



Objectives

Grammar:

The present simple passive

Reading

Reading about how a newspaper is made

Listening

Listening to someone talking about an invention

Speaking

Responding to information

Writing

Writing about how something is made

LESSON 1 SB page 46

Outcomes:

- To ask and answer about the news and newspapers
- To read a magazine article about how a newspaper is made and complete sentences
- To carry out an internet search about newspapers in other countries

Before using the book:

- Write the title of the unit **The modern world** on the board and elicit the meaning.
- Ask the students to look at the picture with the unit heading and ask what they think they are going to learn about (*newspapers*).
- Elicit names of Egyptian newspapers that the students know.

UNIT 18 The modern world

Lesson 1

1 Ask and answer

How do you usually find out about the news?

2 Complete the sentences about a newspaper

headline ~~print~~ reporter

- 1 You **print** a newspaper using a machine.
- 2 A _____ writes for a newspaper.
- 3 A _____ tells us what an article is about.

3 Read the magazine article about newspapers and put the pictures in the correct order



4 Complete the sentences with information from the article

- 1 Reporters visit places and interview people to get **information**.
- 2 People in the office check the information in an article because _____.
- 3 They add headlines to each article so that readers _____.
- 4 People also work at night because _____.

OBJECTIVES

- **Grammar** The present simple passive
- **Reading** Reading about how a newspaper is made
- **Listening** Listening to someone talking about an invention
- **Speaking** Responding to information
- **Writing** Writing about how something is made

How are newspapers made?

First, reporters find out about interesting news stories. They interview people and visit places to get information. Photos are often taken and they are added to some of the articles.

After an article is written, the information is checked by people in the newspaper office. They want the information to be accurate. The spelling is corrected, too. A headline is added so that readers know what the article is about. Finally, the order of the articles and photos is decided.

Each newspaper page is designed on a computer. Then the complete newspaper is printed. The newspaper must be ready early in the morning, so people must work at night.

The printed newspapers are collected and are driven to shops, where they are sold. Millions of newspapers are bought by people all over the world. Newspapers are not only bought in shops. You can usually read them online, too.

Internet search →

Find out the names of some newspapers in other countries.

46

1 Ask and answer

- 1 Draw attention to the Objectives box on page 46, which refers to the objectives of the unit, and explain in Arabic if necessary.
- 2 Now ask the students to discuss in small groups whether they read newspapers and if not, how they find out about the news. Then ask different students to tell the rest of the class about the people in their group.

Example answers:

newspapers, TV, radio, the internet

2 Complete the sentences about a newspaper

- 1 Ask the students to read the sentences about a newspaper and the example.
- 2 The students then complete the sentences in pairs using the words in the box. Invite different students to read out the completed sentences.

Answers:

2 reporter 3 headline

3 Read the magazine article about newspapers and put the pictures in the correct order

- 1 Ask the students to discuss the pictures in pairs and say what they think is happening in each one (*a = a reporter is interviewing a man; b = a man is putting newspapers in a van to take to different places; c = a man is designing a newspaper page; d = a newspaper is being printed*). Invite some initial ideas from the class.
- 2 The students then read the magazine article about how newspapers are made and put the pictures in the correct order. Tell them not to worry about any words they don't know at this point.
- 3 Check the answers as a whole class.

Answers:

1 a 2 c 3 d 4 b

4 Complete the sentences with information from the article

- 1 Ask the students to read the sentences and discuss the answers without referring to the text.
- 2 The students then read the text again and find the answers.
- 3 Invite different students to give their answers. Then ask the students whether there were any words they didn't understand. Encourage them to work out the meaning from the context.

Answers:

- 2 they want the information to be accurate.
- 3 know what the article is about.
- 4 the newspaper must be ready early in the morning.



Internet search

- 1 Ask the students whether they know of any newspapers in other countries. Tell them they are going to carry out an internet search to find out.
- 2 Ask them to look at the Internet search box. Ask the students to work in pairs to choose a country to find out about.
- 3 The students carry out their research online. Then invite different pairs to report back their findings to the rest of the class.

