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Hello! English for Secondary Schools, Year 1 is the first in a three-stage standard-based communicative English course for students in the Secondary stage.

Hello! English for Secondary Schools, Year 1 reviews and builds on the language and skills which students have learnt in the Primary and Preparatory stages. It also introduces students to important new areas of vocabulary and continues to develop their language skills. They also gain further practice in the functional use of the English language, thereby preparing themselves for further academic studies.

Special attention is paid to the following areas:

- ♦ **Reading:** Students are exposed to a variety of literary texts from various genres. These include Dickens, Stevenson, Shakespeare, Bronte, Verne and Doyle.
- ♦ **Language focus:** These sections cover known and new grammar, encouraging students to increase their language awareness.
- ♦ **Critical thinking:** Students are encouraged to think critically through problem-solving activities related to the reading texts.
- ♦ **Communication:** These activities give students the opportunity to practise and develop their speaking and writing skills.

Hello! English for Secondary Schools, Year 1 contains an extensive reference section consisting of a unit-by-unit Grammar Review and a list of irregular verbs.

Components:

- ♦ A **Student's Book** which provides listening, speaking and reading activities for classwork.
- ♦ A **Workbook** which provides additional practice material in language and composition skills, translation activities, as well as regular Revisions and Practice Tests which follow MOE Test Specifications.
- ♦ A **Teacher's Guide** which contains lesson plans, detailed teaching notes, full tapescripts and helpful background information.
- ♦ An **Audio CD** which includes all the listening text in the Student's Book and Workbook.
- ♦ A **Website** (www.newhelloforegypt.com) which provides support material for teachers and students

ARAB REPUBLIC OF EGYPT
Ministry of Education
Book Sector

Revised Edition

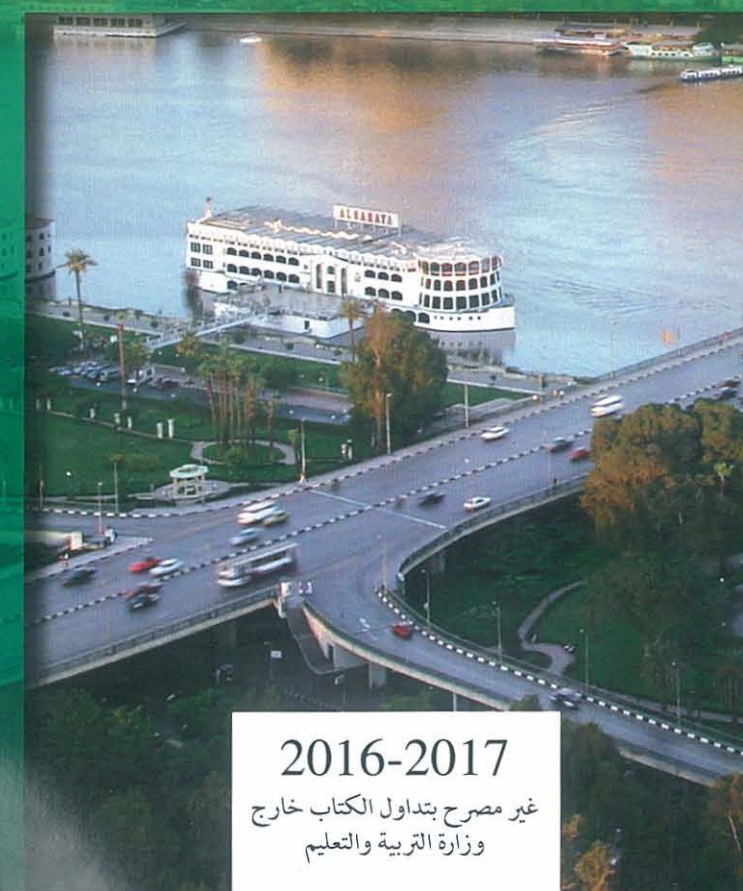
Hello!

Pilot Edition

English for Secondary Schools

Year One

Teacher's Guide



2016-2017

غير مصرح بتداول الكتاب خارج
وزارة التربية والتعليم

ARAB REPUBLIC OF EGYPT
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Revised Edition

Hello!

English for Secondary Schools

Year One

Teacher's Guide

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and Liz Kilby with Matthew Hancock

Introduction by Steve Thompson

Egyptian International Publishing Company – Longman
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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: <i>The Gardener</i>	Verb + infinitive or -ing 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	<i>At the Sea-side</i> , 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 Bronte: <i>Jane Eyre</i>	The past simple and past perfect	An extract from the beginning of Charlotte Bronte'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: <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
<i>The Gardener</i> , 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 Bronte'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 Bronte; 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

Introduction

This Introduction contains the following sections:

The aims of the course

The developing learner

The role of the teacher

The course components

Assessment

THE AIMS OF THE COURSE

The main aim of *Hello! English for Secondary Schools, Year One* is to equip students of secondary school age with the necessary language, thinking and study skills to communicate effectively and to understand spoken and written English competently. It aims to give students the necessary experience and confidence to apply these skills both inside and outside the classroom and beyond school in their current and future lives. New language, skills and topics are introduced gradually and practised thoroughly, so that students have the chance to learn and use the language before they move on. Critical thinking skills and awareness of strategies to improve language and learning skills support the learning of the language and contribute to the development of a more autonomous learner.

The approach

The course uses a standards-based communicative approach and methodology for the teaching and learning of English. Students are presented with interesting topics and meaningful situations from the start of their secondary-level education. They use and integrate the four language skills (listening, speaking, reading and writing) in meaningful contexts and undertake realistic language tasks which they would potentially undertake in future academic, professional or vocational situations. To do this effectively, student-to-student interaction in class is necessary. Students need to speak and work together cooperatively when asked, they need to help each other when directed, and they need to develop a sense of independence and responsibility for their own learning. Therefore, they will need to be able to work together in pairs, as well as in groups, and to work on their own or as a whole class.

The course is standards-based and aims to fulfil the standards set out in the Ministry of Education Standards Document. It aims to assist students in the process of reaching certain proficiency, behavioural and civic goals, not only in the English language, but in the day-to-day interactions which they encounter throughout their lives.

Because students are expected to acquire tools and not simply ingest rules, standards are valuable and effective supports for good learning. This is because they express clear expectations for what all students should know and be able to do. Teachers become aware

that language is a means by which students achieve wider goals, and is not an end in itself. In this context, rote learning as a framework for linguistic progress becomes ineffective because it is insufficient to help students to achieve those wider educational standards. When teachers apply standards-based curricula, language learning is more purposeful and practical than in most other forms of curricula. "Standards communicate shared expectations for learning and provide a common language for talking about the process of learning and teaching. As a result, community leaders and business people become more effective partners in, and monitors of, young people's education."¹ [El-Naggar, et al. (2003), p. 144]

THE DEVELOPING LEARNER



Hello! English for Secondary Schools, Year One is a newly revised course for secondary schools in Egypt that takes into account individual developments and their educational context.

Extending learners' linguistic knowledge

The course develops and extends the language and skills which students acquired through *Hello! English for Preparatory Schools*. Previous structures, lexis and functions are built on and enriched. In the first units of the new materials, students are helped to make the transition from the preparatory to the secondary stage by recycling previously studied language and structures in a new context with more mature content. This approach is continued and intensified through succeeding units, and more new language, skills, structures, functions, tasks and activities are brought in to add to and deepen learners' linguistic knowledge and skills.

¹ Ministry of Education, *Egyptian Standards of Education*, Vol. 2, Ministry of Education, 2003.

Taking account of learner development

These materials were developed with secondary-age students in mind. Topics were chosen to appeal to learners'

- developing physical and emotional identity
- developing awareness of the self as an individual
- interest and engagement in the world beyond the home and classroom
- positive desire to make the world a better place
- transition to greater maturity
- increasing intellectual and emotional independence
- need for positive models of behaviour and achievement.

