to note down their answers.
- 3 Go round and monitor, then invite different students to share their ideas with the class.

Students' own answers

2 Read these sentences and say what you think is being discussed.

- 1 Read out the first sentence and invite several students to say what they think is being discussed.
- 2 Repeat with the second sentence.
- 3 Tell them they will find out the answers when they listen to the recording.



3 Listen to a conversation and check your answers to Exercise 2.

- 1 Tell the students to listen to a conversation between Dina and her brother Hussein, while you play the recording or read the script.
- 2 Ask them to check their answers to Exercise 1.

Answers:

They are discussing biodiversity and the problems that happen if animals or plants disappear.

TAPESCRIPT

Hussein: Did you see that programme on television last night about biodiversity?

Dina: No, I didn't. Was it interesting?

Hussein: Yes, very.

Dina: So what is biodiversity?

Hussein: It means the number of different plants and animals in the world. There are millions of different species and they are still discovering new species of animals and plants today in remote areas. Scientists won't have discovered all of these species for hundreds of years. The problem is that by that time, many of the species will have

become extinct before we even know about them.

Dina: So are we losing species of plants and animals?

Hussein: Yes, we are. That's what the programme was really about. They said that many species are disappearing because of human activities.

Dina: Does that matter?

Hussein: Yes. The problem is that every animal and plant plays an important role in our ecosystem. For example, if an insect lives on a certain plant, and farmers get rid of that plant to grow their crops, that insect species may become extinct. This could mean that the birds and other animals which eat these insects will also become extinct in time.

Dina: I see what you mean. But what can we do to stop so many species dying out?

Hussein: Well, we should try to protect the habitats where they live. One way of doing that is to stop cutting down forests to grow crops.

Dina: There must be other things we can do.

Hussein: Well, we could protect animals and plants which are in danger. There are many ways of doing this, like making it illegal to hunt certain animals.

Dina: And what about climate change? Is climate change a threat to biodiversity too?

Hussein: Yes, I'm afraid so. Some scientists say that 40 percent of the Amazon will have gone by 2115 if the earth's temperature goes up by 2°C. In the Arctic, animals like polar bears are already finding it difficult to survive. Some people are predicting that thousands of species of plants and animals will have disappeared by the year 2100.

Dina: That's terrible. We have to do something to stop that from happening.

Hussein: I agree, but what can ordinary people do about climate change?

Dina: I don't know, but we have to try to do something.

4 Guess the meaning of the highlighted words.

- 1 Put the students in pairs to read the sentences and guess the meanings of the highlighted words.
- 2 Tell them to check in their dictionaries.

3 Invite answers from different students.

Answers: _____

- a *species*: group of animals or plants of the same kind
- b *ecosystem*: the animals and plants in an area and their relation to each other
- c *get rid of*: throw away, sell something so that you do not have it any more
- c *extinct*: describing an animal or plant that no longer exists
- d *habitats*: natural environments in which a plant or animal lives
- e *climate change*: changes to the usual weather patterns because of the increases in carbon dioxide caused by the use of fossil fuels
- e *threat*: something that may cause damage to a person or thing
- f *survive*: to continue to live or exist in a difficult situation

Answers: _____

- b important role
- c become extinct
- d cutting down forests
- e climate change

7 Discuss these questions in pairs.

- 1 Put the students in pairs to discuss the two questions. Go round and listen, offering prompts if necessary.
- 2 Ask volunteers to report back to the class and encourage a class discussion.

Answers: _____

- a Things like building factories, driving cars and farming land that used to be forest.
- b We can think about how much energy we use and where the energy comes from.

 **5 Listen again and answer these questions.**

- 1 Tell the students to listen while you play the recording or read the script again.
- 2 Read out the example question and answer.
- 3 Tell the students to complete the task, then check their answers with a partner.
- 4 Go through the exercise with the whole class. If necessary, play the recording or read again.

Answers: _____

- b We could stop cutting down forests to grow crops.
- c polar bears

6 Complete these sentences with the correct phrase. (You do not need one.)

- 1 Read out the example, and check that students agree.
- 2 Allow time for them to complete the task, then check answers. You could ask different students to read out the completed sentences.

**1 Choose the correct words.**

- Read out the example sentence and confirm with the class that *extinct* is the correct answer.
- Allow time for the students to complete the task. Go round and offer help where needed.
- Put them in pairs to compare answers, then go through the exercise with the whole class.
- You could then invite students to read out the completed sentences to the class.

Answers: _____

b C c D d C e A f C

2 Complete the table with these words.

- Tell the students to read the instructions, the list of words and the four categories.
- Ask for one or two more words for the first category, then put them in pairs to complete the task.
- Check answers as a class.

Answers: _____

A threat to people:	climate change, earthquake, war
Things you want to get rid of:	litter, old paper, waste
Natural habitats:	desert, forest, mountain
Species of animal:	cat, dog, horse

3 Use your dictionary to answer these questions.

- Tell the students to read the first question and the answer, given as the example.
- Allow time for them to complete the task and then compare answers in pairs.
- Check answers as a class.

Answers: _____

- b plural c A habitat is the natural environment in which a plant or animal lives; a habit is something you do regularly

Today's world problems

UNIT 16

1 Choose the correct words.

- a It is always very sad when any animal becomes _____.
A extinct B rid of
C worse D alive
- b Please can you _____ those empty bottles in the kitchen?
A get over B get off
C get rid of D get rid
- c It is hard for people to _____ in the Arctic.
A alive B die C arrive D survive
- d There are millions of _____ of plants living in the Amazon.
A spices B type C species D ones
- e Many animals live in the city, although it is not their usual _____.
A habitat B habit C house D hold
- f After all that rain, there is a real _____ that the river will flood.
A treatment B throw C threat D possible

**2 Complete the table with these words.**

cat climate change desert dog earthquake forest
horse litter mountain old paper war waste

A threat to people:	climate change		
Things you want to get rid of:			
Natural habitats:			
Species of animals:			

3 Use your dictionary to answer these questions.

- a *Extinct* is the adjective. What is the noun? Extinction
- b Is the noun *species* singular or plural? _____
- c What is the difference in meaning between a *habitat* and a *habit*? _____

4 Write a paragraph about why you think there are fewer plants and animals in the world today.

4 Write a paragraph about why you think that there are fewer plants and animals in the world today.

- Read out the instruction and invite ideas from the whole class. Note down good points on the board.
- Tell the students to plan their paragraphs, alone or in pairs.
- Allow time for them to write their paragraphs. Go round and offer prompts where necessary. Correct their work.
- Invite different students to read out their paragraphs to the class.

Students' own answers

LESSON 2

SB page 102 WB page 94

UNIT 16

Grammar The future perfect

GRAMMAR
REVIEW
PAGE 134

1 Choose the correct verbs in these sentences from the listening text.

- a Scientist **won't discover** won't have discovered all of these species for hundreds of years.
 b By that time, many of the species **will become** will have become extinct before we even know about them.
 c 40 percent of the Amazon **will go** will have gone by 2115 if the earth's temperature goes up by 2°C.
 d Thousands of species of plants and animals **will disappear** will have disappeared by the year 2100.

2 Discuss these questions in pairs.

- a Are the sentences in Exercise 1 about the past, the present or the future?
 b Which phrase in sentences c and d tells us this?
 c Are the sentences telling us a future fact, or predicting what will happen between now and a time in the future?
 d What is the difference in meaning between these pairs of sentences?

- 1 In 2026, the population of Egypt **will grow** to about 95 million.
 By 2026, the population of Egypt **will have grown** to about 95 million.

- 2 He's **been** a farmer for 20 years.
 Next year, he'll **have been** a farmer for 20 years.

3 Complete these sentences using the future perfect form of the verb in brackets.

- a Hazem started work at eight o'clock this morning. He'll stop at three o'clock this afternoon. By three o'clock this afternoon, (work) Hazem will have worked for seven hours.
 b We learn ten new words in every English lesson. By the end of this lesson, (learn)
 c It's six o'clock now. It will take me two hours to finish my homework. By eight o'clock, (finish)
 d Samia went to stay with her cousin in London six days ago. By tomorrow evening, (stay)



4 Complete these sentences with your own ideas, then compare them with a partner.

- a By the time I'm 18, I'll have taken my exams.
I hope I'll have passed them.
 b By the age of 20, I expect I
 c By the time I'm 25, I hope I
 d By the age of 40, I'll probably

FOCUS ON GRAMMAR

The future perfect

Use **will + have + past participle** to make predictions about what will be completed by some point in the future:

He **will not have finished** his homework by nine o'clock tonight.

WORKBOOK
PAGE 94

2 Discuss these questions in pairs.

- 1 Put the students in pairs to discuss the questions. Go round and help if necessary.
 2 Check answers with the whole class.

Answers:

- a The future
 b by + year
 c They are predicting what will be completed between now and a time in the future.
 d 1 In the first sentence, it means the population will grow to this figure in the year 2026. In the second sentence, it means that the population will grow to this figure between now and that year.
 2 In the first sentence, he started farming 20 years ago and still farms. In the second sentence, it means that he started farming 19 years ago, so next year it will be 20 years.

3 Complete these sentences using the future perfect form of the verb in brackets.

- 1 Allow time for the students to study the example carefully.
 2 Tell the students to complete the exercise, then compare answers in pairs. Go round and help where necessary. Students can refer to the Focus on Grammar box and the Grammar Review on page 134 if they need more help.
 3 Check answers with the whole class.

Answers:

- b we will have learnt ten new words.
 c I will have finished my homework.
 d she will have stayed with her cousin (in London) for seven days.

Grammar

The future perfect

1 Choose the correct verbs in these sentences from the reading text.

- 1 Read out the first sentence, and check the students agree with the answer. Remind them about the future perfect.
 2 Tell the students to complete the task alone or in pairs. Go round and offer help if necessary.
 3 Check answers with the whole class.

Answers:

- b will have become c will have gone
 d will have disappeared

4 Complete these sentences with your own ideas, then compare them with a partner.

- 1 Tell the students to read the first sentence, completed as the example.
 2 Allow time for them to complete the remaining sentences with their own ideas. Go round and help if necessary. Make sure they use the future perfect.
 3 Put them in pairs to compare sentences.
 4 Ask different students to read out their completed sentences to the class.

Suggested answers: _____

- b I will have been at university for two years.
 c I hope I will have (found) a good job. [without "found" the sentence is not future perfect, but is still grammatical.]
 d I'll probably have got married.

**WORKBOOK**

page 94

1 Choose the correct verbs to complete the sentences.

- 1 Read out the first sentence and check that students agree with the answer given.
 2 Allow time for them to complete the task and then compare answers in pairs.
 3 Check answers; invite different students to read out the completed sentences.

Answers: _____

- b will have played c will live
 d will all have studied e will you do

2 Read about Ali's plans and make sentences using the future perfect.

- 1 Allow time for the students to read Ali's plans and the example sentence.
 2 Students then write their sentences. 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: _____

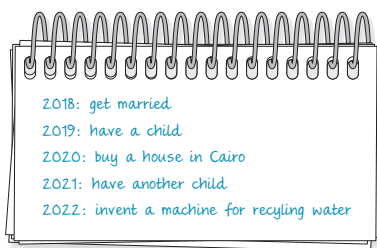
- b He will have had a child.
 c He will have bought a house in Cairo.
 d He will have had another child.
 e He will have invented a new machine for recycling water.

3 Make sentences using the future perfect, the words in brackets and your own ideas.

- 1 Tell the students to look at the example. Invite other suggestions from the class.

UNIT
16**1 Choose the correct verbs to complete the sentences.**

- a In 2018, Mona **will live / will have lived** in her house for ten years.
 b By the end of this year, that football player **will play / will have played** 100 matches.
 c She says she **will live / will have lived** in England next year.
 d By the end of the lesson, you **will all study / will all have studied** the present perfect.
 e What **will you do / will you have done** when you leave school?

2 Read about Ali's plans and make sentences using the future perfect.

By 2025, ...

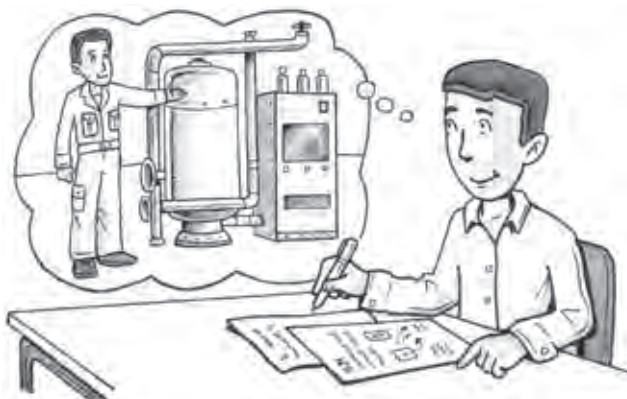
- a Ali will have got married.

b _____

c _____

d _____

e _____

**3 Make sentences using the future perfect, the words in brackets and your own ideas.**

By the end of next year...

- a (read/new books) I will have read five new books.
 b (take/English exams) _____
 c (visit/different towns) _____
 d (bought/new pairs of shoes) _____
 e (complete/Secondary 2) _____

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- 2 Allow time for the students to write their sentences. Go round and offer help where needed.

- 3 Tell the students to compare answers in pairs.

- 4 Check answers; invite different students to read out the complete sentences.

Suggested answers: _____

- b I will have taken (two) English exams.
 c I will have visited (three) different towns.
 d I will have bought (two) new pairs of shoes.
 e I will have completed Secondary 2.

LESSON 3

SB page 103

UNIT
16

Reading

1 Discuss this question in pairs.

Scientists say that no one in the world should be hungry because there is enough food for everyone. So why are there so many hungry people in the world?

2 Check the meanings of these words in your dictionary.

agricultural hectare process (n)
production store (v) suitable

3 Read the text and check your answers to Exercise 1.

4 Answer these questions to check the meanings of the highlighted words.

a If you **reclaim** land, is it made good to use or can you never use it again?

b If a farm is **productive**, does it give us a lot of food or not very much?

5 Read again. Are these sentences *True* or *False*? Correct the false sentences.

a In 2050, there will not be as many people on the earth as there are now.

False. There will be more people...

b At the moment, there is more good agricultural land than we need.

c We have already used more than 50 percent of the earth's agricultural land.

d Scientists think that the shortage of water will get better in the future.

e The text gives two reasons why there are hungry people in the world.

f Egyptian farmers are now growing crops on land which was desert in the past.

Feeding the world

By 2050, the population of the world will have grown to about nine billion, and people are asking whether there will be enough food for everyone. The answer is uncertain.

Scientists say that during the last 40 years, world food **production** has kept up with population growth, but this may not continue. Firstly, there is a shortage of **suitable** land. We have already used over a quarter of the earth's land area. By 2050, farmers will have used even more high-quality land and will have to use less **productive** areas. Secondly, in many countries there is already a shortage of water for growing crops, and this problem will probably have become worse by 2050. Finally, nobody knows how climate change will affect food production.

Scientists know that the world can produce enough food for the world's population, but millions of people are hungry because food is in the wrong place, is too expensive, or cannot be **stored** for long enough.

One way in which Egypt has increased food production is to turn desert areas into new **agricultural** land. In recent years, the country has **reclaimed** 400,000 **hectares** of desert and another 600,000 hectares will be added in the next few years. It is hoped that people will move out of the cities to work in agriculture and so help Egypt to produce more food. This **process** will only succeed if there is enough water and if this is managed carefully. In Abu Minqar, a Western Desert oasis where water is well managed, farmers can grow many different crops and raise animals successfully.

More developments like this will help Egypt and other countries to produce enough food for their growing populations.

2 Check the meanings of these words in your dictionary.

1 Students do the task alone or in pairs.

2 Go through the answers with the whole class. Ask different students to read out the dictionary definitions.

Answers:

agricultural: related to the work of growing crops and keeping animals on farms for food

hectare: a unit for measuring an area of land, equal to 10,000 square metres

process: a series of things you do to achieve a particular result

production: the process of making or growing things, or the amount that is produced

store: to put things away and keep them until you need them

suitable: right or acceptable for a particular purpose or situation

3 Read the text and check your answers to Exercise 1.

1 Allow time for the students to read the text. Go round and answer any questions. Check difficult words with the whole class later.

2 Ask the students how the writer answers the question in Exercise 1. Whose ideas were the same?

Answers:

Because food is in the wrong place, it is too expensive, or it cannot be stored for long enough.

Reading

1 Discuss this question in pairs.

1 Read out the question and ask the class for their initial thoughts.

2 Then tell the students to discuss the question in pairs; go round and listen.

3 Invite different students to report back their ideas about the question. Try to choose students who have a range of ideas. Encourage a short class discussion.

Students' own answers

4 Answer these questions to check the meanings of the highlighted words.

1 Ask the students to read the two questions, and find the highlighted words in the text.

2 Put the students in pairs to complete the task; go round and offer help where needed.

3 Check answers with the whole class.

Answers:

a It is made good to use. b It gives us a lot of food.

5 Read again. Are these sentences *True* or *False*? Correct the false sentences.

1 Tell students to read the text on page 103 again.

- 2 Ask them to read the first sentence and the example answer. Check that they agree with it.
- 3 Allow time for them to complete the exercise. Go round and check, offering help where needed.
- 4 Students compare answers in pairs.
- 5 Go through the answers with the whole class.

Answers:

- b False. At the moment, there is not as much agricultural land as we need.
- c False. We have already used more than a quarter (25%) of the earth's agricultural land.
- d False. Scientists think that the shortage of water will get worse in the future.
- e False. The article gives three reasons why there are hungry people in the world.
- f True

LESSON 4

SB page 104

WB page 95

Critical thinking**1 Read the text and discuss these questions in pairs.**

- 1 Ask students what they can remember about the text "Feeding the world" that they read in the last lesson.
- 2 Put the students in pairs to read the extract and to discuss the two questions. Go round and listen, offering prompts if necessary.
- 3 Ask volunteers to report back to the class and encourage a short class discussion.

Suggested answers:

- a It is a good idea because the population will grow and we need more land to grow food.
- b Because we need water for cooking, washing, drinking, growing plants and for many industrial processes. Most importantly, it is essential to support all life forms.
- c Students' answers

2 Discuss in pairs these ways in which farmers could produce more food. Which do you think is the best?

- 1 Allow time for the students to read the whole task carefully; answer any questions about

UNIT 16

Critical thinking**1 Read the text and discuss these questions in pairs.**

In recent years, the country has reclaimed 400,000 hectares of desert and another 600,000 hectares will be added in the next few years. It is hoped that people will move out of the cities to work in agriculture and so help Egypt to produce more food. This process will only succeed if there is enough water and if this is managed carefully.

- a Do you think it is a good idea to reclaim land for farming? Why/Why not?
- b Why is water so important? Think of its different uses.
- c Do you think people will move out of the cities to help produce more food? Why/Why not?

2 Discuss in pairs these ways in which farmers could produce more food. Which do you think is the best?

- reclaim more land from the desert
- plant different kinds of crops
- use the agricultural land we have more carefully
- help more people to grow their own food
- only grow food that can be stored for a long time
- change how the land is used: have fewer animals for meat and grow more crops
- only produce things that are inexpensive to buy

3 Discuss these questions in pairs.

- a What food can and can't be stored for a long time?
- b Why is some farm produce more expensive to buy than others?
- c Would you want to grow your own food? Why/Why not?

4 FOCUS ON GRAMMAR**Phrases with keep**

1 Notice this sentence from the text:

*World food production has **kept up with** population growth. (keep up with = do something as quickly as possible)*

2 Choose the correct keep phrases in these sentences. Check in your dictionary.

- a Imad was very tired, but he **kept off** kept on running as fast as he could.
- b We try to **keep on/keep up with** all the changes in computer technology.
- c They're good girls who always try to **keep out of/keep up with** trouble.
- d There's a large sign in the park which says, "**Keep off/Keep out** the grass".

SKILLS FOR LIFE

When you look up a word in the dictionary, write the word and its definition in a vocabulary book. This will be slow at first, but it will get quicker. Soon, you will start reading words you have already written in your book.

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WORKBOOK
PAGE 95

vocabulary.

- 2 Put them in pairs to discuss the question. Go round and listen, offering suggestions where needed. Make sure they consider all the ideas listed.
- 3 Invite different students to report back their ideas to the class; encourage a class discussion.

Students' own answers**3 Discuss these questions in pairs.**

- 1 Ask the students to read the first question, and invite some initial suggestions from the whole class.
- 2 Students then discuss all three questions in pairs. Go round and listen, adding prompts if necessary.

UNIT
16

1 Match the words a–e with their meanings 1–5.

- | | |
|--------------|--|
| a process | 1 <input type="checkbox"/> make land useful for farming, building, etc. |
| b productive | 2 <input type="checkbox"/> put somewhere to keep |
| c reclaim | 3 <input type="checkbox"/> right for a particular situation |
| d store | 4 <input checked="" type="checkbox"/> fertile |
| e suitable | 5 <input type="checkbox"/> things that you do or that happen to achieve a result |

2 Answer these questions.

- a Is the desert or the land near the Nile more productive for farmers?

The land near the Nile is most productive.

- b Where has land been reclaimed from the sea?

- c Where can you store food in a kitchen?

- d Which books do you know that are suitable for small children?

- e What is the process you use to make tea?

3 Complete these sentences.

- a It is important to keep up with developments in technology.
- b When you have exams, try to keep on _____
- c When people argue, I always try to keep _____
- d The mother told the small child to keep off _____



4 Write a paragraph about the importance of water.

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- 3 Invite volunteers to report back to the class.
Encourage a short class discussion.

Answers: _____

- a Most soft fruits and some vegetables (for example, cucumber, lettuce) can't be stored for a long time. Most other things can be stored for a long time if they are frozen, dried or in tins.
- b Some things are easier to grow or produce than others. Things which take a long time to grow or which are hard to transport are usually more expensive. Things which grow easily and are easy to transport are usually less expensive.
- c Students' own answers

4 FOCUS on phrases with *keep*.

- 1 Allow time for the students to read part 1.

- 2 Tell them to complete part 2, and remind them to check in their dictionaries.

- 3 Students compare answers in pairs.

- 4 Check answers as a class.

Answers: _____

- | | |
|---------------|----------------|
| a kept on | b keep up with |
| c keep out of | d Keep off |



WORKBOOK

page 95

1 Match the words a–e with their meanings 1–5.

- 1 Tell the students to look at the example and then complete the exercise, alone or in pairs.
- 2 Go round and check; if necessary suggest they use their dictionaries.
- 3 Check answers as a class.

Answers: _____

- 1 c 2 d 3 e 4 b 5 a

2 Answer these questions.

- 1 Read out question a and the answer, given as the example.
- 2 Tell the students to answer the remaining questions and then compare answers in pairs.
- 3 Go round and check, then go through the whole exercise with the class.

Suggested answers: _____

- b In some countries such as the Netherlands.
- c You can store it in jars, in a cupboard, the fridge, etc.
- d Student's answers
- e First you boil some water. Then you put tea in a pot. Then you put the water on the tea and wait a little before you pour it.

3 Complete these sentences.

- 1 Tell the students to read the first sentence, completed as the example.
- 2 Allow time for them to complete the remaining sentences with their own ideas. Go round and help if necessary.
- 3 Put them in pairs to compare sentences.
- 4 Ask different students to read out their completed sentences to the class.

Suggested answers:

- b studying/working hard.
c out of it/out of the argument.
d the grass/the flowers.