LESSON 2 SB page 47 WB page 30

Outcome:

- To use the present simple passive
- To guess what sentences are about



SB Page 47

Lesson 2

1 Underline the verbs in each sentence

- 1 How are newspapers made?
- 2 Photos are often taken and they are added to some of the articles.
- 3 After an article is written, the information is checked.
- 4 The printed newspapers are collected and are driven to shops, where they are sold.
- 5 Newspapers are not only bought in shops.

GRAMMAR BOX

The present simple passive

- We use the passive when we don't know who does something, or when the action is more important than the person who does it.
- We form the present simple passive with the verb to be + the past participle of the main verb (there is a list of irregular verbs on page 71). The object of the active sentence becomes the subject of the passive sentence:
People buy newspapers every day. = Newspapers are bought every day.
- We form the negative with to be + not + past participle:
Photos aren't added to all newspaper articles.
- We form the question with to be + subject + past participle:
Are the newspapers printed every day? When are photos taken of your class?
- We can use by + noun to say who did the action:
All the pictures were painted by the students.

2 Rewrite the sentences using the present simple passive

- 1 We speak Arabic in Egypt. *Arabic is spoken in Egypt.*
- 2 People write millions of text messages every day.
- 3 They sell newspapers in that shop.
- 4 Tourists take hundreds of photos of the Suez Canal.

3 Work in pairs. What are these sentences about?

books cars emails **radio stations**

- 1 About 60 of these are listened to every day in Egypt.
- 2 About 500 million of these are sold in the UK each year.
- 3 About 200 million of these are written every minute around the world.
- 4 About 8.1 million are made in Japan every year.

About 60 of these are listened to every day in Egypt.

Radio stations.

1 Underline the verbs in each sentence

- 1 Point to the man in the photo in exercise 1 and ask the students what he is reading (*a newspaper*).
- 2 Ask the students to look at the underlined verbs in sentence 1 and elicit their forms (*the present simple of be and the past participle of make*).
- 3 Tell them to copy the sentences into their copybooks and underline the verbs in the other sentences.
- 4 Then check the answers as a whole class by writing them on the board and asking different students to underline the verbs as appropriate. For each sentence ask *Do we know who does this?* (no)
- 5 Elicit the present simple passive form (*the*

present simple of be + past participle). Now ask them to look at the Grammar box and read the first point. Refer them back to the sentences.

- 6 Then ask them to read the second point. Call out some common regular and irregular verbs and elicit the past participle form. Then ask the students to rewrite the sentences in exercise 1 in pairs, but this time including the words a person or people (*1 = How do people make newspapers? 2 = People often take photos and add them to some of the articles. 3 = After a person has written an article, people check the information. 4 = People collect the printed newspapers and drive them to shops, where people sell them. 5 = People don't only buy newspapers in shops.*). You could also do this as a whole class to save time.
- 7 Ask the students to read the next two points and elicit some further examples of negatives and questions.
- 8 Finally, ask the students to read the final point and ask them to add *by* + a person/people to the sentences in exercise 1 where appropriate (*1 = How are newspapers made by people? 2 = Photos are often taken by people and they are added to some of the articles by people. 3 = After an article is written by a person, the information is checked by a person. 4 = The printed newspapers are collected by people and are driven to shops, where they are sold by people. 5 = Newspapers are not only bought in shops by people.*). Then point to the instances of a person or people and elicit possible alternatives, for example, journalists, writers, editors, newsagents.

Answers:

- 2 Photos are often taken and they are added to some of the articles.
- 3 After an article is written, the information is checked.
- 4 The printed newspapers are collected and are driven to shops, where they are sold.
- 5 Newspapers are not only bought in shops.

2 Rewrite the sentences using the present simple passive

- 1 Point to the people in the photo in exercise 2 and ask the students what they are taking photos of (*the Suez Canal*).
- 2 Ask the students to identify the verbs and tenses

in each sentence in exercise 2. (*1 = speak, 2 = write, 3 = sell, 4 = take. They are all present simple.*)

- 3 The students then work in pairs to rewrite the sentences as in the example, using the present simple passive.
- 4 Invite different students to read out the rewritten sentences.

