



New Hello!

English for Secondary Schools
Year 1

**Term
2**

Student's Book and Workbook

2022-2023

غير مصرح بتداول الكتاب خارج
وزارة التربية والتعليم والتعليم الفني



New Hello!

Year 1

Term
2

Student's Book and Workbook

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

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York Press Ltd.
322 Old Brompton Road
London SW5 9JH
England

First published 2020
This impression 2021
ISBN 978-977-16-1556-9
Deposit 26353/2019
Printed by

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10 What's your job? Page 42		
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Health and safety

OBJECTIVES

Reading Leaflet about hygiene around the home
Writing An email giving advice
Listening How to give first aid
Speaking Giving advice
Language *Should/shouldn't, must/mustn't*
Critical thinking Interpreting research: the importance of hygiene



Before you start

Look at the photographs and answer the questions in pairs.

- 1 What can you see in the photographs?
- 2 What are the different people trying to do?

Vocabulary

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

breathe CPR emergency services
~~danger~~ respond first aid

- 1 Which word means the possibility of being hurt or killed? *danger*
- 2 Which word describes taking air in and out of your body?
- 3 Which word describes doing something when someone talks to you?
- 4 Which phrase describes the people who come to help you very quickly?
- 5 Which phrase means something you do to help someone take air in and out of their body?
- 6 Which phrase means basic medical help given quickly?

Listening

- 21 **2 Listen to a nurse telling people how to give first aid and answer the questions.**

- 1 What situation is the nurse describing?
.....
- 2 What advice can the emergency services give to help someone breathe again?
.....

- 22 **3 Listen again and put the things that the nurse describes (a–f) in the correct order.**

- a Shout "Hello!" or "wake up" at the person.
- b Move the person away from any dangers.
- c Check if the person is breathing.
- d Do CPR if the person isn't breathing.
- e Check if there are any dangers nearby.
- f Call the emergency services.

Speaking

- 23 **4 Discuss in pairs. What can you do to help someone? Would you like to learn first aid? Why/Why not?**

Yes, I can clean a cut.



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

A

Dangerous Trousers!

Research has shown that you should only wear a pair of trousers for one day. Bacteria can grow quickly in your trousers, so it's a bad idea to wear them for more than one day.

B

Always wash your hands!

Research has shown that people who wash their hands every time they come home from outside don't become ill as often as people who don't.

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

Reading

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

8 Read the article again and correct these statements.

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

9 Discuss these questions in pairs.

- 1 Which things should you do when you read any research?
- 2 What does this article add to your knowledge?

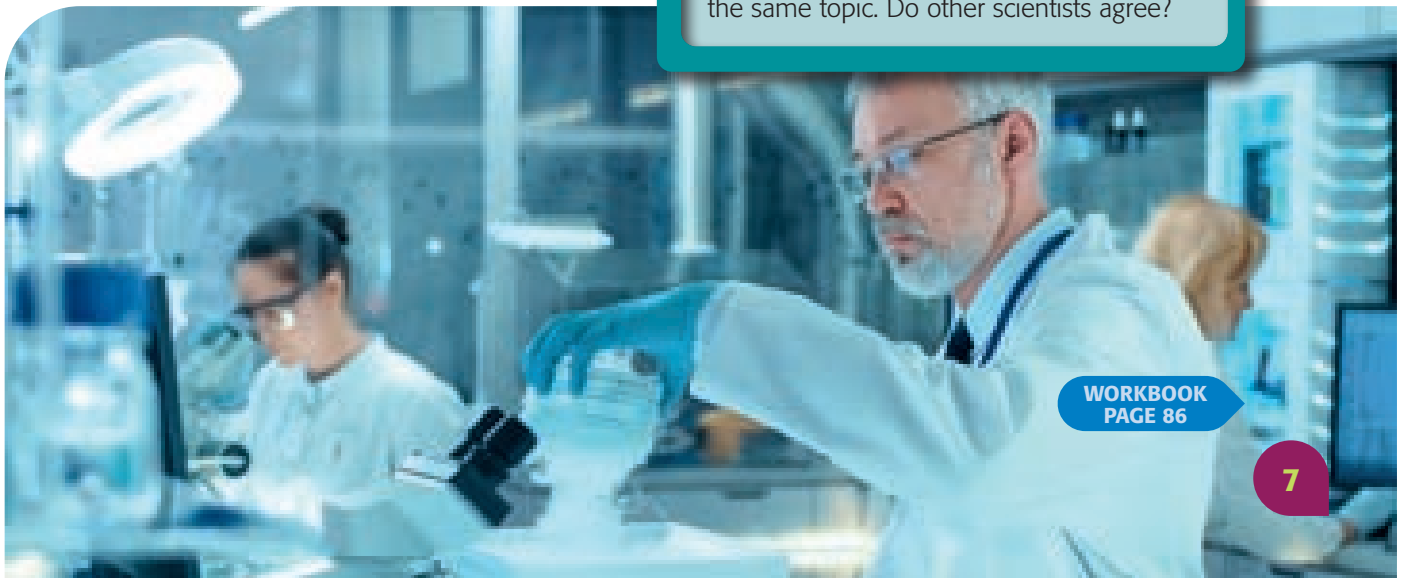
Interpreting research

There is so much information available today. You can find thousands of articles and blog posts online. However, not all of the information you read is correct, so it's a good idea to question it. **Ask yourself these questions:**

- *Is there anything unusual or surprising in the report?*
- *When was the report written?*
- *Who wrote the report? Is it someone who would know a lot about the subject?*
- *If the report is online, who does the website belong to and what other information is on it?*
- *If the report is online, do you trust the websites that the links take you to?*

SKILLS FOR LIFE

When you read reports about scientific research, always try to find other research on the same topic. Do other scientists agree?



7

Lesson 2

Before you start

Discuss the following question in pairs.

- 1 What do you do to help keep your home clean?

FOCUS ON VOCABULARY

Check the meanings of these words and phrases in a dictionary.

**allergy at least bedding
dust soil**

Reading

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

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

- 1 The bottoms of your shoes don't usually have a lot of bacteria on them. F
- 2 Cleaning dust helps you to avoid breathing and skin problems.
- 3 If you drop food or drinks on your floor, it's easier for bacteria to live on it.
- 4 You shouldn't change your bedding more than once every two weeks.
- 5 It's important to wash your hands after you've touched your pets.
- 6 You should always wash your hands before you start gardening.
- 7 You should leave your bin open so bacteria can go into it.

Speaking

- 3 Discuss these questions in pairs.

- 1 Do you already follow any of the seven DOs and DON'Ts?
- 2 Which of the seven DOs and DON'Ts do you want to start doing? Why?
- 3 What are the other DOs and DON'Ts that you can suggest?
- 4 Do you follow any other hygiene rules?



Hygiene at home: Seven DOs and DON'Ts for a healthy life

- 1 Take your shoes off

The bottoms of your shoes can carry a lot of bacteria into your house. You should always take your shoes off at the door.

- 2 No more dust

Dust quickly comes back again after you've cleaned. However, dust can make it difficult to breathe and it can cause skin problems. You should clean your house or flat as often as you can.

- 3 Wash the kitchen floor

Food and drinks can easily fall on the kitchen floor. You should clean your kitchen floor **at least** once a week. You should use warm, soapy water so you can remove all the bacteria.

- 4 Change your bedding

We spend a lot of our time asleep in bed. You should change your **bedding at least** once every week so bacteria can't live in it.

- 5 Wash your hands after spending time with your pets

Research has shown that contact with pets early in life can protect you against **allergies**. But animals can also carry bacteria. If you touch your pet, you shouldn't touch anything else until you've washed your hands.

- 6 Stay clean in the garden

You should wear gloves if you're going to touch **soil** in the garden because it can contain bacteria. You should wash your hands when you've finished gardening, too.

- 7 Don't forget to keep your bins clean

A lot of bacteria can grow in your bin. You shouldn't leave your bin open.

Hygiene rules around the world

In the UK, you must put your food waste in a separate bin.

In Thailand, you must take your shoes off before going into someone's house.

In the USA, you should offer to help clean up after dinner at a friend's house.

Language

4 Match sentences 1–4 with one of these descriptions.

a rule or law advice
suggestion ~~very strong advice~~

- You **mustn't** eat too much salt.
very strong advice
- When driving, you **must** always stop at the red light.
.....
- You **should** have different bins for food waste.
.....
- You **shouldn't** leave your bin open.
.....



L LANGUAGE

LANGUAGE REVIEW
PAGE 78

FOCUS ON

should/shouldn't, must/mustn't

- Use *should/shouldn't* for suggestions and advice:
*You **should** always wash your hands after you've touched the cat.*
*You **shouldn't** touch that. It's dirty!*
- Use *must/mustn't* for rules and laws:
*You **must** leave your bins outside today.*
- Use *must/mustn't* for strong advice and warm invitations:
*They **mustn't** eat that cheese. It's green!*
*You **must** come and have lunch with us.*
- Use *mustn't* to express prohibition:
*You **mustn't** park your car here; it's not allowed.*

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

- I can't breathe in my flat. (open the windows)
*You **should** open the windows.*
.....
- I have put the rubbish in the bin. (wash your hands)
.....
- The floor is dirty because he walked on it with his shoes on. (wear his shoes inside)
.....
- There's a lot of dust on the bookshelf in her bedroom. (clean her bedroom more often)
.....
- I dropped some food on the floor in the library. (eat in the library)
.....