Pointing learners towards the right direction

Activities, skills and tasks in the materials are designed to channel students' developing intellectual abilities and personalities towards

- acquiring a solid knowledge of the linguistic systems of English
- regularly consolidating and recycling knowledge and skills in new situations
- using language in purposeful, realistic and meaningful contexts
- fostering the ability to think logically, critically and constructively about a range of topics
- developing a sense of responsibility for acquiring language for themselves in contrast to expecting teachers to do this work for them
- acquiring the knowledge, skills, strategies and attitudes which underpin and make possible learner independence
- broadening their abilities to co-operate in acquiring language
- broadening their awareness of educational and civic roles and responsibilities.

Taking into account individual differences in learning styles

Learners have individual differences in the way they approach learning new subjects. These differences can be summarised in terms of visual, auditory and tactile learners.

Visual learners generally need to see things in order to fully understand them. They tend to think in pictures and learn best from visual displays such as diagrams, illustrated textbooks and charts. During a lecture or classroom discussion, visual learners often prefer to write things down.

Auditory learners learn through listening. They learn best through discussions, talking things through and listening to what others have to say. Written information may have little meaning until it is heard. These learners often benefit from reading text aloud and using a tape recorder.

Tactile learners learn through a hands-on style. They explore the world around them. They tend to touch things, make things, fit things together or take them apart. They may find it hard to sit still and may seem distracted by their need for activity and exploration.

Hello! English for Secondary Schools, Year One makes provision for differences in learning styles by including:

- a variety of exercise types and activities which appeal to different learning styles
- various strategies for making learning apparent and accessible
- comprehensive teaching notes with suggestions on how to present and extend learning.

THE ROLE OF THE TEACHER

In the communicative classroom, a teacher has many roles. Below are ten roles a teacher may perform each time he or she teaches using a communicative approach.

Planner: The teacher decides on the aims and anticipated outcomes of each lesson in order to decide what is taught, how it is taught, and what equipment and materials will be needed in the lesson.

Instructor: The teacher introduces the language to be learnt, gives instructions to students, and decides what language and activities need to be practised.

Language model: The teacher provides a model of spoken and written English for students, especially when new language is presented and practised.

Manager: The teacher organises the class in order to fulfil the different activity requirements. Sometimes this may mean putting learners into pairs or groups.

Controller: The teacher controls the pace and content of a lesson, and the behaviour and discipline of the students.

Decision maker: The teacher decides what activities students will engage in, which students to ask questions to, and how long each activity should last.

Advisor: The teacher monitors the progress of the class, deciding how learners are performing and what extra input should be given, such as further clarification of the task or extra examples of language items.

Monitor: When the students are working individually or in pairs or groups, the teacher moves from one student or group to another, helping students or correcting mistakes.

Personal tutor: The teacher identifies individual students' areas of difficulty and finds ways of helping them.

Assessor: At different points in a class the teacher may observe the performance and progress of particular students with a view to awarding ongoing assessment marks or marks for participation.

Teaching a communicative course

As previously noted, a communicative course imposes a number of different roles on how you teach, depending on what you are teaching and at which stage you are in a lesson. The next part discusses some recurring themes which emerge while teaching a communicative course.

Preparation, planning and monitoring

As a teacher, you can make teaching and learning as effective and enjoyable as possible at the beginning of the year by

- getting to know the course materials very well by reading them through in advance
- planning the academic year
- getting to know individual students' names
- making sure you have any important information about students.

As the academic year progresses, regular time and effort will be needed to

- prepare individual lessons
- learn new teaching methods, techniques and activities
- reflect on successes and constraints in the classroom
- discuss teaching with colleagues
- mark students' written work
- monitor individual students and assess their progress.

Using the course cassette

Always make sure that you wind the cassettes to the correct section for your lesson before your lesson actually starts.

If your cassette recorder has a counter, set it at zero each time before you play the cassette. Then you will be able to find the correct place easily again when you have played the cassette and need to repeat it.

Using your own initiative

The lesson notes in the Teacher's Guide can provide a useful framework for presenting the students' learning materials. The notes are carefully thought out and well organised. They should be read before a lesson, as they provide you with a valuable tool to help in your teaching.

Lesson notes can add to your skill and judgement as an individual teacher, but they cannot replace them. The lesson notes here should not discourage you from using your own initiative as a teacher with a unique knowledge of the needs and characteristics of your own students.

Classroom language: mother tongue or English?

This is a widely debated topic, and teachers choose to take different approaches about when to use the mother tongue. For example, in which language should you

- give instructions
- advise students
- praise them
- explain grammar
- monitor understanding?

It is an area of foreign language teaching that has to be considered, and judgements have to be made by individual teachers. They sometimes face a dilemma. Teachers wish to maximise opportunities for students to hear and use English. At the same time, they also deal with different levels of ability and wish to ensure that as many students as possible participate in a lesson. It is also generally agreed that the classroom situation provides the natural context for the meaningful and repeated use of language, and the opportunity to use English for these should not be missed. Also, as the classroom provides many students with their only exposure to English, it should be used as much as possible, except where learning will be impeded by its use.

Do make sure that learners understand the rubrics in their books, and make use of this language when giving instructions for an activity. When setting up pair work and group work, use the same instructions each lesson so that students become familiar with them.

Classroom management

The class can be organised in different ways according to the activity being taught at different times of the lesson. This will be indicated in the detailed notes for each unit. Teachers are encouraged to invest time and effort in training their classes to change from one format to another in an efficient way.

Whole class

For whole-class work, all the students face the teacher. This is useful when introducing new language; using the board to teach new vocabulary, structures or writing patterns; or introducing a new topic.

Individual students working alone

Students work on their own to complete a task. This is useful for simple tasks such as paragraph writing, writing answers to questions, listening and note taking, and some reading tasks.

Pair work

Students work with a partner to complete tasks. This gives essential practice of oral skills such as when learners engage in discussion activities, exchange ideas and opinions, or complete exercises which involve exchanging information. It is a very natural form of

communication. It can also be used in activities when students need to help each other, for example, with planning writing tasks.

For some kinds of pair work, for example, in controlled practice or when getting students to model new language, students should first work in closed pairs with each other before working in open pairs in front of the class.

Group work

Students work in groups of four or more to complete tasks. This also allows an opportunity for co-operative learning, and an opportunity to speak in natural situations.

Students should be encouraged to help each other as much as possible. Research shows that when students help each other, everyone learns better, both the faster and the slower learners.

Language accuracy or language fluency?

When teaching a communicative course, you have to decide whether to focus on language accuracy or language fluency. When learning and practising to speak English, we want students to speak accurately and correctly, but we also want them to speak naturally and at a reasonable speed. These two things can contradict each other. If a student is trying to structure a sentence correctly, trying to remember vocabulary and trying to pronounce words carefully, he or she might hesitate and speak slowly to give lots of thinking time. Conversely, if a student is interested in what he or she is saying and speaking quickly, then the number of language errors will probably increase. Generally, try to balance accuracy and fluency. When practising and presenting new language, it is perhaps more important to stress accuracy. During oral activities when students are making use of language in a more life-like activity, you should stress fluency more and be prepared to tolerate errors more (and intervene in the lesson less!). In this way, you encourage students to be more responsible for their own learning.

Correcting mistakes

It is important to vary how and when you correct according to the kind of activity and the stage of the lesson. The important thing is to maintain students' enthusiasm to speak while at the same time helping them to improve. One consideration is to vary how you correct mistakes. Do not always be the source of corrections yourself. Highlight errors sometimes and give students or their peers the opportunity to correct their own work. Another approach might be to note consistent mistakes and correct them the next time you review the language, for example.