4 Write a paragraph about the importance of water.

- 1 Remind the students of the text on Student's Book page 103. If necessary, ask them to read it again.
- 2 Read out the instruction and invite ideas from the whole class. Note down good points on the board.
- 3 Tell the students to plan their paragraphs, alone or in pairs.
- 4 Allow time for them to write their paragraphs. Go round and offer prompts where necessary; correct their work.
- 5 Invite different students to read out their paragraphs to the class.

Students' own answers**LESSON 5**

SB page 105 WB page 96

Communication skills**Asking for and making suggestions****1 Read the problem and do the following.**

- 1 Allow time for the students to study the picture and read the text. Go round and answer any questions.
- 2 Tell the students to tick the suggestion they agree with.
- 3 Ask different students to tell the class which suggestion they chose, and why.
- 4 Then put them in pairs to discuss the ideas further.

Students' own answers**Communication skills** Asking for and making suggestions**1 Read the problem and do the following.**

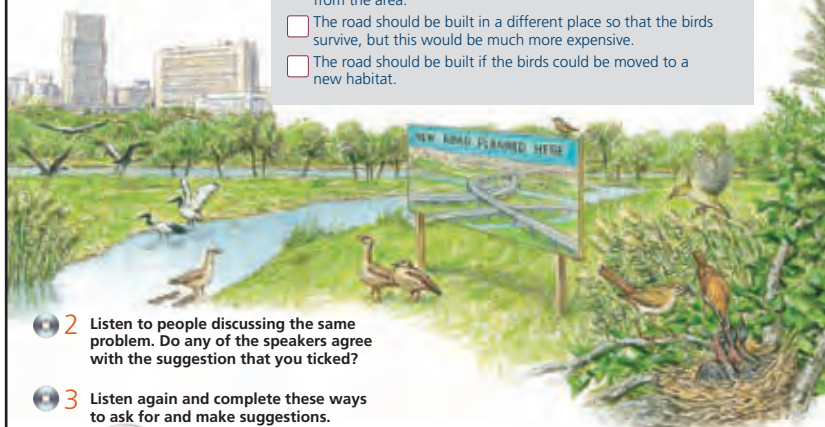
- a Tick the suggestion you agree most with.
b Discuss your ideas with another student.

Problem

Because there is too much traffic in your town, there is now a plan to build a new road around the town. However, this road will go through an area which is the habitat of an unusual species of bird.

Suggestions

- ☐ The road should be built even if the unusual birds disappear from the area.
☐ The road should be built in a different place so that the birds survive, but this would be much more expensive.
☐ The road should be built if the birds could be moved to a new habitat.



- 2 Listen to people discussing the same problem. Do any of the speakers agree with the suggestion that you ticked?
3 Listen again and complete these ways to ask for and make suggestions.

FOCUS ON FUNCTIONS**Asking for and making suggestions**

What can anyone do about it?

They the road on the other side of the town.

Or trying to move the birds to a different habitat?

..... building the road but trying to protect the birds?

..... build the road in a different place.

..... just stop traffic driving through the town at busy times of the day?

So what do you think?

4 Now read about another difficult situation. Ask for and make suggestions in pairs, using some of the language from Focus on functions.

There is a plan to reclaim a large area of desert so that farmers can grow more food. But the area is where many species of unusual animals live. If the land is reclaimed, some animals that only live in this part of the world will become extinct.

5 Research the following about environmental groups and charities

Choose an environmental group or charity you have heard about.

Find out:

- what they do to help the environment
- what they are working on at the moment
- where people can find out more information about their work

WORKBOOK PAGE 96

2 Listen to people discussing the same problem. Do any of the speakers agree with the suggestion that you ticked?

- 1 Tell the students to listen while you play the recording or read the script.
- 2 Ask which of the ideas in Exercise 1 they heard expressed (*the second and third ones*). Who had ticked these suggestions?

TAPESCRIPT

Narrator: Conversation 1

Boy 1: It's a really difficult situation, isn't it?

Boy 2: Yes, what can anyone do about it?

Boy 1: They could build the road on the other side

of the town.

Boy 2: That's a good idea. Or what about trying to move the birds to a different habitat?

Boy 1: I don't think that's the answer. These birds have lived in that area for hundreds of years.

Boy 2: You're probably right. How about building the road but trying to protect the birds?

Boy 1: It's a good idea, but how would you do that?

Boy 2: Good question. I'm not really sure.

Narrator: Conversation 2

Girl 1: So, what do you think they could do about this problem?

Girl 2: Surely they could build the road in a different place.

Girl 1: They thought about that, but it would be more expensive.

Girl 2: Why don't they just stop traffic driving through the town at busy times of the day?

Girl 1: They can't do that, the drivers would be furious.

Girl 2: So what do you think they should do?

Girl 1: There isn't an easy answer, but in the end, the people of the town are more important than the birds, aren't they?

Girl 2: No, I don't agree. We need to stop animals becoming extinct.



3 Listen again and complete these ways to ask for and make suggestions.

- 1 First, ask them to read all the gapped sentences.
- 2 Tell the students to listen again while you play the recording or read the script.
- 3 Allow time for them to complete the sentences.
- 4 Check answers. If necessary, play or read it again.

Answers: _____

They could build the road on the other side of the town.
Or what about trying to move the birds to a different habitat?

How about building the road but trying to protect the birds?

Surely they could build the road in a different place.

Why don't they just stop traffic driving through the town at busy times of the day?

So what do you think they should do?

4 Now read about another difficult situation. Ask for and make suggestions in pairs, using some of the language from Focus on Functions.

- 1 Put the students in pairs and tell them to read the situation.
- 2 Students then discuss what to do about the problem. Remind them to use expressions from Focus on Functions in their conversations.
- 3 Demonstrate first with a confident student.

Example:

Student: *So what do you think they should do?*

Teacher: *Why don't they move the animals to another part of the desert?*

Student: *Or what about ...?*

- 4 Allow time for the students to practise their conversations. Go round and listen, making corrections if necessary.
- 5 Invite different students to perform their conversations to the class.

Students' own answers

5 Research the following about environmental groups and charities.

- 1 Tell the students to carry out this research for homework. Let them work in pairs or groups if they wish to. Tell them to make notes, although they do not need to produce a written piece of work.
- 2 Tell them to type *environmental groups and charities* into the search engine.
- 3 Remember to check later. Ask them to report back what they have found out to the class.



1 Find and correct the mistakes in these sentences.

- 1 Tell the students to read the instructions and the example.
- 2 Allow time for the students to complete the task, alone or in pairs. Point out that there is one mistake in each sentence. Go round and offer help where needed.
- 3 Go through the exercise with the whole class.

Answers:

- a Surely they could stop factories producing so much pollution?
- c What about trying to get people to drive electric cars?
- d Why don't they stop so many people driving to work?
- e I don't know. What do you think they should do?

2 Read the situation and write an email.

- 1 Before students start writing, make sure students remember how to write and lay out a formal email.
- 2 Tell the students to read the situation and instructions a–d carefully.
- 3 Ask for initial ideas from the whole class.
- 4 Put the students in pairs to discuss ideas for their emails in more detail. Go round and offer help if needed.
- 5 Allow time for the students to plan and write their emails. Again, go round to help; make sure they follow all the instructions.
- 6 Correct their work.
- 7 Ask volunteers to read out their emails to the class.

Students' own answers

UNIT
16

1 Find and correct the mistakes in these sentences.

- a What can no one do about the problem of climate change?
What can anyone do about the problem of climate change?
- b Surely they stop factories producing so much pollution?

- c What about try to get people to drive electric cars?

- d Why don't they stopping so many people driving to work?

- e I don't know. What do you think they should doing?

2 Read the situation and write an email.

Situation

Last year, you did a school project about a place of environmental interest. You have just read a news report that an international company plans to build a factory there.



- a Write an email to the company. First, describe the place of environmental interest. What sort of habitat is it? What species of animals live there?
- b Say why you think the place is not suitable for a factory. What will have happened to the habitat by the time they have finished building the factory?
- c Can the factory be built in another place? Make some suggestions to the company.
- d Finish the email.

Assessment

Listening and Speaking Task

Target element: The future perfect and vocabulary from the unit

Read the following sentences based on the conversation on SB page 101, Ex 2. Students put up their hands when they hear the sentences which contain an example of the future perfect (checked below).

- 1 *Scientists are still discovering new species of plants today in remote areas.*
- 2 *Scientists won't have discovered all of these species for hundreds of years. (✓)*
- 3 *Many of the species will have become extinct before we know about them. (✓)*
- 4 *Many species are disappearing because of human activities.*
- 5 *Some say that 40 % of the Amazon will have gone by 2115. (✓)*
- 6 *Thousands of species will have disappeared by the year 2100. (✓)*

For speaking practice, ask students the following questions. Make sure they answer in full sentences (suggested answers given).

- 1 *Where do you think that scientists are discovering new species of animals and plants today? (In remote areas such as deserts and mountains and under the sea throughout the world.)*
- 2 *Do you think that the Amazon rainforest will have disappeared in 200 years time? Why/Why not? (Yes, I do, because we are cutting down so many trees each year./No, I don't. Some of the rainforest will be protected.)*
- 3 *Do you think that many species of animals and plants will have disappeared by 2100? (Yes, I do because humans will continue to cut down trees and use land that they need./No, I don't, because we understand the problems they have and will try to help the animals and plants.)*

Reading Task

Target element: The future perfect and vocabulary from the unit

Use SB page 103, text, "Feeding the world". Give students time to read the text again. Ask the following questions by writing them on the board. The answers are in brackets.

- 1 **What will the population of the world have grown to by 2050?** (It will have grown to about nine billion.)
- 2 **Is there enough suitable land for food production in the future?** (No, there is a shortage of suitable land.)
- 3 **What problem will probably have become worse in 2050?** (The shortage of water for growing crops.)
- 4 **Why are people hungry in the world today? Give three reasons.** (Food is in the wrong place, is too expensive or cannot be stored for long enough.)
- 5 **How has Egypt increased food production?** (It has reclaimed land from the desert.)

Writing Task

Target element: The future perfect

Write the following prompts on the board. Students complete them with the appropriate ending, using the future perfect (sample answers in brackets).

- 1 **By the end of this lesson, I will ...** (have practised using the future perfect.)
- 2 **By next Wednesday, I will ...** (have done a science test.)
- 3 **By the time I am twenty-two, I will ...** (have finished my university degree.)
- 4 **By the time I am thirty, I will ...** (have got a good job.)
- 5 **By 2050, the population of Cairo will ...** (have become much bigger.)

UNIT 17

CONAN DOYLE

SB pages 106-110 WB pages 97-100

Objectives

Listening

Listening for gist and specific information

Grammar

Passive verb forms

Reading

Reading for specific information and for detail

Critical thinking

Thinking about what we can do to help people in poor countries

Writing

Writing a mystery story

UNIT 17

Conan Doyle

OBJECTIVES Listening Listening for gist and specific information
Grammar Passive verb forms
Reading Reading for specific information and for detail
Critical thinking Thinking about what we can do to help people in poor countries
Functions Telling and explaining mysteries
Writing Writing a mystery story

Listening

- 1 **Guess the meaning of the highlighted words from the listening text.**

a Charles Dickens **based** his characters **on** people he knew.

b It is a **crime** to take things from other people.


c I'd like to **decorate** our house in bright colours.

d A **detective** is a special police officer who tries to find criminals.

e The Egyptian city in this story is **fictional**. There is no city of that name in Egypt.

f My brother is a student. He pays his **landlady** for his flat every month.

g Do you remember the **scene** in the film where the characters first meet?


- 2 **Listen to a talk in the Sherlock Holmes Museum and answer the questions.**

a Can you match the four people with the correct descriptions below?

b Who is the only real person?

<p>a <input checked="" type="checkbox"/> Sherlock Holmes</p> <p>b <input type="checkbox"/> Sir Arthur Conan Doyle</p> <p>c <input type="checkbox"/> Dr Watson</p> <p>d <input type="checkbox"/> Mrs Hudson</p>	<p>1 a friend of one of the other people</p> <p>2 the landlady</p> <p>3 a detective</p> <p>4 a writer of stories</p>
--	--
- 3 **Listen again and complete these sentences.**

a Sherlock Holmes and Dr Watson lived at 221 Baker Street.


b The building, which is protected by the was built in

c Millions of Sherlock Holmes's fans visit the every year.

d Holmes's study is on the floor of the building.

e In this room, you can see the that he wore and the that he sat in.

f On the third floor, you can see of scenes from Sherlock Holmes stories.
- 4 **Discuss this question in pairs.**
What other fictional detectives do you know?



SKILLS FOR LIFE
 Try to visit as many museums as you can. Many of them can teach you interesting facts that you might not learn at school.

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 PAGE 97

LESSON 1

SB page 106

WB page 97

Before using the book:

- Find out whether the students like reading books or watching TV programmes about

crime and detectives. Ask if they have heard of Sherlock Holmes.

Listening

1 Guess the meaning of the highlighted words from the listening text.

- 1 Tell the students that the highlighted words are ones which they will need in this unit. Read the sentences aloud or ask several students to read them.
- 2 Give the students a few minutes to think about the words, look at the context in which they occur and decide what they think might mean. Ask several students for their guesses before allowing them to check in their dictionary.

Answers:

- a based on: used particular information or facts as a point from which to develop an idea, plan, etc.
 b crime: an illegal action that can be punished by law
 c decorate: to put new paint or paper on the walls of a room or building
 d detective: a police officer whose job is to discover the person who is responsible for a crime
 e fictional: from a book or story, not real
 f landlady: a woman you rent a room or house from
 g scene: a short part of a play or film, when the events happen in one place

2 Listen to a talk in the Sherlock Holmes Museum and answer the questions.

- 1 Tell the students they are going to listen to a conversation between a museum guide and some visitors to the Sherlock Holmes Museum. Go through the list of people and the descriptions with the class before playing the recording so that they know what information to listen out for.
- 2 You may need to play the recording or read the script more than once. Then ask the students to match the people with the descriptions and answer question b.
- 3 Check answers with the class.

Answers:

- a
 b 4 c 1 d 2
 b
 Sir Arthur Conan Doyle

TAPESCRIPT

Tour guide: Well, good morning everyone and welcome to 221 Baker Street, the building where

Sherlock Holmes and his friend Dr Watson lived between 1881 and 1894. As you know, this is now the Sherlock Holmes Museum. I'll show you some of the places you'll know about if you have read the Sherlock Holmes stories or seen the films. If you have any questions, just ask them as we walk round.

Visitor 1: Excuse me, Sherlock Holmes wasn't a real person, was he?

*Tour guide: No, he wasn't. He was a fictional detective who was invented by the writer Sir Arthur Conan Doyle. However, to many people he is very real. Some people believe that the character was based on a doctor who once taught the writer. The house itself, which is protected by the government, was built in 1815. It has been visited by millions of Sherlock Holmes's fans from all over the world. If you want to ... [fade]
 ... OK, we're now on the first floor, and this is the famous study where many crimes were discussed and solved by the detective and his doctor friend. Here you can see the great man's hat and pipe.*

Visitor 2: Is that Holmes's chair?

Tour guide: Yes, it is. You can sit in it if you like.

Visitor 1: It's very dark in this room, isn't it?

Tour guide: Yes. Victorian houses were usually painted in dark colours ... [fade]

... We're now on the second floor with Dr Watson's bedroom at the back and Mrs Hudson's room at the front.

Visitor 2: Excuse me, who was Mrs Hudson?

Tour guide: She was Holmes and Watson's landlady. Unfortunately, we can't go up to the third floor today because it's being decorated. But next time you visit, remember to go up to the third floor to see models of famous scenes from Sherlock Holmes's stories. You can also... [fade]

3 Listen again and complete these sentences.

- 1 Go through the sentences before playing the recording or reading the script again so that the students know what words to listen out for. Pause the recording at appropriate places to allow them to take notes.
- 2 Ask the students to complete the sentences and allow them to compare them in pairs before checking answers with the class.

Answers:

- b government, 1815 c house/museum
 d first e hat, chair
 f models

4 Discuss this question in pairs.

- 1 Put the students into pairs and ask them to

discuss the question. As they do this, go round encouraging and helping where necessary.

- 2 Ask a representative from each pair to report back to the class on their ideas.

Students' own answers

Skills for life

Ask a student to read the Skills for Life box. Ask students to tell you about any museums they have visited recently or in the past.



WORKBOOK

page 97

1 Match words a–e with their meanings 1–5.

- 1 Remind the students that these are words which they studied in the Student's Book. Ask them to match the words and meanings.
- 2 Check answers with the class.

Answers:

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

2 Complete these sentences with words from Exercise 1.

- 1 Give the students a few minutes to read and complete the sentences. One of the missing words is not in exercise 1 (fictional). See if they can work out the answer.
- 2 Check the answers with the class.

Answers:

- b decorate c crime
d detective e fictional

3 Match words from A and B to make a pair of words that go together.

- 1 Remind the students that some words often go together. They are often combinations of two nouns, but can also be an adjective and a noun. Sometimes they are written as one word, sometimes as two separate words, and sometimes they are hyphenated.
- 2 Ask the students to make pairs of words with the words from the two boxes. Check answers with the class.

Answers:

- b detective story c fictional character
d landlady e physical injury
f police officer g terrified expression
h third floor

Conan Doyle

UNIT
17

1 Match the words a–e from with their meanings 1–5.



- | | |
|-------------|---|
| a crime | 1 <input type="checkbox"/> not real |
| b decorate | 2 <input type="checkbox"/> one part of a book or film |
| c detective | 3 <input checked="" type="checkbox"/> stealing and killing are examples of this |
| d scene | 4 <input type="checkbox"/> a police officer who tries to find criminals |
| e solved | 5 <input type="checkbox"/> paint a room or building |
| f fictional | 6 <input type="checkbox"/> found the answer to a problem |

2 Complete these sentences with words from Exercise 1.

- a The last scene in the film shows a man running into the desert.
- b I want to _____ my bedroom, but I can't decide what colour to choose.
- c It is a _____ to steal things from shops or people.
- d Sherlock Holmes was a famous _____ in many stories.
- e Sherlock Holmes was _____, although many people thought he was real.

3 Match words from A and B to make a pair of words that go together.

A climate detective fictional land physical police terrified third

B change character expression floor injury lady officer story

- a climate change e _____
b _____ f _____
c _____ g _____
d _____ h _____

4 Make sentences.

- a Sherlock Holmes/Baker Street/Dr Watson
Sherlock Holmes lived in Baker Street with Dr Watson.
- b Conan Doyle/based/detective/doctor/had known

- c millions/Sherlock Holmes fans/visit/museum every year

- d Sherlock Holmes's/study/first floor/building

- e visitors/sit/Sherlock Holmes's/chair

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4 Make sentences.

- 1 Go through the example with the class and point out how the prompts have been used to make a complete sentence. Ask the students to look at the other prompts and decide which words they will need to add to turn them into full sentences.
- 2 Ask the students to write out the sentences. Then check answers with the class. Make sure they form the past perfect correctly in sentence b.

Answers:

- b Conan Doyle based the detective on a doctor he had known.
- c Millions of Sherlock Holmes fans visit the museum every year.
- d Sherlock Holmes's study is on the first floor of the building.
- e Visitors can sit in Sherlock Holmes's chair.

LESSON 2

SB page 107 WB page 100

Grammar Passive verb forms

1 Underline the two/three words that make the passive in these sentences from the listening text.

- a *Sherlock Holmes was invented by Sir Arthur Conan Doyle.*
- b *The house itself, which is protected by the government, was built in 1815.*
- c *It has been visited by millions of Sherlock Holmes's fans.*
- d *Some people believe that the character was based on a doctor.*
- e *We can't go up to the third floor today because it is being decorated.*

GRAMMAR
REVIEW
PAGE 135"Was invented" is
past simple passive.

2 Discuss these questions about the sentences in Exercise 1.

- a What tenses are the underlined verbs in Exercise 1?
- b How do we make passive verbs?
- c Who does the action of the passive verbs in sentences a–c?
- d Which preposition comes before the person/thing that does the action?
- e Who do you think does the action in sentences d and e?

3 Rewrite the sentences in Exercise 1 using active verbs.

Example:

Sir Arthur Conan Doyle *invented* Sherlock Holmes.

4 Rewrite these sentences using passive verbs.

- a Millions of people have read Sherlock Holmes stories.
Sherlock Holmes stories have been read by millions of people.
- b Holmes and Watson solved hundreds of crimes.
- c People all over the world know Sir Arthur Conan Doyle's stories.
- d A British company is making a new Sherlock Holmes film.
- e Last week, they were making the film in Baker Street.

FOCUS ON GRAMMAR

Passive verb forms

- To form the passive, use the verb *be* in the same tense as the active verb and add the past participle:

Doyle *wrote* the book. → The book *was written* (by Doyle).
They *have made* a film. → The film *has been made* (by them).

- You don't always need to say who does the action:
The email *will be sent* from Japan.

GRAMMAR
REVIEW
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PAGE 98

5 Discuss these questions in pairs.

- a What is your favourite book?
- b Who wrote it and when was it written?

UNIT
17

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- d Some people believe that the character was based on a doctor.
- e We can't go up to the third floor today because it is being decorated.

2 Discuss these questions about the sentences in Exercise 1.

- 1 Go through the questions one by one with the class, encouraging class discussion. Begin with a by helping them to identify the different passive tenses in the sentences in Exercise 1. In questions e, you may need to explain that they need to identify the person (or people) who performs the passive verb, not the subjects of the active verbs.

Answers:

- a
- a past
- b present, past
- c present perfect
- d past
- e present continuous
- b with the verb *be* in the same tense as the active verb + the past participle.
- c Sir Arthur Conan Doyle/the government and builders/Sherlock Holmes's fans
- d by
- e Sentence d: Sir Arthur Conan Doyle, Sentence e: decorators

3 Rewrite the sentences in Exercise 1 using active verbs.

- 1 This exercise gives the students the opportunity to turn passive sentences back into active sentences. If students need more help, refer them to the Focus on Grammar box and the Grammar Review on page 135. It would also be worth pointing out that the use of the passive often adds a degree of formality which is why it is often used in letters and formal writing.
- 2 Go through the example with the class, then ask them to work individually to rewrite the remaining sentences.
- 3 Check answers with the class and point out how clumsy the first and last sentences are when you have to include the details that it was the builders who built the house and the decorators who are decorating it.

Grammar

Passive verb forms

1 Underline the two/three words that make the passive in these sentences from the listening text.

- 1 Ask the students to look at the example and then to underline the passive forms in sentences b–e. Point out that in one of the sentences (sentence b) there are two passive verbs.
- 2 Check answers with the class.

Answers:

- b The house itself, which is protected by the government, was built in 1815.
- c It has been visited by millions of Sherlock Holmes's fans.

Answers:

- b People/Builders built the house, which the government protects, in 1815.
- c Millions of Sherlock Holmes's fans have visited the house.
- d Some people believe that Sir Arthur Conan Doyle based the character on a doctor.
- e We can't go up to the third floor today because people/decorators are decorating it.

4 Rewrite these sentences using passive verbs.

- 1 This exercise gives the students the opportunity to write passive sentences.
- 2 Go through the example with the class and then ask the students to rewrite the remaining sentences in the passive. As they do this, go round giving extra help where it is needed.
- 3 Check answers with the class.

Answers:

- b Hundreds of crimes were solved by Holmes and Watson.
- c Sir Arthur Conan Doyle's stories are known by people all over the world.
- d A new Sherlock Holmes film is being made by a British company.
- e Last week, the film was being made in Baker Street.

5 Discuss these questions in pairs.

- 1 Put the students into pairs and ask them to discuss the questions. As they do this, go round encouraging and helping where necessary.
- 2 Ask a representative from each pair to report back to the class on their ideas. Encourage them to use passive verbs.