Speaking

6 Discuss these questions in pairs.

- What **should/must** you do to be:
 - healthy?
 - good at first aid?
 - a good student?
 - good at English?
- What **shouldn't/mustn't** you do:
 - in your school?
 - at home?
 - in a library?



WORKBOOK
PAGE 87

7

Lesson 3

Before you start

Discuss the following questions in pairs.

- 1 Who do you ask when you need advice?
- 2 What do you ask advice about?
- 3 Can you remember any good advice that you have received?

Reading

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

- 1 Read the email that you received from your friend. What problems does Mrs Zeinab have?
- 2 What problems does your friend have?

To: (name)
Subject: Advice

Dear

How are you? I'm well, but I'm writing to ask for some advice. Do you remember my neighbour, Mrs Zeinab? She had an accident last year and now she doesn't go out much. It isn't easy for her to clean. I went to her flat yesterday and the bins were full. The floor and kitchen were dirty, too. She complained about her back hurting and I think she needs help, but I have a lot of exams coming up. What do you think I should do?

I hope you can help me.
Best wishes,
.....

Speaking

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

- 1 Name 2 ways of asking for advice in the email.
- 2 Can you help your friend with a similar problem? How?
- 3 Is it important to help others? Why?

I think the friend should offer to help.



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

- 1 In my opinion, you should/must
- 2 Why don't you?
- 3 I think it would be a good idea to
- 4 I'd advise you to

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

- 1 Your younger brother/sister doesn't help with jobs around the house.
- 2 You want to spend less time cleaning.
- 3 Your brother/sister is very messy and wears dirty shoes in your home.



Before you start

Discuss these questions in pairs.

- 1 Have you ever seen a building on fire?
- 2 Where do fires usually happen?
- 3 What would you do if you saw a fire?



Vocabulary

1 Match the words to their definitions.

- | | |
|---|---|
| 1 <input checked="" type="checkbox"/> blanket | a very quickly, without waiting |
| 2 <input type="checkbox"/> burn (n) | b leave a place because it is not safe |
| 3 <input type="checkbox"/> evacuate | c damage to the body caused by fire or heat |
| 4 <input type="checkbox"/> immediately | d a warm cover on a bed |
| 5 <input type="checkbox"/> wrap | e cover something with cloth or paper |

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

breathe doors ~~emergency~~ evacuate immediately wrap

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



Speaking

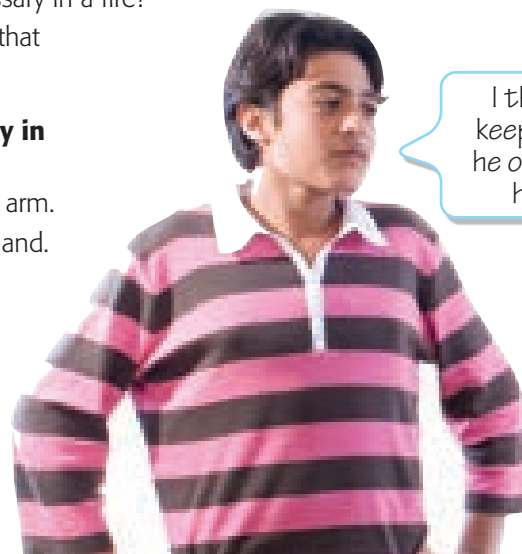
3 What should people do if there's a fire? Discuss your answers in pairs.

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

- 1 Are all of the actions necessary in a fire?
- 2 Are there any other things that you should do in a fire?

5 What actions are necessary in these situations?

- 1 Someone has broken their arm.
- 2 Someone has burnt their hand.
- 3 Someone has cut their leg.



I think you should keep a person still if he or she has broken his or her arm.

7

Lesson 5

Treasure Island

Before you read

- How do you think Jim got to the fort?

Chapter 7

Jim Hawkins:

I walked with Ben Gun and we soon saw the fort.

“Your friends will be inside, Jim,” said Ben.

“It might be the pirates,” I replied.

“No, look at the flag! They will be good men,” he answered. “The fort was made by Flint. He was a clever man and he wasn’t frightened of anyone, except Silver.”

“Let’s go inside,” I said.

“I can’t go in there,” Gun replied. “I don’t trust anyone. I’ll wait for you. Remember what I told you. I can help you. Come and find me tomorrow.”

Before I could go to the fort, there was the

sound of more gun fire and I had to hide so I wouldn’t be hit. From the trees where I waited, I could now see the *Hispaniola*. It was also flying a flag, but it was the black pirate’s flag.

When it was nearly dark, I walked round to the back of the fort and called out. The door opened, and Dr Livesy let me inside.

I sat down and told them my story. The wind blew sand inside the fort and we found it everywhere, in our clothes, in our food and in our eyes. There was a fire to keep us warm, but the room was also full of smoke and we all coughed.

Captain Smollett gave us all jobs: some looked for firewood, others went to cook food, and I was asked to guard the door. He kept us all busy, and that made us all feel better.

“Captain Smollett is a good man,” said Dr Livesy later that day. “And what about Ben Gun? Is he a good man?”

“I don’t know,” I answered. “I think he’s a little crazy.”

“Any man on an island for three years will be a bit crazy,” explained the doctor.

“Did you say that he wanted some good food?”

“Yes,” I replied.



“I’ve brought some cheese with me on this journey. Let’s give it to Ben Gun!” said the doctor.

That evening, the men talked about how little food we had. We hoped that the pirates would leave the island with the *Hispaniola*. The doctor said that they would become ill if they slept outside on the island for long. And if the pirates left, we could wait until help arrived.

I slept very well that night. The next morning, a voice woke me up. I heard someone say, “Some pirates are coming to the fort with a white flag. Look, it’s Silver! He wants a **truce!**”

I got up and looked from the fort. It was a cold morning, and although it was sunny, there was a low **mist**. We could only see the head of Silver and another pirate.

“Stay in the fort,” said Captain Smollett. “I’m sure that this is a **trick**.” Then he called out to Silver, “Tell us what you want.”

“I want a truce,” said Silver.

Captain Smollett quietly told us to move to different corners of the fort and to watch Silver carefully. Then he called to Silver, “What do you want us to do?”

“Come to my ship and we can talk about how to get home,” said Silver.

“Your ship? I didn’t know you had a ship here,” replied Captain Smollett.



7 Lesson 5

“Well, the crew chose me to be their captain after you left the ship,” said Silver.

“If you have something to say, you can come into the fort and say it,” said Captain Smollett.

The other pirate tried to stop Silver, but he laughed and walked quickly towards the fort. He climbed over one of the fences and walked slowly up the hill. Soon he was standing in front of Captain Smollett, who was waiting for him outside the door to the fort.

“Can’t I come inside?” asked Silver. “It’s a cold morning.”

“If you were an **honest** man, you could come inside,” said Captain Smollett. “But are you my ship’s cook, who I looked after, or Captain Silver, a pirate?”

“OK, we can stay here,” said Silver, sitting down on the sand. “You’ve got a nice place here. Look, there’s Jim! Good morning.”

“If you have anything to say, say it now,” said Captain Smollett.

“Captain, we want the treasure, and we’re going to find it. However, I think you all want to leave the island safely. You have the map, don’t you?” asked Silver.

“Perhaps,” said Captain Smollett.

“I know you have it,” said Silver. “We don’t want to hurt you. Give us the map and then we will take you home on the ship. We’ll take you somewhere safe. Or, if you prefer, we’ll leave you some supplies and you can stay on the island. Then we can ask another ship to come and take you home. It’s a kind **offer**, and I hope you all want to take it.” He said this last part loudly, so that we could all hear in the fort.

“Is that all you can offer?” said Captain Smollett.

“It is, and if you don’t accept my offer, all you will hear from me is the sound of guns!”

“Now you can listen to me,” replied Captain Smollett. “If you come up to the fort, one by one, without any guns, I’ll put you all in **chains** and take you back to England for **trial**. If you don’t, you’ll have problems. You can’t find the treasure. You don’t have enough men to sail the ship, and you can’t fight us here in the fort.”

Silver looked very angry. “This will not end well for any of you,” he said, and then he walked slowly back down the hill.

Captain Smollett came back into the fort and said to us, “He’ll be back in an hour to attack us. There are more of them than us, but we have the **advantage** inside the fort, and I am sure that we can win.”





Before you start

Go back and skim the story. Discuss these questions in pairs.

- 1 Why was the fort very important for Captain Smollett and his men?
- 2 What did Long John Silver want?

Vocabulary

1 Complete the sentences with these words from the story.

chain offer mist advantages
trial tricks truce honest

- 1 You can trust him. He is a/an man.
- 2 A/An stopped the war for a short time.
- 3 We often see in the morning, and we can't see the ground.
- 4 My little brother likes to play on me.
- 5 Thank you for your kind
- 6 Gamal put a big around his bike when he went into the shop.
- 7 After the, the criminal went to prison.
- 8 What are the of travelling by train?