THE COURSE COMPONENTS

The components of *Hello! English for Secondary Schools* are as follows:

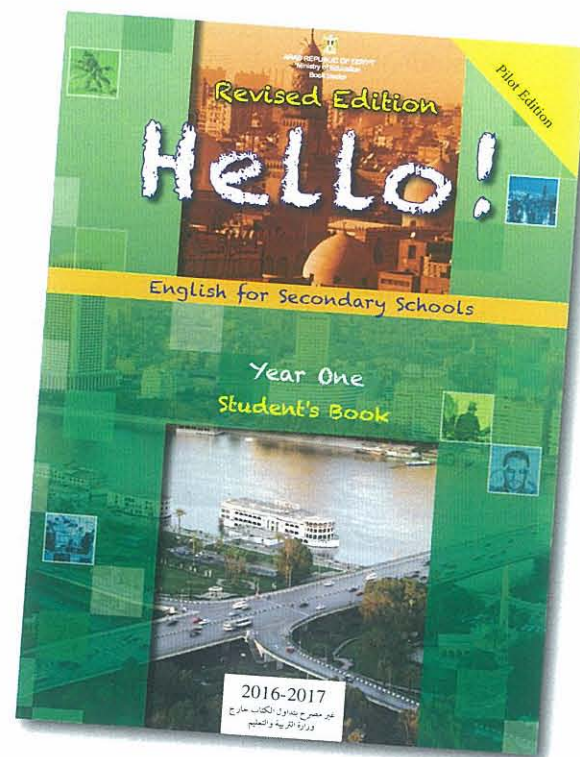
- 1 One Student's Book
- 2 One Workbook
- 3 One Course Cassette
- 4 A CD-ROM
- 5 The Website: www.newhelloforegypt.com
- 6 A Course Reader
- 7 A Teacher's Guide

1 The Student's Book

The Student's Book of the *Hello! English for Secondary Schools, Year One* course is the principal means of presenting, contextualising, practising and extending the language, topics and skills introduced at this stage.

The general aims of the Student's Book are to:

- contextualise, present and practise target language
- consolidate and extend students' knowledge of English structures, functions and lexis
- extend students' strategies to cope with language skills and language learning
- develop students' sense of independence, autonomy and responsibility for their own language learning
- develop students' critical thinking skills and their ability to evaluate, form opinions about and comment on a range of subjects
- give opportunities to review recent language
- expose students to a range of interesting and educationally valuable topics.



Format and content

- The Student's Book consists of 18 main units based on a structural and communicative syllabus covering a range of topics intended to motivate and interest students.
- The 18 main units are arranged into groups of three units; at the end of each group of three units, there is a Review Unit. This makes a total of 24 units, 12 of which are to be covered in the first term and 12 in the second term.

- New language is introduced in the context of a series of subjects and themes which engage the attention of the learners and which are a worthwhile and lasting contribution to learners' broader intellectual and moral education.
- Materials feature Egyptian and international personalities who students can identify with and be inspired by.
- Photographs, graphics and life-like illustrations are used to contribute to an attractive and colourful design which will appeal to the maturity of students of this age.
- The first page of each main unit starts with a box which summarises the objectives of the unit for the students and gives teachers an opportunity to outline the structures, functions and lexical content contained in the unit. The objectives box gives students a useful checklist against which to monitor their progress at the end of a unit and to help them as they come to revise for their end-of-term examinations.
- All units cover the four language skills – listening, speaking, reading and writing – and practise many key sub-skills such as reading for the main ideas of a text, listening to identify the purpose of an oral text, and note taking.
- All units contain tasks which, by their variety, take into account different learning styles and which encourage students to develop independent learning strategies and habits and critical thinking skills.
- There are also supplementary grammar units at the end of the book. These highlight key structures introduced in the book and act as an aid to revision. The individual sections of the Grammar Review are highlighted in the unit colours to show the correlation between the unit being studied and the relevant section of grammar.

Unit format and content

- Each main unit contains five pages, each of which fulfils a different function.
- Each five-page main unit in the Student's Book is complemented by a four-page unit in the Workbook. The first, second, third and fifth Student's Book pages are always accompanied by a corresponding page in the Workbook.
- With its unit objectives box, mentioned above, the first page of a main unit sets the scene for the whole unit and presents a listening activity. It also contains discussion or pair work activities to start students thinking about the unit topic.
- The second page, the Language Focus, concentrates on the structural content of the unit and contains activities to present and practise target language.
- The third page concentrates on Reading. It develops both the content of the unit and students' reading skills.
- The fourth page develops Critical Thinking skills. It is designed to encourage students to think for themselves. It contains activities that develop reading comprehension and encourage students to think about the topic and practise language which will help them to express their ideas.

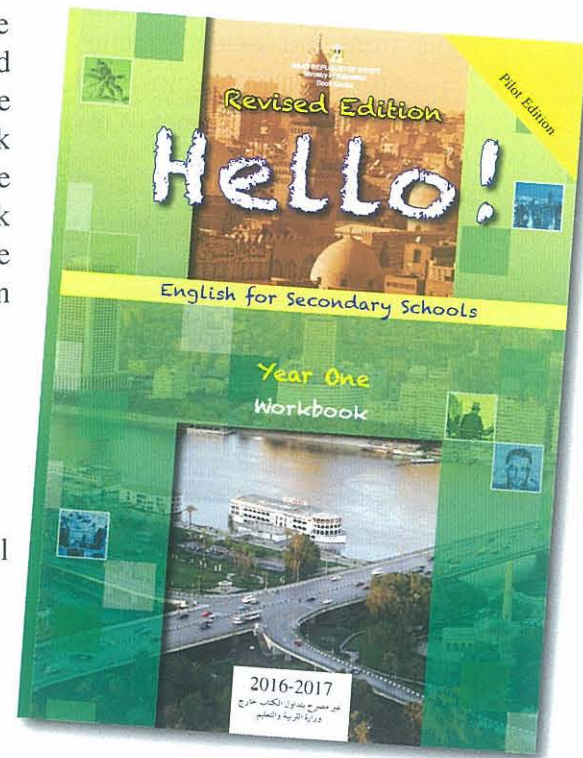
- The final page concentrates on Communication and develops students' skills in talking or writing about a topic in English. The Communication pages encourage students to become more independent learners.
- After each group of three main units are the Review Units. These also have five pages. They are designed to revise and consolidate the language learnt in the preceding three units. They can also be used as an additional tool to assess the progress of the students and identify any extra work that needs to be done on a particular language element.

2 The Workbook

The Workbook is intended to accompany the Student's Book, reinforcing the language and grammatical structures that students have already met. The purpose of the Workbook is therefore primarily to consolidate language presented in the Student's Book and to provide students with extra practice in reading, writing and manipulating known language.

The general aims of the Workbook are to:

- practise and consolidate vocabulary
- practise and consolidate word derivations and families
- practise and consolidate grammatical structures
- encourage and facilitate the use of a dictionary
- give opportunities to review recent language
- consolidate reading skills
- encourage and consolidate thinking and discussion skills
- develop students' abilities to plan, write and proofread short texts.



Format and content

In order to correspond with the Student's Book, there are 18 core units and a Review Unit after every third unit, giving a total of 24 units in all. However, as there are five pages in the Student's Book and four pages in the Workbook, only four pages of the Student's Book will be complemented by a Workbook page.

Workbook exercises are designed for use in class as a follow-up to the Student's Book lesson. They can be started in class and then given to students to complete for homework. The core units of the Workbook are not intended to test the students, but to give them an opportunity to use and consolidate what they have learnt and so to feel a sense of achievement, progress and confidence.

In the middle and at the end of the book, there are three Practice Tests, set according to the specifications of the First Year Secondary Examination. These Practice Tests not only indicate how well students are progressing, but also prepare students for the examination they will sit for at the end of the year.

Unit format and content

Each unit, including Review Units, contains four pages to complement lessons one, two, three and five of the Student's Book.

Each unit of the Workbook includes tasks and activities which students should find stimulating, challenging and motivating. These include:

- a variety of grammar practice exercises
- a selection of different types of short reading texts
- a variety of writing tasks and activities
- dictionary exercises, word squares and crossword puzzles
- pictures, photographs and topics to comment on and discuss.

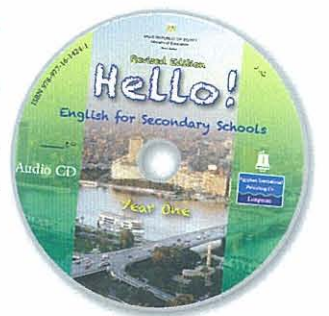
The Review Units differ from those found in the Student's Book as they follow the format of the Practice Tests. Like the Practice Tests, they are specifically designed to allow students to become more familiar with the testing format and content structure of the First Year Secondary Examination before students sit for the exam at the end of the course. During these Practice Tests it is more beneficial for the student to work alone and remain silent.