Students' own answers

**WORKBOOK****page 98****1 Answer the questions using passive verbs and the words in brackets.**

- 1 Go through the example with the class and then ask them to write the remaining answers.
- 2 As the students write their answers, go round giving extra help where needed.
- 3 Check the answers with the class.

UNIT
17**1 Answer the questions using passive verbs and the words in brackets.**

- a Who wrote the Sherlock Holmes stories? (Sir Arthur Conan Doyle)

They were written by Sir Arthur Conan Doyle.

- b When did they build the house in Baker Street? (1815)

- c How many people have visited the museum? (millions)

- d Why can't visitors go to the third floor of the museum? (decorate)

2 Rewrite the parts in brackets using passive verbs.

Mustafa Are you OK? You look angry.

Omar a (Someone has stolen my car.)

My car has been stolen.

Mustafa That's terrible. I'm sorry.

Omar b (They repaired it only last week.)

It

Mustafa Where was it?

Omar c (They took it from my garage.)

Mustafa What about the police?

Omar d (I told them immediately.)

Mustafa Have they done anything yet?

Omar e (A detective interviewed me yesterday.)

Mustafa Did he say anything?

Omar f (He doesn't think they'll find my car.)

He doesn't think my

3 Write five passive sentences using the words in brackets.

- a (Egypt/visit)

Egypt is visited by thousands of tourists every year.

- b (Pyramids/build)

- c (King Lear/write)

- d (Shakespeare/know)

- e (football/watch)



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Answers:

- b It/The house was built in 1815
- c It/The museum has been visited by millions of people.
- d It/The third floor is being decorated.

2 Rewrite the parts in brackets using passive verbs.

- 1 Go through the example with the class, reminding them that when you don't know who has done something, or when it is obvious or unimportant, you don't need to mention the doer when making passive sentences. So here, you don't need to say *My car has been stolen by thieves.*
- 2 Ask the students to rewrite the remaining

UNIT
17

Reading

1 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

expression face (n)
hound (n) inherit injury
investigate legend physical
shoot terrified

2 Read the summary of *The Hound of the Baskervilles* and answer these questions.

- Who lives in the west of England?
Sir Henry Baskerville
- What does the Hound of the Baskervilles look like?
- Who is Stapleton?
- Why isn't Stapleton successful?
- What is the Hound of the Baskervilles?

4 Discuss these questions in pairs.

- Do people still believe in legends like *The Hound of the Baskervilles*?
- Are there any Egyptian legends like this?
- Why do people like these stories?



The Hound of the Baskervilles

Sherlock Holmes and Watson have a visit from a man called Dr Mortimer. He wants Holmes's advice before he goes to see his friend Sir Henry Baskerville. Sir Henry is the last member of the Baskerville family and is going to **inherit** the family home, Baskerville Hall, in the west of England. Mortimer is worried about Henry and tells Holmes and Watson an old **legend** about a wild dog. It is called the Hound of the Baskervilles and it killed Sir Hugo Baskerville hundreds of years earlier. It has also killed other members of the Baskerville family since then. The legend says that this dog will kill anyone called Baskerville.

3 Read the story again. Are these sentences True or False?

- ☒ Sir Henry Baskerville asked Sherlock Holmes for advice.
- ☐ Sir Henry Baskerville is going to inherit a house belonging to his family.
- ☐ As soon as Sherlock Holmes hears Dr Mortimer's story, he believes it.
- ☐ Sir Charles Baskerville died because he was bitten by a dog.
- ☐ Sir Charles Baskerville looked very frightened.
- ☐ Stapleton was not a member of the Baskerville family.
- ☐ The dog is dangerous because it is not given food.
- ☐ Holmes and Watson save Sir Henry.
- ☐ Stapleton escapes.

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- Ask them to use remaining prompts to write more sentences. They can do this in pairs. Go round, monitoring and helping where necessary.
- Ask pairs to tell you their suggested answers.

Suggested answers:

- The pyramids were built by the Ancient Egyptians.
- King Lear* was written by William Shakespeare.
- Shakespeare is known all over the world.
- Football is watched by people in many different countries.

LESSON 3 SB page 108

Reading

1 Check the meanings of these words in your dictionary.

- Tell the students that in this unit they are going to read about the story *The Hound of the Baskervilles*, a famous Sherlock Holmes story. Point out that the words in this exercise are important in the story. Ask them to guess their meanings and then check in their dictionary.

- Check answers with the class.

sentences. Go round making sure they are doing this correctly.

- Check answers by asking students to read the whole conversation aloud.

Answers:

- It was repaired only last week.
- It was taken from my garage.
- The police were told immediately.
- I was interviewed by a detective yesterday.
- He doesn't think my car will be found.

3 Write five passive sentences using the words in brackets.

- Go through the example with the class, and then elicit various ideas for other ways to complete the sentence. Write the students' ideas on the board.

Answers:

- expression:* a look on someone's face
face (n): the front part of your head, where your eyes, nose and mouth are
hound (n): a dog used for hunting
inherit: to receive money, a house, etc. from someone who has died
injury: physical harm that someone suffers in an accident or attack, or a particular example of this
investigate: to try and find out about something, especially about a crime or accident
legend: an old, well-known story, often about brave people and their actions and adventures
physical: relating to someone's body rather than their mind

shoot: to kill or injure someone with a gun
terrified: very frightened

2 Read the summary of *The Hound of the Baskervilles* and answer these questions.

- Go through the questions so that they know what information they should look out for when they read the story for the first time. Encourage them to read quickly to find the answer to these questions.
- Check the answers with the class.

Answers:

- It looks like a wild dog.
- He is a cousin of the Baskervilles who wants to inherit the family home.
- Because Sherlock Holmes finds out what he is planning to do. They shoot the dog and Stapleton drowns as he is trying to escape.
- It is a black dog which Stapleton does not feed so that it will kill people.

3 Read the story again. Are these sentences *True* or *False*?

- Give the students time to read the story again and answer any questions they have about vocabulary or meaning.
- Ask the students to work individually to decide whether the statements are true or false.
- Allow them to compare in pairs before checking answers with the class. Encourage them to try to correct the false statements.

Answers:

- F (Dr Mortimer asked Holmes for advice.)
- T
- F (At first he laughs.)
- F (He had no physical injuries.)
- T
- F (He was a cousin.)
- T
- T
- F (He drowns as he is trying to escape.)

Critical thinking

- Sir Charles Baskerville died with a terrified expression on his face. Look at the pictures and answer the questions.

- Which face has a terrified expression?



- Can you match the other six faces with the correct expression?

<input type="checkbox"/> angry	<input type="checkbox"/> surprised
<input type="checkbox"/> bored	<input checked="" type="checkbox"/> terrified
<input type="checkbox"/> happy	<input type="checkbox"/> worried
<input type="checkbox"/> interested	

- When was the last time you felt any of these emotions?

At first, the detective laughs at the story, but then Dr Mortimer tells him about Henry's uncle, Sir Charles Baskerville, who has just been found dead in his garden. He had no physical injuries, but he had died with a terrified expression on his face. Also near to his body there were the footprints of an enormous dog. Suddenly, Holmes is very interested and goes to Baskerville Hall to investigate.

Holmes and Watson solve the crime. They discover that the criminal is called Stapleton, a cousin of the Baskervilles who wants to inherit the family home. He knows the legend of the hound, and trains a black dog to kill the first person it sees. He doesn't feed the dog because he wants to make it very hungry. However, when he sends it to kill Sir Henry Baskerville, Holmes and Watson are waiting. When they shoot the dog, everyone realises that the hound is just an ordinary dog. Stapleton drowns as he is trying to escape.

- Read about Sir Arthur Conan Doyle's life and answer these questions.

- Where did Conan Doyle train to be a doctor? *Edinburgh University*
- Where did he work as a doctor?
- How old was he when he died?

1859 Arthur Ignatius Conan Doyle was born in Edinburgh.

1876 He went to Edinburgh University to train to become a doctor.

1881 He left university and worked as a doctor in South Africa and other countries.

1885 He married Louisa Hawkins. They had two children.

1887 He wrote his first story about Sherlock Holmes: *A Study in Scarlet*.

1930 He died at the age of 71.



- Discuss these questions in pairs.

- Why do you think that Conan Doyle wanted to be a doctor?
- Why do you think that he went to work in Africa and other countries instead of being a doctor in Britain?
- How can doctors help people in poor countries?
- What other kinds of work can help people in poor countries?

- Discuss these questions with a different partner.

- If you wanted to help people in poor countries, what kind of work would you choose to do?
- Do you think rich countries should give poor countries money, or is it better to teach them to help themselves? Give your reasons.

WORKBOOK
PAGE 99

LESSON 4

SB page 109 WB page 99

Critical thinking

- Sir Charles Baskerville died with a terrified expression on his face. Look at the pictures and answer the questions.

- Ask students what they can remember about the story *The Hound of the Baskervilles*. Why did Sir Charles Baskerville die with a terrified expression on his face?
- Go through the instructions with the class to make sure that everyone understands. Then

ask them to find the face with the terrified expression. Check the answer with the class.

- 3 Now ask the students to match the remaining faces with the correct expression word. Check answers with the class.
- 4 Put the students in pairs to discuss question c. Go round, monitoring and helping as they discuss, then ask several pairs to report back with their answer.

Answers: _____

- a 5
- b
 - 7 angry
 - 3 surprised
 - 4 bored
 - 5 terrified (given)
 - 2 happy
 - 1 worried
 - 6 interested
- c Students' own answers.

2 Read about Sir Arthur Conan Doyle's life and answer these questions.

- 1 Tell the students they are going to read a list of information about Sir Arthur Conan Doyle. Go through the questions with the class so they know the information to look for.
- 2 Give the students time to read and find the answers, then check the answers with the class.

Answers: _____

- b He worked in South Africa and other countries.
- c 71

3 Discuss these questions in pairs.

- 1 Read through the questions with the class and answer any questions about vocabulary and meaning.
- 2 Put the students into pairs and ask them to discuss the questions. As they work, go round, monitoring, encouraging and helping as required.
- 3 Ask several pairs to report back to the class.

Suggested answers: _____

- a Maybe his father was a doctor. Maybe he had seen many sick people and wanted to help them. Maybe he wanted to help people in poor countries where there were no/few doctors.
- b It is likely that there was a greater need for doctors in Africa than in Britain. Perhaps he wanted to help people there and maybe he thought he could be more useful there.
- c They can help them to get better when they are ill and also help them to avoid getting illnesses with better hygiene and sanitation.
- d Working as a nurse, teacher, and perhaps engineer to help build better roads etc.

4 Discuss these questions with a different partner.

- 1 Read through the questions with the class and answer any questions about vocabulary and meaning.
- 2 Put the students into different pairs and ask them to discuss the questions. As they work, go round, monitoring, encouraging and helping as required.
- 3 Ask several pairs to report back to the class, giving reasons for their answers. Encourage class discussion.

Students' own answers

**1 Complete the puzzle.**

- Ask the students to work individually to complete the puzzle.
- Check answers with the class.

Answers: _____

Across

- face (given)
- photo
- investigate
- hound
- injury

Down

- expression
- shoot
- wrong
- legend
- inherit
- only

2 Correct the facts in these sentences.

- Go through the example with the class and point out that all the information they need is in the story *The Hound of the Baskervilles*. Then ask the students to work individually to correct the facts.
- Allow them to compare their sentences in pairs before checking answers with the class.

Answers: _____

- ~~investigate~~ inherit
- ~~bedroom~~ garden
- ~~surprised~~ terrified
- ~~thirsty~~ hungry
- ~~is shot~~ drowns

3 Make sentences.

- Ask the students to answer the questions, describing times in their lives when they feel the different emotions given. Ask them to provide an example of why they feel these emotions.

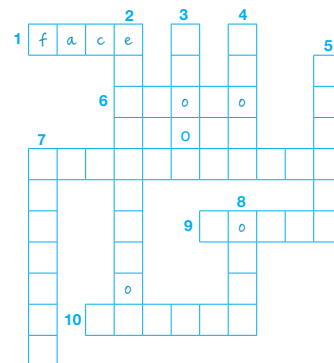
1 Complete the puzzle.

Across

- He's got a smile on his _____.
- You take this with a camera.
- To try to find out about a crime
- a hunting dog
- damage to your body

Down

- He has a happy _____ on his face.
- You do this with a gun.
- the opposite of right (not left)
- An old story that may be true
- To get money and other things when someone dies
- I may look 18, but I'm _____ 15.

**2 Correct the facts in these sentences.**

- Dr Mortimer visits Sherlock Holmes because he needs money.
- Sir Henry Baskerville is going to investigate the family home.
- Sir Charles Baskerville was found in his bedroom.
- Sir Charles Baskerville died with a surprised expression on his face.
- Stapleton does not feed his dog to make it thirsty.
- Stapleton is shot while he is trying to escape.

advice**3 Make sentences.**

When do you feel ...

- terrified? I feel terrified when...
- happy? _____
- angry? _____
- surprised? _____
- bored? _____
- worried? _____

- Ask individual students to read their answers aloud to the class.

Students' own answers

LESSON 5

SB page 110 WB page 100

UNIT
17

Communication skills Telling and explaining mysteries

1 Read the story "Sara and the Thieves".

- Try to explain the mystery.
- Compare ideas in pairs.

Sara and the Thieves

Sara lives with Mr and Mrs Smith. Last week, while Mr and Mrs Smith were out, a neighbour, Louise, came to spend the evening with Sara. At eight o'clock, Louise went out to buy some bread from a shop five minutes' walk away. One minute after she left, two men broke into the house and took the television and a computer. Sara didn't look surprised and she did not try to stop them. Can you explain?



2 You are going to tell a mystery story.

- Think of a mystery story you know. It can be:
 - an old Egyptian legend.
 - a crime that has never been solved.
 - a puzzle, like the story "Sara and the Thieves".

- Make notes in answer to these questions, like the sample.

1 Who are the characters in your mystery?

Sara, Mr and Mrs Smith, Louise, two thieves

2 When did the story take place?

One evening last week

3 What was the situation?

*Mr and Mrs Smith were out.
Louise went out for bread.
Two men came in and stole a television and computer.*

4 What is the mystery?

*Why wasn't Sara surprised?
Why didn't she try to stop the thieves?*

4 Research the following mystery

Find out the following about the Antikythera mechanism:

- What is it?
- In what year was it made?
- What was it used for?
- What is the mystery about it?

RESEARCH

3 Tell each other your mystery stories, using your notes.

- Your partner has to try to explain the mystery.
- Talk about any other mysteries you know.

WORKBOOK
PAGE 100

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Communication skills

Telling and explaining mysteries

1 Read the story "Sara and the Thieves".

- Focus attention on the story and ask the students to read it. Then put the students into pairs and ask them to discuss the mystery and see if they can solve it.
- Ask all the pairs to report back to the class with their ideas before revealing the answer.

Answers: _____

Sara is a pet cat.

2 You are going to tell a mystery story.

- Go through the instructions with the class

and give the students time to think of a mystery story, legend or puzzle that they would like to write about.

It can be a well-known story or one that they have made up.

- Focus attention on the sample notes with the class and make sure everyone understands what to do.
- As the students write their notes, go round giving them help and encouragement. Discourage them from writing whole sentences. Ask them to keep their notes safely, as they will need them for Workbook Exercise 3.
- Tell each other your mystery stories, using your notes.**
 - Go through the instructions with the class.
 - Put the students into pairs and ask them to take turns to tell their mystery stories to each other, using their notes to help them. Afterwards, they should try to explain each other's mysteries, asking questions about anything they haven't understood. Go round as they do this, monitoring and helping.
 - Encourage the students to talk about any other mysteries they know. This can be done as pair work, group work or with the whole class.
- Research the following mystery**
 - Go through the instructions with the class and make sure they understand what to do.

- Encourage students to use the library or the internet to find this information. They can do this for homework. You can take in this work in the next lesson.

Answers: _____

The Antikythera mechanism is a type of computer. It was found under the sea on a boat off the Greek island of Antikythera.

It was made in around the year 100 BCE.

It was used to measure the stars.

The mystery is how the Greek scientists at that time could design something so modern.



1 Read the story and discuss these questions in pairs. (There is a clue in the picture.)

1 Read the story aloud or ask a student to read it. Then go through the questions with the class, making sure everyone understands them. Focus attention on the picture and explain that it contains clues as to what really happened.

2 Put the students into pairs or small groups and ask them to discuss their answers and try to solve the mystery.

2 Ask your teacher if your answer is correct.

1 Ask pairs/groups to report back with their answers to the questions and their solution to the mystery. Accept any different answers which work – the students' explanations may be just as good as the answers given here.

Answers:

- Ali and Mohamed are flatmates. Misho is a cat and Tito is a goldfish.
- Because they are not people; they are animals.
- It was the goldfish bowl.
- Because the death of a goldfish isn't a crime.

3 Write your mystery story using the notes you made in the Student's Book.

- Go through the instructions with the class and ask the students to find the notes they made when they told mystery stories to their partners in the Student's Book.
- As the students prepare their mysteries, go round, offering help and encouragement. Remind them to end the mystery with a question for the reader. Ask them to write their solutions on a separate piece of paper. They could do this part for homework.
- Make sure the students swap their stories with different partners, not the ones they told their

1 Read the story and discuss these questions in pairs. (There is a clue in the picture).

Mystery in the living room

Ali, Mohamed, Tito and Misho all live in the same flat. Ali and Mohamed go out to the cinema. When they return, Tito is lying dead on the living room floor. There is water and broken glass next to him. Ali and Mohamed know that Misho must have killed Tito, but they do nothing. Why not?



- Who are Ali, Mohamed, Tito and Misho, do you think? _____
- Why do you think Tito and Misho didn't go to the cinema? _____
- Where do you think the broken glass came from? _____
- Why didn't Ali and Mohamed report the death to the police? _____

2 Ask your teacher if your answer is correct.

3 Write your mystery story using the notes you made in the Student's Book.

- Write the story in 60–80 words. End with a question about the mystery for the reader to think about and answer.
- Then write the answer to the question. Explain the mystery.
- Exchange your story with another student, but not the student you have already told the story to.
- When you have had time to read and think about each other's stories, exchange answers.

story to before. Encourage them to ask each other questions and guess the solutions to the mysteries before they are given the correct answers by the people who wrote them.

Assessment

Listening Task

Target element: vocabulary from the unit

Use SB pages 108–109, the story. Write the following names on the board:

Sherlock Holmes, Dr Mortimer, Sir Charles Baskerville, Stapleton

Say the following sentences. Students listen and say who each sentence is about (answers in brackets):

He asks for some advice. (Dr Mortimer)

He laughs at the story. (Sherlock Holmes)

He trains a dog to kill people. (Stapleton)

He tells a strange story about a wild dog. (Dr Mortimer)

He goes to Baskerville Hall to investigate the strange story. (Sherlock Holmes)

He drowns as he is trying to escape. (Stapleton)

He solves the crime. (Sherlock Holmes)

Writing and Speaking Task

Target element: the passive and vocabulary from the unit

First, ask students to write four sentences in the passive about a person or thing in the unit, without naming the person or thing, e.g. *It is visited by millions of tourists every year.* (Egypt) They then work in pairs. One student reads their sentence. The other student guesses what it is describing. Encourage them to use tag questions in their answers, e.g. for *It is visited by millions of tourists every year*, the other student can answer *It's Egypt, isn't it?* They then swap roles.

Example answers:

It is visited by millions of tourists every year.
(Egypt)

They were written by Sir Arther Conan Dolye.
(*Sherlock Holmes stories*)

The museum is protected by the government. (*The Sherlock Holmes Museum*)

It was written by William Shakespeare. (*King Lear*)

Reading Task

Target element: the passive and vocabulary from the unit

Use SB page 110, Ex. 1. Ask students to read the story. Write the following on the board. Students say if they are true or false (answers in brackets below).

1 Last week, Louise spent the evening with Mr and Mrs Smith. (False. She spent the evening with Sara.)

2 Louise reached the shop at about five past eight. (True)

3 The house was broken into just after eight o'clock. (True)

4 Two televisions were taken from the house. (False. A computer and a television were taken.)

5 The men were not stopped. (True)

6 Sara was very surprised. (False. She did not look surprised.)

UNIT 18

A CLEANER WORLD

SB pages 111-115 WB pages 101-106

Objectives

Listening

Listening for gist and specific information; guessing the meaning of unknown words

Grammar

Countable and uncountable nouns

Reading

Reading for specific information; guessing the meaning of unknown words

Critical thinking

Considering the advantages and disadvantages of artificial lighting

Functions

Making polite complaints

Writing

Writing an email of complaint

UNIT 18

A cleaner world

OBJECTIVES

Listening Listening for gist and specific information; guessing the meaning of unknown words

Grammar Countable and uncountable nouns

Reading Reading for specific information; guessing the meaning of unknown words

Critical thinking Considering the advantages and disadvantages of artificial lighting

Functions Making polite complaints

Writing Writing an email of complaint

Listening

1 Before you listen, discuss these questions in pairs.

- Which forms of noise do you find most annoying?
- What noises can you hear near to where you live?

2 Listen to an interview with a scientist and answer these questions.

- Can you circle the main subject of the interview?
neighbours/traffic/noise/music/airports
- What different problems does the scientist talk about?

3 Guess the meaning of the highlighted words from the listening.

- If a car **alarm** goes off every ten minutes, it can be very difficult to **put up with**.
- In really bad situations, it can **cause** hearing problems.
- It can **increase** levels of **stress** in society.
- Burglar** alarms or car alarms often **go off** at night.
- People don't like hearing car **horns** late at night.
- It may be possible to complain to the **authorities**.

4 Listen again and choose the correct answer.

- How does the speaker describe noise pollution?
A a very loud noise
B noise we don't want to hear
C the noise of neighbours
- Which of the following are important to people?
A Who or what is making the noise.
B When they hear the noise.
C Where someone is when they hear the noise.
- What bad effect does the scientist say that noise pollution can have?
A It can be stressful.
B It can make people angry.
C It can cause problems with neighbours.
- What part of a car does the scientist say can be very annoying?
A the horn
B the brakes
C the engine
- What do some airports do to reduce noise pollution?
A Stop all night flights.
B Reduce the number of night flights.
C Make quieter plane engines.

5 Discuss these questions in pairs.

- What do you do about noises that you find annoying?
- What can be done to reduce noise pollution in society?

WORKBOOK PAGE 101

111

LESSON 1

SB page 111

WB page 101

Before using the book:

- Ask the students what kinds of sounds they like to hear and what kinds they dislike. What kinds of sounds can they hear in a city? What can they hear in the countryside? Do they or someone they know have headaches or other health problems because of too much noise?

Listening

1 Before you listen, discuss these questions in pairs.

- 1 Read out the first question and invite initial ideas from the whole class. The picture at the bottom of the page might give them some ideas.
- 2 Students discuss the questions in pairs. Go round and monitor.
- 3 Invite three or four pairs to share their ideas with the class.

Students' own answers**2 Listen to an interview with a scientist and answer these questions.**

- 1 Tell the students they are going to hear a scientist talking about noise.
- 2 Ask them to read the questions first. Then tell them to listen while you play the recording or read the script.
- 3 Allow time for them to discuss the answers in pairs.
- 4 Invite volunteers to share their ideas with the class.

Answers:

- a noise (the other subjects are mentioned, but they are not the main subject)
- b The problems of traffic, loud noises from neighbours, loud music at night, car alarms, people shouting, children playing noisily, car horns, burglar and alarms, people talking on mobile phones, and planes landing and taking off at night

TAPESCRIPT

Presenter: Welcome to Science for Life. With us in the studio today is a scientist, Dr Nihal Hany. Thank you for joining us, Dr Hany.