Reading

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

- 1 There were good men on the *Hispaniola*.
There were pirates on the ship. F
- 2 Jim waited until it was nearly dark before he went into the fort.
.....
- 3 The fort was full of sand and smoke.
.....
- 4 The men in the fort had nothing to do.
.....
- 5 In the morning, they could only see the head of Silver and one other pirate because they were hiding.
.....
- 6 Silver was not happy when he left the fort.
.....

3 Read these quotations and answer the questions.

- 1 "Any man on an island for three years will be a bit crazy."
What man does Dr Livesy talk about?
Why would that man be crazy?
- 2 "He was a clever man and he wasn't frightened of anyone, except Silver."
Who does Ben mean by 'He'?
Why do you think this person was frightened of Silver?
What does this statement tell you about Silver?
- 3 "If you come up to the fort, one by one, without any guns, I'll put you all in chains and take you back to England for trial."
Why would Captain Smollett take them all to trial?
If you were in his place, would you do the same? Why?
What does this tell you about Captain Smollett's character?

4 Work in pairs. Discuss and answer these questions.

- 1 Why did Silver arrive at the fort with a white flag?
- 2 Why didn't Captain Smollett allow Silver to enter the fort?
- 3 What did Silver want the men in the fort to do?
- 4 Why did Captain Smollett refuse Silver's offer to leave them with some supplies?
- 5 What did Silver do next?

Writing

5 Write two sentences to describe each of these characters:

Ben Gun:

Silver:

Captain Smollett:

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

WORKBOOK
PAGES 90-91

OBJECTIVES

Reading Online posts about the advantages of new technology

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

Listening Discussion on how technology can improve learning

Speaking Discussing consequences

Language Zero, first and second conditionals

Critical thinking Is technology always good?

Respect for diversity People have different views related to technology

Robots

Before you start

Discuss this question in pairs.

- 1 What things would it be difficult to live without?

VOCABULARY

Check the meanings of these words in a dictionary.

click familiar
invention navigate
vehicle

Reading

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

GPS Hybrid vehicles ~~The internet~~

- 1 The internet. This is the most useful invention if you need help with your school work.
- 2 This is the most useful invention if you don't know how to find a place.
- 3 This invention uses both petrol and electricity to drive the engine.

What is the best **invention** that we have today and why is it so great? Please leave your comments below.

Baher 12 minutes ago

The internet is the best invention that we have today. You can find information about anything you're interested in. It's really useful if you need to find out something for a school project, for example. I'd never be able to do my homework without it! The internet also makes life easier in your free time. You can buy anything you want online with a **click** of a button. You can also communicate with your friends easily, even if they live abroad.

Khadeeja 23 minutes ago

In my opinion, GPS (Global Positioning System) is the best invention. GPS helps you to **navigate** your journey from one place to another. You can use it when you visit a town that you aren't **familiar** with. In the past, people needed maps to get around, but GPS is more useful because it just tells you what to do. If you don't know how to get somewhere, the technology will tell you exactly where to go.

Rami 40 minutes ago

Most cars, buses and other **vehicles** need petrol, but petrol is becoming more expensive. What would we do if we didn't have petrol? Fortunately, we now have **hybrid vehicles**. Hybrid vehicles use both petrol and electricity to drive the engine. For this reason, the vehicle uses a lot less petrol. There are also cars that are only electric. At the moment, they cannot go long distances, although they are useful to travel short distances, like to school or to the shops.

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

- 1 find out leave your home to do something fun with other people
- 2 get around learn something that you didn't know before
- 3 go out travel from place to place

Speaking

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

- It makes life easier.
- It makes communication easier.
- It helps you to do something faster.
- It helps you to relax and have fun.
- It helps you to get around more easily.

I think air-conditioning makes life easier.



Writing

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

- Why do you think this is the best invention?
- What invention have you chosen?
- What can this invention do?
- How long have we had this invention for?
- What is the invention?

- 1 *What invention have you chosen?*
- 2
- 3
- 4
- 5

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

.....

.....

.....

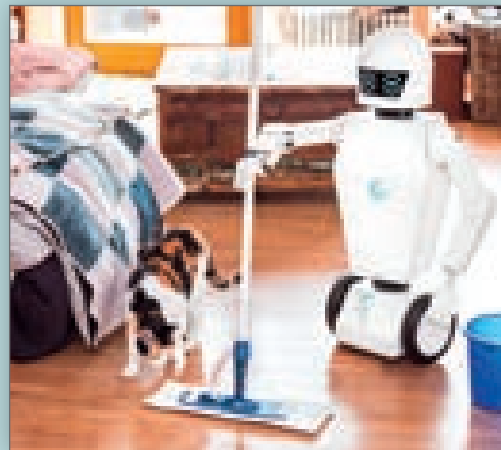
.....

.....

I have chosen the robot as the best invention. A robot is a machine that is controlled by a computer.

Robots can do some of the things that people can do, like cleaning or putting parts together in a car factory. We have had robots for a long time, but today robots can do a lot more things than robots could do in the past.

In my opinion, the robot is the best invention because it makes people's lives easier and it helps companies to save money when they make things like cars.



Before you start

Look at the photographs and answer the questions in pairs.

- 1 What inventions can you see in the photographs?
- 2 Which is the most important for you? Why?



Language

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

- 1 If I don't know how to get somewhere, I use GPS.
- 2 If I need to send an email, I'll use my phone.
- 3 If I broke my computer, I'd buy another one quickly.

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

- 1 Which sentence is about ...
 - ... something that always happens? 1
 - ... something that is possible in the future?
 - ... something that is unlikely in the future?
- 2 Which verb tenses are used in each sentence?
- 3 What is *I'd* short for in sentence 3?

LANGUAGE

LANGUAGE REVIEW
PAGE 78

FOCUS ON

Zero, first and second conditionals

Zero conditional

- Use the zero conditional to talk about facts and actions that are usually true:
If I need help with a school project I look online. It is my habit.
If you boil water, it changes into steam.

First conditional

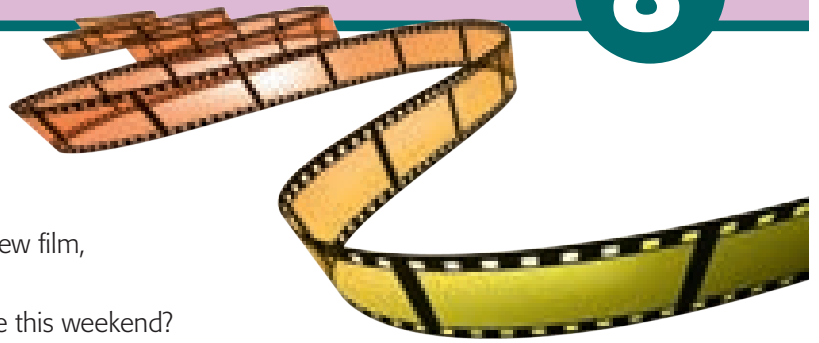
- Use the first conditional to talk about things that we think are possible or probable in the future:
If I need help with our project, I'll call you.

Second conditional

- Use the second conditional to talk about events that are possible but unlikely to happen:
If I got a bad grade for this project, I would be really unhappy.
- Use the second conditional to talk about indirect advice:
If I were you, I'd read this book.

3 Choose the correct verbs in these sentences.

- 1 If I had to get around without a car or bike, it **will be** / **would be** really difficult.
- 2 If I used that app on my phone, it **will be** / **would be** easy to find places.
- 3 If you give me your email address, I **will send** / **would send** you the information this evening.
- 4 I'll help you to fix your computer if you **tell** / **will tell** me what's wrong with it.
- 5 I wouldn't be able to talk to my grandparents so often if we **don't have** / **didn't have** the internet at home.



Speaking

4 Discuss these questions in pairs.

- 1 If you needed to find information about a new film, how would you get it?
- 2 What will you do if you have some free time this weekend?
- 3 What would you do if you couldn't use the internet ever again?

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

The internet might be the best invention we have, but it has also caused a lot of problems.

Listening

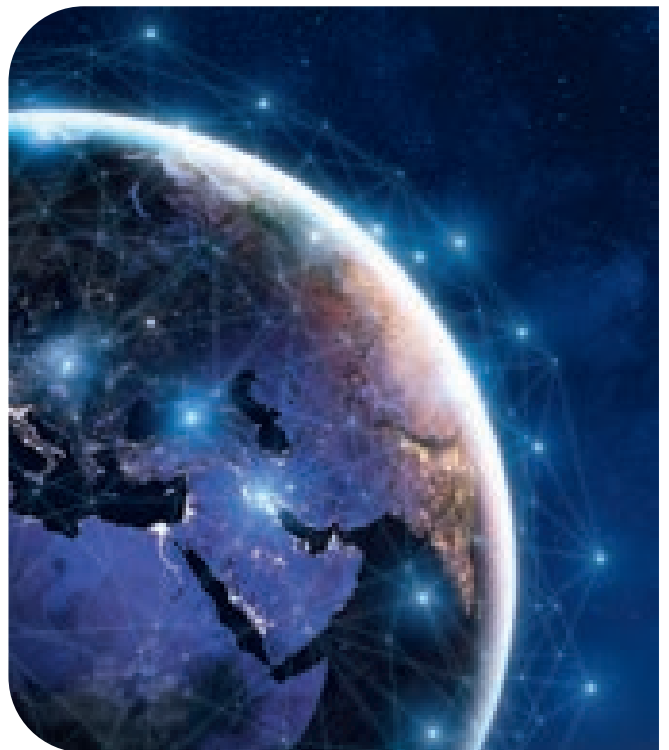
6 Listen to Ahmed and Mustafa discussing the causes and results of the invention of the internet.