Answers:

- 2 Millions of text messages are written every day.
- 3 Newspapers are sold in that shop.
- 4 Hundreds of photos are taken of the Suez Canal.

3 Work in pairs. What are these sentences about?

- 1 Ask two students to read out the dialogue shown in the speech bubbles. Then refer them to descriptions in sentences 1–4.
- 2 Ask the students to work in pairs to match the descriptions with the items in the box. Check the answers as a whole class.
- 3 The students then take turns to read out a description and say the answer.
- 4 Invite different students to read out a description for the rest of the class to listen and guess.

Answers:

2 books 3 emails 4 cars

UNIT 18 The modern world

1 Match to make phrases

- | | |
|---|----------------------|
| 1 <input checked="" type="checkbox"/> write | a the information |
| 2 <input type="checkbox"/> correct | b an article |
| 3 <input type="checkbox"/> check | c people |
| 4 <input type="checkbox"/> print | d the newspaper |
| 5 <input type="checkbox"/> interview | e a spelling mistake |

2 Answer the questions. There may be more than one answer

- What is put into cars? *petrol*
- What is made at a bakery?
- What is often added to tea or coffee?
- What is used to cook in a kitchen?
- Which languages are spoken in Canada?



3 Complete these sentences with the present simple passive form of the verbs in brackets

- Headlines *are written* (write) to make people want to read the article.
- Today, most spelling mistakes (correct) by computers.
- Some football players (interview) after they play a game.
- How many newspapers (print) every day in Egypt?
- After Mona does her homework, it (check) by the teacher.

30

1 Match to make phrases

- Ask the students to read the words on the left and elicit their meanings.
- Then ask them to look at the example and explain that they have to match the words on the left with the words on the right to make phrases.
- The students complete the exercise in pairs. Then invite different students to read out the completed phrases.

Answers:

2 e 3 a 4 d 5 c

2 Answer the questions. There may be more than one answer

- Ask the students to look at the picture in exercise 2 and identify what the woman is doing. (*She is putting petrol into her car.*)
- Ask the students to read the sentences 1–5 and say which tense they are in (*the present simple passive*).

- Then ask them to read the example and answer the remaining questions by writing a word.
- The students complete the exercise in pairs. Then check the answers as a whole class.

Answers:

- oil, water
- cakes, bread
- sugar, milk
- a cooker, an oven
- French, English

3 Complete these sentences with the present simple passive form of the verbs in brackets

- Go through each sentence and ask the students whether the subject is singular or plural (*the first four are plural, and the last one is singular*).
- The students complete the sentences using the present simple passive form of the verbs in brackets.
- Invite different students to read out the completed sentences.

Answers:

- | | |
|-----------------|-------------------|
| 2 are corrected | 3 are interviewed |
| 4 are printed | 5 is checked |

LESSON 3 SB page 48

Outcomes:

- To ask and answer about inventions
- To listen to a conversation about an invention and order sentences
- To respond to information



UNIT 18 Lesson 3

1 Ask and answer

1 Look at the picture. What do you think this invention is?

a a kind of cooker
b a kind of fridge
c a kind of shower

2 Can you match the words and the numbers on the picture?

hole inside container outside container soil

2 Listen to a conversation about the invention and check your answers to exercise 1

3 Listen again and put the sentences in the order you hear them

a ☐ You put your food in the inside container, and it stays cool.
b ☐ Then water is added to the soil.
c ☐ A few holes are made in the outside container for air.
d ☐ Soil is added to the space between the two containers.
e ☐ One container is put inside the other.

4 Complete the sentences with your own ideas and respond to the information

1 Yesterday, I met
2 I read a story in the newspaper about
3 I watched a very sad programme on TV about
4 Last week, my friend saw
5 I can't find my

FUNCTIONS BOX

Responding to information

That's (good/bad)!
Really?
Oh dear. What a pity.
How (interesting/amazing)!!
I can't believe it!

Yesterday, I met a famous person.
Really? How interesting!

1 Ask and answer

- Ask the students to look at the picture and say what they think it is. Refer them to the options a–c in question 1 and ask them again.
- Ask the students to work in pairs to match the words in the box in question 2 to the numbered parts of the picture.
- Do not confirm whether they are correct at this point.