Dr Nihal Hany: Thank you for having me.

Presenter: The two forms of pollution we usually hear about are air and water pollution, but you're going to talk about a very different kind of pollution, aren't you?

Dr Nihal Hany: Yes, that's right. I'm going to talk about noise pollution.

Presenter: So how do you define noise pollution?

Dr Nihal Hany: Noise pollution is simply a sound that we do not want to hear. This can be the sound of traffic in the street when we're trying to sleep, or loud

noises coming from a neighbour's house when we're watching TV.

Presenter: Is noise pollution always loud?

Dr Nihal Hany: It isn't always very loud, but it's always louder than we want to hear. We all like music, but if it's very loud late at night, it can be extremely annoying. Often it isn't only the noise itself that is the problem, it's the time of day when we hear it or how long we hear the noise for. Nobody minds a car alarm going off for a few seconds, but if a car alarm goes off every ten minutes, it can be very difficult to put up with.

Presenter: And is noise pollution a problem?

Dr Nihal Hany: It can be. In really bad situations, it can cause hearing problems. But more often, it can increase levels of stress in society.

Presenter: What forms of noise pollution do most people complain about?

Dr Nihal Hany: Probably the most common examples are noises from neighbours – people shouting or children playing noisily – and traffic in the street. People don't like hearing car horns late at night. Burglar alarms or car alarms often go off at night. And we don't like hearing voices talking loudly on mobile phones.

Presenter: But what can we do about unwanted noise?

Dr Nihal Hany: That's a difficult question. If the noise comes from a neighbour's house, people should ask their neighbour politely to reduce the level of noise.

Presenter: And what about the noise of traffic and planes?

Dr Nihal Hany: There isn't much anyone can do about this. In some countries, there are laws to stop people using their car horns late at night, but noise laws are difficult to enforce. And at some airports, they sometimes reduce the number of planes landing and taking off at night.

Presenter: So, if people can't put up with this kind of noise, what should they do?

Dr Nihal Hany: It may be possible to complain to the authorities, but this doesn't always succeed.

Presenter: So do you think they should live somewhere else?

Dr Nihal Hany: Sometimes this is the only answer.

3 Guess the meaning of the highlighted words from the listening.

- 1 Ask the students to read the sentences and guess the meaning of the highlighted words, using the context as a clue. Go round and help if necessary.
- 2 Tell them to check in their dictionaries.
- 3 Go through the exercise with the whole class.

Answers:

<i>alarm:</i>	something such as a bell, loud noise, or light that warns people of danger
<i>put up with:</i>	accept a bad situation without complaining
<i>cause:</i>	make something happen
<i>increase:</i>	to become larger or to make something larger
<i>stress:</i>	continuous feelings of worry about your work or personal life that prevent you from relaxing
<i>burglar:</i>	someone who goes into buildings in order to steal things
<i>burglar alarm:</i>	a piece of equipment that makes a loud noise when a burglar gets into a building
<i>go off:</i>	make a loud noise; start working
<i>horns:</i>	the things in a car that you push to make a sound as a warning
<i>authorities:</i>	organisations that make official decisions and control public services

4 Listen again and choose the correct answer.

- 1 First, ask the students to read all the questions.
- 2 Then tell them to listen while you play the recording or read the script again.
- 3 Allow time for them to choose the correct answers, then check with the whole class.

Answers:

b B c A d A e B

5 Discuss these questions in pairs.

- 1 Tell the students to discuss each question with a partner. Go round and listen, offering prompts if necessary.

A cleaner world 18

1 Complete these sentences with the correct words.

alarm authorities **burglars** cause horns increase stress

- a The **burglars** took the jewels from that shop because the _____ was not on that night.
- b He thinks the _____ should put more lights in the park because it is dangerous at night.
- c Cars _____ both air and noise pollution.
- d I think that cars should not press their _____ at night or people cannot sleep.
- e The teacher is very happy because there has been an _____ in the number of students who have passed the test.
- f Students often feel _____ when they have exams.

2 Complete the sentences with the correct verbs.

get rid of **get up** goes off put up with

- a It is important that Ali **get up** early in the morning because of his job.
- b Ali does not usually sleep very well because his neighbour's car alarm often _____ in the middle of the night.
- c His neighbour has asked him to _____ the problem until his car alarm is mended.
- d The neighbour also promised to _____ the car if the problem continues.



3 Answer these questions.

- a What do you think is the worst cause of noise pollution?
- b What vehicles or buildings often have an alarm?
- c What do you find difficult to put up with in your town?

4 Write a paragraph about the noises that you hear around you every day.

- 2 Ask volunteers to share ideas with the class. Encourage a class discussion.

Suggested answers:

- a Students' own answer
- b You could bring in laws to control noise in public places, use technology to stop the sounds from machines, have quieter planes, etc.



1 Complete these sentences with the correct words.

- 1 Ask the students to write the missing words, using words from the box. Remind them to read each complete sentence first.
- 2 Go round and offer help where necessary.

Grammar Countable and uncountable nouns

GRAMMAR
REVIEW
PAGE 135

- 1 Underline the countable nouns and circle the uncountable nouns in these sentences from the reading text.

- a The two forms of pollution we usually hear about are air and water pollution.
 b We all like music.
 c We don't like hearing voices talking loudly on mobile phones.
 d At some airports, they sometimes reduce the number of planes landing and taking off at night.

- 2 Complete the table with the singular nouns from Exercise 1.

Use a, a number, a few, a lot of, (how) many with countable nouns:

form,

Use some, a little, a lot of, (how) much with uncountable nouns:

pollution,

- 3 Choose the correct word or phrase.

- a How many how much money have you got?
 b There are too many/much cars on the roads today.
 c I want to write a letter. Can I borrow a/some paper, please?
 d I've got a few/a little money left, but not enough for a taxi home.
 e We have so many/so much things to do and so few/so little time.

- 4 Make sentences with a countable noun and the correct uncountable noun.

Countable:

bottle cup jar piece tin

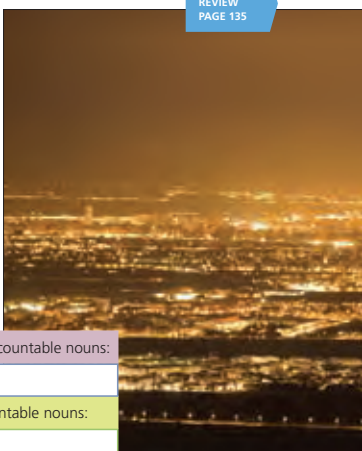
Uncountable:

advice soup milk honey tea

example:

I went to the shop and bought a bottle of milk.

WORKBOOK
PAGE 102



FOCUS ON GRAMMAR

Countable nouns

Countable nouns have singular and plural forms: *one person, two people; a cup, two cups*.

- Use the following words and phrases with countable nouns: *a/an, a number, How many?, so/not many, few*.

Uncountable nouns

Uncountable nouns have only one form: *air, water, light, equipment, advice, information, scenery, furniture, homework*.

- Use the following words and phrases with uncountable nouns: *some, How much?, so/not much, a little*.

Answers:

- b goes off c put up with
 d get rid of

3 Answer these questions.

- 1 Read out the first question and invite some suggestions from the class.
- 2 Put them in pairs to discuss the question further, and then to discuss the two remaining questions.
- 3 Invite volunteers to share their ideas with the class.

Suggested answers:

- a Student's own answers.
 b Cars, houses, factories, shops, banks, etc.
 c Student's own answers.

4 Write a paragraph about the noises that you hear around you every day.

- 1 Allow time for the students to discuss ideas in pairs or small groups. Go round and offer ideas if necessary.
- 2 Students then plan and write their paragraphs. Go round and check their work.
- 3 Choose different students to read their work out to the class.

Students' own answers

- 3 Check answers with the class.

Answers:

- a alarm b authorities c cause d horns
 e increase f stress

2 Complete the sentences with the correct verbs.

- 1 Read out the first sentence and check that students agree that *get up* is the correct answer.
- 2 Allow time for them to complete the task and then compare answers in pairs.
- 3 Check answers; invite different students to read out the completed sentences.

LESSON 2

SB page 112 WB page 102

Grammar

Countable and uncountable nouns

1 Underline the countable nouns and circle the uncountable nouns in these sentences from the listening text.

- 1 Read out the instructions and then allow time for the students to study the example.
- 2 Tell the students to complete the task alone or in pairs. Go round and help if necessary.

- 3 Check answers with the whole class. Refer students to the Focus on Grammar box if necessary.

Answers: _____

- b We all like music
 c We don't like hearing voices talking loudly on mobile phones.
 d At some airports, they sometimes reduce the number of planes landing and taking off at night.

Answers and suggested answers: _____

cup of tea	I have a cup of tea for breakfast every day.
jar of honey	My family eats two jars of honey every week.
piece of advice	Let me give you a piece of advice.
tin of soup	We shared a tin of tomato soup for our lunch.

2 Complete the table with the singular nouns from Exercise 1.

- 1 Tell the students to read the instructions.
 2 Ask for one or two more words (from Exercise 1) for the first category, then put them in pairs to complete the task.
 3 Check answers as a class. If students need more help, they can refer to the Grammar Review on page 135. You could then ask the students to suggest more words for each list.

Answers: _____

Countable nouns:

form, voice, mobile phone, airport, number, plane, night

Uncountable nouns:

pollution, music

3 Choose the correct word or phrase.

- 1 Tell the students to read the example sentence.
 2 Students continue with the rest of the exercise, working in pairs or alone.
 3 Check answers as a class.

Answers: _____

- b many c some
 d a little e so many, so little

4 Make sentences with a countable noun and the correct uncountable noun.

- 1 Allow time for the students to study the instructions and the example.
 2 Tell them to complete the task in pairs; go round and offer help if necessary.
 3 Check answers; ask different students to read out their sentences to the class.

UNIT
18

1 Find and correct the mistakes in these sentences.

- a The two forms of pollution people worry about is air and water pollution.

The two forms of pollution people worry about are air and water pollution.

- b Plants need lights from the sun to grow.

- c He looks different because he has had his hairs cut.

- d How many money have you got at the moment?

- e How much noises does that machine make?



2 Choose the correct words to complete the sentences.

- a I'd like two cups of **A** coffee **B** coffees, please.
 b There's **A** a little **B** a few sugar left, but not very much. Can you get some more?
 c There was **A** so much **B** so many noise that they could not hear each other.
 d Be careful that you don't cut your feet, there's some **A** glasses **B** glass on the floor.
 e The air in the mountains **A** is **B** are always so fresh.
 f Please can you pass me **A** a **B** some paper?

3 Complete with the correct words.

bottle cup jar piece tins some

- a His grandmother always drinks a cup of tea with her food.
 b Would you like _____ sugar with your coffee?
 c How many _____ of vegetables do you have in your cupboard?
 d Can you pass me the _____ of honey, please?
 e I'm not very hungry because I've just eaten a _____ of cake.
 f Don't forget to buy a _____ of cola from the shops.

4 Complete these sentences for yourself.

- a Hassan does not really like music, but he's got a few CDs at home.
 b His little sister has got so many _____
 c In my opinion, there is too much _____
 d She does not like sweets, but she likes a little _____

2 Choose the correct words to complete the sentences.

- 1 Read out the first sentence and check that students agree that *coffee* is the correct answer.
- 2 Allow time for them to complete the task and then compare answers in pairs.
- 3 Check answers; invite different students to read out the completed sentences.

Answers: _____

b A c A d B e A f B

3 Complete with the correct words.

- 1 Read out the first sentence, completed as the example.
- 2 Allow time for the students to complete the task, alone or in pairs. Remind them to read whole sentences before they write the missing words. Go round and offer help where needed.
- 3 Go through the exercise with the whole class.

Answers: _____

b some c tins d jar
 e piece f bottle

4 Complete these sentences for yourself.

- 1 Tell the students to read the first sentence, completed as the example.

- 2 Allow time for them to complete the remaining sentences with their own ideas. Go round and help if necessary.
- 3 Put them in pairs to compare sentences.
- 4 Ask different students to read out their completed sentences to the class.

Suggested answers: _____

- b His little sister has got so many toys that she does not have time to play with them all.
 c In my opinion, there is too much pollution in our city centres.
 d She does not like sweets, but she likes a little sugar on her fruit.



WORKBOOK

page 102

1 Find and correct the mistakes in these sentences.

- 1 Allow time for the students to read the instructions and the example.
- 2 Have the students complete the task, alone or in pairs. Point out that there is one mistake in each line. Go round and offer help where needed.
- 3 Go through the exercise with the whole class.

Answers: _____

- b Plants need light from the sun to grow.
 c He looks different because he has had his hair cut.
 d How much money have you got at the moment?
 e How much noise does that machine make?

LESSON 3 SB page 113

Reading

1 Discuss these questions in pairs.

- 1 Allow time for the students to study the pictures on the page; ask them to describe them and write relevant vocabulary on the board (for example, pollution, traffic, fumes, exhaust, waste, chemicals, lights).
- 2 Put the students in pairs to discuss the two questions. Go round and listen, offering prompts if necessary.
- 3 Ask volunteers to report back to the class and encourage a short class discussion.

Answers:

Air, water and light pollution.

Students' own answers

2 Guess the meanings of the highlighted words and answer the questions.

- 1 Tell the students to guess the meaning of each highlighted word, using the context to help them. Do this as a class activity or in pairs.
- 2 Now tell the students to look up the words in their dictionary.
- 3 Ask the students to answer the questions alone or in pairs. Go round and check.
- 4 Check answers as a class.

Answers:

- a It gets smaller.
- b We make it lighter.
- c During our free time.
- d It is made by people.
- e They study the stars.
- f They come out at night.

3 Read the text and answer these questions.

- 1 Allow time for the students to read the questions first, then for them to read the text. Go round and help them if necessary.
- 2 Tell the students to compare answers in pairs.
- 3 Go through the answers with the whole class.

Reading

1 Discuss these questions in pairs.

Which forms of pollution can you see in the pictures? Which should we worry about most?

2 Guess the meanings of the highlighted words and answer the questions.

CHECK IN YOUR DICTIONARY

- a If we **prevent** something, do we stop it or make it happen? *We stop it.*
- b If you **reduce** something, does it get bigger or smaller?
- c If we **illuminate** something, do we make it darker or lighter?
- d Do we use **leisure facilities** while we are at work or during our free time?
- e If something is **artificial**, is it made by people or made by nature?
- f Do **astronomers** study the stars or the sea?
- g Do **nocturnal** birds and animals come out at night or during the day?

3 Read the text and answer these questions.

- a How does the writer define light pollution?
When artificial light shines on areas that we do not want to illuminate.
- b What examples of light pollution does the writer give?
- c What is the problem with the orange light over towns and cities?
- d How do you think light pollution affects nocturnal birds and animals?
- e What suggestions does the writer make for ways of reducing light pollution?

LIGHT POLLUTION

The two forms of pollution that we hear about most often are air and water pollution. We know that these damage the environment and should be prevented or at least reduced. But there is another kind of pollution which is getting worse and which we do not hear much about. This is light pollution.

We use artificial lights in our homes, in our cities to keep us safe at night, and to illuminate shops, offices and leisure facilities. Light pollution is when artificial light shines on areas that we do not want to illuminate. A street light which shines into someone's bedroom window and stops them from sleeping is a good example.

Another form of light pollution is the orange light which can be seen over towns and cities at night. Because of this, it never gets dark in some places. This makes it impossible for us to see the night sky and for astronomers to study the stars. What is more important, this orange light can affect the lives of nocturnal birds and animals.

So what can we do to prevent or reduce light pollution? In our homes and work places, we should turn off lights that we do not need and make sure that our lights are only as powerful as they need to be. In some modern buildings, lights come on only when there are people in a room. We should also make sure that outside lights shine only on places that need to be illuminated and that street lights shine down and not up into the sky.

**Answers:**

- a Light shining into someone's bedroom and stopping them from sleeping; the orange light over towns and cities at night.
- b The light stops us seeing the night sky and stops astronomers from studying the stars.
- c It affects their normal natural routines; sometimes they do not know if it is night time or not.
- d Switching off lights we do not need; making sure we only illuminate areas that need to be illuminated; making street lights shine down not up.

LESSON 4 SB page 114 WB page 103

UNIT
18

Critical thinking

1 Read the text and discuss the questions in pairs.

When birds fly through an area which is very brightly lit at night, they can easily lose their way. They sometimes crash into towers and other buildings, or fly round them until they are exhausted.

- a Why do you think birds lose their way when buildings are brightly lit?
b What can we do to protect nocturnal birds and animals from light pollution?



2 Discuss this question in pairs.

What parts of towns and cities should be illuminated at night and which should not? Think about the following:

- streets in the city centre
- streets outside the city centre
- parks and gardens
- car parks
- schools

SKILLS FOR LIFE

To find out more information about a topic, look at websites and online newspapers as well as at books from the library.

3 Answer the following questions.

- a Do you think that people should worry about light pollution? Why/Why not?
b How would your life be different if there were no lights at night? Think about some of the following.

- travelling
- home life
- sport
- entertainment
- your city or village

- c Are there any things in your life that might be better without lights?
d If you could choose to keep one kind of light on at night, which kind would you choose?

4 FOCUS ON THE VERB GET

1 Get has many different meanings:

- **become:** Light pollution is **getting** worse.
- **arrive:** What time did you **get** home?
- **buy:** I'm going to the shop to **get** some bread.
- **catch:** I'm going to **get** the 11.30 train to Cairo.

2 What meaning does get have in these sentences?

- a We got to school at eight o'clock this morning. **arrived at**
b My parents got me a DVD for my birthday.
c I need to get a bus into town this evening.
d It was warm all day, but it got very cold in the evening.

Suggested answers:

- a They may think a bright building is the sun or a bright area of land. They may be attracted to bright lights and not realise they are buildings until it's too late.
b We could attach flags etc. to brightly lit buildings to warn and scare them away.

2 Discuss this question in pairs.

- 1 Read out the question and invite initial ideas from the whole class.
2 Students discuss the question in pairs. Go round and monitor.
3 Invite three or four pairs to share their ideas with the class.

Suggested answers:

Schools, parks and gardens do not need to be illuminated at night if they are not used at night. The other places should be illuminated because people use them at night.

3 Answer the following questions.

- 1 Read out the first question and invite some initial ideas from the class.
2 Put the students in pairs to discuss all the questions. Go round and listen, offering prompts if necessary.
3 Ask volunteers to report back to the class and encourage a short class discussion.

Answers:

a Students' own answers

b *travelling:* Without lights, people would probably travel less and maybe only in the day time. People walking might carry torches to see where they were going.

home life: People would probably go to bed earlier and get up earlier. Lives would coincide with the rising and setting of the sun.

sport: All sport would have to take place in daylight, i.e. no floodlit football matches.

entertainment: All leisure facilities would be open only during the day.

your city or village: Students' own answers

c and d Students' own answers

Critical thinking

1 Read the text and answer the questions in pairs.

- 1 Ask the students what they can remember about the text "Light pollution" from the previous lesson.
2 Allow time for the students to read the text.
3 Read out question a and ask the class for some suggestions.
4 Then tell the students to discuss the question in pairs.
5 Invite different students to report back to the class, and allow a brief class discussion.

4 Focus on the verb get

- 1 Allow time for the students to read part 1 carefully.
- 2 Students complete part 2 in pairs.
- 3 Check answers as a class.

Answers: _____

b bought c catch d became

Skills for life

- 1 Ask a student to read the Skills for life box.
- 2 Ask students for the name of any useful websites or online newspapers that they use or know.

**WORKBOOK**

page 103

1 Rewrite the sentences using the words in brackets to give the same meaning.

- 1 Read out the first sentence and the example answer; check the students understand the task.
- 2 Allow time for them to complete the task alone or in pairs.
- 3 Check answers as a class.

Answers: _____

- b The police prevented the men from going into the building.
- c They plan to reduce the number of cars going into the city centre each day.
- d That school needs some lights to illuminate the playground at night.
- e This is a bird that is nocturnal.

2 Match to make sentences and complete with the correct form of get.

- 1 Remind the students about the different meanings of the verb *get* (Student's Book page 114, Exercise 4).
- 2 Tell them to complete the task alone, then check in pairs.
- 3 Check answers with the whole class.

Answers: _____

- 1 e got 2 d to get 3 a get
- 4 b gets 5 c got

1 Rewrite the sentences using the words in brackets to give the same meaning.

- a The lake is very pretty, but it was made by people. (*artificial*)
The lake is very pretty, but it is artificial.
- b The police stopped the men from going into the building. (*prevent*)

- c They plan to make smaller the number of cars going into the city centre each day. (*reduce*)

- d That school needs some lights to make the playground lighter at night. (*illuminate*)

- e This is a bird that only comes out at night. (*nocturnal*)

**2 Match to make sentences and complete with the correct form of get.**

- a What time does it 1 ☐ _____ your cousin for her birthday?
- b His father usually 2 ☐ _____ tomorrow?
- c She went to the shops and 3 ☒ a get dark in the winter?
- d Which bus are you going 4 ☐ _____ home at about six o'clock.
- e What have you 5 ☐ _____ some bread and milk.

3 Write a paragraph about a place without any lights.

3 Write a paragraph about a place without any lights.

- 1 Tell the students to discuss ideas in pairs or small groups. Go round and offer some suggestions if necessary.
- 2 Allow time for them to write their paragraphs. Go round and check, offering help where needed.
- 3 Invite volunteers to read their work out to the class, and invite comments.

Students' own answers

LESSON 5

SB page 115 WB page 104

Communication skills Making polite complaints

1 Work in pairs. Discuss why you might make complaints:

- to your neighbour
- to a friend
- in a shop
- to a mobile telephone company
- in a hotel or restaurant
- to a plane, bus or train company



2 Listen to two conversations and answer the questions.

- a What is the subject of the complaint?
1. loud music.
- b Who are the two people taking part in the conversations?
- c Are the conversations formal or informal?

3 Listen again and complete these expressions of complaint.

FOCUS ON FUNCTIONS

Making complaints

I'm sorry to *bother you*, but ...
I'd like to
..... speak to the manager.

Polite responses

I I'll make sure ...
..... you had to come round.
..... he's out at the moment.

4 Work in pairs. Make conversations using the expressions from Focus on functions

a **Student A:** Your neighbours are putting up some new cupboards in their kitchen. The work they are doing is so noisy that you cannot do your homework.

Student B: Some members of your family are coming to stay with you and you need to put up some new cupboards in your kitchen very quickly.

b **Student B:** You bought a new pair of shoes two weeks ago. You have only worn them twice, but one of them already has a hole in it.

Student A: You are an assistant in a shoe shop. You started working in the shop a week ago and do not know about the problem.

5 Research the following about making complaints

Conduct a survey to find out how many people in your class or their families have made complaints recently. Find out:

- what the complaint was
- if they were happy with the result of the complaint

WORKBOOK PAGE 104

115

to a friend: forgetting something; not helping you

in a shop: faulty goods; poor service

to a mobile telephone company: wrong bills; high charges for certain conversations; phone not working

in a hotel or restaurant: poor service; uncomfortable rooms; poor food

to a plane, bus or train company: delays (late service); overcrowding



2 Listen to two conversations and answer the questions.

- 1 Read the questions so that students know which information to listen out for. Then ask the students to listen while you play the two conversations or read the script.
- 2 Tell pairs to complete the answer to question a and then discuss questions b and c.
- 3 Check answers; play or read the conversations again if necessary.