- 1 Do the speakers agree with the statement in Exercise 5?
- 2 Do you agree with Ahmed or Mustafa? Why/Why not?

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

Discussing causes and results

- a The reason that we have ... is so that ...
- b Although we need ... it can lead to ...
- c The problem with ... is that ...
- d Perhaps we should/shouldn't ...
- e One day, we will all be able to ...



Writing

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

Why we have an invention	The consequences of an invention	Giving opinions about the future
1	1 2	1 2

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

8

Lesson 3

Before you start

In groups, brainstorm the ways that technology can help people to learn.

How can technology help us to learn?

It can help people who do not live near a school.

Vocabulary

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

- | | |
|-----------------|--|
| 1 a translation | a words changed into another language |
| | b a new type of technology |
| 2 an app | a software on your smartphone |
| | b a test of how much you have learned |
| 3 a quiz | a people learning together online |
| | b questions to find out how much you know |
| 4 to chat | a to look at something new |
| | b to communicate with other people online |
| 5 feedback | a information about how well or badly you did something |
| | b information about how much something costs |



Listening

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

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

- 1 Amal thinks that technology can help us to understand texts.
- 2 Hana thinks that technology can help us to use the things that we learn.
- 3 Amal thinks language apps are useful because they can help us to remember words.
- 4 Amal says that apps can't help us to improve the way we write.
- 5 Hana prefers to write things down when she's learning something.
- 6 Amal likes learning online because she doesn't have to travel a long way from home.

Speaking

4 Discuss these question in pairs.

- 1 In your opinion, how useful is technology when you are learning something?
- 2 How do you (or can you) use technology to help you learn English? Think of one tip for using technology to help you to learn English and tell your partner.

WORKBOOK
PAGE 94



Before you start

Discuss these questions in pairs.

- 1 What is your favourite technological device: computer, GPS, phone, tablet, transport, TV or something else?
- 2 What is the most popular technology in your class? Work in pairs and make a chart to show your results.



Reading

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

- 1 Who thinks that technology is always good?
- 2 Who thinks that technology is only good sometimes?

I like technology a lot and I use it every day. It helps me find information for my school work and I can buy things easily online. But technology isn't always a good thing. It can lead to a lot of stress and it can stop people enjoying their free time.

Karim

I don't know what I would do without technology! It makes life easier and you can do things so much faster. And how would we travel without technology? You can travel from Cairo to London in just five hours in a plane!

Dina

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

Advantages	Disadvantages
1 <input type="checkbox"/>	1 <input type="checkbox"/>
2 <input type="checkbox"/>	2 <input type="checkbox"/>
3 <input type="checkbox"/>

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

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

Speaking

5 Work in pairs. Discuss these questions.

- 1 Is technology always a good thing? What are the reasons for or against it?
- 2 What new technology will we have 100 years from now? Will this technology have a positive or a negative effect on our lives?

SKILLS FOR LIFE

Think about the opinions of other people. With things like technology, it's easy to see the advantages.

However, most things aren't completely good or completely bad.

Technology may be good for some people in the world, but bad for others.

Thinking about other people's opinions helps to give us a better understanding.

8

Lesson 5

Treasure Island

Before you read

- Captain Smollett said that Silver and the pirates would come in an hour. Do you think he might be right?

Chapter 8

Jim Hawkins:

We prepared our weapons and the captain told us what to do.

“Doctor, you stay by the door. Hunter, stay at the east of the fort. Joyce can stand at the west. Gray and Trelawney will stay at the north. If the pirates get inside the north of the fort, we’re in trouble.”

After an hour, Joyce said that he saw someone coming. We all looked and listened, and we got our weapons ready. Suddenly, Joyce fired his gun. Then, we heard guns firing at us from all sides of the fort. There was a lot of **noise** and smoke, but nobody was hurt. Then everything went quiet again.

“Did you hit anyone?” the captain asked Joyce.

“I don’t think so,” he replied.

“How many people fired on your side, Doctor?” asked Captain Smollett.

“There were three,” he replied.

“How many on your side, Trelawney?”

Trelawney and Gray were not sure. They thought seven, eight or nine. There was only one shot fired from the east and west. So, we knew that the pirates wanted to attack mostly from the north. But Captain Smollett told us to stay where we were.

We didn’t have much time to talk. A group of pirates ran from the trees towards the north of the fort, and their guns started firing again.

Some of the pirates tried to climb the fence, but Joyce shot two of them and one ran back to the trees. However, four were now inside the fences and seven more continued to fire at us from the trees.

Our men fired at the four pirates, but did not hit them. They were now running up the hill to the fort, and one of them climbed up and took Hunter's gun. Another ran in through the door, where the doctor killed him.

Captain Smollett then told us to go to the other side of the fort. I ran there quickly, and suddenly found one of the pirates, Anderson, in front of me. He was going to attack me with his sword, but Gray saw him and killed him before I was hurt. At the same time, the pirates inside the fences were killed by our guns.

I was safe, but others were not. Poor Joyce and Hunter were dead and Captain Smollett was hurt.

"Have the pirates gone?" asked Captain Smollett weakly.

"Some of them have gone," said Doctor Livesy, "but five of them will never walk again."

"That's good," said Captain Smollett. "There are fewer pirates for us to fight. I know that we can win."

The pirates did not return that day, so we had time to eat and look after the people who were hurt. Doctor Livesy said that Captain Smollett would get better, but he should not walk or even talk if he didn't need to.

In the early afternoon, Doctor Livesy took his hat and a gun, then he put the map in his pocket and left the fort.

"What is he doing?" asked Gray when we saw him walk into the trees. "Is he crazy?"

"The doctor has a plan," I said. "I think he's going to visit Ben Gun."

That afternoon, I thought about where the doctor was. I remembered how good it felt to walk through the trees and on the beach. It was much nicer than staying inside the hot fort. I decided to take some biscuits and a gun. I wanted to go down to the rocks where Ben Gun said there was a boat. When nobody was looking, I quietly left the fort.

I walked quickly towards the east of the island. It was now late afternoon but the sun was still high. As I went nearer to the coast, the wind became stronger and it wasn't as hot. Soon I could see the big waves of the blue sea and then I walked down the beach, feeling happy.



8

Lesson 5

At the end of the beach I climbed a hill. I could see the *Hispaniola*, with the pirate flag flying in the wind. And I could see Silver in one of the small boats, talking to his men. I could not hear what they said, although I could hear the **cry** of the parrot, Captain Flint.

The sun was going down and soon there was a mist. I knew that I needed to be quick and find the boat that evening. It took me a long time to walk to the white rock where Ben Gun said his boat was. It was nearly dark when I finally found it inside a tent made of animal skins. It was badly made from old wood and it was very small, although I thought that it would be very fast on water.

Now I had my own plan. I thought that I could go to the *Hispaniola* in the night and cut the **rope** to the **anchor**. So, I ate my biscuits while I waited for it to become dark.

When I stood up later, there was mist everywhere. I picked up the boat and carried it to the beach. In the darkness, I could just see a fire where the pirates were sleeping in the trees, and another distant light from the *Hispaniola*. I put the small boat into the water, and began my journey to the ship.



I found that the boat was very difficult to **steer**, but the wind helped me to get to the *Hispaniola*. Soon, I was next to the big ship and I began cutting the **thick** anchor rope. I could now hear some of the pirates talking on the ship. One of the men was called Hands, but I did not know the other man. They both seemed angry.

The rope finally broke, and I moved away from



the ship. As I was leaving, I saw a light in one of the windows where the sailors were talking. I don't know why, but I decided to look into the window. I saw that Hands and the other pirate were fighting each other.

I sat down in the boat, but I realised that the wind was taking me quickly out to sea. Now it no longer had the anchor rope, the wind was moving the *Hispaniola*, too! The wind took my boat into large waves. I closed my eyes and waited for a terrible end, dreaming of my home and the *Admiral Benbow*.

The next thing I knew, it was light and I found myself in the boat on the south-west end of Treasure Island. The sun was up, but I couldn't see it because of the high cliffs on this side of the island. There were big waves hitting the rocks below, and it would be impossible for me to take the boat to the shore.

I remembered that on the map, there was a place called Cape of Woods. This was a place of tall trees and it also had a beach. I would try to get there. The boat sailed well, but when I tried to steer it, the boat hit the waves and I was soon completely wet. I realised, however, that if I lay down in the boat, it found its way through the waves on its own. I used a **paddle** to steer the boat a little, and it moved very slowly towards the Cape of Woods.



Before you start

Go back and skim the story. Discuss these questions in pairs.

- 1 Why did Dr Livesy leave the fort?
- 2 What did Jim find near a white rock?