Translation:

Teaching translation helps learners master the target language (both oral and written), especially when areas of conflict between the two languages are clarified. In each Review unit of the Workbook, students are asked to translate a few sentences from Arabic to English and vice versa. These sentences were carefully selected to establish a translation syllabus that deals specifically with areas of conflict between English and Arabic, moving from the very basic differences to more complex ones.

3 The Course CD

The cassette contains recorded dialogues and listening texts from the Student's Book and Workbook. Full tapescripts are included in the Teacher's Guide within the lesson notes.



4 The Website

The website (www.helloforegypt.com) is a new feature that provides support material for teachers and students. It also encourages students to practise their computer and internet skills.

Teachers can access all recorded material, the Teacher's Guide, Answer Key for the reader and links to other resources. Students can access exercises for revision and practice tests. There is a Question & Answer section with Archives for everyone.

5 The Reader: Oliver Twist

The course Reader, consisting of six short stories, provides an excellent opportunity for students to develop the habit of independent extensive reading in English. The importance of fostering extended reading at this level cannot be overemphasised, and the additional material provided in the Reader enables the student to engage in such quality reading. Two short stories from the Reader will be studied each term, and students should be reminded at regular intervals to make use of this resource.

The questions included in the Reader provide a means of focusing and assisting students' reading and of monitoring their progress during the pre-reading, while-reading and post-reading process.

In accordance with the Test Specifications for the First Year Secondary Examination, students will be asked questions to test their understanding of plot, incident and character.

6 The Teacher's Guide

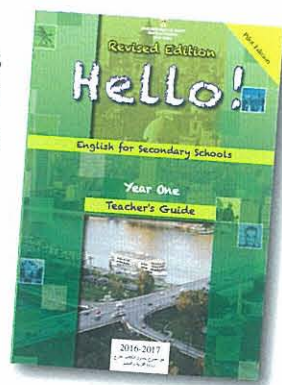
Book format and content

The book begins with a scope and sequence table which summarises the language content of the course unit by unit, and a general introduction to the course which includes a background to the methodological approach, descriptions of the published materials, and notes about useful and effective techniques and activities.

The main part of the guide consists of detailed notes on how to exploit the material and tasks presented in the Student's Book and Workbook effectively. A new feature has been added: boxes with additional explanations of grammar.

As well as providing a section of notes on the course Reader, the Teacher's Guide contains the answer keys to the Practice Tests which are located at the end of the Workbook.

At the end of the book, there is a word list which lists the words used in the course with the units in which they first occur, and a glossary which contains words and phrases used in the Teacher's Guide and their Arabic (contextual) translation.



Each section in the Teacher's Guide relating to the units in the Student's Book and Workbook, starts with an Objectives box which summarises the lesson content.

There are tapescripts of all recorded materials.

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 for women

Functions
Describing people

Writing
Writing a short biography

A warm-up activity at the start of each lesson leads into the lesson content.

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 Asha. I like coffee. Hello, I'm Sara. My favourite colour is green.*

Listening

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

2 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.

3 In pairs, the students discuss the remaining questions.

4 Check answers with the whole class and write all the information that the students know about the four people on the board.

ANSWERS:

- Naguib Mahfouz – a Nobel laureate and author
- Dr Mostafa El-Sayed – Scientist and nanoscience researcher
- Dr Sameera Mousa – nuclear scientist
- Nahawiya Musa (early 20th century feminist/educationalist)

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

1 Go through the instructions with the class to make sure that everyone knows 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
- c
- d

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:

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

TAPESCRIPT

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

Leila: Good idea.

Soha: OK, Leila. The first person is Nahawiya Musa.

Leila: Why was she famous?

Soha: 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.

15

Detailed step-by-step notes are provided on how to effectively present and exploit the Student's Book and Workbook exercises and activities in the lesson, and how to manage the class effectively.

Answers to all exercises are provided.

Ongoing assessment

Together, the Review Units and the Practice Tests facilitate ongoing assessment of the students within the classroom and also prepare them for their end-of-year examination. The Review Units, which follow the test style and format of the First Year Secondary Examination, enable teachers to gauge the students' progress and to identify any areas of difficulty that may need extra teaching input. The Practice Tests also follow the style and format of the First Year Secondary Examination and can be given under 'test conditions', when students work on their own and without books. Teachers should ensure that the students are facing the front of the classroom and ask them to remain silent. At the end of the task, teachers collect and mark the students' work. They can record their marks in a mark book.

Individual difficulties can be dealt with by talking with the student, or setting individual exercises which may improve his or her confidence. Talk positively to the students even about their mistakes. Show them that we learn through making mistakes!

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 for 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

UNIT 1


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

- 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.
- In pairs, the students discuss the remaining questions.
- Check answers with the whole class and write all the information that the students know about the four people on the board.

Answers:

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

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

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

Answers:

- q
- and d (Nabawiya Musa and Dr Mostafa El-Sayed)
- 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 Mustafa 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 Mustafa 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

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

Answers:

- a very famous book about girls' education.
- Al-Mohammadia School for Girls.
- one of the most famous scientists in the world.
- science.
- an important surgeon.
- 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 Read and make sentences

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

Answers:

b3 c4 d6 e1 f7 g2.

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

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,



1 Match to make sentences.

- | | |
|--|---------------------------------------|
| a Nabawiya Musa was the first Egyptian woman | 1 a famous scientist |
| b In 1920, she wrote a famous book | 2 is very useful in medicine |
| c Nabawiya Musa became | 3 about girls' education |
| d Dr Mostafa El-Sayed is | 4 the headmistress of a girls' school |
| e He often writes in | 5 a. to go to high school |
| f His son is | 6 science magazines |
| g Dr Mostafa El-Sayed's work | 7 an important surgeon |

2 Add these words to the dictionary page.

- | | |
|--------------|--|
| famous | 1 headmistress 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 |

3 Complete these sentences with words from Exercise 2.

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



before checking answers with the class.

Answers:

b headmistress	c surgeon
d famous	e useful

LESSON 2

SB page 2

WB page 2

Grammar The present and past simple

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

- What did she do when she was older? PS
- She helped other women to succeed in education.
- Did she write books?
- She wrote a famous book.
- He sometimes speaks on radio and television.
- He often writes in science magazines.
- 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.

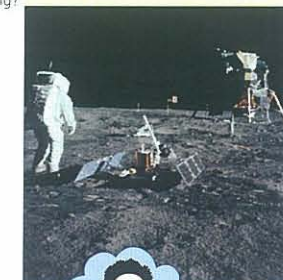
- Which sentences have irregular verbs?
- Which sentence has a negative verb?
- Which sentences are questions?
- Which three words tell you how often something happens?

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

- What a do you know (you/know) about Neil Armstrong?
- He b (walk) on the moon.
- What date c (be) that?
d (you/have) any idea?
- 1968, I e (think).
- No, it f (be/not) 1968. It was 1969.
And who g (go) with Armstrong?
- Buzz somebody, but I h (not remember) his name.
- Buzz Aldrin.
- 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:

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

2 Discuss these questions in pairs

- Go through the questions with the class and explain anything they don't understand.
- Ask the students to answer the questions. You could ask them to work in pairs or small groups to do this.
- Check answers with the class. If your students need more help with present simple and past simple forms, go through 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.

- Focus the students' attention on the photograph of Neil Armstrong on the moon. Ask them to say what they can see in the photograph.

Grammar

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

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

- Go through the example with the class and ask them to complete the other gaps in the dialogue using the present or past simple of the verbs in brackets.
- As they do this, go round checking that everyone is using the present simple and past simple correctly.
- 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. You should 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

- Go through the instructions with the class and make sure that everyone understands what they have to do. If necessary, demonstrate with a confident student
- 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.
- As they do this, go round helping with vocabulary where necessary.