2 Listen to a conversation about the invention and check your answers to exercise 1

- Tell the students that they are going to hear Tarek talking to his mother about the invention in exercise 1. Tell them to listen and check their answers.
- Play the recording. Then check the answers as a whole class.



Tapescript

- Mother:** What are you doing, Tarek?
- Tarek:** I'm reading information for my science project. It's about a new kind of fridge.
- Mother:** That's good! A fridge is very useful. It keeps food cool. What is different about this fridge?
- Tarek:** It works without electricity.
- Mother:** Really?
- Tarek:** Yes. One day, a university science student was visiting a village in South-West Africa. It was very hot, but people couldn't have fridges, because there wasn't any electricity in their village.
- Mother:** Oh dear! What a pity.
- Tarek:** Then the student had an idea. Her invention consists of two containers. One container is put inside the other one. The container on the outside is made of wood or plastic. A few holes are made in the outside container for air. The container on the inside is made of metal. There aren't any holes in this container, because the food inside it has to stay dry. Look, here's a picture of it.
- Mother:** How interesting! It doesn't look like a fridge! How does the food stay cool in these containers?
- Tarek:** Soil is added to the space between the two containers. Then water is added to the soil. The soil becomes cool, so it makes the inside container cool as well. You put your food in the inside container and it stays cool.
- Mother:** I can't believe it! It uses no electricity, so it's helping people all around the world.

Answers:

- | | |
|----------------------|---------------------|
| 1 b | |
| 2 1 inside container | 2 outside container |
| 3 hole | 4 soil |

3 Listen again and put the sentences in the order you hear them

- Ask the students to work in pairs. They read the statements and decide what they think the correct order is.
- Then tell them to listen and check while you play the recording again.
- Invite different students to read out the sentences in the correct order.



Answers:

2 c 3 d 4 b 5 a

4 Complete the sentences with your own ideas and respond to the information

- 1 Ask two students to read out the dialogue shown in the speech bubbles. Tell them that they are going to make similar dialogues themselves.
- 2 Go through each of the prompts, inviting ideas for ways to finish the sentences.
- 3 Now ask the students to read the phrases in the Functions box.
- 4 The students work in pairs taking turns to complete the sentences with their own ideas and responding to what is said.

Suggested answers:

- 1 Yesterday, I met a famous person.
Really? How interesting!
- 2 I read a story in the newspaper about a new medicine.
That's good!
- 3 I watched a very sad programme on TV about a flood in India.
Oh dear. That's bad!
- 4 Last week, my friend saw his cousin in England for the first time.
Really? I can't believe it.
- 5 I can't find my book.
Oh dear. What a pity.

LESSON 4 SB page 49 WB page 31

Outcome:

- To read about farming in Egypt and answer questions
- To use critical thinking skills to discuss why farming is important.

Lesson 4

Unit 18

FARMING IN EGYPT

The water from the Nile, the warm weather and the good soil make land near the Nile very good for farming. We grow a lot of wheat, maize, mangoes, oranges, lemons, grapes and spinach in Egypt. Rice, cotton and sugar are also very important crops.

- Most modern Egyptian farmers grow several different crops every year. Most rice is grown in Kafr el-Sheikh and Dakahlia. The largest cotton crop is from Beheira and sugar cane is grown in Upper Egypt.

- Today, machines and modern ways to irrigate fields make farmers' work faster and easier. However, farmers work very hard so that they have enough crops to sell.



In the past, farmers used **donkeys** and other animals to help them farm the land using a **plough**. It took a long time for them to do this and later to plant the **seeds**. To **irrigate** the land, farmers used the shaduf. With this invention, they could irrigate fields when the river was not in flood. However, this was very hard work.



- Egyptian rice, cotton and sugar are sold to many other countries. The crops that are sold are important for Egypt's economy.