Answers:

Conversation 1	Conversation 2
a (loud music)	radio has stopped working
b neighbours	a customer and a shop assistant
c quite informal	quite formal

Communication skills

Making polite complaints

1 Work in pairs. Discuss why you might make complaints:

- 1 Put the students in pairs to discuss the situations. Go round and listen, offering prompts if necessary.
- 2 Ask volunteers to report back to the class; do the others agree?

Suggested answers:

to your neighbour: noise late at night (arguments; children playing; babies crying; loud music; car alarm)

TAPESCRIPT

Narrator: 1
Mr Zaher: Good evening, Mr Latif. I'm sorry to bother you, but my wife and I are watching television and we can hear your music very clearly. It's quite late and it's very loud.
Mr Latif: It's my son. He enjoys listening to loud music. I do apologise. I'll make sure he turns it down.
Mr Zaher: That's very good of you.
Mr Latif: That's no problem. I'm sorry you had to come round.
Narrator: 2
Assistant: Good morning. Can I help you, madam?

Customer: *Yes, I'd like to make a complaint. I bought this radio here yesterday and it's stopped working already.*

Assistant: *Perhaps you dropped it.*

Customer: *No, I didn't. I tried to turn it on this morning and nothing happened.*

Assistant: *Have you tried changing the batteries?*

Customer: *There's nothing wrong with the batteries.*

Assistant: *Are you sure?*

Customer: *Yes, I am. Look, perhaps I could speak to the manager about this.*

Assistant: *I'm afraid he's out at the moment.*

Customer: *Then I'll wait until he comes back.*



3 Listen again and complete these expressions of complaint.

- 1 Play the recording or read the script again, pausing for the students to complete each expression.
- 2 Tell the students to compare answers with a partner.
- 3 Check answers as a class. If necessary, play or read it again.

Answers:

Making complaints

I'd like to make a complaint.

Perhaps I could speak to the manager.

Polite responses

I do apologise.

I'm sorry you had to come round.

I'm afraid he's out at the moment.

4 Work in pairs. Make conversations using the expressions from Focus on Functions.

- 1 Put the students in pairs for this task.
- 2 Remind them to use expressions from Focus on Functions in their conversations.
- 3 Demonstrate first with a confident student.

Example:

Student: *Good morning. I'm sorry to bother you, but I'm trying to do my homework and it's very difficult because of the noise.*

Teacher: *I do apologise. We have to do this quickly because I have some visitors coming soon. But we've nearly finished. We'll be as quick as we can.*

Student: *That's very good of you.*

4 Go round and listen to their conversations, making suggestions where necessary.

5 Invite two or three pairs to repeat their conversations for the class.

5 Research the following about making complaints.

- 1 Allow time for the students to carry out this research in the lesson.
- 2 Put them in small groups and tell them to tell each other about complaints they have made, and what happened. Tell them to make notes.
- 3 Ask someone from each group to report back to the class. Again, tell them to make notes.
- 4 For homework, ask the students to prepare a report which summarises what they have found out. Remember to check their work.

Students' own answers

UNIT
18

1 Put the conversation in the correct order.

- a ☐ Shop assistant What's the problem, sir?
 b ☐ Shop assistant I do apologise, but he isn't here today.
 c ☒ Hatem I'm sorry to bother you, but I bought this shirt here last week.
 d ☐ Hatem Well, I'd like to make a complaint. I'll come back again tomorrow.
 e ☐ Hatem That's not possible. Look, I'd like to speak to the manager.
 f ☐ Shop assistant Our new shirts don't have holes in them, sir. Perhaps it happened after you took it home.
 g ☐ Hatem When I put it on, I found that there was a hole in it.

2 Write what you would say in the following situations.

- a Your neighbour's car alarm is going off. You visit their flat to tell them.
I'm sorry to bother you, but your car alarm is going off.
 b You bought a CD from a shop and it is damaged. You want to complain to the shop assistant.
 c You forgot to return a book that you borrowed from a friend. He/She comes round to your house to get it.
 d You are in a shop and you knock over a glass and it breaks. You see the shop assistant.



3 Write an email of complaint.

- a Think of a situation when you may complain, for example in a shop, a restaurant or a hotel.
 b Explain your cause for complaint. Use some of the expressions from *Focus on functions*.
 c Write your email in about 100 words. Remember to use formal language.

2 Write what you would say in the following situations.

- Allow time for the students to read the first situation and the example answer. Invite other suggestions.
- Remind them to use some of the expressions from Focus on Functions and Exercise 1, above.
- Allow time for them to write their sentences and then compare them in pairs. Go round and check their work, making suggestions where necessary.
- Ask three or four students to read their work out to the class.

Suggested answers:

- b I'd like to make a complaint. I bought this CD here yesterday and it is damaged.
 c I'm sorry you had to come round.
 d I do apologise. I've broken this glass.

3 Write an email of complaint.

- Before students start writing, make sure students remember how to use formal English, for example, using full forms and longer, polite expressions.
- Allow time for the students to decide what to write about. Put them in pairs to discuss ideas.
- Ask several students to share their ideas with the class.



WORKBOOK

page 104

1 Put the conversation in the correct order.

- Allow time for the students to read the lines of the conversation and then number them.
- Tell them to compare answers with a partner.
- Check answers. Ask two students to read out the completed conversation.

Answers:

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

- Tell them to plan their emails; remind them to refer to Focus on Functions, and to use formal language.
- Go round and check while they write; make suggestions and corrections as necessary.
- Ask volunteers to read their work out to the class.

Students' own answers

Assessment

Listening Task

Target element: Vocabulary from the unit

Write the following prompts on the board:

air pollution, light pollution, noise pollution, water pollution

Now read the following phrases based on SB pages 111–113. Students decide which type of pollution each phrase describes. The answers are given below in brackets.

- 1 *Exhaust fumes from cars* (air)
- 2 *The sound of traffic in the streets* (noise)
- 3 *A street light that shines in someone's bedroom window* (light)
- 4 *A loud radio at night* (noise)
- 5 *Oil from ships and boats* (water)
- 6 *Burglar alarms going off at night* (noise)

Speaking Task

Target element: Countable and uncountable nouns

Write on the board **I'm going to the shops to buy ...**

Students can work in groups of five or six. Tell each group that they are going to play a memory game. The first student completes the sentence on the board with any item of food or drink, for example a bottle of lemonade. The second student repeats the first student's sentence and adds another item, for example: I'm going to the shops to buy a bottle of lemonade and some chicken. The third student repeats the second student's sentence and adds another item, for example: I'm going to the shops to buy a bottle of lemonade, some chicken and a piece of cake. Students continue for as long as possible. If a student cannot remember the previous students' items, they are out.

Make sure that the students use countable and uncountable nouns correctly.

Reading Task

Target element: Vocabulary from the unit

Use SB page 113 text, "Light pollution". Give students time to read the text again and write the following sentences on the board. Students say if they are true or false (answers in brackets below).

- 1 **The form of pollution you hear most about is light pollution.** (False. You do not hear much about it.)
- 2 **Light pollution is when artificial light shines on areas that we do not want to illuminate.** (True)
- 3 **You can often see orange light over towns and cities at night.** (True)
- 4 **The orange light helps nocturnal birds and animals because they can see better.** (False. It affects their lives and can be a threat to their survival.)
- 5 **To reduce light pollution, buildings should have more powerful lights.** (False. They should only be as powerful as they need to be.)
- 6 **It is best if street lights shine down and not up into the sky.** (True)

Writing Task

Target element: Vocabulary from the unit, countable and uncountable nouns

Use SB page 111, Ex. 3 and SB page 113, Ex 2. Students write a sentence for each of the words highlighted in yellow. The sentence should show the meaning of the word in context (not the same as the examples in the book). They can use their dictionaries if necessary. Make sure they use countable and uncountable nouns correctly.

Example: *Hassan's uncle lives in a big house and he always puts on the alarm when he goes on holiday.*

Revision F

SB pages 116-120 WB pages 105-109

Revision F

Listening

1 Discuss these questions in pairs.

- What kind of sound would you hear in each picture?
- Which of these sounds do you enjoy hearing?



2 Six people answer the question, "What's your favourite sound?" Listen and discuss these questions in pairs.

- How many people say they enjoy sounds that they hear in the morning?
- Do any of the speakers describe a sound that you like or dislike?

3 Listen again. Find and correct the factual mistakes in these sentences. (One is correct.)

- Speaker one says that when her baby first wakes up, ~~she cries~~. she's very happy.
- Speaker two's favourite sound is the sound of his children singing.
- Speaker three says that the sound of birds singing doesn't wake her up.
- Speaker four enjoys listening to the radio news when he's driving his car.
- Speaker five enjoys the sound of a street market where she does her shopping.
- Speaker six enjoys the sound of people eating.

5 Complete these sentences with *hear* or *listen*.

- Mr Hamid's workshop is so noisy that he can never hear his mobile phone when it rings.
- It is sometimes so quiet in the desert that you can't anything.
- You must always to your teacher.
- You should to car horns before you cross a road.
- Can you that beautiful music?

6 FOCUS ON COLLOCATIONS

- Complete these sentences with the correct form of the verbs to make collocations.

go make say tell

- I like the sound my baby makes when she wakes up in the morning.
- She just loves new words to herself.
- I love the sounds of the street market in my town when I shopping there.
- People are each other their news.

- Listen and check your answers.

- Go round and listen, then ask different students to report back to the class.

Answers:

- the sound of waves, music, a bird singing, the sound of cooking
- Students' own answers

2 Six people answer the question "What's your favourite sound?" Listen and discuss these questions in pairs.

- Read out the instructions, then play the recording or read the script.
- Allow time for them to read the questions and discuss the answers in pairs.
- Go through the answers and play the recording or read the script again for them to check.

Answers:

- Three
Woman 1 (sound her baby makes when she wakes in the morning); Woman 2 (birds singing early in the morning); Woman 3 (street market early in the morning)
- Students' own answers

TAPESCRIPT

Interviewer: We hear a lot these days about noise pollution and people often talk about the noises and sounds they find annoying. But what about sounds that people enjoy? Most people enjoy listening to music, but what about other sounds they like? We interviewed people in the street and asked them to tell us their favourite sounds. Here are their answers.

Narrator: One

Woman 1: For me, it's the sound my baby makes when she wakes up in the morning, unless she's crying of course. If she's happy and comfortable, she's very patient and just lies there and makes funny little noises. She's usually very happy when she first wakes up.

LESSON 1

SB page 116

Listening

1 Discuss these questions in pairs.

- Allow time for the students to study the pictures and discuss the first question in pairs.
- Invite volunteers to share their ideas with the class.
- Put them in pairs to discuss question b.

She just loves saying new words to herself.

Narrator: Two

Man 1: *My favourite sound is definitely the sound of my children talking and laughing when they're playing. They're not worried about anything, they're just enjoying what they're doing.*

Narrator: Three

Woman 2: *My favourite sounds are the sounds of nature, like the wind blowing in the trees or waves as they break onto the beach. And of course, the sound of birds singing, especially very early in the morning. I love it when they wake me up.*

Narrator: Four

Man 2: *Hmm, that's an interesting question. I enjoy listening to music, especially when I'm driving my car. And I love the sound my car engine makes when I'm driving fast. I find that really exciting.*

Narrator: Five

Woman 3: *I love the sound of the street market in my town when I go shopping there early in the morning. It's a really interesting noise. Friendly traders are shouting out the prices of their goods and people are telling each other their news. I like markets because they're less formal than ordinary shops.*

Narrator: Six

Child: *My favourite sound is the sound of a busy kitchen, especially if someone's cooking a meal for me. It makes me really hungry.*



3 Listen again. Find and correct the factual mistakes in these sentences (one is correct).

- 1 Tell the students to listen again while you play the recording or read the script.
- 2 Allow time for them to complete the exercise. Remind them that one sentence is correct.
- 3 Tell the students to compare answers in pairs.
- 4 Go through the exercise with the whole class.

Answers:

- b Speaker two's favourite sound is the sound of his children talking and laughing.
- c Speaker three says that the sound of birds singing wakes her up.
- d Speaker four enjoys listening to music when he's driving his car.
- e Correct.
- f Speaker six enjoys the sound of people cooking.

4 Read these sentences. What is the difference between *hear* and *listen*?

- 1 These verbs are easily confused. Put the students in pairs to discuss the questions.
- 2 Check answers as a whole class.

Answers:

You hear things all the time that you are awake. You listen to things when you pay attention to something or someone. So you listen to the radio, but you can hear rain even when you are doing something else.

5 Complete these sentences with *hear* or *listen*.

- 1 Read out the first sentence, completed as the example.
- 2 Tell the students to complete this task alone, then compare answers with a partner.
- 3 Check answers as a class.

Answers:

- | | |
|----------|----------|
| b hear | c listen |
| d listen | e hear |



6 Focus on collocations

- 1 Read out the first sentence, completed as the example.
- 2 Tell the students to complete this task alone, then compare answers with a friend.
- 3 Play the recording or read the script for the students to check their answers.

Answers:

- | | | |
|----------|------|-----------|
| b saying | c go | d telling |
|----------|------|-----------|

T A P E S C R I P T

- a *I like the sound my baby makes when she wakes up in the morning.*
- b *She just loves saying new words to herself.*
- c *I love the sound of the street market in my town when I go shopping there.*
- d *People are telling each other their news.*

LESSON 2

SB pages 117

Revision F

Grammar

- 1 Samir is a month old. Make sentences about his development using the future perfect.

Age	Development	
a 3 months	hold things in his hands	<i>By the age of three months, Samir will have held things in his hands.</i>
b 6 months	get first teeth	
c 9 months	pick things up	
d 12 months	speak his first words	
e 15 months	start to walk	
f 2 years	turn the pages of a book	



- 2 Complete these sentences using future perfect verbs.

- a By six o'clock this evening, I
 b By this time tomorrow, I
 c By this time next week,



- 3 Rewrite these sentences using passive verbs.

- a The farmers pumped the water onto the fields. *The water was pumped onto the fields by the farmers.*
 b The writer based his novel on a true story.
 c They are building a high wall to keep out thieves.
 d The authorities have reduced air pollution by building more modern factories.
 e The detective investigated the crime at the bank.
 f People are driving more cars into the city these days.

- 4 Discuss these questions in pairs.

- a What things do humans and animals need to survive?
 b Which emotions do people sometimes feel when they play sports?



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Grammar

- 1 Samir is a month old. Make sentences about his development using the future perfect.

- Tell the students to read the instructions and the example carefully.
- Tell the students to complete the task alone, then check in pairs. Go round and make corrections where necessary.
- Go through the answers with the whole class. If students need more help with the future perfect, they can refer back to Focus on Grammar in Unit 16, page 102.

Answers:

- By the age of six months, he will have got his first teeth.
- By the age of nine months, he will have picked things up.
- By the age of twelve months, he will have spoken his first words.
- By the age of fifteen months, he will have started to walk.
- By the age of two (years), he will have turned the pages of a book.

2 Complete these sentences using future perfect verbs.

- Ask a student to complete the first sentence with their own ideas.
- Allow time for them to write their own sentences; tell them to compare with a partner.
- Go round and check. Make sure they use the future perfect.
- Check answers; invite volunteers to read out their sentences to the class.

Students' own answers

3 Complete these sentences using passive verbs.

- Tell the students to read the first sentence and example carefully.
- Allow time for them to complete the task and then compare answers in pairs.

- Check answers; ask different students to read out the completed sentences. If students need more help, they can refer back to Focus on Grammar on page 107.

Answers:

- His novel is based on a true story.
- A high wall is being built to keep out thieves.
- Air pollution has been reduced (by the authorities) by building more modern factories.
- The crime at the bank was investigated by the detective.
- More cars are being driven into the city these days.

4 Discuss these questions in pairs.

- 1 Read out the first question and invite initial ideas from the whole class.
- 2 Students discuss both questions in pairs. Go round and monitor.
- 3 Invite three or four pairs to share their ideas with the class.

Suggested answers:

- a They need clean water, food, a place to live, etc.
- b They can feel excited, happy, sad, tired, etc.

LESSON 3

SB page 118

Reading

1 Discuss these questions in pairs.

- 1 Allow time for the students to study the pictures at the top of the page.
- 2 Tell the students to discuss the questions in pairs. Go round and listen, supplying vocabulary if necessary.
- 3 Ask volunteers to report back to the class.

Answers:

- a
 - 1 turning off a computer
 - 2 recycling bottles
 - 3 sharing cars
 - 4 recycling paper
 - 5 recycling mobile phones
- b (suggested)
 - 1 This saves electricity when the computer is not being used.
 - 2 Recycled glass or plastic can be made into new jars, bottles, etc.
 - 3 Sharing transport reduces the number of cars on the road and so the amount of pollution.
 - 4 Saving paper reduces the number of trees that need to be cut down for paper.
 - 5 Materials from mobile phones can be used again.

2 Read the text and answer these questions.

- 1 Allow time for the students to read the text. Go round and answer any questions; make a note of difficult words and check them with the whole class later.

Revision F

Reading

1 Discuss these questions in pairs.

- a What actions to reduce damage to our environment do these photographs show?
- b How do they help the environment?

2 Read the text and answer these questions.

- a Which of the actions from Exercise 1 are described in the article?
- b What other actions are suggested?

3 Read again. Are these sentences *True* or *False*? Correct the false sentences.

- a Forests are being cut down because we need land to grow more food. *True...*
- b The actions which the writer suggests will cost people money.
- c The article suggests that people use cold water to wash their clothes in.
- d The article suggests that we get our mobile phones from a charity.
- e The article suggests that we do not buy more food than we need.
- f The article suggests that it is best to drive a car alone.



4 Read again and find highlighted words in the article with these meanings.

- a made to happen *caused*
- b continues to live/exist after a difficult or dangerous situation *survives*
- c to become larger *increase*
- d weather conditions in an area *climate*
- e remove something because you don't want it *get rid of*
- f no longer existing/living *extinct*

Saving our planet

We hear a lot about the damage that is being **caused** to the earth: our cars and factories **increase** pollution; forests are being cut down so that farmers can have more land to grow food for the world's increasing population; and we are not doing enough to prevent animal and plant species from becoming **extinct**. So how can we make sure our planet **survives**? Here are some things everyone can do which will also save us money.

Firstly, we should use less energy. This will slow **climate** change and save money. We could start by turning off lights, computers and other machines in our homes when we are not using them. We could also use low-energy light bulbs and wash our clothes in warm (not hot) water.

Next, we should think about what we use and what we **get rid of**. Here are a few simple ideas that will save money as well as the environment. Use both sides of sheets of paper in a computer printer; if you get a new mobile phone, give your old one to a charity to recycle; take newspapers, bottles and tins to a recycling centre. A lot of the food that we buy is wasted: only buy what you need.

Finally, think about how you travel. Sometimes, you can make a phone call or send an email instead of making a journey. The cheapest way of getting about is to share a car with a friend.

These are small things, but if everyone follows this advice, the earth will be a healthier, safer place.

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- 2 Put the students in pairs to discuss the two questions. Go round and listen, offering prompts if necessary.
- 3 Ask volunteers to report back to the class and encourage a short class discussion.

Answers:

- a They are all described.
- b Use low-energy light bulbs, wash our clothes in warm water; use both sides of paper in a printer; take newspapers and tins to a recycling centre; only buy as much food as you need; phone or email instead of travelling

3 Read again. Are these sentences *True* or *False*? Correct the false sentences.

- 1 Have students read the text again.

Communication skills

1 Answer the following questions.

- Where do you usually stay when you go on holiday?
- Have you ever stayed in a hotel? If you answered yes, what was the hotel like?
- Do you think that all hotels are the same? Why/Why not?
- Do you think that it would be better to stay in a big, modern hotel or a small, traditional hotel? Why?
- What problems might you have with a hotel?
- What can you do if you have a problem with a hotel?



Revision F

2 Read the situation and discuss the questions in pairs.

Situation

You are on holiday with your family and have just arrived at your hotel. Although it is quite an expensive hotel, you are in the old part of the building and you find the following problems.

- The rooms are too hot.
- The water system is very noisy.
- You can hear the people in the next room.
- The view from the window is terrible.
- The food in the restaurant is not good.

- Which are the two most serious problems?
- Can you do anything about this situation?
- Who can you talk to?



SKILLS FOR LIFE

Do not be afraid to complain about something if you need to, but always do it calmly and politely. People will be much happier to help you this way.

3 Work in groups of three.

You are brothers/sisters on holiday. Discuss what you can do about the hotel problems. Use some of these expressions.

- We could (tell/phone) ...*
- What/How about (asking) ...?*
- Why don't we (complain) ...?*
- We should (say) ...*

4 Work in pairs.

Student A Go to the reception of the hotel to make a complaint. Use some of these expressions.

- I'm sorry to bother you, but ...*
- I'd like to make a complaint.*
- I'd like to speak to the manager.*
- The problem is ...*

Student B You work at the hotel. The manager is not here today. Listen to and answer the customer's complaints. Use some of these expressions.

- I do apologise.*
- I'm afraid he's/she's out at the moment.*
- I'm sorry about that. I'll make sure ...*
- Perhaps we can ...*

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4 Read again and find highlighted words in the article with these meanings.

- Tell the students to find the highlighted words in the text and match the words with their meanings, using the context to help them. Either do this as a class activity or in pairs.
- Check answers as a class.

Answers:

- b survives c increase d climate
e throw away f extinct

LESSON 4 SB page 119

Critical thinking

1 Answer the following questions.

- Ask students to look at the picture and then to discuss the questions in pairs.
- Allow time for them to discuss ideas with a partner; go round and listen, offering prompts.
- Invite volunteers to share their ideas with the class.

Students' own answers

2 Read the situation and discuss the questions in pairs.

- Read out the instructions, then allow time for the students read the text.
- Allow time for them to discuss ideas with a partner; go round and listen, offering prompts.

Students' own answers

3 Work in groups of three.

- Allow time for the students to read the instructions.
- Invite some initial suggestions from the whole class.
- Put them in groups of three to practise their conversations. Go round and listen; make sure they use some of the expressions suggested.
- Invite volunteers to roleplay for the class.

- Ask them to read the first sentence and the example answer. Check that they agree with it.
- Allow time for them to complete the exercise. Go round and check, offering help where needed.
- Students compare answers in pairs.
- Check answers with the class.

Answers:

- False. They will save them money.
- False. It suggests using warm water.
- False. The writer suggests giving our old mobile phones to a charity.
- True
- False. The writer suggests sharing a car with a friend.

4 Work in pairs.

- Put the students in pairs, A and B. Tell them to read their instructions and then practise their conversations.
- Go round and listen; make sure they use some of the expressions suggested.
- For variety, ask volunteers who are not partners to roleplay a new conversation in front of the class.

Students' own answers

Skills for life

Read the text in the box with the students. Discuss briefly with the class why it is better to remain calm and polite when making a complaint (so the problem does not escalate). If there is time, ask two pairs of students to roleplay a bad example and a good example of behaviour while making a complaint.

LESSON 5

SB page 120

Extra reading

1 Read this part of *Oliver Twist* and discuss the questions.

- Ask students to read the questions, then allow them time to read the paragraph.
- Students can check their answers in pairs before you discuss them as a class.

Answers:

- Mr Brownlow
- Because he was too poor to go to school. He had to work in the workhouse.
- Because he knew how difficult life was for them.

2 Check the meanings of these words in your dictionary.

- Ask students if they know the meaning of any of these words, and if they do, see if they can explain them to the class. Explain that these words will help them to understand the reading text.

Revision F

Extra reading

1 Read this part of *Oliver Twist* and discuss the questions.

Oliver now had a father, a good home and an education. But although he lived a long and successful life, he could never forget the many poor children that lived in the city nearby.