WORKBOOK

page 2

1 Find the 12 past forms 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 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. (In several cases the past simple form is the same as the past participle and so some students may identify the words they circle as past participles rather than past simple forms.)
- Give them a few minutes to find the words. You can check their answers in the next exercise

Answers:

repeat word grid with answers circled

UNIT 1

1 Find 12 past forms of irregular verbs.

W O K F W E N T O
B O U G H T D I D
L W A S G A T B N
E P T X R U I E L
F R W O E G P C R
T Y C Z W H U A S
C A M E O T T M A
W R O T E M A E W

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

- a went/go 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 ZEWAİL

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

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

Dr Zewail now k live (live) in California and l have (have) four children. His wife, Dema Zewail, m be (be) a doctor. He now n help (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 university/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

- 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. Tell them to use the first person form as an example
- 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

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.

- a Plants grow better in soil than in sand.
b The astronaut Neil Armstrong went into and walked on the moon.
c expert study rocks and their history.
d 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.

- a How often/rain/Western Desert?
How often does it rain in the Western desert?
- b When/heavy rain/fall there?

- c Who/find/underground water?

- d What/use/to find/water?

- e Where/Dr El-Baz work?

- f What/his job?

- g When/Dr El-Baz work/Apollo space project?

- h 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.



UNIT 1

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.

3 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 answer 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:

- b Which university in the USA did he go to?
He went to the University of California.
- c Why did he win the Benjamin Franklin Prize? He won the prize because he discovered the femtosecond.
- d Who came to the ceremony?
Many scientists, students and important people came to the ceremony.

LESSON 3 SB page 3

Reading

1 Check your vocabulary

- 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.

- j put/put k became/become l saw/see

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

Answers: _____

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

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

- Ask the students to use the words from Exercise 1 to complete the sentences.
- 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

- 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 works in Exercise 1 they could use to describe Dr Farouk El-Baz (*geologist*).
- 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.
- Go through the example with the class and remind them of the use of the verb *do* when forming questions.
- Ask the students to work individually to complete the questions. Allow them to compare their questions in pairs before checking with the class.
- Ask the students to look back at the text to find the answers to their questions. Ask them to write complete sentences in their notebooks to

answer these questions and to use the present or past simple tense as appropriate.

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

Answers: _____

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

4 Focus on collocations

- 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. find water, landed men, gave advice, collect rocks*).
- 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.
- Ask the students to match each verb in the exercise with the nouns that can follow it.
- 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

Critical thinking

- 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?

- 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.

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

- Did girls usually go to school in Egypt in the early twentieth century?
- Are there a lot more boys in secondary education than girls?
- How many of the people who work in Egypt are women?
- What is much better than it was 100 years ago?
- How much longer do women live today than they did in 1960?

- Discuss these questions in pairs.

- How is life different for girls today than it was for your grandmother when she was young?
- Why do you think women's health is better today than 100 years ago?
- What do you do to keep healthy?
- "Boys and girls are all born the same, so we should all have the same opportunities." Do you agree? Why/Why not?

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

Critical thinking

- Read this quotation from the listening text and answer the questions

- Read through the quotation and the questions with the class.
- Put the students in pairs and ask them to find the quotation in the passage on page 3. 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?

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. Go

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.
- 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 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: _____

The text is about women today.

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/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 with the past simple of these verbs

- 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.
- Ask the students to work individually to complete the sentences with the past simple form of the correct verb from the box.
- 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

- Ask the students to work individually to choose the correct words to complete the sentences.
- 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.

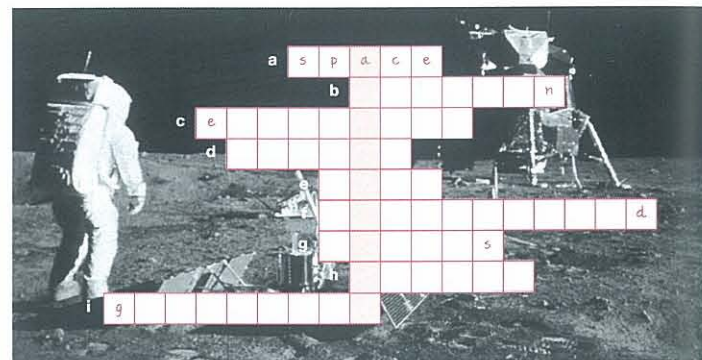
- a When I went on holiday, I always took a lot of photographs.
b When my brother was young, he played football every day.
c My football team won their match last weekend. They scored more goals than the other team.

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/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

- 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 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

play
score
take
win

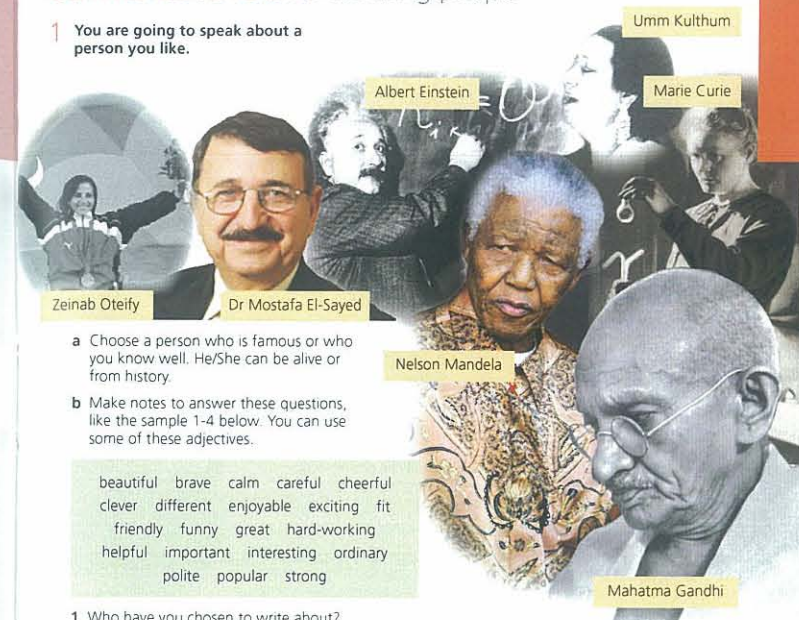
LESSON 5

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.

- 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

- 3 Go through the instructions with the class and 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 whom 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.

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 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 if possible.
- 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, you could 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 answers.

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!

One does 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?

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 Hawass. 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 interested in things like statues and jewellery. (Dr Hawass. S)

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

This person is really important. (Dr Hawass. S)

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

This person often speaks on the radio. (Dr Hawass. S)

This person wants to bring ancient jewellery and statues back to Egypt from museums in other countries. (Dr Hawass. 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 the people they discussed on the board. 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 *What did Ramy Ashour win in 2007?* (He won an important championship in Canada.)
- 2 *What happened when he was 16?* (He became the youngest player to win the Men's World Junior Squash Championship.)

- 3 *Did he win the 2006 Hong Kong Championship?* (No, he was second.)

- 4 *Who did he lose to?* (He lost to Amr Shabana.)

- 5 *Where is Amr Shabana from?* (He is from Egypt. He is Egyptian.)

- 6 *What does Ramy Ashour's older brother do?* (He is also an expert squash player.)

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 Hawass, Dr Farouk El-Baz, Ramy Ashour, 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 Ramy Ashour, for example, they should not say *This person is a squash player* but, *This person travels a lot for his job* 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: **A professional is someone who is paid to do a sport or activity.** 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.

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.

- Read the sentences aloud, or ask five students to do this.
- 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 up in their dictionary.

Answers:

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

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

- 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.
- 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 already have some idea of what the speaker is going to talk about and they will know what information they have to listen out for in order to answer the questions.
- Play the recording or read the script and ask the students to choose their answers. Allow them to compare in pairs before checking with the class.

Answers:

- A
- B

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

- 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.
- Play the recording again or read the script and ask the students to choose the correct words.
- Check answers with the class.

Answers:

- south
- twelve
- ten
- Boz
- 1859.