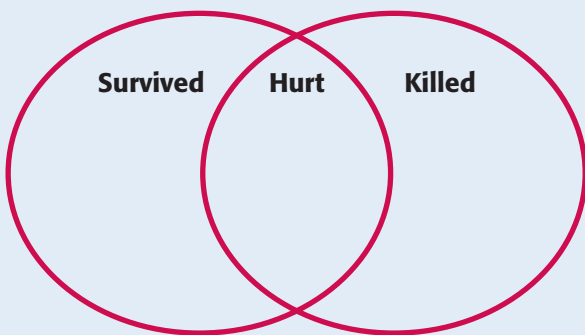
Vocabulary

1 Match the words and the definitions.

- | | |
|----------|--|
| 1 anchor | a a short pole used to move a small boat along |
| 2 cry | b very big, strong string |
| 3 paddle | c a loud sound made by an animal or bird |
| 4 rope | d wide (for an object) |
| 5 steer | e control the direction of a car, boat etc. |
| 6 thick | f a heavy object used to stop a boat moving |

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

Anderson Captain Smollett Joyce
 Doctor Livesy Gray Hunter
 Jim Joyce



Reading

3 Read and answer the questions.

- 1 Why did Dr Livesy leave the fort? Do you agree that he is crazy as Gray said?

- 2 Why did Jim leave the fort?
- 3 Where did Jim find the boat?
- 4 Describe the boat that Ben Gun made.
- 5 What did Jim see on the ship?
- 6 Where was Jim when he opened his eyes?

4 Complete the summary using the words in the box.

anchor Ben Gun die Jim
 morning pirates steers waves

Most of the ① attack the north of the fort but five of them ② and the others run away. Dr Livesy has a plan and decides to find ③ The fort is very hot, so ④ decides to leave the fort too. That evening, he finds Ben Gun's boat. He ⑤ the boat to the *Hispaniola* and cuts the rope to the ⑥ Both boats move out to sea and hit big ⑦ Jim wakes up the next ⑧ and sails the boat to the Cape of Woods.

Speaking

5 Work in pairs. Discuss these questions.

- 1 Do you think Captain Smollett is a good captain? Why/Why not?
- 2 Why did Captain Smollett say, "I know that we can win" after the fight"?
- 3 What was Jim's plan when he saw the little boat? Was his plan successful till the end?
- 4 Why did Jim expect a "terrible end"?

6 Work in groups to answer these questions.

- 1 Why do you think Dr Livesy wanted to find Ben Gun?
- 2 Was Jim right to cut the rope on the *Hispaniola*? Why/Why not?

WORKBOOK
 PAGES 96-97

A good education

OBJECTIVES

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

Writing A summary of *Jane Eyre*

Listening A discussion on changing schools; agreeing or disagreeing on an opinion

Speaking Agreeing and disagreeing

Language Past simple passive; Past simple and past perfect (Active)

Communication Supporting your opinion with reasons

Life Skills Different ways of learning

Before you start

- For different reasons we might live with other families. Can you think of some of these reasons?
- Do you think it would be easy to live in a house with another family? Why?

Reading

- 1** You're going to read a summary of the book *Jane Eyre* by Charlotte Brontë. What do you know about Charlotte Brontë?
- 2** Read the summary of *Jane Eyre* quickly. Which phrase best explains what the story is about?
 - A The importance of kindness and honesty.
 - B The importance of having a lot of money.
 - C The importance of working with a rich family.

Jane Eyre

Charlotte Brontë was born in England in 1816. She and her two sisters all became famous authors. Charlotte Brontë's most famous book is *Jane Eyre*. It was written in 1847.



Jane Eyre was an **orphan** who lived with her cousins and her wealthy aunt, Mrs Reed. The family was unkind and they did not want Jane to live with them. Jane was sent away to school. Jane was happy to go to Lowood School, but the owner, Mr Brocklehurst, was very **cruel**, so the students lived unhappy lives.

Finally, cruel Mr Brocklehurst was told to leave the school. Six years later, Jane became a teacher at Lowood School. After two years, Jane decided to apply for a job as a **governess**. Governesses were often employed by rich families. She started to teach a young French girl called Adèle at a big house called Thornfield Hall. The owner of the house was Mr Rochester. Jane enjoyed her new job and became friends with Mrs Fairfax, the kind **housekeeper**.

One night, there was a fire at Thornfield Hall. Jane saved Mr Rochester from the fire. He said that the fire was started by a **servant** called Grace, but Grace did not lose her job. Jane did not understand, but she thought that there was a secret in the house. Jane decided to leave Thornfield Hall, but she could not forget it.

Vocabulary

3 Match the words and the definitions.

- | | |
|---------------|--|
| 1 cruel | a a woman who teaches children in their home |
| 2 governess | b a child whose parents are dead |
| 3 housekeeper | c a servant who looks after the whole house |
| 4 orphan | d unkind and hurting others |
| 5 servant | e a person who works for people in their house |

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

- Mrs Reed sends Jane to Thornfield Hall. F
Mrs Reed sends Jane to Lowood School.
- Mr Brocklehurst owned the school, but he was cruel.
- Six years later, Jane was the owner of Lowood School.
- Jane taught a girl called Adelaide.
- Mr Rochester saved Jane from a fire.
- There was a secret in Thornfield Hall.

Language

5 Read these sentences from the summary. Circle the past simple passive verbs.

- Jane was sent away to school.
- Mr Brocklehurst was told to leave the school.
- Governesses were often employed by rich families
- The fire was started by a servant called Grace.

L LANGUAGE

LANGUAGE REVIEW
PAGE 80

FOCUS ON

Past simple passive

To form the past simple passive, use verb *to be* in the past simple form and add the past participle:

Jane Eyre **was written** in 1847.

Rich families often employed governesses.

Note:

We use *by* + the agent when we want to show the doer of the action.

Governesses **were often employed** by rich families.

6 Complete the sentences with the past simple passive form of the verbs in the box.

ask give send take ~~teach~~

- Children from rich families were taught at home by a governess.
- I a lovely big cake on my last birthday.
- The books into the classroom by a few of the boys.
- In nineteenth-century England, many children to boarding school.
- We to help clean the garden outside the school.

Speaking

7 Research these questions and discuss.

- Why do you think Jane's aunt and cousins were cruel to her?
- What does the story tell you about the character of Jane Eyre?

9 Lesson 2

Before you start

Read the text and discuss the questions in pairs.

In the nineteenth century, many of the children from rich or important families had lessons with a teacher who came to their homes instead of them going to school. These days, it is quite unusual.

- 1 Why do you think it was the children of rich or important people who had lessons at home?
- 2 In the nineteenth century, do you think there were more or fewer schools than there are today?
- 3 Do you think learning at home today helps students get a good education? Why?

Listening

1 Listen to a discussion about education. Complete the sentences with one word.

- 1 We think that Jane had learnt to *read* before she moved to the Reed's house.
- 2 A boarding school is a place where children and study.
- 3 Ali's cousin broke his back and couldn't go to school for months.
- 4 Kamal's teacher sent an everyday with work for him to do at home.

2 Match these collocations with their meanings.

- | | |
|-----------------------|---|
| 1 lose touch with | a to continue to have contact with |
| 2 make friends | b to study online |
| 3 do an online course | c to stop having contact |
| 4 keep in touch with | d to start a friendship with someone |

3 Listen to a discussion and choose the correct answer.

- 1 When did Dareen's father go to lots of different schools?
 - a** Before he returned to Egypt.
 - b** When he returned to Egypt.
 - c** After he returned to Egypt.



- 2 Why did Mona start having lessons at home?
 - a** She didn't want to travel to school.
 - b** She had had problems in class.
 - c** She had heard about an online course.
- 3 Why did Dareen's parents give her a computer?
 - a** To help her study.
 - b** To help her keep in touch with her friends.
 - c** To send emails.
- 4 Why did Dareen fail her test?
 - a** She hadn't studied.
 - b** She didn't care.
 - c** She had been ill.

Language

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

- 1 ... she **had gone** to school before she **moved** to her aunt's house.
- 2 ... she was sent to a boarding school after she had upset Mrs Reed and her cousin John.
- 3 ... he'd broken his back when the school term started.
- 4 He had already made lots of friends when he went to school.
- 5 I lost touch with people I'd gone to school with.

REMEMBER!

Collocations are groups of words that usually go together.

LANGUAGE

LANGUAGE REVIEW
PAGE 80

FOCUS ON

Past simple and past perfect

Past simple:

*(want-wanted / study-studied /
play-played / go-went)*

- Use the past simple tense to express actions that started and ended in the past, and past habits:

*We **travelled** to London a year ago.**I **went** to a new school last week.**My father **used to** walk to school when he **was** young.*

Past perfect: had + past participle:

- Use the past perfect to refer to an action that happened before another action (past simple):

*Jane **went** to Thornfield Hall after they **had offered** her a job there.**We **didn't reach** a solution to the problem until we **had discussed** it.*

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

Before Mrs Reed **1** allowed / *had allowed* Jane to leave the room, Jane **2** *became* / had become ill. A doctor **3** *visited* / had visited Jane before and **4** *told* / had told Mrs Reed that it would be better if Jane went to live at a nearby school.

The girls **5** *were* / had been cold at the school because the head teacher **6** *spent* / had spent no money to keep it warm.

After Jane **7** *advertised* / had advertised for a job in a newspaper, she **8** *received* / had received a reply.