- Who was Oliver's new father?
- Why did Oliver not have an education when he was younger?
- Why do you think that Oliver never forgot the poor children that lived nearby?

2 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

compulsory educated equal
improvement opportunity
reform (take for) granted

3 Read about education and answer these questions.

- In the past, what kind of work did educated people do?
- At what age does compulsory education usually begin?
- Which five school subjects are most important today?
- How has education for people of 18 and over changed in modern times?

4 Discuss these questions in pairs or small groups.

- Do you think that people take education for granted today? Why/Why not?
- Why do you think that so few children went to school in the past?
- Why do you think that girls did not get an education in the past?

WORKBOOK
PAGES 105-108

Education today and in the past

Today most children have an education, but we should not **take this for granted**. Things were very different in the past, when only a small number of children went to school. These were mostly the children of important people in society and they became lawyers or doctors. Reading, writing and mathematics were the most important subjects. Nearly everywhere, it was only boys who were **educated**, while girls stayed at home with their mothers and learned to cook and look after the home. The children of poor people did not have the **opportunity** of going to school and many of them started work at a very young age.



Since then, there have been many **reforms** in education. Some people still pay for their children to go to school, but the greatest changes and **improvements** have been in public education. **Compulsory** education, which is free to everyone, usually starts between the ages of four and six and continues until children are sixteen or eighteen. Reading, writing and mathematics are still the most important subjects, but other subjects, such as science and technology, are also important for people growing up in the modern world. In modern societies, boys and girls now have **equal** opportunities in education.

One of the greatest changes has been to higher education. In some countries, between 40% and 60% of students aged 18 and over now go to university, but this is not usually free. In most places parents have to pay for their children's higher education.



5 PROJECT

Use the internet or a library to find out about the history of education in Egypt.

- Allow students time to look up the words in the dictionary.

- Check answers as a whole class.

Answers:

compulsory: must be done because of a rule or law
educated: an educated person has a high standard of knowledge and education
equal: the same in size, value, amount, etc.
improvement: when something becomes better than it was
opportunity: a chance to do something
reform: a change that is made to a political or legal system in order to make it fairer or more effective
take for granted: to believe that something is true without making sure

3 Read about education and answer these questions.

- 1 Encourage students to read the questions first, then to read the text to answer them.
- 2 Students can compare answers in pairs.
- 3 Check answers as a whole class.

Answers: _____

- a They often became lawyers or doctors.
 - b Between the ages of four and six.
 - c Reading, writing, mathematics, science and technology.
 - d Many more people go on to higher education, but parents have to pay for this.
-

4 Discuss these questions in pairs or small groups.

- 1 Give students time to discuss the questions, then open it up into a class discussion.

Suggested answers: _____

- a Students' own answers
 - b Because there were not many schools and people probably had to pay to send their children to them. Many people did not have enough money or lived too far from a school.
 - c Because most girls did not get jobs. They stayed at home to look after the family.
-

5 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 write up their projects for homework.
- 3 Take in their work to mark and display some of their projects on the classroom wall if possible.

 **WORKBOOK** pages 105 – 108

1 Finish the following dialogue:

Answers: _____

- a What's the problem, sir?
- b I do apologise.
- c Surely they could come/repair it now?
- d They will have repaired it before you go out.

2 Write what you would say in each of the following situations:

Answers: _____

- a What do you think they should do?
- b I'm afraid he's out at the moment.
- c How about taking the bus? / Why don't you take the bus?
- d Perhaps I could speak to the manager.

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

Answers: _____

- 1 b
- 2 a
- 3 b
- 4 a
- 5 b
- 6 b
- 7 c
- 8 d
- 9 b
- 10 a
- 11 c
- 12 a

Revision **F**

REVISION

F

A Language Functions

1 Finish the following dialogue:

Someone is making a complaint at a hotel.

Man I'm sorry to bother you. I'd like to make a complaint.

Hotel office **1** _____?

Man The window in my room won't close.

Hotel office **2** _____ . I'll ask someone to repair it for you this afternoon.

Man **3** _____?

Hotel office OK, I'll see if someone can visit your room now.

Man When do you think they will have repaired it? I'd like to go out in thirty minutes.

Hotel office **4** _____ .

Man Before I go out? Thank you.

2 Write what you would say in each of the following situations:

- 1** Some new friends phone you to say that they can't find your house and they don't know where they are. Ask your mother for advice.

- 2** A person phones you and asks to speak to your father. He is not here.

- 3** Your cousins phone you and say that they have missed the train to Cairo. Suggest that they take the bus.

- 4** You make a complaint at a shop but the assistant cannot help you. You want to speak to the manager.

B Vocabulary and Structure

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

- 1** The computers _____ used by all the children in the school.
a will b will be c will have d have
- 2** Mona can't play tennis at 9.30 because she won't _____ her homework by then.
a have finished b be finished c finished d finishing
- 3** The museum _____ visited by thousands of people this year.
a was been b has been c has d have
- 4** You can't use classroom 2 because it _____ redecorated.
a is being b being c was been d will have
- 5** Magda does not like airports because there is always a lot of _____.
a noises b noise c a noise d the noise
- 6** Many people in Europe have light brown _____.
a hairs b hair c hairy d the hairs

- 7 Please can you go to the shops and buy a _____ of honey.
a piece b cup c jar d plate
- 8 The story is not real, it is _____.
a factual b virtual c financial d fictional
- 9 The baby has a very happy _____ on his face!
a ecosystem b expression c emotion d effect
- 10 When the lion ran towards me, I felt _____.
a terrified b annoyed c dangerous d bored
- 11 Some animals are _____, so you only see them at night.
a naughty b national c nocturnal d miserable
- 12 There are very good leisure _____ in my city, so I am never bored.
a facilities b guides c hectares d horns



4 Rewrite the following sentences using the word(s) in brackets, to give the same meaning.

- 1 Conan Doyle invented Sherlock Holmes. (*by*)

- 2 Someone ate my lunch! (*has been*)

- 3 There's not much sugar left in the container. (*a little*)

- 4 The noise in that room is so loud! (*a lot of*)

5 Find and correct the mistakes in the following sentences:

- 1 The story is about a criminal that happened in London 100 years ago. 1 _____
- 2 An important machine was given from a factory by a thief. 2 _____
- 3 The owner of the factory asked a pilot to find out who had taken it. 3 _____
- 4 The thief who took the machine was found and sent to space. 4 _____

5 Find and correct the mistakes in the following sentences:

Answers: _____

- 1 ~~criminal~~ crime
- 2 ~~given~~ stolen/taken
- 3 ~~pilot~~ detective
- 4 ~~space~~ prison

4 Rewrite the following sentences using the word(s) in brackets, to give the same meaning.

Answers: _____

- 1 Sherlock Holmes was invented by Conan Doyle.
- 2 My lunch has been eaten!
- 3 There's (only) a little sugar left in the container.
- 4 There is a lot of noise in that room!

6 Read the following passage, then answer the questions:

Answers: _____

- 1 They do not know about twenty percent of them.
- 2 They will study more species of insects.
- 3 They can help plants to grow, they remove natural rubbish and they are food for many birds and animals.
- 4 Students' own answers
- 5 a
- 6 c

7 Answer only four (4) of the following questions:

Answers: _____

- 1 Because the population of the world is growing.
- 2 Students' own answers
- 3 He is going to inherit the family home, Baskerville Hall.
- 4 Students' own answers
- 5 Students' own answers
- 6 Students' own answers

C Reading Comprehension and the Set Books

6 Read the following passage, then answer the questions:

Does the sound of an insect in your room bother you? There are more than 900,000 kinds of insects, but scientists think that only about 80 percent of the world's species have been studied. In the future, we will probably find many more. So before you get rid of that annoying insect in your room, remember that they can play an important part in our ecosystem. They help plants to grow, they remove natural rubbish and they are food for many birds and animals.

Some scientists think that insects are healthy to eat. They think that more and more people will have started to eat insects by the time your grandchildren are adults. Some insects are annoying and some are dangerous, but other insects may be more useful than you realise!

- 1 What percent of insect species do scientists not know about? _____
- 2 What will scientists study more of in the future?

- 3 In what ways can insects help the ecosystem?

- 4 Why do you think people might eat insects in the future?

- 5 What do many people do with insects that are annoying?
 - a They get rid of them.
 - b They eat them.
 - c They put them in a room.
 - d They give them to their grandchildren.
- 6 When do some scientists think that more people will eat insects?
 - a in about ten years
 - b in about 20 years
 - c in about 60-70 years
 - d in about 200 years

7 Answer only four (4) of the following questions:

- 1 Why is it necessary to produce more food?

- 2 Why do you think millions of people around the world are hungry?

- 3 What is Sir Henry Baskerville going to inherit?

- 4 Why do you think Sherlock Holmes becomes interested in Dr Mortimer's story?

- 5 Why do you think light pollution makes birds lose their way?

- 6 What do you think we can do to reduce the problem of light pollution?

D The Novel**8 Answer the following questions:**

1 Why do you think Mr Sikes ran away from London hours after he heard Noah's news?

2 Who is Edwin Leeford and what other name did he use?

3 Why do you think Charley Bates started to fight with Mr Sikes?

4 What did the servants from the workhouse say about Mrs Bumble?

5 What are the papers that Fagin has hidden in his chimney?

"This is not true!" cried Monks. "I do not have a brother."

6 Who is Monks talking to?

7 Who is Monks's brother?

8 What kind of person is Monks? How do we know this?

E Writing**9 Write a paragraph of about ninety (90) words on one (1) of the following:**

a pollution in your city or village

b a crime and how it was solved

F Translation**10 A Translate into Arabic:**

1 It is necessary to turn off any lights that are not needed.

2 Egypt has reclaimed 400,000 hectares of desert to produce more food.

B Translate into English:

- يجب أن يُعاقب كل مهمل على إهماله.

9 Write a paragraph of about ninety (90) words on one (1) of the following:

Students' own answers

10**Answers:****A Translate into Arabic**

1 من الضروري غلق أية أنوار (كهربية / كهربائية) لا نحتاجها.

2 استصلحت مصر 400,000 / أربعمئة ألف هكتارًا من الصحراء لإنتاج طعام أكثر.

B Translate into English

Every careless person should be punished for his / her / their carelessness.

8 Answer the following questions.**Answers:**

1 Students' own answers

2 Edward Leeford is the half-brother of Oliver. He uses the name Monks.

3 Students' own answers

4 They said that Mrs Bumble took a gold locket and some papers from Nurse Sally when she died.

5 The papers say that Rose Maylie is Agnes's younger sister.

6 He is talking to Mr Brownlow.

7 His brother is Oliver Twist.

8 He is greedy and cruel because he wants Oliver to be a thief so that he won't inherit from his father.

Practice Test 4

PRACTICE
TEST
4

A Language Functions

1 Finish the following dialogue:

Samir and Tarek are discussing their summer plans.

Samir Do you have any plans for the summer?

Tarek Yes. 1 My family and I are going to the Red Sea.

Samir The Red Sea's beautiful. You and your family will love it. I think it has the best beaches in Egypt.

Tarek 2 Are you going anywhere this summer? / What are you doing this summer?

Samir I plan to go to Bournemouth.

Tarek 3 Did you say Bournemouth ? Where is it?

Samir Yes, Bournemouth! It's in England.

Tarek That's interesting! Will you send me a postcard?

Samir Yes. 4 I'll send you a postcard. (And I'll buy you a souvenir.)

2 Write what you would say in each of the following situations:

1 A friend says that the book which you are both reading is boring.

I disagree. I think it's very interesting. / I agree it's boring.

2 Your friend says that the bus is the best way to go home from a museum. Disagree.

I don't think so. I think we should take the metro.

3 You are asking people questions for a school project. You want to know the number of days of holiday they have.

How much holiday do you have?

4 A friend starts to tell you about something he/she did last week, but he/she does not finish.

You were telling me about something you did last week.

B Vocabulary and Structure

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

1 The bank is _____ for a job in Cairo in the newspaper.

- ☒ a advertising ☐ b applying ☐ c asking ☐ d recharging

2 Most cameras that you can buy now are _____.

- ☐ a virtual ☐ b fictional ☐ c bright ☒ d digital

3 The story was very _____, but I understood it in the end.

- ☐ a bright ☐ b real ☒ c complicated ☐ d complete

4 Sales assistants should always be polite to _____.

- ☒ a customers ☐ b courses ☐ c apprentices ☐ d comments

- 5 I'm going to make a _____ that this year will be hotter than last year.
a prejudice **b** prediction c compliment d sentence
- 6 Which _____ do you need to become a flight attendant?
a trains b planes **c** qualifications d relations
- 7 You always leave your mobile phone on the chair. You _____ break it.
a going to **b** are going to c is going to d will be
- 8 I'm tired because I _____ playing tennis!
a had just stopped b have just c stopped just **d** have just stopped
- 9 Soha was not hungry because she _____ lunch.
a was already eaten **b** had already eaten
c already eats d ate already
- 10 The man asked me if he _____ help me.
a will b can **c** could d would
- 11 We agreed _____ the ten o'clock train.
a catch **b** to catch c catching d caught
- 12 Manal _____ 16 in 2018.
a going to be b are going to c is going to **d** will be

4 Rewrite the following sentences using the word(s) in brackets, to give the same meaning.

- 1 Hatem said, "My grandfather taught me how to organise my time." (said that)
Hatem said that his grandfather had taught him how to organise his time.
- 2 I always do my homework before I watch TV. (My homework is...)
My homework is always done before I watch TV.
- 3 Charles Dickens is a famous English writer. He was born in 1812. (who)
Charles Dickens, who was born in 1812, is a famous English writer. /
Charles Dickens, who is a famous English writer, was born in 1812.
- 4 It is impossible that Amal sold her car. (can't)
Amal can't have sold her car.

5 Find and correct the mistakes in the following sentences:

- 1 My friend works as a sells assistant. 1 ~~sells~~ *sales*
- 2 Charlotte Brontë was the three of six children. 2 ~~three~~ *third*
- 3 However good a law is, it must be forced by a legal system in which the public is confident. 3 ~~forced~~ *enforced*
- 4 Air and water pollution should be prevented or at last reduced. 4 ~~last~~ *least*

C Reading Comprehension and the Set Books

6 Read the following passage, then answer the questions:

Omar Who did you speak to for your school project yesterday?

Tarek I spoke to a baker and a fireman. I had spoken to a carpenter before them, but he did not have time to answer my questions.

Omar What did the baker say?

Tarek He said that he worked six days a week. He said that he had to get up at five o'clock every morning to start the ovens!

Omar What about the fireman?

Tarek He said that he usually worked five days a week, but last week he worked every day because there was a big fire at the supermarket.

Omar What are you going to do with the results of your project?

Tarek I'm going to write an essay. I've already written some of it.

Omar I'll read it for you if you like.

1 What do you think the school project was about?

Students' own answers

2 Who usually works longer, the baker or the fireman?

The baker works longer.

3 Why does the baker have to get up so early?

He has to start the ovens.

4 What does Omar offer to do?

He offers to read Tarek's essay.

5 When did Tarek talk to the carpenter?

a Today.

b After he spoke to the baker.

 Before he spoke to the baker and the fireman.

d After he spoke to the fireman.

6 Why did the fireman work every day last week?

a) There was a big fire.

b He had to shop in the supermarket.

c He needed more money.

d He had to write an essay.

7 Answer only four (4) of the following questions:

1 What does a secretary do?

A secretary answers the phones and types / writes letters.

2 What was the argument between Fogg and his friend about?

It was about whether someone could travel around the world in 80 days.

3 In your opinion, how can we increase food production?

Students' own answers

4 In your own point of view, what is the main function of the Suez Canal?

Students' own answers

5 To what extent can means of communication make our lives easier?

Students' own answers

6 Do you think that phobias are related to the kind of life we lead? Why or why not?

Students' own answers

D The Novel

8 Answer the following questions:

- 1 Who becomes very ill in *Oliver Twist*?
Rose Maylie becomes very ill.
- 2 Who is Harry?
Harry is Mrs Maylie's son.
- 3 Why do you think Dr Losberne taught Oliver?
Students' own answers
- 4 Oliver thinks he saw Fagin. Why do you think Harry says that this might have been a dream?
Students' own answers
- 5 Why do Mr Bumble and Mrs Bumble go to the slums?
They go there to meet Monks, who wants some information.

Monks put a bag of coins on the table in front of her. Mrs Bumble then told Monks what happened on the night that Nurse Sally died.

- 6 Why do you think that Monks gives Mrs Bumble the coins?
Students' own answers
- 7 What does Mrs Bumble show Monks?
She shows him a gold locket that she had taken from Nurse Sally./that Nurse Sally had taken from Oliver's mother.
- 8 Why do Mr Bumble and Mrs Bumble become frightened?
Monks opens a door in the floor and they think he will push them into the river.

E Writing

9 Write a paragraph of about ninety (90) words about one (1) of the following:

- a what life is like in a rural area
- b your plans for next summer

Students' own answers

F Translation

10 A Translate into Arabic:

- 1 Governments should increase food production to put an end to starvation.
يجدر بـ / يجب على / يتوجب على الحكومات أن تزيد إنتاج الطعام لتضع نهاية للمجاعة / للمجاعات.
- 2 Pollution is one of the most serious problems that threaten our lives.
التلوث أحد أخطر المشاكل التي تهدد حياتنا.

B Translate into English:

يجب أن نزرع المزيد من الأشجار للحفاظ على البيئة.

We must plant more trees to preserve the environment.

Practice Test 5

PRACTICE
TEST
5

A Language Functions

1 Finish the following dialogue:

Valid and Ali are discussing great works of engineering.

Valid When was the Suez Canal opened, Ali?

Ali 1 *I think it was opened in 1869.*

Valid 1869? OK, I need to write about two works of engineering from the nineteenth century. I need to think of another one.

Ali 2 *How about the London underground*?

Valid The London underground? That's a good idea. It was a very difficult project!

Ali Yes. 3 *Do you need help to find more information*?

Valid 4 *No, I can find it on the internet*. Thank you.

2 Write what you would say in each of the following situations:

1 You want to know if a friend has a fear of spiders.

Are you afraid of spiders?

2 You open your school bag and your English book is not there.

I must have left my English book at home.

3 A friend shows you a photo and says it shows London in winter. You are sure it is not winter because there are flowers and leaves on the trees.

It can't be winter. (It must be spring.) There are flowers and leaves on the trees.

4 Your friend suggests going to the beach. It is cold and windy. You do not think this is a good idea.

It's too cold and windy. Let's do something else.

B Vocabulary and Structure

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

1 How much do these oranges _____?

- ☒ a cost b charge c come d count

2 Manal is always very _____. She always tells the truth.

- a untrue b dishonest c true ☒ d honest

3 Do you sometimes have an _____ with your brothers or sisters?

- a altitude b athlete ☒ c argument d expression

4 Run or you will _____ the bus to school.

- a catch ☒ b miss c take d get

5 The men at the top of the mountain are in a difficult _____.

- ☒ a situation b session c fear d phobia

6 You should _____ going down this road because there has been a fire.

- a enforce **b avoid** c panic d reach

7 Passengers _____ at an altitude of 5,000 metres.

- a carried b carry c are carry **d are carried**

8 This book _____ 100 years ago.

- a wrote b is written c did write **d was written**

9 Alexandria, _____ is very popular with tourists, is in the north of Egypt.

- a which** b who c where d what

10 It's really dark. There's _____ a storm.

- a will b going to c being **d going to be**

11 If I _____ to bed late, I feel tired all day.

- a went b will go **c go** d would go

12 I visited Cairo after I _____ Alexandria.

- a visit **b had visited** c have visited d visiting

4 Rewrite the following sentences using the word(s) in brackets, to give the same meaning.

1 You shouldn't neglect your work. (take care)

You should take care of your work.

2 Egypt took over the Suez Canal in 1956. (taken)

The Suez Canal was taken over by Egypt in 1956.

3 Smoking is banned in hospitals. (mustn't)

People / You mustn't smoke in hospitals.

4 Hala finished her shopping before she returned home. (After)

After Hala (had) finished her shopping, she returned home.

5 Find and correct the mistakes in the following sentences:

1 World business was infected by the opening of the Suez Canal. 1 *infected* *affected*

2 If Fogg succeeds in his challenge, he will beat 20,000 pounds. 2 *beat* *win*

3 Phobias are rational fears. 3 *rational* *irrational*

4 Please, can you get over those empty bottles in the kitchen? 4 *over* *rid of*

C Reading Comprehension and the Set Books

6 Read the following passage, then answer the questions:

How long does it take to cycle around the world? The answer is 123 days! This is how long it took Andrew Nicholson. The man from New Zealand, who is 43 and a primary school teacher, cycled nearly 30,000 kilometres. His journey took him through America, Europe, India, Asia and Australia. He was given food by many friendly people he met on the way. Of course he did not cycle over the sea: he caught boats or planes. He also avoided countries which had problems or wars. However, he is now the fastest person to do this journey on a bike. It must have been very tiring. The journey, which was for a charity, is one he will not forget!

- 1 What is Andrew Nicholson's job?
He is a primary school teacher.
 - 2 Why do you think some people gave him food?
Students' own answers
 - 3 Why did he sometimes travel by boat and plane?
Because he had to cross / travel over seas.
 - 4 Why did he not travel through some countries?
He avoided countries that had problems or wars.
 - 5 How far did he cycle on his journey?
a 123,000 km b 30,000 km **c** 43,000 km d We do not know.
 - 6 Which of these countries can't Andrew Nicholson have cycled through?
a France b Canada **c** South Africa d Turkey
- 7 Answer only four (4) of the following questions:**
- 1 How do phobias affect people's lives?
Phobias make people avoid things that other people do without thinking.
 - 2 What is light pollution?
It is when artificial light shines on areas that we don't want to illuminate.
 - 3 Why do you think we face food shortage in many parts of the world?
Students' own answers
 - 4 If you were a tourist guide, what role would you play to enhance tourism in your country?
Students' own answers
 - 5 Do you agree that pollution is the result of modern life? Why or why not?
Students' own answers
 - 6 Do you think that technology will stand still? Why or why not?
Students' own answers

D The Novel

- 8 Answer the following questions:**
- 1 Why do you think Nancy wants to help Oliver?
Students' own answers
 - 2 Who does Rose visit for advice about Oliver?
She visits Mr Brownlow.
 - 3 Why doesn't Mr Brownlow want to tell the police about Fagin's gang?
It won't help Oliver to get his inheritance.
 - 4 Why do you think Mr Brownlow and Dr Losberne want Mr Grimwig and Harry Maylie to help them?
Students' own answers
 - 5 Who agrees to help Fagin to take money from children?
Noah Claypole / Morris Bolter agrees to help Fagin.

PRACTICE
TEST
5

"He said that the only thing that could explain who the boy really is lies at the bottom of the river. He said that he had the boy's money and now wanted his brother Oliver put in prison."

6 Who is 'he' that Nancy is talking about?

He is Monks.

7 What do you think is in the locket that could explain who the boy really is?

Students' own answers

8 Why do you think he wants to keep the boy's money?

Students' own answers

E Writing

9 Write an email of about ninety (90) words to a friend about one (1) of the following:

a work of engineering you like

b an author you like

Your name is Nabil(a) and your friend's name is Shams.

Students' own answers

F Translation

10 A Translate into Arabic:

1 Do you think that communications make the world a small village?

هل تعتقد / تظن أن (وسائل) الاتصالات (الحديثة) تجعل العالم قرية صغيرة؟

2 Children are fond of listening to fictional stories for entertainment.

الأطفال / الصغار مفتونون / مغرمون بالاستماع لقصص خيالية من أجل / بغرض / ل التسلية.