1 Match the crops and the pictures

maize mangoes spinach wheat






2 Which of the words in blue in the text mean the following?

- 1 to give crops water **irrigate**
- 2 a machine that is used for farming the land
- 3 the small hard parts of a plant from which a new plant grows
- 4 animals similar to a horse

3 Work in pairs and do the following

- 1 Name three things that make the land near the Nile good for farming.
- 2 Name two reasons why farming was more difficult in the past.
- 3 Name three crops that other countries buy from Egypt.

CRITICAL THINKING

1 Why are farmers so important?

2 Which of the food in the article do you eat most days?

Workbook page 31

1 Match the crops and the pictures

- 1 Ask the students to read the title of the article and look at the photos in the article. Ask them to identify what is shown in the photos (*a farmer using a shaduf; a farmer using a machine to irrigate a field*) and what kind of information they think will be included in the text.
- 2 Brainstorm a list of crops that are grown in Egypt.
- 3 The students then read the introduction and check their ideas. Ask them to work in pairs to match the crops and pictures.
- 4 Check the answers as a whole class and drill pronunciation.

Answers:

a mangoes b maize c wheat d spinach

2 Which of the words in blue in the text mean the following?

- 1 Ask the students to find the words in blue in the text. Ask them to work in pairs to read the context carefully and try to work out their

meanings. Invite them to share their ideas.

- 2 Then refer them to the definitions and ask them to match them with the words in blue in the text.
- 3 Check the answers as a whole class.

Answers:

2 plough 3 seeds 4 donkeys

3 Work in pairs and do the following

- 1 Ask the students to read the sentences and check the meaning.
- 2 The students then discuss the ideas, reading the text again and referring to it to answer the questions when necessary.
- 3 Invite different students to share their ideas and hold a short class discussion.

Answers:

- 1 Water from the Nile, warm weather and the good soil
- 2 They used animals to help them farm, which took a long time. Using the shaduf was very hard work.
- 3 Rice, cotton and sugar

4 Critical thinking

- 1 Ask the students to read the questions in the Critical thinking box. Divide them into small groups to discuss them.
- 2 When they have finished, hold a brief class discussion, inviting the students to share their ideas.
- 3 Ask the students how they eat the food from the text, for example, bread made from wheat, rice with meat.

Answers:

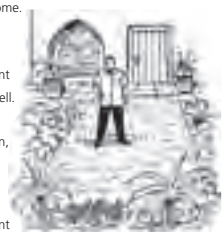
- 1 They grow our food. The crops that they sell are important for Egypt's economy.
- 2 Students' own answers

WB Page 31

Unit 18

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

- 1 Ali's uncle has a beautiful garden his home.
a inside b out c outside d in
- 2 Mice often live in a in the ground.
a hole b container c hill d plant
- 3 Plants need water and good to grow well.
a crops b cotton c mangoes d soil
- 4 Because many farms are in areas with little rain, it is important for farmers to their land.
a grow b irrigate c invent d eat
- 5 A can is a which is made of metal.
a seed b spinach c container d plant



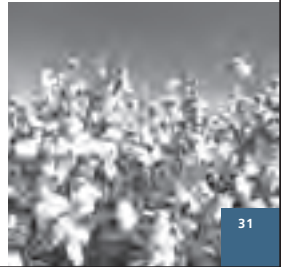
2 Complete the dialogue

good! interesting I can't believe Oh dear. What a pity. Really?

- Ahmed: My grandfather has a farm near the Nile.
Mazin: 1 Really?
Ahmed: Yes. I helped him to plant rice last year.
Mazin: How 2 Does he grow very much rice?
Ahmed: Yes, you probably have rice from his farm in your kitchen!
Mazin: 3 it!
Ahmed: Next year, my grandfather will sell the farm.
Mazin: 4
Ahmed: Don't worry. I think he will have a nice time when he stops working!
Mazin: That's 5

3 Answer the questions

- cotton mango spinach wheat
- 1 Which crop is used to make clothes? cotton.
 - 2 Which crop is often used to make bread?
.....
 - 3 Which crop is sometimes made into a drink?
.....
 - 4 Which crop is often cooked before you eat it?
.....



31

1 Choose the correct answers from a, b, c or d

- 1 Ask the students to look at the picture in exercise 1 and ask where the man is (*in his garden*).
- 2 Then elicit any new vocabulary that the students have learned in Unit 18 so far.
- 3 Ask the students to look at the example answer in exercise 1 and complete the rest of the exercise in pairs.
- 4 Check the answers as a whole class.