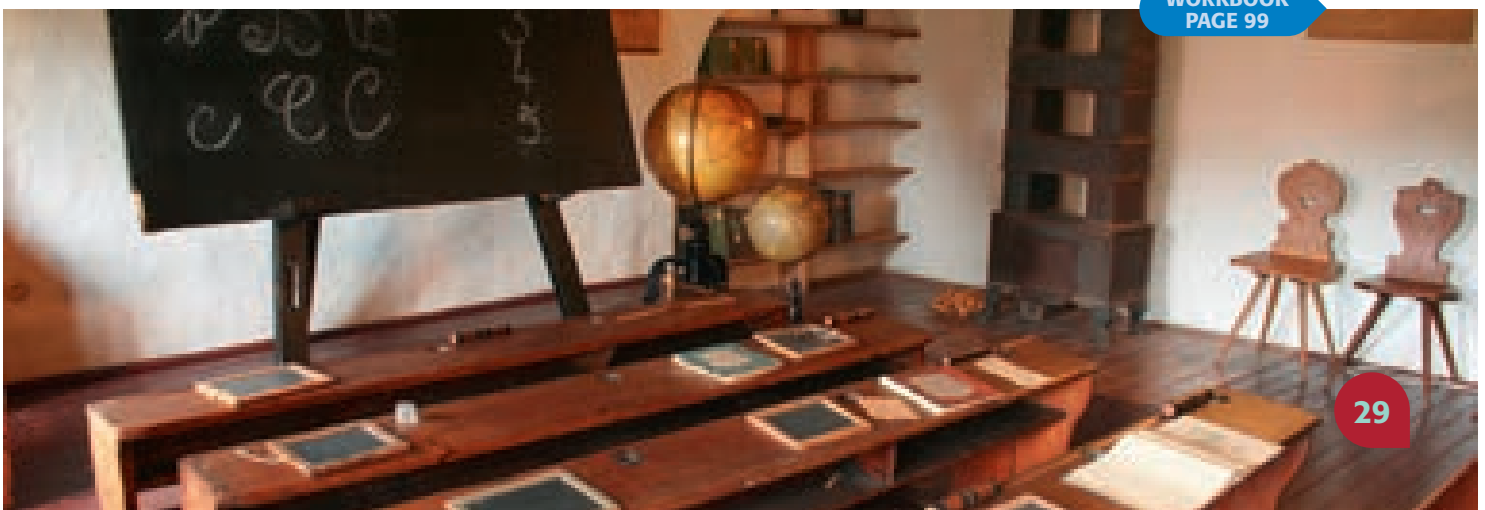
- 6** Complete the sentences with the correct past tense of the verbs in brackets.

- I had read (read) the book before I saw (see) the film.
- Mrs Reed _____ (be) angry with Jane because she _____ (argue) with John.
- Mona _____ (remember) she _____ (watch) a TV programme about online learning last week.
- I _____ (not play) football before I _____ (meet) Hamid.

Speaking

- 7** Read the text in Exercise 5 again and answer the questions.

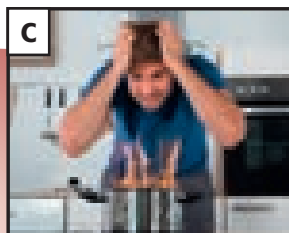
- What happened to Jane when she was in the room?
- Why did the girls at the school feel cold?
- Why do you think Jane decided to become a teacher?

WORKBOOK
PAGE 99

9 Lesson 3

Before you start

- Look at the pictures of people learning. What do they show?
- Do you think these are all good ways of getting an education? Why/Why not?



Reading

1 Read these opinions about education. Tick (✓) the opinions you agree with.

- a 'Children should not be taught at home unless they are ill.'
- b 'Going to school teaches children to get on well with other people.'
- c 'Not all children should go to university.'
- d 'Education is one of the most important parts of a young child's life.'
- e 'Children should start school when they are three years old.'

2 Work in pairs.

- 1 Compare the opinions that you ticked.
- 2 Write two sentences expressing your own opinions about education and then discuss them.

Listening

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

- Conversation 1c..... Conversation 2
- Conversation 3 Conversation 4
- Conversation 5

REMEMBER!

Don't just agree or disagree with someone, always give reasons for your opinions.

Speaking

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

- 'A good education always brings success in a student's later life.'
- 'New technology has made it easier to learn at home.'

SKILLS FOR LIFE

You can learn something from everyone in life: your family, your teachers, other students and the people that you work with.

WORKBOOK
PAGE 100

Before you start

- What do you think STEM subjects are at school? Think about school subjects which begin with the letters S, T, E and M.

Reading

- 1 Read this newspaper article about STEM subjects. What is the newspaper's opinion about them?



STEM SUBJECTS

Science, technology, engineering and maths were taught in schools long before the invention of the internet. However, we now live in a time when these subjects are more important than ever. This does not mean that music, history, languages and other subjects are not important. However, understanding the so-called STEM subjects can be an important bridge to a good job in the future.

Many businesses do not have enough people with knowledge of the STEM subjects. For that reason, they are keen to give jobs to young people with these skills.

In the past, STEM subjects were often seen as difficult. To change this idea, many businesses now run open days at which students can try building car engines, using a bike to make electricity, or playing computer games to practise maths.

Schools, too, are helping students to realise that these subjects can be both interesting and fun for boys and girls of all abilities. Schools might not have the equipment to build engines, but many now use different experiments and computers so that students can learn by doing things, and not just by reading a text. This also helps with critical thinking skills which students can use in other subjects.

It is said that 80% of jobs in the future will need students to have skills in the STEM subjects. Of course we will also need artists, musicians, language teachers and other experts, but skills in STEM subjects will help students to become the problem solvers and inventors of the future.

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

Advantages
<i>Businesses need people with knowledge of STEM subjects.</i>
Disadvantages

Writing

- 3 Work in groups. Share your opinions about this article.

I think you should only be taught STEM subjects at school.



I disagree. Other subjects are important as well.

- 4 Write four sentences giving your opinion about STEM subjects. Use your ideas from the list in Exercise 2.

REMEMBER!

Support your ideas with reasons and examples.



9

Lesson 5

Treasure Island

Before you read

- What do you think Jim will do next?

Chapter 9

Jim Hawkins:

It was very hot and I was thirsty. The trees were near now, but before I could feel happy, I saw the *Hispaniola* sailing around. I was so thirsty that I did not know whether I would be happy or sad if the pirates found me.

I watched the *Hispaniola* and saw that it went east, then west, then stopped. Then it did the same again and again. Nobody was sailing it! But where were the men? I thought if I could get onto the ship, I could return it to Captain Smollett.

I started to **paddle** the boat, sometimes hitting waves, but slowly getting closer to the ship. As I got nearer, I saw nobody on the ship. It was so close that I could almost touch it. Suddenly, the wind changed and the ship was almost on top of me. I held onto a rope at the side of the ship just before it hit my little boat, which went under the waves. So, I found myself on the *Hispaniola*, with no other boat to save me.

I climbed up onto the **deck**, which seemed empty. The wind blew and the sails moved to the right, and then I saw them: Hands and the man he was fighting. I thought they were both dead, but then Hands said weakly: “Water!”

I went downstairs. The pirates had broken all the cupboard doors when they were looking for the map, and the floor was dirty with sand and mud from the island. I found some water and some food, which I put in my bag, and I went back to give the water to Hands. He drank all of it, very quickly.

“Are you hurt?” I asked him.

“With a doctor, I’ll be fine,” he said. “And where have you been?”

“Well, I’ve decided to take the ship, so you must now call me Captain,” I said.

He looked at me angrily, but he also looked very ill.

“Also, Mr Hands, we can’t have this flag on the ship,” I said, and then I went to take down the black pirate flag.

Hands looked at me, and then said, “You’ll want to go to the island, won’t you, Captain Hawkins? Let’s talk.”

“That’s a good idea,” I agreed.

“I don’t think you can sail this ship,” Hands said. “So if you give me food and drink, and help me with my **wound**, I’ll help you.”

“OK,” I said, “But I’m not going back to where the ship was before. We’re going to the north of the island.”

“The north?” he asked. “Of course, I’ll sail the ship wherever you want to go!”

So, I agreed to help him. I found a **bandage** to put on his wound and I also gave him some food and some more water. He soon looked better.

He told me how to sail the ship. It moved quickly along the coast of Treasure Island and soon we could see the rocky north of the island. I felt good. I had water and food. The only thing that worried me was Hands. He looked at me all the time and I knew that he was planning something.

We arrived near the north of the island, and Hands told me how to stop the ship without an anchor. Then we sat down to eat.

“Could you go downstairs and get me some more water?” he asked.