B Translate into English:

- علينا جميعاً أن نتشارك في دعم الاقتصاد المصري .

We all should/must cooperate to support the Egyptian economy.

Practice Test 6

PRACTICE
TEST
6

A Language Functions

1 Finish the following dialogue:

Eman and Amal are talking about detective stories.

Amal 1 What are you reading?

Eman I'm reading a detective story by Arthur Conan Doyle.

Amal I like detective stories, too. Last week I read a Sherlock Holmes story.

Eman 2 What was the story about?

Amal It was about a man who disappears from a hotel. I don't really understand what happened.

Eman 3 Let's ask my sister. She knows all about his books.

Amal Ask your sister? 4 That's a good idea.

Eman Ok. Let's go and see if she's in her room.

2 Write what you would say in each of the following situations:

1 You bought a computer but it breaks on the first day. You take it back to the shop where you bought it and complain.

I bought this computer yesterday and it has broken.

2 You work in a shop and a customer says that the shirt he bought yesterday has a hole in it.

I'm sorry about that. We'll give you a new shirt.

3 A student that you do not know very well at school has a book you would like to look at.

Could you please let me look at your book?

4 Your friend wins a prize in a sports competition.

Congratulations! You were fantastic!

B Vocabulary and Structure

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

1 The children put the spider in a jar, but it was very fast and soon _____.

- ☒ a escaped ☐ b extinct ☐ c enforced ☐ d avoided

2 Forests, deserts and mountains are different kinds of _____.

- ☐ a climate changes ☒ b habitats ☐ c laws ☐ d phobias

3 Amal's grandmother has a large house which she _____ from her uncle.

- ☐ a kidnapped ☐ b took part in ☒ c inherited ☐ d belonged

4 As soon as the burglar went into the bank that night, an alarm _____.

- ☐ a went to ☐ b went up ☐ c went in ☒ d went off

5 What is the _____ of air pollution?

- ☐ a case ☒ b cause ☐ c way ☐ d reason

6 They put lights on the castle to _____ it at night.

- ☐ a prevent ☐ b bright ☐ c recharge ☒ d illuminate

- 7 By 2050, the population of Egypt will _____ to nearly 100 million.
a grew **b** have grown c be grown d growing
- 8 Do you think the character in this story _____ on a real person?
a based b is basing c has based **d** was based
- 9 _____ is usually on the menu of that restaurant.
a The chicken b Chickens **c** Chicken d Some chickens
- 10 What _____ at six o'clock yesterday evening?
a you were doing **b** were you doing c you did d did you
- 11 If Kamal was faster, he _____ a good footballer.
a be b will be **c** would be d being
- 12 He finished _____ his lunch and then went into the playground.
a eating b to eat c eat d ate

4 Rewrite the following sentences using the word(s) in brackets, to give the same meaning:

- 1 I'm going to visit my uncle in hospital. (decided)
I have decided to visit my uncle in hospital.
- 2 Today it is difficult for some animals to survive in such hot weather. (survival)
Today the survival of some animals is difficult in such hot weather.
- 3 The opening of the Suez Canal has affected world business. (effect)
The opening of the Suez Canal had an effect on world business.
- 4 My sister told me that she was doing her homework then. (said)
My sister said that she was doing her homework then.

5 Find and correct the mistakes in the following sentences:

- 1 My father works like a science teacher in a secondary school. 1 like as
- 2 We should all respect each others. 2 others other
- 3 I'm in trouble and I need your advise badly. 3 advise advice
- 4 Stapleton sank as he was trying to escape. 4 sank drowned

C Reading Comprehension and the Set Books

6 Read the following passage, then answer the questions:

We know about most forms of pollution. You can smell the air pollution which comes from our cars and factories, and you can see light pollution at night. Dirty rivers are caused by water pollution, and alarms and car horns cause noise pollution every day.

However, some forms of pollution are not obvious. Scientists think that many people become ill because of pollution in our homes. When we make our homes warmer or cooler, it often causes pollution which is bad for us. Gas also comes from cookers. Gases from paint and even some furniture can also make us ill. Scientists think that about 99,000 people will become ill from pollution in their homes next year in Europe. However, scientists are working on ways to avoid such problems in the future.

- 1 What causes noise pollution every day?
Alarms and car horns cause noise pollution.
- 2 Why do many people become ill?
They become ill because of pollution in our/their homes.
- 3 Why do you think that paint and even furniture can make you ill?
Students' own answers
- 4 What will have happened by the end of next year?
About 99,000 people (in Europe) will have become ill from pollution in their homes.
- 5 Which of these is not a cause of pollution in the home?
a ovens b gas fires c chairs **d** water
- 6 Why don't many people know about pollution in the home?
a It is not easy to see. b It is a mystery.
c Scientists don't know about it. d It has never been studied.

7 Answer only four (4) of the following questions:

- 1 Where did Fogg's journey start and end?
It started and ended in London.
- 2 Do you think that phobias are an important problem to solve? Why or why not?
Students' own answers
- 3 Why did Dr Mortimer visit Sherlock Holmes and Watson?
Dr Mortimer wanted some advice (because he was worried about his friend).
- 4 Why do you think Jane needed contact with the outside world?
Students' own answers
- 5 Do you think that it is necessary to shorten the journey from Europe to Asia? Why or why not?
Students' own answers
- 6 Do you think it is a good idea to reclaim desert land for farming? Why or why not?
Students' own answers

D The Novel

8 Answer the following questions:

- 1 What does Noah see when he follows Nancy?
He sees Nancy talking with Mr Brownlow and Rose Maylie.
- 2 Why do you think Mr Sikes leaves London one morning before it is light?
Students' own answers
- 3 Why do you think Monks threw the locket into the river?
Students' own answers
- 4 Why does Mr Brownlow say that Mr and Mrs Bumble will never get a good job again?
He will tell everyone not to give them a good job/that they are not honest.
- 5 At the end of the story, who has a new father, a good home and an education?
Oliver Twist has a new father (Mr Brownlow), a good home and an education.

"As he grew up, I watched Oliver carefully without him knowing it. When he ran away, I helped the Artful Dodger to find him so he could introduce him to my friend Fagin, and then Fagin helped him to be a thief."

6 Who is talking?

Monks is talking.

7 Why did he want Oliver to be a thief?

*The money from Oliver's father would go to him only if he had good morals.
Monks didn't want the money to go to him*

8 Why does he tell Mr Brownlow what he has done?

Because he is afraid that Mr Brownlow will take him to the police if he doesn't.

E Writing

9 Write a paragraph of about ninety (90) words about one (1) of the following:

- a the advantages and disadvantages of being a detective
- b why some animals find it difficult to survive in today's world

Students' own answers

F Translation

10 A Translate into Arabic:

1 To protect our environment, we should stop cutting down trees.

لحماية بيئتنا، يجب علينا أن نتوقف عن قطع الأشجار.

2 Everyone should express their opinions freely and respect the opinions of others.

يجدر بـ / يجب على الجميع أن يعبروا عن آرائهم بحرية وأن يحترموا آراء الآخرين.

b Translate into English:

- سوف يوفر مشروع قناة السويس فرص عمل كثيرة.

The Suez Canal project will provide many job opportunities.

Answers to *Oliver Twist*

CHAPTER 1

A Pre-reading

Students' own answers

B Answer the questions.

- 1 England, during the Industrial Revolution.
- 2 Nearly 10 years. Oliver was at the orphanage for 9 years, at the workhouse for several months, then locked up at the workhouse for several weeks — nearly a month — and then at Mr Sowerberry's for several months.
- 3 The orphanage with Mrs Mann, the workhouse, Mr Sowerberry's. Students' opinions for worst/best.

C Write T or F next to each sentence. Correct the false ones.

- 1 F - He was born in the workhouse.
- 2 T
- 3 F - She was not kind to any of the orphans.
- 4 T
- 5 F - Oliver was punished and the boys did not get more.

D Match the person with the description.

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

E Read the following quotations and then answer the questions.

"You've given him too much meat...."

- 1 Mr Bumble
- 2 at Mr Sowerberry's; outside the cellar where Oliver was locked in
- 3 Noah Claypole teased Oliver about his mother, so Oliver started hitting him. They locked Oliver in the cellar and called for Mr Bumble.

"Please, sir, I want some more."

- 1 Oliver said this to the master of the workhouse.
- 2 He wanted more to eat. / The other boys chose Oliver to speak for them all.
- 3 He was locked in a dark room and at every meal he was beaten in front of the other boys. And the workhouse put up a sign to find someone to take Oliver away.

F Put the events in the correct order.

- 5 Oliver runs away from Mr Sowerberry.
- 3 Oliver asks for more food.
- 1 Oliver goes to live with Mrs Mann.
- 2 Oliver works with other boys at the workhouse.
- 4 Oliver becomes an apprentice.

G Project

Students' own answers

CHAPTER 2

A Pre-reading

Students' own answers

B Answer these questions.

- 1 They steal.
- 2 He's a miser; he doesn't like to spend money.
- 3 He's kind-hearted; he felt sorry for Oliver; Oliver reminded him of someone. (Students' own answers about the woman in the painting.)
- 4 A policeman tells Nancy that Oliver went with Mr Brownlow. Fagin is afraid that Oliver will tell Mr Brownlow about them and Mr Brownlow will send the police after them.

C Write True (T) or False (F) next to each sentence. Correct the false ones.

- 1 T
- 2 F - They entered London after dark.
- 3 F - It was poorer and dirtier than he had ever seen.
- 4 T
- 5 T

D Read the following quotations and then answer the questions.

"I hope you've been at work this morning, boys."

Answers to *Oliver Twist*

- 1 Fagin said this to Charley Bates and Jack Dawkins.
- 2 They were stealing things — notebooks and silk handkerchiefs.
- 3 He thought they had made the things.

"It wasn't that boy! It was two other boys. He was with them, but he didn't take anything."

- 1 The bookshop owner said this.
- 2 "That boy" is Oliver. "Two other boys" are Charley Bates and Jack Dawkins/the Artful Dodger.
- 3 The magistrate was going to send Oliver to prison, but as a result of these words he set Oliver free.

"But what is this? Look there."

- 1 Mr Brownlow said this.
- 2 He was in a room in his house.
- 3 He was looking at a painting of a young woman who looked like Oliver.

CHAPTER 3

A Pre-reading

Students' own answers

B Answer these questions.

- 1 He thinks Oliver will return to the thieves (because he has money, new clothes and books). Mr Grimwig is partly right: Oliver does return to the thieves, but not willingly.
- 2 She didn't want the people to stop her. If they thought she was kidnapping Oliver, they might stop her.
- 3 Fagin wants to make him a thief. He lets Sikes use Oliver to rob a house.
- 4 He went because Mr Brownlow put an advertisement asking for information about Oliver. Mr Bumble said only bad things about Oliver. As a result, Mr Brownlow didn't want to hear anything about the boy again.

C Put True (T) or False (F). Correct the false sentences.

- 1 T
- 2 F - Nancy and Bill Sikes did it.
- 3 T
- 4 F - Mr Brownlow put the ad.
- 5 T

D Put these events in order.

- 7 Nancy takes Oliver to Bill Sikes.
- 1 Oliver tells Mr Brownlow about his life.
- 3 Mr Sikes and Nancy take Oliver to Fagin.
- 2 Oliver starts to go to the bookshop.
- 8 Oliver meets Toby Crackit.
- 4 Mr Brownlow puts an ad in the paper.
- 6 Fagin meets with Mr Sikes to make plans for Oliver.
- 5 Mr Bumble tells Mr Brownlow about Oliver.

E Read the following quotations and answer the questions.

“Do you really think he’ll come back?”

- 1 Mr Grimwig said this to Mr Brownlow.
- 2 He said this just after Oliver went to pay for the books. He’s talking about Oliver.
- 3 Mr Brownlow said of course Oliver would come back. But he looked worried, so he had some doubts.

“Sadly, you were right. I do not want to hear his name ever again.”

- 1 Mr Brownlow said this to Mr Grimwig.
- 2 Grimwig said that Oliver would return to the thieves.
- 3 He doesn’t want to hear Oliver’s name because Mr Bumble told him that Oliver was bad.

“I’m not happy about this either. I’ve tried to help you, but it’s no good. I’ll try and help you again, but this is not the time. Now, come with me.”

- 1 Nancy said this to Oliver.
- 2 She told Mr Sikes to stop beating Oliver.
- 3 Nancy was taking Oliver to Mr Sikes so that Oliver could help rob a house.

CHAPTER 4

A Pre-reading

Students’ own answers

B Answer these questions.

- 1 London — Fagin's house, and briefly Sikes's house; the house in the countryside that Sikes and Crackit tried to rob; the workhouse where Oliver was born.
- 2 Crackit got back to London. We don't know yet what happened to Sikes; he hadn't returned home yet. Oliver was found and taken in by the people of the house.
- 3 Monks is tall, with dark hair and dark eyes. He looks around nervously. He looks cruel. He is not happy that Oliver was used for a robbery, though the reason is not very clear. He seems mostly afraid of the police.
- 4 He stayed more than six weeks. They learned that Mr Brownlow had moved to the West Indies six weeks earlier.

C Write True (T) or False (F). Correct the false sentences.

- 1 F - Only Toby went back.
- 2 T
- 3 F - Oliver was left in the field and went to the house in the morning.
- 4 F - He met him at Fagin's house.
- 5 T
- 6 T

D Put these events in order.

- 4 Oliver told them the story of his life.
- 7 Nurse Sally told Mrs Corney about a woman who had died at the workhouse.
- 6 Mr Brownlow moved to the West Indies.
- 1 Nurse Sally stole a gold locket from Oliver's mother.
- 2 Oliver knocked on the door of Mrs Maylie's house.
- 5 Blathers and Duff came to Mrs Maylie's house.
- 3 Mr Brittles called the detectives.

E Read these quotations from the story and answer the questions.

"He looks so helpless and small. If it hadn't been for your generosity, I might be helpless like this small child!"

- 1 Rose said this to Mrs Maylie.
- 2 She is talking about Oliver, who is wounded.
- 3 Mrs Maylie was generous to adopt Rose when she was a child. This is why Rose now feels she wants to be generous in turn to some other child — Oliver.

"You don't need to do anything. I'm lucky because I have an aunt who has enough money to help people like you."

- 1 Rose said this to Oliver.
- 2 Oliver offered to work for Rose, to water her flowers or do anything for her.
- 3 Probably because this is Rose's way of showing her gratitude to Mrs Maylie, by being kind to someone else.

"She was rich enough for a good hospital. I stole from her before she died!"

- 1 Nurse Sally said this to Mrs Corney.
- 2 She stole a gold locket from Oliver's mother.
- 3 It was more than ten years/nearly eleven or twelve years after Oliver was born, and Nurse Sally died after saying this.

CHAPTER 5

A. Pre-reading

Students' own answers

B Answer these questions.

- 1 Oliver stayed about three months/most of the summer.
- 2 Dr Losberne, Harry Maylie and Mr Giles came to see her.
- 3 Harry asked Oliver to write secretly to tell him about Rose and Mrs Maylie.
- 4 Mr Bumble had married Mrs Corney and now he was the master of the workhouse. Mr Bumble met Monks. Monks wanted information about the woman who was with Oliver's mother/Nurse Sally.
- 5 They met him in an old factory in a slum of the town. Mrs Bumble gave him the locket that Nurse Sally had taken from Oliver's mother.

C Write True (T) or False (F). Correct the false sentences.

- 1 F - They went to her house in the countryside.
- 2 T
- 3 F - He walked into him in the village where he posted the letter.
- 4 F - Harry Maylie came with Mr Giles.
- 5 T

D Put these events in order.

(1)

- 2 Rose became very ill.
- 3 Oliver posted a letter for Mrs Maylie.
- 1 Mrs Maylie, Rose and Oliver went to stay in a holiday house.
- 4 Oliver walked into a cruel-looking man.
- 6 Oliver saw Fagin and another man in the window.
- 5 Rose became well again.

(2)

- 4 Mr and Mrs Bumble met Monks at an old factory.
- 1 Mrs Corney took a locket from Nurse Sally.
- 3 Monks met Mr Bumble at an inn.
- 6 Mrs Bumble gave Monks the gold locket.
- 2 Mr Bumble married Mrs Corney and became master of the workhouse.
- 5 Monks paid Mrs Bumble for some information.

E Read these quotations and answer the questions.

"Rose is so young and so good that nothing bad will happen to her."

- 1 Oliver said this to Mrs Maylie.
- 2 He said this when Rose was very ill.
- 3 He thinks that Rose will not die.

"She will sleep for a long time. Perhaps she will wake up better. But I am very worried that she will not wake up at all."

- 1 Mrs Maylie says this.
- 2 She's talking about Rose Maylie.
- 3 Rose is very ill and might die.

"I don't want to know about him! I want to know about his nurse. Where is she?"

- 1 Monks says this at the inn where he meets Mr Bumble.

- 2 He doesn't want to know about Oliver.
- 3 She died the previous winter.

CHAPTER 6

A Pre-reading

Students' own answers

B Answer these questions.

- 1 He threw in the locket that had been taken from Oliver's mother. He doesn't want Mr and Mrs Bumble to talk about what he did. Mr Bumble had been afraid that Monks would kill him and Mrs Bumble, so he was happy to still be alive.
- 2 He was away for several months — most of the time that Oliver was with the Maylies. He has been back for three weeks and ill in bed all that time.
- 3 She went to get some money for Bill Sikes. She met Monks, who had come to talk to Fagin. Fagin and Monks went upstairs to talk privately, but Nancy crept upstairs and listened to their conversation.
- 4 She learned that Monks was Oliver's half-brother, that he was trying to make Oliver a criminal and get him imprisoned. She also learned that Monks knew that Oliver was staying with Mrs Maylie, and she learned where Mrs Maylie was staying in London. She went to the hotel to tell Rose Maylie all of this.
- 5 He saw Mr Brownlow. He got the address, and Rose and Oliver went to meet him at his home.
- 6 Fagin learns that the police have arrested the Artful Dodger.)

C Write True (T) or False (F). Correct the false sentences.

- 1 F - He throws in the gold locket. He does not try to kill them.
- 2 T
- 3 F - They went upstairs to talk. (But Nancy secretly followed them and overheard their conversation.)
- 4 T
- 5 F - A hotel servant got permission for Nancy to go upstairs to Rose.
- 6 F - He came into the room after Nancy had left.
- 7 F - He said that that would not help Oliver.
- 8 F - He came to be a thief.

D Put these events in order.

- 5 Noah Claypole meets Fagin.
- 1 Bill Sikes returns to London.

Answers to *Oliver Twist*

- 2 Mrs Maylie, Rose and Oliver visit London.
- 6 Fagin learns that the Artful Dodger has been arrested.
- 3 Nancy listens to Fagin and Monks talking.
- 4 Rose tells Mr Brownlow about Monks.

E Read the quotations and answer the questions.

"Now we can all forget all about this story, can't we?"

- 1 Monks said this to Mr and Mrs Bumble.
- 2 They were in an old factory in the slums and Monks had just dropped the gold locket into the river.
- 3 He wants them to forget that they met him and gave him the locket. He doesn't want anyone to know about it or about who Oliver is.

"He said that the only thing that could explain who the boy really is lies at the bottom of the river."

- 1 Nancy said this to Rose.
- 2 She's reporting Monk's speech (to Fagin).
- 3 The gold locket that Nurse Sally had stolen from Oliver's mother.

"It was easy to take money from Mr Sowerberry. So we can also take things from other people. I think I would be a good thief."

- 1 Noah Claypole said this to his wife Charlotte.
- 2 They were in an inn in London, eating dinner.
- 3 Fagin overheard and he offered to let them join his gang of thieves. They agreed.

CHAPTER 7

A Pre-reading questions

Students' own answers

B Answer these questions.

- 1 He went to see what had happened to the Artful Dodger who is now with the police. Then he went to follow Nancy to see who she spoke with and what she said.
- 2 She met them on London Bridge but took them down some steps next to the bridge to talk in a dark place. Noah Claypole/Morris Bolter heard their conversation.
- 3 He was suspicious of her because the previous week she had tried to go out walking at 11 o'clock at night.

- 4 She told them what Monks looked like and where they could probably find him. Mr Brownlow offered to take her away from her life of crime. She refused.
- 5 Sikes killed Nancy. Then he went away to the countryside north of London and hid. After a week he heard people talking about the murder and he went back to London because he heard the police thought he was in Birmingham.

C Write True (T) or False (F). Correct the false sentences.

- 1 T
- 2 T
- 3 F - It was Mr Brownlow and Rose Maylie, and they talked on the dark steps next to the bridge.
- 4 T
- 5 T
- 6 T
- 7 F - He was going to marry her but she died young.

D Put these events in order.

- 3 Mr Leeford died in Italy.
- 6 Sikes killed Nancy and ran away.
- 1 Mr Leeford married Agnes.
- 5 Nancy told Mr Brownlow about Monks.
- 2 Mr Leeford gave Mr Brownlow a painting of Agnes.
- 4 Mr Brownlow tried to find Monks in the West Indies.
- 7 Nancy's murderer returned to London.

E Read these quotations and answer the questions.

"Find out where she goes, who she sees and what she says. Can you do that?"

- 1 Fagin says this to Noah Claypole/Morris Bolter.
- 2 He is talking about Nancy.
- 3 He knows/suspects she is planning something and he wants to know what it is.

"Thank you for helping us. Now let us help you. Come with us, away from your old life."

- 1 Mr Brownlow said this to Nancy at London Bridge.
- 2 She had given him information on how to find Monks.

Answers to *Oliver Twist*

- 3 She didn't accept. She was killed by Sikes as a result.

"I did not think my father's oldest friend would be so unkind to me."

- 1 Monks says this to Mr Brownlow.
- 2 This was at Mr Brownlow's house.
- 3 Mr Brownlow had kidnapped Monks and brought him to his house and made him sit and talk about himself and Oliver.

CHAPTER 8

A Pre-reading

Students' own answers

B Answer these questions.

- 1 Toby Crackit, Kags, Chitling and Charley Bates. were in the house.
- 2 Mr Brownlow took Oliver to the town where Oliver was born. They stayed in a hotel in the town. Rose, Mrs Maylie, Mrs Bedwin, Dr Losberne, Mr Grimwig and Monks were also there.
- 3 His father's will said that Oliver should only get his share of the money if he grew up with good morals, so Monks wanted him to be a thief so he wouldn't get the money. He secretly watched Oliver as he grew up. He sent the Artful Dodger to find him and introduce him to Fagin, who would make him a thief.
- 4 They said that they did not sell a locket to Monks and that they had never seen him. But a servant from the workhouse said that she saw Mrs Bumble take a gold locket and some papers from Nurse Sally when she died.
- 5 Rose is the younger sister of Agnes, Oliver's mother, so she is Oliver's aunt. She was only a small child when her parents died and she was eventually adopted by Mrs Maylie.
- 6 They wanted to know where Fagin had put the papers that Monks had given him. The papers would show who Rose is.

C Write True (T) or False (F). Correct the false sentences.

- 1 T
- 2 F - They escaped through a window.
- 3 T — but then the people outside heard Charley's calls and tried to get inside to get Sikes.
- 4 F - He offered fifty pounds but Sikes fell to his death, so no one caught him alive.
- 5 F - She is only Oliver's aunt, the sister of his mother.
- 6 ___ The father of Monks and Oliver was Edwin Leeford. (T)
- 7 T

D Put these events in order.