Answers:

2 a 3 d 4 b 5 c

2 Complete the dialogue

- 1 Elicit the phrases for responding to information that the students have learned in the unit.
- 2 The students use the words and phrases in the box to complete the dialogue. Then invite different students to read out the completed sentences, before asking pairs of students to read out the whole dialogue.

**Answers:**

- 2 interesting 3 I can't believe
4 Oh dear. What a pity. 5 good!

3 Answer the questions

- 1 Ask the students to look at the photo in exercise 3 and ask if they can identify what the crop is (*cotton*). Elicit all the crops that the students have learned in the unit.
- 2 Then ask the students to answer each question with one of the words in the box.
- 3 Invite different students to give their answers.

Answers:

- 2 wheat 3 mango 4 spinach

REVIEW SB page 50 WB page 32**Outcomes:**

- To review and practise the vocabulary and structures of the unit
- To practise using *however* to give a contrasting idea or view

Before using the book:

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

Unit 18 Review

Now you can ...

- use words to describe parts of a newspaper

1 Complete the text

article headline ~~photograph~~ reporter

Look at this **1** *photograph* of the Suez Canal in the newspaper. There is also an **2** _____ about it. The **3** _____ is: 2015: The New Suez Canal. The **4** _____ writes, Now many ships can use the Suez Canal.

- use the present simple passive

2 Rewrite the sentences in the present simple passive

- 1 Ahmed's uncle drives Ahmed to school every day.
Ahmed is driven to school every day by his uncle.
- 2 The writer wrote this book in English and Arabic. _____
- 3 They sell good food in that restaurant. _____
- 4 A woman takes sandwiches to the newspaper office every lunchtime. _____

- respond to information

3 Choose the correct words

- 1 "Yesterday, something sad happened." "*Oh dear!* How interesting!"
- 2 "My friend once found a letter in a bottle in the sea." "What a pity./Really?"
- 3 "You came first in the class in all the subjects." "Oh dear./I can't believe it!"
- 4 "Sorry, I can't come with you to the park. I must finish my homework." "What a pity./That's interesting!"

- talk about food and crops

4 Complete the sentences

mango maize ~~spinach~~ ~~wheat~~

- 1 Bread is made from *wheat*.
or _____
- 2 _____ is a healthy green vegetable.
- 3 A _____ is orange or green.
It makes delicious juice.

Writing skills

Use *however* to give a contrasting idea or view:
Some people think there are no flowers in the desert. However, some of Egypt's most beautiful flowers grow in the Sahara.

50

Workbook page 32

1 Complete the text

- 1 Ask the students to look at the picture in exercise 1 and ask what it is (*a newspaper*) and what the article is about (*the new Suez Canal*).
- 2 Elicit the words that the students have learned about to describe parts of a newspaper.
- 3 The students then complete the text with the words in the box and check their answers with a partner.
- 4 Check the answers as a whole class.

Answers:

- 2 article 3 headline 4 reporter

2 Rewrite the sentences in the present simple passive

- 1 Elicit the form and use of the present simple passive. (be + *past participle*. We use the present simple passive when we don't know who does something, or when the action is more important than the person who does it.)
- 2 Then ask the students to read the example

answer and elicit what has changed (*the subject has become the object (Ahmed's uncle), and the verb has changed from the active to the passive*).

- 3 The students then complete the exercise in pairs. Go round and monitor while they are working, helping where necessary.
- 4 Invite different students to write their sentences on the board for the rest of the class to check.

Answers:

- 2 This book is written in English and Arabic.
- 3 Good food is sold in that restaurant.
- 4 Sandwiches are taken to the newspaper office every lunchtime.

3 Choose the correct words

- 1 Review the phrases for responding to information.
- 2 The students then read the information and work in pairs to choose the correct response.
- 3 Check the answers as a whole class.

Answers:

- 2 Really? 3 I can't believe it! 4 What a pity.