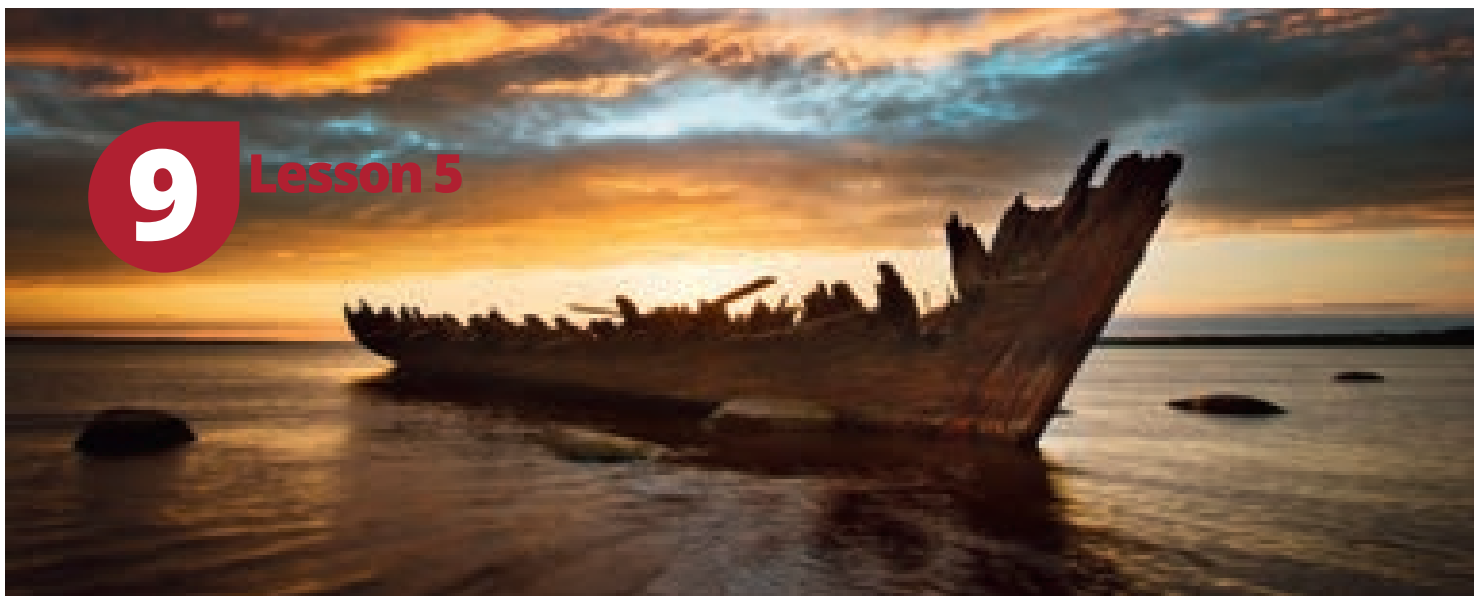
I did not think for a minute that Hands was an honest man. He wanted me to leave the deck for a reason, but I did not know what this was. However, I also knew that Hands was not a clever man, so I agreed to go.

I went downstairs, made a lot of noise, then took off my shoes and went quietly to another part of the ship, where I could see him. He was moving slowly and painfully across the deck, where he picked up a knife. He then hid the knife in his jacket and sat down where he was.

Now I knew that he could move, that he had a weapon, and that he planned to hurt me. I did not know what he planned to do after that, but I knew that he could not hurt me until the ship stopped in a safe place near the island.

I went back downstairs, put on my shoes and returned with a bottle of water. Hands was sitting quietly, and took the bottle without saying thank you. Then he said, “Look, the wind has changed. If we move the ship now, we’ll be safe.”





We had only two miles to go to the shore. It was difficult to get to the correct place on the coast, but Hands told me what to do. This part of the island was full of trees and we could see the **wreck** of an old ship lying on a **flat** beach. “We can stop there, on the beach,” said Hands.

I steered the ship slowly onto the beach, where it stopped with a low noise. I was so excited to arrive back at the island that I forgot to watch Hands. I suddenly turned round and there he was, standing with a knife in his hand.

I cried out and he jumped at me. I moved quickly to one side and he fell on the deck. Before he could stand up again, I took a gun from my jacket. However, the gun was wet from my journey and it did not work. I was very angry with myself.

I was surprised at how fast he could move with the wound in his leg. As he ran towards me, I got ready to run away from him again, and he stopped. I remembered a game that I used to play with my friends in Black Hill Cove when one of us would try to **catch** the other. I was always good at this game and I thought that I could easily run away from this older pirate with a bad leg.

At that moment, a wave hit the *Hispaniola*. When the ship moved, we both fell over and I nearly fell onto Hands. Before he could stand, I decided to climb up the **mast** of the ship. Up in the sails, I had time to repair my gun and soon it would be ready to fire again.

Hands looked up at me and saw my plan. He, too, started to climb the sails, but he could only climb slowly because of his bad leg. Before he was near me, I had the gun ready.

“If you come any closer, Mr Hands, you will be dead!”

He stopped and I could see he was thinking about what he could do.

“You’re clever, Jim Hawkins,” he said. “You’ve won.”

I started to laugh, thinking I was clever, when suddenly he threw something at me. His knife flew through the air and hit me in the **shoulder**. I was so surprised that, without knowing how, my gun fired. Hands gave a cry and fell down into the sea. I never saw him again.

The knife passed through my shoulder into the wood of the mast, so I could not move. It hurt badly. It took a long time before I could think. When I finally looked at the knife, I saw that it only went through a small piece of skin. It was not difficult to take out.

I climbed back to the deck and found a bandage for my wound. I was now alone on the ship and it was nearly dark. I quickly took down all the sails I could **reach** and then jumped down into the **shallow** water. I walked onto the sand, leaving the *Hispaniola* half on the beach and half in the water.

Before you start

Go back and skim the story. Discuss these questions in pairs.

- 1 After he left the *Hispaniola* on the small boat, why did Jim return to it?
- 2 How did Jim take the *Hispaniola* back to the island?

Vocabulary

1 Choose the correct word.

- 1 Baher has grown so tall that he can **catch / reach** the top window now.
- 2 All the tourists stood on the **deck / mast** of the ship when they sailed into Alexandria.
- 3 This table isn't **flat / shallow**, so I can't do my homework on it.
- 4 Injy can't play basketball today because she hurt her **shoulder / wreck**.
- 5 After the accident, we put a **bandage / wound** on Hatem's arm.
- 6 I tried to **paddle/dive** the small boat alone.

Reading

2 Choose the correct answer.

- 1 What happened to Ben Gun's boat?
 - A The *Hispaniola* hit it and it went into the sea.
 - B Jim sailed it to the north of the island.
 - C Hands took it.
 - D The wind blew it away.
- 2 Who did Jim find on the *Hispaniola*?

A Hands	B Silver
C Joyce	D Ben Gun
- 3 What did Jim give to the pirate?

A A bandage	B Some water
C Food	D All of the above
- 4 How did Jim escape from the pirate?
 - A He ran onto the island.
 - B He climbed up the mast.
 - C He went down to the bottom of the ship.
 - D He went to the deck again.

- 5 What happened after Hands threw a knife at Jim?

- A Jim shot Hands.
- B The mast fell.
- C The knife hit him on the shoulder.
- D A and C

3 Which is the best description of Hands?

- 1 He is a clever, strong and dangerous man. He persuades Jim to take the *Hispaniola* to the island and nearly succeeds in hurting Jim.
- 2 He is not very clever and he is not very honest, because he tries to hurt Jim with a knife. He is also strong because he runs after Jim although he has many wounds.
- 3 He is very weak because of his wounds, and he needs a lot of help. However, he is a very good sailor and can take the *Hispaniola* around the island on his own. He is friendly and tries to help Jim.

Speaking

4 Work in pairs. Discuss the questions.

- 1 Which of the following adjectives can you use to describe Jim in this chapter? Why?

• brave	• kind
• clever	• strong
- 2 "Of course, I'll sail the ship wherever you want to go!"
Who was talking?
What direction did Jim want him to take the ship to?
Did he really help Jim? How?
- 3 "I went downstairs, made a lot of noise, then took off my shoes and went quietly to another part of the ship."
Why does Jim do this?
What does this tell you about Jim?

Writing

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

Before you start

What do you use to help you to do the following?

- Wake up in the morning
- Find a place in a city
- Take a photograph

Reading

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

dalia'sblog.hello.org

In today's lesson, my teacher brought in different forms of technology from the past. He said, "Find out how these things work, and then give me your feedback."

First, my group were given an old alarm clock. Clocks usually have two or three hands, but this one had an extra red hand. "If you use it correctly, it will make a loud noise," the teacher said. "You must move the red hand to the time at which you want to wake up."

It took us some time to understand how to move it, but finally the alarm worked. It was very loud. If I heard that noise in the morning, I would wake up immediately!

Next, we were asked to find our school on an old map of the city. "You should look for the name of our street in the list on the back of the map," the teacher said. "If you find square G5 on the map, you can see where our school is."

After that, my group were given an old camera and a film. "You must put the film inside the camera," my teacher said. That was really difficult. If we did it wrong, it would damage the film. Fortunately, Hana in my group had helped her father use an old camera and so she knew what to do. Then we clicked the button on the camera lots of times and asked the teacher if we could see the results.

"If you take the camera to a special shop, they will show you the photos," said the teacher. "But you must pay for that, and you must wait for some time until you can see them." We decided not to do this!

In my opinion, some old technology is fun to use, but I'm pleased we have apps on our phones today. I think that most things are a lot easier to do these days!