4 Discuss in pairs

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

WORKBOOK

page 5

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 a-e with their meanings 1-5

- 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: _____

- prison
- novels
- character
- 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 | someone who writes for newspapers |
| b in debt | 2 | a story about people that are not real |
| c journalist | 3 | a person in a book, play or film |
| d novel | 4 | a building where people who do something wrong are sent |
| e prison | 5 | 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).

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

2 Discuss these questions in pairs.

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

In the nineteenth century, when Dickens was writing (write), there was (be) many poor people in England. Cities like London were growing (grow) very quickly. Many people came (come) to the cities to look for work because they lost (lose) their jobs in the country. Men, women and children worked (work) very long hours in factories to earn enough money to live. These people often did not have (not have) enough food.

There were (be) not enough houses, so many families shared (share) rooms in crowded buildings. Houses were (be) usually cold, so the fire in the hearth of the main room was (be) very important. In the evening, all the family sat (sit) near the hearth to stay warm while they talked (talk) or reading.

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.*



WORKBOOK 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).

- 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.

- Check answers with the class.

- Then ask the students to read the article and complete it with the correct tense of the verbs in the brackets.
- Go round as the students work, giving extra help to anyone who is struggling
- 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: _____

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

2 Discuss these questions in pairs

- Go through questions a-c with the class and ask them to think about their answers. You could let them discuss them in pairs or small groups if you wish.
- 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 pages 122.

Answers: _____

- Sentence a
- Sentence c
- Sentence b

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

- 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 find 12 past participles of irregular verbs. Point out that one has been done for them (*seen*). Tell them to put a circle around the ones that they find. Tell them that the words can be found by going from left to right and top to bottom.
- Give them a few minutes to find the words. You can check their answers in the next exercise.

Answers:

repeat word grid from workbook with answers circled

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. Tell them to use the first person form for the present simple, as in the example.

- Check answers with the class

Answers:

- | | |
|-----------------------|------------------|
| 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

UNIT 2

1 Find 12 past participles of irregular verbs.

G S P C T O L D W
A E N O D G D I R
T E A M E O G B I
P N T E A N R E T
U L O S T E O E T
T D O N E T W N E
B T A R N T N E N
M A D E B E G U N

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? | c How/you come to school this morning? |
| Q Where did you go yesterday evening? | Q |
| A I went to my friend's house. | A |
| b Who/you meet/at the weekend? | d What time/school begin/this morning? |
| Q | Q |
| A | 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 came in Aswan nearly two hours earlier. As soon as we were on board, the captain and crew of our boat c showed themselves to us. After we d asked the Nile Police about our journey at their office, we e continued our journey down the Nile to Faras.

During the hottest part of the day, we f talked to other passengers, g read our books, or just h enjoyed the everyday lives of the people who i lived by the river. So many things j happened cows which k came from the nearby fields l came from the river, fishermen m looked for a fish. As we n passed by, one of these men o caught a fish which he p showed a few minutes earlier.



and get true answers about where they went yesterday evening.

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

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?

- | | |
|------------------------|-----------------------|
| l came/had come | m were drinking |
| n were waiting | o sailed/were sailing |
| p cleaned/was cleaning | q had caught |

LESSON 3 SB page 8

Reading

1 Focus on vocabulary

- Ask the students if any of them know the words in the box. If they do, encourage them to explain them to the class.
- 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?

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

UNIT 2

Reading

1 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

belong ceiling cracked
employer fail plaster truth

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

- A cricket is an insect.
- The cricket in the story lives on the ceiling.
- 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



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.

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.
- Ask them to work individually to complete the story. When they have finished, allow them to compare results in pairs or small groups before checking answers with the class.

Answers:

- | | |
|------------------|----------------|
| b had arrived | c introduced |
| d had told | e started |
| f talked | g read |
| h watched | I lived |
| j were happening | k were washing |

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

- 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.
- 2 Ask the students to read the story and to number the sentences in the right order.
- 3 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

- 1 Go through the questions with the class, making sure everyone understands them.
- 2 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: _____

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

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."

- a What was the truth that Caleb Plummer hid from Bertha?
- b Do you think he did the right thing when he invented things to make his daughter happy?
- c Why do you think that he told her the truth after his argument with Mr Tackleton?
- d 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.

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

3 Work in small groups and discuss the following.

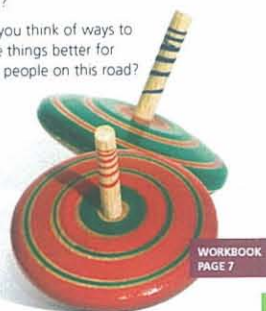
- a Is it always wrong to not tell the truth to someone?
- b Can you think of any situations when it is kind to not tell the truth?
- c How would you feel if your friends told you something that was not the truth?

4 Discuss the following in pairs.

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

5 Discuss the following in different pairs.

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



2 Discuss these questions in pairs

- 1 Read the questions with the class. Make sure they understand them.
- 2 Ask the students to do the exercise in pairs. Go round the class, monitoring and helping.
- 3 Ask different students to share their answers and encourage them to give reasons for their opinions.

Answers: _____

- a 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.
- b No, he was not. They are very poor and the house

that belongs to him is small and not very nice.

- c 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 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 reason 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 you 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

WORKBOOK

page 7

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: _____

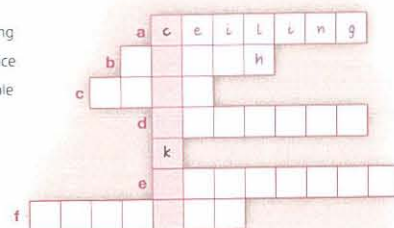
- b cracked c truth
d fail e employer
f ceiling

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

- 1 Discuss with the class how they will often come across new words in their reading.
- 2 Ask a student to read the questions in the box. This will help them to do the next part.
- 3 Read sentences a to c to the class, or ask different students to read them.
- 4 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 a word.

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



2 Complete these sentences with the words from Exercise 1.

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

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

- a 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
- b Caleb felt **rewarded** when Bertha told him how happy she was.
- c The **moral** of the story is that it is always best to tell the truth.

5 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.

6 Ask the students to work out and write down the meanings of the other words, and then to check their meanings in their dictionary.

UNIT 2

UNIT 2

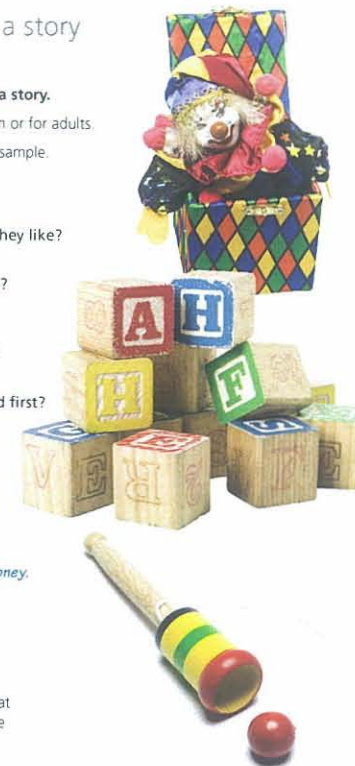
Communication skills Starting a story and asking for clarification

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?

RESEARCH

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).

LESSON 5

SB page 10

WB page 8

Communication

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 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 whom you can ask 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

- 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.
- 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

- 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.
- Go through the paragraph plan with the class and make sure everyone understands what they have to do.
- 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.



- Which words does the writer use instead of "Bertha Plummer"? Bertha, she, her
- Which word in sentence 2 means "for this reason"? _____
- Which word in sentence 4 means "all of the things"? _____
- 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 *Oliver Twist*. 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 grew up in a workhouse because his mother had died when he was born. (Oliver Twist)

He ran away to London and joined a gang of thieves. (Oliver Twist)

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

He was shot and later kidnapped. (Oliver Twist)

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)

He discovered he had a half brother called Monks and an aunt called Rose. (Oliver Twist)

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 *Oliver Twist*.

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 did many children live on the streets? (They lived on the streets because their parents had died.)

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?** (Women were washing clothes at the edge of the river, 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. They can use their dictionaries if necessary.

Examples: *I usually put the keys to my flat in my pocket.* / *A niece is the daughter of your brother or sister.*

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 ...).