4 Complete the sentences

- 1 Review the words for food and crops the students have learned in the unit.
- 2 Ask the students to read the example and complete the rest of the sentences, using the words in the box.
- 3 The students check their answers with a partner. Then check the answers as a whole class.

Answers:

- 1 maize 2 Spinach 3 mango

Writing skills

- 1 Ask the students to read the example and suggest an alternative word for *however* (*but, although*) to check meaning.
- 2 Ask the students to read the example sentence again and then invent one of their own sentences contrasting an idea or view in pairs. Invite different pairs to read out their sentences.

Unit 18

1 Complete the sentences

- 1 It rains a lot in England. However, *some areas can be very dry in the summer...*
- 2 I think you should climb that mountain! However,
- 3 My little sister doesn't like cakes. However,
- 4 Donkeys are strong animals. However,

2 Complete the sentences with the passive form of the verbs in brackets



How 1 *is* bread *made* (make)? It's easy! First, wheat or maize flour 2 (put) into a large container. Oil, salt and water 3 (add). When these 4 (mix), the bread is ready to cook on a flat pan. However, you do not want the pan to be too hot or it will burn! The bread 5 (cook) for a few minutes and then you can eat it!

3 Write about how something is made

- Think about a cake, tea, coffee or something you can eat or drink.
- Use the passive forms of verbs such as *make, add, put, cook* and *mix*.
- Try to use examples of *however* to give a contrasting idea.

32

1 Complete the sentences

- 1 Ask the students to tell you when *however* is used (*to give a contrasting idea or view*).
- 2 Then ask them to read the example sentence in exercise 1 and invite some ideas for completing the rest of the sentences.
- 3 The students work in pairs to complete the sentences. Go round and monitor while they are working, helping where necessary.
- 4 The students then read out their completed sentences. Ask the rest of the class to check whether *however* has been used correctly to show a contrasting idea or view.

Suggested answers:

- 2 it is a little dangerous.
- 3 she is very hungry.
- 4 they are not as strong as machines.

2 Complete the sentences with the passive form of the verbs in brackets

- 1 Ask the students to look at the picture and say what they can see (*bread*).

- 2 The students complete the text about how bread is made in pairs. Remind them to use the passive form of the verbs in brackets.
- 3 Invite different students to read out the completed sentences of the text.
- 4 You could ask the students to explain how other simple dishes are made for the rest of the class to guess, for example salad or soup.

Answers:

2 is put 3 are added 4 are mixed
5 is cooked

3 Write about how something is made

- 1 Ask the students to think about something they eat or drink and know how to make. Invite the students to share their ideas and encourage other students to provide extra ideas about what to include in the description of how it is made.
- 2 The students then work individually to write about their dish or drink. Remind them to use the present simple passive and one or two examples of however to give a contrasting idea. They should start their answer in the Workbook and continue in their copybooks if they need more space.
- 3 Go round and monitor while they are working, helping where necessary.
- 4 Invite different students to read out their descriptions.

Answers:

Students' own answers

A s s e s s m e n t

Speaking task

Outcome: to respond to information

Use SB page 48, exercise 4 and Functions box
On the board, write the following headings:

a sad ending to a film
what your dream job is
something you're proud of

Students write an idea for each heading, then take turns to tell each other about it while their partner responds, using expressions in the Functions box.

Reading task

Outcome: to read about how a newspaper is made

Use SB page 46, exercise 3, text
On the board, write the following:

Find...

- 1 3 things reporters usually do
- 2 2 things the people in the office check
- 3 1 thing the designers need to do their jobs
- 4 2 ways you can usually read a newspaper

Students read the text and find the answers.

Writing Task

Outcome: to practise writing about how something is made

On the board, write the following:

How paper is made
trees - cut down
wood - sent to a factory - cut into small pieces
pieces of wood - boiled in water
mixture - dried and made into paper

Students make sentences from the notes on the board.

Listening task

Outcome: to understand someone talking about an invention

Use the recording for SB page 48, exercises 2 and 3
On the board, write the following gapped extract from the recording:

One container _____ inside the other one. The container on the outside _____ wood or plastic. A few holes _____ in the outside container for air. The container on the inside is made of _____.

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