- 5 Bill Sikes comes to Toby's place.
- 1 Monks finds his father's will.
- 4 The police arrest Fagin and the gang.
- 7 Mr Brownlow and others travel to Oliver's birth place.
- 2 Monks helps the Artful Dodger find Oliver.
- 8 A servant says that she had seen Mrs Bumble take something from Nurse Sally.
- 6 Charley Bates comes to Toby's place.
- 3 Mrs Bumble sells the locket to Monks.
- 9 Mr Brownlow explains everything to Oliver and friends.

E Read these quotations and answer the questions.

"I will give fifty pounds to the man who takes that man alive."

- 1 Mr Brownlow said this.
- 2 He was talking about Bill Sikes.
- 3 This was when Sikes was in a house in the slums. Mr Brownlow was with a crowd of people outside the house. They were trying to get in to arrest Sikes for murdering Nancy.

"And there is the road to the house where I lived with Mrs Mann when I was little. Perhaps my orphan friends are still there!"

- 1 Oliver said this.
- 2 He was in a coach going back to the town where he was born.
- 3 He wanted to give them clothes and teach them to read and write.

"When he ran away, I helped the Artful Dodger to find him so he could introduce him to my friend Fagin, and then Fagin helped him to be a thief."

- 1 Monks said this, talking about Oliver.
- 2 Monks wanted to prevent him from getting his inheritance.
- 3 He was in a hotel in the town where Oliver was born. Mr Brownlow and others were with him.

A

achieve 9
actor 8
advertise 10
affect [v] 13
agricultural 16
airbag 6
alarm [n] 18
altitude 13
analyse 3
annoying [adj] 18
appearance C
apply 10
argument 14
arrangement 6
arrest 14
artificial 18
astronaut 1
astronomer 18
attract 7
authorities 18
avoid 15

B

background 13
baker 12
balloon 14
bare 5
base [something on] 17
battery 6
beat 8
belong 2
biodiversity 16
blame [v] 6
blog 10
bother [v] 18
braille 9
brake [n] 18
brave 1
breathe 3
bright [adj] 11
Britain 8
burglar 18

C

capture 8
career 9
carpenter 12
case [job] 5

catch [a train] 14
cause [v] 18
ceiling 2
cells 3
census 4
champion 1
character 2
charge [money] [v] 13
choice 2
clarification 2
cleaner 12
cleanliness 7
climate change 16
clothe [v] 11
come out [publish] 14
comment [n] 10
company [business] 12
complex 3
complicated [adj] 10
compliment [v] 9
compulsory E
conflict (n) B
congratulate 9
connect 10
cons 4
consequence 6
contact [n] 11
cost [v] 13
course [at school] 12
cracked 2
crime 17
criminal 14
cruise ship 14
customer 12

D

dam 13
damage 8
debt 2
decorate 17
depend on b
detective 17
development 10
device 10
difficulty 9
dig [v] 5
digital 10
disaster a
disease 7
dislike 11

dizzy 15
doll 15
donation B
downwards 3
drought B

E

ecosystem 16
educated [adj] E
effect 18
efficiently 6
emotions 17
employer 2
enforce E
enforcement E
engineer 9
equal E
escape 17
evidence 6
exhaust fumes 6
expert 1
exploration 14
expression 17
extinct 16
eyesight 3

F

face [n] 17
fact 6
fail [v] 2
fair [adj] E
famous 1
fan [n] 17
favour [n] 5
fax 10
fear [n] 15
fictional 17
financial 8
fireman 12
fit [adj] 1
flight attendant 12
flu 7
fly [n] 7
foreign 12
frozen (ground) 13
further 6

G

gentleman 11
geologist 1
germ 7
get over (a problem) 15
get rid of 16
go off [ring] 18
governess 11
graduate [v] 9
guide 12

H

habitat 16
hard-working 1
harsh E
harvest B
hay 5
headmistress 1
hectare 16
high-quality 10
homeless A
honest 13
hoof 11
horn [of car] 18
hound [n] 17
housing d
human nature C
hunger B
hydrogen 6
hygiene 7

I

icy 11
illegal D
illuminate 18
impossible
improve 12
improvement E
income 13
increase [v] 18
incredible 3
infected 7
infection 7
influence [v] 1
inherit 17
injured 12
injury 17
inspector 6
inspire 9

interest [n] 10
investigate 17
irrational 15

J

journalist 2
judge [v] 9

K

keep off [avoid] 16
keep on [continue] 16
keep out [of trouble] 16
keep up with 16
kidnap 14
kung fu 9

L

landlady 17
law E
lawyer 14
legal E
legend 17
leisure facilities 18
life guard 12
lighthouse 13
lock [v] 5
lungs 6
luxury 14

M

malnourished B
manual labour D
massive 4
mind [make up your] C
miserable 11
miss [not catch] 14
miss [not have] 11
moral 2

N

national 4
naughty 11
nocturnal 18

O

obvious 8
operate (run) 13
opinion 4
opportunity E
ordinary 1
organisation 9
outbreak 7
outskirts 4
oven 12
overlook 9
owner 8
oxygen 6

P

pain 3
panic [v] 15
password 3
patron 8
pay 14
perform 8
permanently 13
phobia 15
photographic 3
physical 17
physiotherapy 9
plan [v] 4
plaster [n] 2
play [n] 8
pleasant 5
plot [land] 5
poem 8
poisonous 7
population 4
possible 3
poverty A
powerful 3
prediction 10
prejudice C
prevent 18
prison 2
process [n] 16
production 16
productive 16
profit [v] 5
pros 4
protect 17
public 7
punishment E
put up with 18

Word List

Q

qualifications 12
questionnaire 4
quotation 1

R

reach [arrive] 14
realise 14
recharge 6
reclaim 16
reduce 18
reform [n] E
relation 11
repeat [v] 3
replacement 6
rescue 14
researcher 4
resident D
retire 8
rewarded 2
rhyme [v] 5
right [n] 11
route 6
run [operate] [v] 13
rural 4
rush [v] 4
rhythm 5

S

sales assistant 12
sanitation 7
sat nav 6
scene [from film] 17
science fiction 14
sea level 13
secondary education certificate 12
section 13
seem 5
senses 3
sentence [law] E
serious E
servant 14
session 15
settle in 11
several 9
shack D
shantytown D
shock [n] 4

shoot 17
shortage B
shorten 13
sight 3
silent 11
silly 5
situation 15
slip [v] 11
smart phone 10
smell 3
social networking site 10
soil 1
solve 4
soup B
space 1
species 16
spider 15
stage [of a project] 13
starve B
stomach 7
store [v] 16
strange 5
stress [n] 18
study [n] 17
submarine 14
suitable 16
supply (n) 13
surgeon 1
survival 18
survive 16
swing [n] 5
system 6

T

take for granted E
take off [plane] 13
take over 13
take part in 13
take to something 4
taste 3
technology 10
temperature 3
terrible 4
terrified 17
theatre 8
therapist 15
thief/thieves 17
threat 16
throughout
touch 3

tourist 12
traffic jam 6
train [v] 12
translate 12
treasure 5
trial E
truth 2
tutor 9

U

underground 1
urban 4

V

verse 5
violent a
virtual 15
visual 10

W

wag [v] 15
wander 8
war A
waterway 13
weight-lifting 1
wild 7

Glossary

abide	يَلْتَزِم	combination (n)	جَمْع - دَمَج
accordingly	بِالتَّبَعِيَّة	combine (v)	يَجْمَع - يَدْمَج
achievement	إِنجَاز	command	أَمْر
active	نَشِط (مُتَارِكَةُ الطَّلَابِ) إِيْجَابِي (عَكْس سَلْبِي)	commit to memory	يَضَع جَيِّدًا فِي الذاكرة يُحْفَظ جَيِّدًا
activity	النَّشَاط (كُلُّ مَا يَقُومُ بِهِ الطَّلَابُ مِنْ أَعْمَالٍ لِلتَّدرِيبِ أَوْ التَّعَلُّمِ)	communicate (v)	التَّرْكِيزُ عَلَى اسْتِخْدَامِ اللُّغَةِ عَمَلِيًّا لِتَبَادُلِ الْمَعْلُومَاتِ أَوْ الْفِكَارِ أَوْ الْآرَاءِ
adapt	يَتَأَقَلَّم - يَتَأَقَلَّم	communicative syllabus	مَنْهَجُ تَوَاصُلِي
additional revision	وَحْدَةُ مُرَاجَعَةٍ إِضَافِيَّة	complement	يُكَمِّل
adequately	بَشْكَلٍ كَافٍ	complicated	مُرْكَبٌ - مُعَقَّدٌ
adverb of frequency	ظَرْفٌ مُتَكَرِّرٌ	compose	يُؤَلِّف
advisor	نَاصِحٌ - مُرْشِدٌ	comprehension	اسْتِبْعَابٌ - فَهْمٌ
agreement	اتِّفَاقٌ	conclude (v)	يَخْتَتِمُ - يَتَوَصَّلُ إِلَى نَتِيجَةٍ - يُلَخِّصُ
aim	هَدَفٌ	conducting research	الْقِيَامُ بِعَمَلِيَّةِ بَحْثٍ
allot	يُخَصِّصُ	confidence	ثِقَةٌ
analyse	يُحَلِّلُ	confirm	يُؤَكِّدُ
approach	يَتَنَاوَلُ - طَرِيقَةُ التَّنَاولِ	confusing	مُحْبِرٌ - مُرْبِكٌ
appropriate	مُنَاسِبٌ - مُلَائِمٌ	consecutive	مُتَتَابِعٌ - مُتَتَالٍ
aspiration	أَمَلٌ - مَطْمَحٌ	conservation of the environment	الحِفَاظُ عَلَى الْبِيئَةِ
assess	يُقَيِّمُ	consider	يَأْخُذُ فِي عَيْنِ الْاِئْتِبَارِ
assessment	تَقْدِيرٌ - تَقْيِيمٌ لِلأداءِ خِلَالِ فِتْرَةِ التَّعَلُّمِ	consistent	ثَابِتٌ - مُتَّسِقٌ - مُطْرَدٌ
attach	يَرْبِطُ - يُرْفِقُ - يُلْحِقُ	consolidate	يُرْسِخُ - يُدْعِمُ
attain	يَبْلُغُ - يُحْصِلُ	consolidation	تَعَزُّزٌ أَوْ تَدْعِيمٌ مَعْلُومَةٍ أَوْ مَهَارَةٍ لِّغَوِيَّةٍ
authentic website	مَوْقِعٌ إِنْتَرْنِتْ حَقِيقِي	consonants	الْحُرُوفُ الثَّابِتَةُ
authenticity	أَصْلِيَّةٌ - مَوْثُوقِيَّةٌ	contamination	تَلَوِثٌ
background	خَلْقِيَّةٌ	contemporary trends	اتِّجَاهَاتٌ عَصْرِيَّةٌ
basic	أَسَاسِي (المَهَارَاتُ الْأَسَاسِيَّة)	context	الْمَوْقِفُ الَّذِي تُسْتَعْمَدُ فِيهِ اللُّغَةُ وَيَعْتَمِدُ عَلَى الْمَعْنَى أَوْ السِّيَاقِ (سِيَاقِ الْحَدِيثِ)
blank	فَارِغٌ	contracted forms	الصِّغَرُ الْمُخْتَصَرَةُ
boast	يَتَبَاهَى - يَتَفَاخَرُ	contrast (v)	يَتَبَايَنُ
body language	حَرَكَاتُ الْجَسَدِ الَّتِي تُوضِّحُ الْمَعْنَى	controlled practice	التَّدرِيبُ الْمَوْجَّه (تَدْرِيبُ الطَّلَابِ مِنْ خِلَالِ إِطَارٍ مُعَيَّنٍ أَوْ تَحْتَ إِشْرَافٍ شَبْهِ كَامِلٍ لِتَقْلِيلِ اِحْتِمَالَاتِ الْخَطَا)
break down	تَقْسِيمٌ إِلَى مَقَاطِعَ أَوْ أَجْزَاءٍ	convention	مُؤْتَمَرٌ
brief	مُخْتَصَرٌ	corresponding	مُقَابِلٌ - مُنَاطِرٌ
build up (v)	يُكُونُ كَلِمَةً أَوْ جُمْلَةً أَوْ فِقْرَةً، جُزْءٌ بَعْدَ جُزْءٍ، مِثْلُ بِنَاءِ الْحِوَارِ	corresponding to	تَتَنَاسَقُ مَعَ - تَتَنَاسَبُ مَعَ
capability	مَقْدَرَةٌ	courtesy	احْتِرَامٌ
chant	يَشْدُو - يَغَنَّى	creative thinking	التَّفَكُّيرُ الْإِبْدَاعِي / الْمُبْدِعُ
chaos	فَوْضَى - عَدَمُ اتِّبَاعِ نِظَامٍ مُعَيَّنٍ	critique (n)	نَقْدٌ
character trait	خُصْلَةٌ فِي الشَّخْصِيَّةِ	cross-cultural	عَبْرَ الثَّقَافِي
check (v)	يَتَأَكَّدُ - يَتَحَقَّقُ (يَجِبُ عَلَى الْمُدرِّسِ أَنْ يَتَأَكَّدَ مِنْ أَنَّ الطَّلَابَ يَقُومُونَ بِالتَّدرِيبِ عَلَى الطَّرِيقَةِ الصَّحِيحَةِ وَالتَّحَقُّقِ مِنْ أَنَّ الْإِجَابَاتِ صَحِيحَةٌ)	cross-curricular	عَبْرَ الْمَنْهَجِي
checklist	قَائِمَةٌ لِلْمُرَاجَعَةِ	crossword	كَلِمَاتُ مَقَاطَعَةٍ (تَدْرِيبٌ لِّغَوِيٌّ مِنْ خِلَالِ الْكَلِمَاتِ الْمُتَقَاطِعَةِ)
classify	يُصَنِّفُ إِلَى مَجْمُوعَاتٍ	data	بَيِّنَاتٌ
classroom dialogue	الْحِوَارَاتُ الَّتِي تَدُورُ فِي الْفَصْلِ بَيْنَ الطَّلَابِ وَالْمُدرِّسِ، كَمَا فِي كِتَابِ الْمُدرِّسِ، الَّتِي هِيَ بِخَطِّ مُخْتَلَفٍ	debated	تَمَ الْجَدَلِ حَوْلَهُ
classroom management	إِدَارَةُ الْفَصْلِ	deduce	يَسْتَنْبِطُ
clarification	تَوْضِيحٌ	definition	تَعْرِيفٌ
closed pairs	ثَنَائِي مُغْلَقٌ (يَعْمَلُ الطَّالِبَانِ مَعًا دُونَ أَنْ يَسْمَعَهُمَا بَقِيَّةُ الْفَصْلِ)	demonstrate	يُوضِّحُ مِنْ خِلَالِ أَدَاءٍ لِّلْمَوْقِفِ التَّعْلِيمِيِّ
clue	إِشَارَةٌ دَالَّةٌ	description	وَصْفٌ
		detail	تَفْصِيلَةٌ

developing	نام	function (n)	وِظِيفَةُ اللُّغَةِ - كَيْفِيَّةُ اسْتِخْدَامِ اللُّغَةِ (مَثَلًا: طَلَبَ
dialogue	حوار		الأشياء بأدب، اقترح شيء ما ... إلخ)
dictation	إملاء	gaps	الفراغات - الفجوات
disagreement	اختلاف في الرأي	gender	الجنوسة - النوع (ذكر/أنثى)
discourse	خطاب - حديث	generate (v)	يُولَد - يُنتَج
discuss (v)	يُناقش - يُشارك	genuine	خالص - صادق
dispute	جدل - مناقشة	gesture	إشارات اليد - الحركات التعبيرية
disruption	اختلال - اضطراب - تشويش	gist	المحتوى الأساسي - لب الموضوع
distinguish (v)	يُدرِك الفَرْقَ بين	gradually	تدريجياً
dramatic	دراماتيكي (الأداء التمثيلي للمواقف)	guessing	تخمين
drill (v)	يُقحم - يجعل الطالب يُشارك في تكرار العمل بهدف التعلم	guidance	التوجيه التعليمي
effective	فعال	guide (v)	يُوجِه - يُرشد
effective techniques	الأساليب الفعالة للعلم	habits	عادات: يجب على المُدرِّس التَّصَمُّيم على العادات الحميدة (مثل كتابة الحروف بشكل جيّد)
elaborate	يُتوسّع في الشرح - يُسهب	hiccup	فواق - حازوقة (زغطة)
elicit	يُسْتَدْرَج في الكلام - يسأل الطالب أسئلة موجّهة لكي يساهموا بما يعرفونه من أفكار أو معلومات، معان، أو نقاط لغوية أو ليساعدتهم على الوصول إلى هذه النقاط	highlight	يُبرز أهم العناصر - يُحدّد
e-mail	بريد إلكتروني	household vocabulary	المفردات اللغوية الخاصة بالمنزل
emphasising	التأكيد على - إبراز أهمية	identify	يتعرّف على
enable	يُمكن - يجعل الطالب قادراً على إنجاز هدف مُعيّن	imaginary	مُتَخَيِّلَة - خيالية
encourage	يُشجّع	imitate	يُقلّد - يُحاكي
engage in	يُشغِل بشيء - يُغمِس فيه	immerse	يُغمِس
enthusiasm	حماس	impede	يُوق - يُحول دون
event	حدث	independent thinking	تفكير مُستقل
exaggerate (v)	يُبالغ - يُضخم	indicate	يُشير إلى
exchange	يتبادل - تبادل	individual (adj)	شخصي
existing	كائن - موجود	individual (n)	شخص
exploit (n)	عمل جيّد	information technology	تكنولوجيا المعلومات
exploit (v)	يُستغل	input (n)	مُشاركة
exposure	تعرّض لعامل خارجي	instructor	مُوجّه
express (v)	يُتوسّع في استخدام - يُتَمّى	integrate	يُدمج
expression (facial)	تعبير بالوجه	intend	يُتعمّد - يُقصد
extend (v)	يُمتد	interact	يتفاعل
extension (n)	امتداد	interlocutor	مشارك في الحديث
facilitate	يُسهّل	interpersonal	مُتداخِل
familiarise	يجعل الشيء مألوفاً	irregular	شاذ - غير نمطي
flexible	مرن	irregular verb	فعل شاذ لا تنطبق عليه القواعد العامة
focus on (v)	يُركّز على		لتصريف الأفعال
follow up	متابعة عن قرب	joined-up handwriting	كتابة (خط) تعتمد على تشبيك الحروف
format	تشكيل	jumble	غير مرتبة
framework	إطار - هيكل - نظام مُبسّط (للتدريس)	keep a check	يُلاحظ عن كثب لجعل التلاميذ في موقف استعداد للعلم
free practice	التدريب الحر (حيث يختار الطالب الأفكار واللغة ويستخدمها بطلاقة)	knowledge	معرفة (ما يتعلمه الطالب)
free writing	الكتابة الحرة الإنشائية	label (v)	يُعلّم
frequently	بشكل تكرر - بشكل متكرر	landmark	معلم - أحد المعالم - علامة بارزة
fulfil	يُشبع	leading questions	الأسئلة التي تجعل الطالب يتحدّث
		learning strategies	الأساليب المُختلفة للتعليم
		leisure	وقت الفراغ
		lexical content	المحتوى المعجمي - المحتوى اللفظي

literary	أدبي	pre-reading	أنشطة أو تدريبات (يقوم بها الطالب قبل قراءة قطعة معينة لتُساعد على فهم مضمون القطعة واللغة أو الكلمات المستخدمة فيها)
main units	وحدات رئيسية	present (v)	يُقدِّم - يعرض
make up (v)	يُصنِّع - يُختلِق	presentation (n)	تقديم المعنى والصوت والشكل، وكذلك تقديم أي تمرين، بمعنى تقديم الموقف، ما يجب على الطلاب عمله باستخدام الصورة ... إلخ
manage	يدير	private pair work	العمل الثنائي الخاص
manager	مدير	problem-solving	تدريب يقوم الطلاب فيه بالتفكير في حل مشكلة أو لعبة واستخدام اللغة في مناقشة هذا الحل
meaning	معنى	procedure	إجراءات (لإنجاز عمل معين)
meaningful	ذو معنى	process (n)	عملية (إنتاجية أو صناعية أو ... إلخ)
medium (adj)	وسط	progress (v)	تقدّم - تحسّن
mental note	نقطة تذكيرية	project (n)	مشروع
method	طريقة	pronunciation	نطق - طريقة نطق
mix up	غير مرتبة	public pair work	عمل ثنائي علني (إشراك اثنين من الطلاب في حوار أمام باقي طلاب الفصل)
model (n)	نموذج - مثال (للغة التي نتوقع من الطالب استخدامها أو كيفية أداء تدريب أو نشاط معين)	purpose	غرض
motivate (v)	يُشوّق - يُحفّز (الطلاب لأداء التدريب أو النشاط)	put on display	يُعرض
objective	هدف	puzzle (n)	لغز (كالكلمات المتقاطعة)
occur	يحدث - يقع	questionnaire	استطلاع رأي
odd one out	تدريب يهدف الى استبعاد الكلمة أو الحرف الشاذ ... بالنسبة للكلمات الموجودة	random	عشوائي - غير نظامي - يعتمد على المفاجأة عند الاختيار
omit (v)	يُحذف	realia	أشياء عينية حقيقية
ongoing	مستمر	realistic	واقعي
ongoing assessment	التقييم المستمر	realistic situation	موقف تعليمي واقعي
open pairs	ثنائي مفتوح (يعرض الطالبان عملهما أمام الفصل)	recap	يُراجع ما حدث
opportunity	فرصة - محاولة للتعلم	recite	يُتلو - يقرأ
orally	شفاهياً	recognise	يُدرّك - يلاحظ - يَعْرِف
organisational	تنظيمي	recognition	اعتراف - إقرار
pace	سرعة أداء المتعلم	reconstruct	يُعيد بناء
paraphrase (v)	يُعيد صياغة	recycling	استخدام اللغة السابق تعلمها في مواقف جديدة
participate	يُشارك	reduced reproductions	إنتاج مُصغّر للصفحات
particular	معين	refer to	يُشير إلى - يُرجع إلى جدول - يُدلّ على
pause (v)	وقفة قصيرة	regular verb	فعل عادي (تنطبق عليه القواعد العامة لتصرف الأفعال)
peer correction	تصحیح ثنائي (يقوم كل من الطالبين بتصحيح عمل الآخر)	reinforce	يُقوِّى - يُدعّم
peers	زملاء	relate to	يرتبط - يرتبط بين شيئين
performance	الأداء (في استخدام اللغة أو التدريب أو النشاط)	reluctant	مُتردّد
permanently	بشكل دائم أو مستمر	request (n)	طلب
personal tutor	مُعلّم شخصي	requirements	مُتطلبات
phonic pattern	النمط اللفظي	resource	مصدر (كتاب الطالب)
phonics	علم الأصوات - قواعد اللفظ	respond	يُستجيب
phrasal verb	فعل يتكوّن من كلمتين (الثانية عادة تكون حرف جر)	response	استجابة
practice (n)	هو كل نشاط يؤديه الطالب ليفهم اللغة ويستخدمها في المواقف المختلفة	responsibility	مسؤولية
praise (v)	يُثني - يُطري - يمدح	retrieval	إرجاع - استرجاع
predict	يُتوقع - يَنبأ	revision	مراجعة
preference	تفضيل	rhyme (n)	قصيدة منظمّة
pre-questions	أسئلة مُساعدة يُعطىها المُدرّس للطلاب قبل الاستماع يُساعدهم على التركيز على نقاط أو أفكار معينة في القطعة		