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

- Go through the questions with the class and make sure that everyone understands them.
- Put the students into pairs and ask them to discuss the questions. Go round the class, monitoring and helping where necessary.
- 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

- 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.
- 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: Alright. 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

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

Answers:

- 2 c
- 3 b.

4 Ask and answer these questions in pairs

- 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.
- Go through the questions and answer with the class, then put the students into pairs to practice asking and answering the questions.
- Go round and monitor as they talk, checking they are using the expressions from the box correctly.

WORKBOOK

page 9

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 for yourself

- 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 conversations completing it with their answers. Ask several students around

the class what they are good at and encourage 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

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 _____

LESSON 2

SB page 12

WB page 10

Grammar Zero, first and second conditionals

- 1 Underline the verbs that follow 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 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.

2 Discuss these questions in pairs.

- a Which sentence is about...
b ...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?
d How is sentence b different from 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.

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?



FOCUS ON GRAMMAR

Zero conditional

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

First conditional

- 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

- Use the second conditional to talk about events that we think will not happen:
If Ali was taller, he would be a good basketball player.

WORKBOOK PAGE 10

Grammar

Zero, first and second conditionals

- 1 Underline the verbs that follow 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

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 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 + past participle (second conditional)
Sentence b: If + present + present (zero conditional)
Sentence c: If + present + will (first conditional)

- c I would/I will
d Here if can be replaced by when. There is no change in tense.

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

1 Go through the example with the class and then ask them to work individually to complete/write the remaining sentences.

2 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.

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 I'll go shopping |
| b If I have any free time next weekend, | 2 I'd cook dinner for her |
| c If it was my mother's birthday tomorrow, | 3 I'd write to my penfriend |
| d If I need to keep fit, | 4 I'd buy her a new one |
| e If I didn't have any homework, | 5 I go to the gym |

10

2 Complete the sentences with zero or first conditional verbs

1 Explain that Nahla and Ali are talking about their holiday. Do the first one with the class 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
e feel f won't have

3 Write sentences in the second conditional

1 Remind the students that the second conditional

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 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

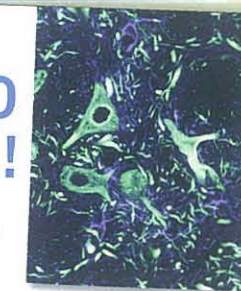
You have 100,000,000,000 of these!

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

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

- Give the students a few minutes to check the words in their dictionaries.
- 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

is used to talk about things that are unreal or will probably not happen in the future.

2 Do the first one with the class as an example 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 maths homework quickly, I would use my calculator.
e If I visited England, I would speak English every day.

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 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 five 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

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.

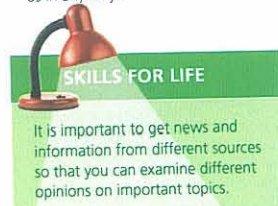
- ☐ hearing ☐ smell ☐ touch
☐ sight ☐ taste

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?



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

14

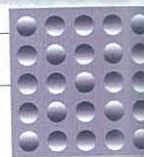
1 It's important to guess

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.

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

Answers:

- Your brain receives a message from your hand, then immediately sends a message back to your hand to take it out of the water.
- Because your senses work together. If you hold your nose and close your eyes, it does not receive all the messages.
- 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

- Tell them that texts 1 and 2 are about how our brains work. Explain that each article is about one of the senses.
- 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

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

- Ask the students to read the two texts. Now they can check their answers to Exercise 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.
- Check the answers with the class.

Answers:

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

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 to discuss the questions.

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

- 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?

WORKBOOK

page 11

1 Read and make sentences

- 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 (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 | are also controlled by our brains |
| b The brain, which contains millions of cells, | 2 | from different senses at the same time. |
| c Our senses send information which the brain | 3 | our brains store past memories. |
| d Our brains often receive information | 4 | receives and analyses. |
| e We can learn and remember things because | 5 | controls everything humans do. |
| f Our breathing and digestion | 6 | a. 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 | a "_____ Guess _____ how many students there are in my class." "I don't know. About 45?" |
| guess | b I've just _____ an email from my friend in Japan. He's visiting us next year. |
| look | c That light is very bright. If you _____ at it, you won't be able to _____ for two or three minutes. |
| powerful | d I've got a present for you, so _____ your eyes and hold out your hands. |
| received | e My first computer was very slow. The computer that I have now is faster and much more _____. |
| see | f I'm going to _____ my brother some photos by email. |
| send | |

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.

- a Read the email that you received from your friend.
- b 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.

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



Hello,
How are you? I hope you're well. I'm writing to ask you for some advice. I did very badly in my last English test because I didn't know enough words and phrases. My parents were very disappointed.

The problem is that I'm terrible at learning and remembering vocabulary. What would you suggest?

I hope you can help me.

Best wishes,



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

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

- 1 Read the questions aloud to the class or ask several students to read out one each.
- 2 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.

- 1 Recap on the suggestions made by various pairs in Exercise 2 about ways of learning vocabulary.
- 2 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.

- 1 Read the instructions as a class and make sure students are clear of the task.
- 2 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.
- 3 Take in their work to mark. You can display the best ones on the classroom wall.

Communication

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

- 1 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.
- 2 Go round, monitoring and helping with vocabulary.

WORKBOOK

page 12

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

1 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.

2 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

1 Read through the email with the class, and explain that they must choose the correct words to complete it.

2 Go through the example with the class, then tell the students to complete the email.

3 Check answers with the class

Answers: _____

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

3 Reply to your friends email in the Students Book.

1 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.

2 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.

3 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

- a Write the subject of the email at the top, below the name of the person you are sending it to.
b Start the email with the word Dear, then the name of the person you are writing to.
c Start your email with a friendly phrase, then say why you are writing.
d 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 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 the 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

WB page 13

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.

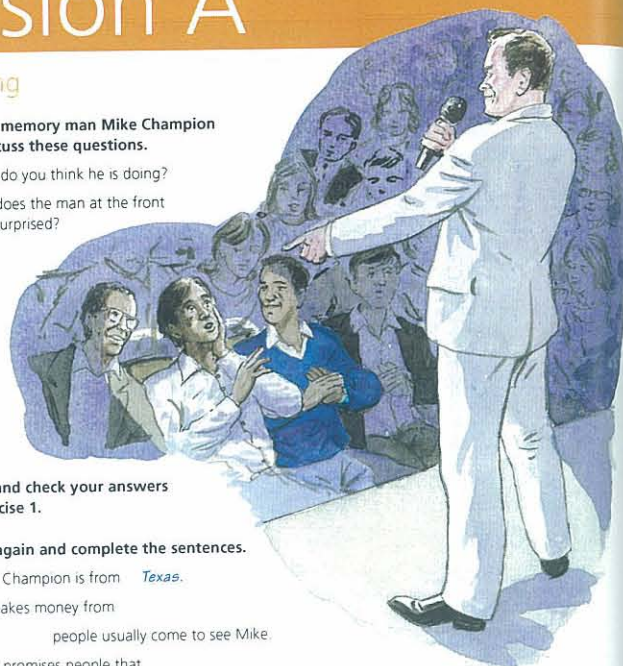
Interviewer: And do you work there?

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 people usually come to see Mike.
- c Mike promises people that
- e Mike has had to pay

4 Complete these sentences with the correct prepositions.

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

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 the 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 playing the recording for them to check their answers.

Answers:

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

TAPESCRIPT

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

1 Finish the following dialogue:

- 1 Read through the dialogue questions with the class. Make sure the students understand that they have to complete the dialogue with Hassan's answers to the questions. Explain that there is not always single correct answers in each case, but that they should write answers in good English which produce a realistic dialogue.

- 2 Ask the students to work individually to complete the dialogue and then compare with a partner when they have finished.

- 3 Check answers with the class by having pairs read out their dialogues.

Answers:

- b Yes, I am./No, I'm not.
c Yes, I can./No, I can't.
d Yes, I'm very/quite good at maths./No, I'm terrible at maths.

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

- 1 Explain to the students that these exercises test their knowledge of the language they have met in the Focus on functions boxes.

- 2 Ask them to read each situation and to think of the best function that they can use for each one. They can do this in pairs.
- 3 Check answers with the class. More than one answer may be possible.

Answers:

- a What was her job?
b I don't understand. Can you say that again, please?
c What is the moral of the story?
d In my opinion, you should go to bed early./Why don't you go to bed early?/I advise you to go to bed early.

Revision A

A Language Functions

1 Finish the following dialogue:

Mohsin and Hassan are talking about their memories.

Mohsin What's your memory like?

Hassan **a** It's quite good.

Mohsin **b**

Hassan Yes, I can remember numbers easily.

Mohsin Can you remember people's names easily?

Hassan **c**

Mohsin **d**

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:

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

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

c Your mother tells you an interesting story. Express your opinion.

d 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

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

- 1 Explain that the students must choose the correct answer, a, b, c or d, to complete each sentence. These all check their knowledge of the vocabulary and grammar that they have met in the last three units.

- 2 Check answers with the class.

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 |

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 _____ (forget) someone's name for a few seconds, but then I _____ (remember) it.
c While Dickens _____ (work) as a journalist, he _____ (write) stories for a magazine.
d In 19th century England, many children, whose parents _____ (die), lived on the streets of big cities.
e Most children in the world _____ (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 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.

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; wrote
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 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.

1 Rewrite the following sentences using the word(s) in brackets, to give the same meaning. Answer only FOUR (4) questions:

- Read the instructions and make sure students understand that they only need to do four of the sentences.
- Students read the sentences and the word prompts. They can work in pairs to see how they can use the word prompts to rewrite the sentences.
- Go round and help if necessary as they are working.
- Check their answers as a class.

Answers:

- Manal is an expert in Egyptian history.
- The big blue bag belongs to me.
- If you are ill, I advise you to see a doctor.
- The answer to the maths problem is (very) complex.
- Some of the small children did not always tell the teacher the truth.

2 Find and correct the mistakes in the following sentences:

- Make sure that the students understand the task – to find and correct the mistakes in each lettered line of the text. Give them time to read through the paragraph to do this.

- Ask the students to work individually to correct the mistakes. Allow them to compare in pairs before checking answers with the class.

Answers:

- I'd like to tell you about my best friend Jonathan.
- He's very hard-working and always does well in tests.
 - He always passes and never fails! He understands
 - the most complex maths problems and when he
 - reads a book, he remembers lots of quotations.

3 Read the following passage, then answer the questions:

- Focus attention on the picture and ask the

REVISION A

- Neil Armstrong _____ on the moon in 1969.
a walk b walks c walked d walking
- While he _____ as a journalist, Charles Dickens was writing magazine stories.
a works b working c is working d was working
- Something hit the car window so it was _____.
a brave b famous c edited d cracked
- 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.

- It's my habit to play tennis. (*used*) _____
- When did you travel to Alexandria? (*ago*) _____
- You should read this book. (*if*) _____
- Leen is always early. (*comes*) _____

5 Find and correct the mistakes in the following sentences:

- Inij is very hard-work and always does well in tests. 1 _____
- Mahmoud always understands the most complete maths problems. 2 _____
- Ms Jehan is the headmaster of our school. 3 _____
- I felt much better after I took the illness. 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.



students to speculate on what the story might be about. Accept any reasonable answers.

- Explain that the last two questions are multiple choice questions where they choose the correct answer, a, b, c or d, but that students need to find and write answers for the rest of the questions. Give the students plenty of time to read the text and the questions and then ask them to decide on the correct answer to each question.

- Check answers with the class.

Revision A

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.



To: Pat
Subject: My best friend

Hi Pat,

I'd like to tell you about my best friend Ibrahim. We're the same age and I've known him all my life. We always played together when we were children. Our families are good friends and sometimes we all go on holiday together.

Ibrahim and I go to the same school and we both want to go to university and become teachers. We like doing the same things. For example, we both enjoy athletics. But we're not good at the same school subjects. Ibrahim's good at science and maths and I'm better at English. This means I can help Ibrahim with English and he can help me with maths.

Our characters are not the same. Ibrahim's a calm, relaxed person, but I'm the opposite. I get excited very easily and worry about everything. Ibrahim and I don't always agree with each other: maybe that's why we are friends. I hope Ibrahim and I will always be best friends. Maybe we will become parents and grandparents one day and our children and grandchildren will be best friends, too.

Best wishes,
Abdullah

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 was your first "best friend"? How were you different from him or her?
- How can you finish this sentence? A good friend is someone who ...



Answers:

- It happened one day last week.
- the plane
- Because they did not know/they had no idea where the plane had landed.
- Suggested: They felt excited because they could tell their friends what had happened./They felt sad because the plane did not stay for very long.
- b
- a

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).

- 3 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:

- b F (they are the same age)
c F (they want to go to the same university, but they are still at school)
d F (they want to become teachers)
e T
f F (Abdullah helps Ibrahim)
g 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

WORKBOOK page 15**1 Answer only FOUR (4) of the following questions:**

- 1 Read through all the questions with the class, but make sure they understand that they have to choose only four questions to answer. These are all on the literature text from the Student's Book.
- 2 Ask students to choose and answer their questions individually. Then check answers with the class, asking different students to read out what they have written.

- 1 When did this story happen?

- 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 four only:
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.

Answers:

- 1 She had been blind since she was born.
- 2 He worked for the businessman Mr Tackleton.
- 3 Everything was old and poor. (The ceilings were cracked and the plaster was falling off the walls.)
- 4 She was sad because Mr Tackleton was angry and was shouting at her father.
- 5 Because he has always tried to be good to Bertha and he thinks that he has not been successful at making her happy.
- 6 Suggested: Yes, because Bertha knows how much Caleb has done for her./No, because they continue to live in an old house with an unkind employer.

LESSON 4

SB page 19

WB page 16

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.

**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 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.

1 Answer the following questions:

- 1 Explain to the students that these questions are all about the reader Oliver Twist.
- 2 Read through the questions. Students can answer individually and then compare answers in pairs.
- 3 Then check answers with the class, asking different students to read out what they have written.

2 Write a paragraph of SEVEN (7) sentences about one of your good friends

- 1 Remind the students about the talk they gave about their friend in the Students' Book. Tell them that, in a similar way, they are going to write seven sentences about one of their good friends.
- 2 As the students work, go round giving encouragement and extra help where necessary.
- 3 Ask several students to read their sentences aloud. Alternatively, you could display all their sentences in the classroom.

3 Translate into Arabic/Translate into English

- 1 Read the sentences in part a to the class. Give them time to translate each one.
- 2 Students can compare answers with their partners.
- 3 Repeat this procedure for part b.
- 4 Check their answers as a class.

Answers: _____

a Translate into Arabic:

b Translate into English:

REVISION A

D The Novel

8 Answer the following questions:

- a What was a workhouse?
A workhouse was a place where very poor people could eat and sleep.
- b Why didn't the orphans who Mrs Mann looked after have very much to eat?
- c Why did Oliver Twist ask for more soup?
- d Why did Oliver go to live at Mr Sowerberry's house?
- e How do you think Oliver felt when Noah Claypole was unkind to him?

E Writing

9 Write a paragraph of ninety words about one of your good friends:

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 بعلامتهم العظام في شتى المجالات.

16

Revision A

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.



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.

- a Are you surprised that there are so many homeless children living in town and city streets today? Why/Why not?
- b In what ways are city streets dangerous places for children to live?
- c 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

Extra reading

1 Check the meanings of these words in your dictionary

- 1 Give students time to check the meanings of the words, which they will need for the next reading task.
- 2 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

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

- 1 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.
- 2 Read out the two questions in the book, or ask two students to read them.
- 3 Give students time to read the text. Go round and help them as they are reading if necessary.
- 4 Check the answers to the questions as a class.

Answers: _____

- a In both rich and poor countries.
- b Poverty/Being poor

Exercise 3

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

Answers: _____

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

4 Project

- 1 There is a project in each of the revision units. This is the first one. 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.