Dalia



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

1 The things the teacher brought in would be familiar to the students' grandparents.

T

2 Dalia understood the benefit of the alarm clock.

3 Dalia's school wasn't on the map.

4 None of the girls had seen an old camera before.

5 The girls took lots of photos and enjoyed looking at them.

6 Dalia prefers modern technology.

Speaking

3 Discuss these questions in pairs.

1 Would you know how to use an old alarm clock, map or old camera if you were given them?

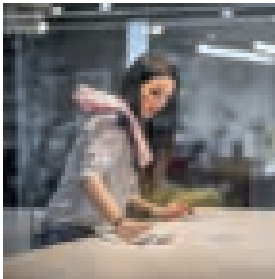
2 Do you think that there were any advantages to these old forms of technology? Explain your answers.

3 Look at these old forms of technology. What were they used for? What do we use to do these things today?



Listening

1 Discuss these questions in pairs.



- 1 Do you eat food that has fallen on the ground?
- 2 When do you usually wash your hands?
- 3 Do you usually clean the table before you eat a meal? Why/Why not?
- 4 Is frozen food always healthy? Why/Why not?

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

- 1 What is 'the five second rule'?
- 2 What does Dr Amal advise Lamia to do?
- 3 What doesn't Hamid's sister do?
- 4 What do 95% of people do?
- 5 How does soap make our hands clean?
- 6 What happens to bacteria when we freeze food?

Language

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

- 1 The food will be OK to eat
- 2 If I use soap,
- 3 If the table looks clean,
- 4 If you freeze food,

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

- 1 You *mustn't eat* any food if it has fallen on the ground.
- 2 You your hands very carefully with soap and a lot of water.
- 3 My mother says I the table before we eat.
- 4 You your table even if it looks clean.
- 5 When you cook frozen food, you it to about 75°C or more.

Speaking

5 Discuss these questions in pairs.

- 1 Which of the facts from the radio programme surprised you? Why?
- 2 Do you follow 'the five second rule'? Why/Why not?
- 3 Which of the advice from the radio programme do you already follow? Which will you follow in future?

6 What do you know about food hygiene? Discuss in pairs and agree or disagree with the following.

- 1 We must always cook chicken before we eat it.
- 2 Old food is probably OK to eat if it doesn't smell bad.
- 3 If we wash vegetables in water from a river, they will be clean.
- 4 We can keep cooked rice in the fridge for a week or two.
- 5 We shouldn't freeze fish for more than about six months.



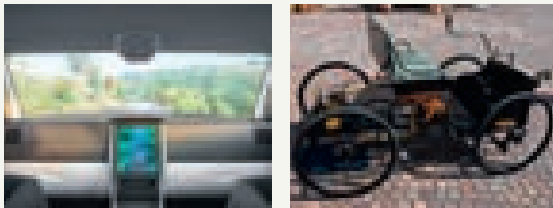
- a it will kill the bacteria on my hands.
- b it kills the bacteria on it.
- c if you pick it up before five seconds.
- d it won't have bacteria on it.

Before you start

- What are the advantages and disadvantages of cars?
- In what ways do you think travelling by car will be different in the future?

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

Driverless cars



People born in ten years from now will probably never learn how to drive. Why? Because our cars won't need drivers and computers will do all the work for us.

There are already driverless cars in many places, but at the moment, they are only being tested. The computers they use must be able to recognise other vehicles, respond to people and things on the road, and know when the car must slow down or stop.

For some people, the idea of a car without a driver is a frightening thought. However, experts say that 90% of accidents are because of mistakes made by people. Often it is because people are talking on their phones or feeling tired. With driverless cars, people are free to send texts, or even sleep, without danger.

The computers in driverless cars should also make it faster to travel around cities because they will choose the best way. They will also cause less pollution because there will be less traffic.

But how safe are these cars? Some people say that they do not work well in bad weather. So far, there have been at least 12 accidents with driverless cars in America (although 11 of these were caused by other cars). So, it might take a long time for people to feel relaxed enough to read a book while they travel.

In the near future, driverless cars will probably become as familiar as the cars of today. In the past, people were also very worried by the idea of cars with engines. In the nineteenth century in England, when cars became popular, the law said that a man had to walk in front of them with a red flag to warn people. The law didn't change until 1896.



2 Read the text again and answer the questions.

- 1 Why won't people learn how to drive in the future?
- 2 What does all the work in a driverless car?
- 3 What causes most car accidents today?
- 4 In what ways will driverless cars make it easier to travel in cities?
- 5 How many accidents have there been in driverless cars?
- 6 Why did a man walk in front of cars with a red flag before 1896?

3 Discuss these questions in pairs.

- 1 What would be the consequences if people did not test driverless cars carefully?
- 2 Why do you think bad weather can be a problem for driverless cars?
- 3 Do you think it is a problem that there have been some accidents with driverless cars? Why/Why not?
- 4 We already have planes and ships which travel for many kilometres using only a computer. Do you think cars are different? Why?/Why not?
- 5 What is your opinion of driverless cars?
- 6 Would you like to travel in a driverless car? Why/Why not?

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

Writing

1 Choose the correct words to complete this presentation.

Why we need driverless cars

We **1 have / have had** cars on our streets for more than 100 years. The **2 problem / reason** we have cars is because it is very easy to travel anywhere. If we didn't have them, our lives **3 will / would** be very different. The **4 problem / reason** with today's cars is that they cause a lot of pollution and they also cause accidents. **5 One / This** day, we will all be able to have driverless cars. **6 In / On** my opinion, we **7 must / can** have them to help our roads to be safer and cleaner.



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

1 What do we usually use for energy today?

.....

2 What is the problem with the usual types of energy?

.....

3 In your opinion, what would happen if we continued to use these types of energy in the future?

.....

4 What will happen if we only use solar or wind power in the future?

.....

5 What do you think we must use for energy in the future?

.....

3 Work in a different pair.

- 1 Compare your notes for the answers to Exercise 2.
- 2 Choose the answers that you think are the best.
- 3 Can you add any ideas to the notes?

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

Speaking

5 Take turns to give your presentations to the class.



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



Vocabulary

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

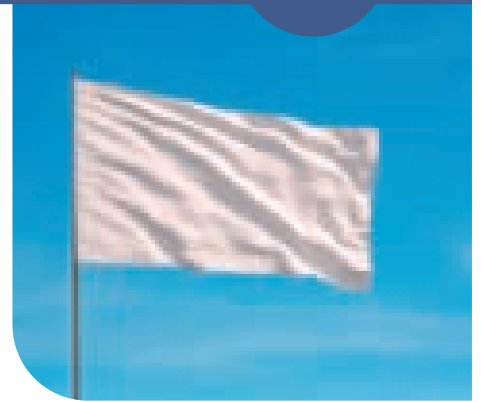
- 1 There was a / an that stopped us from opening the gate.
a chain b anchor c mast d flag
- 2 Here's my I'll buy the old bike from you for LE100.
a presentation b fare c offer
d affair
- 3 The bird made a loud and then flew from the trees.
a voice b song c cry d laugh
- 4 There was a thick in the morning and I could not see the road.
a sun b mist c air d water
- 5 My uncle lives near a busy road and the from the cars is terrible.
a talk b shout c noise d cry
- 6 The children have got in their shoes because they were on the beach all morning.
a rain b rock c sand d stone
- 7 They put a /an around the car and pulled it from the river.
a rope b string c mast d anchor
- 8 When there is a, a judge decides if someone did or did not break the law.
a trial b trail c try d tail
- 9 The taxi driver the car around some holes in the road.
a sailed b steered c walked d flew
- 10 The nurse put a on the boy's head because he had a cut on it.
a sheet b note c bandage d cloth
- 11 The police will the criminals soon.
a reward b win c catch d arrive
- 12 The tourists came on to the when the ship arrived in Port Said.
a cabin b deck c sail d mast
- 13 It was not easy to swim because the sea was very
a tall b thick c flat d high
- 14 We used a so that we could see in the darkness.
a torch b paddle c gun d fence
- 15 Please, can you close that window? I can't it.
a get b arrive c go d reach
- 16 The sea is very here so it is safe for small children.
a cold b dangerous c shallow d deep
- 17 My sister played a on me and everyone laughed.
a game b sport c task d trick
- 18 Your is between your neck and your arm.
a head b shoulder c nose d hand
- 19 Lina had a / an on her leg after the accident.
a noise b difficulty c wound d illness
- 20 People have found lots of treasure in an old under the sea.
a crash b wreck c trash d waste



Reading

2 Match and complete the sentences.

- | | |
|--------------------|---|
| 1 Captain Flint | a was hurt in the battle. |
| 2 The fort | b left the fort with a map and a gun. |
| 3 Captain Smollett | c made the fort. |
| 4 Ben Gun | d showed that the pirates wanted a truce. |
| 5 A white flag | e was full of sand and smoke. |
| 6 Dr Livesy | f was a little crazy. |



3 Answer these questions.

- How did Ben Gun know there were good men inside the fort?
 - He knew that the pirates were on the ship.
 - He could see the flag.
- Why does Silver get angry with Captain Smollett?
 - Smollett didn't want Silver's offer.
 - Smollett didn't give him the treasure.
- Why did Gray kill Anderson?
 - He was going to hurt Captain Smollett.
 - He was going to hurt Jim.
- Who died in the battle?
 - Joyce and Hunter.
 - Trelawney and Gray.
- How did Jim get to the *Hispaniola*?
 - He swam through some big waves.
 - He sailed in Ben Gun's boat.
- Where did Hands and Jim sail the *Hispaniola* to?
 - The north of the island.
 - The Cape of Woods.
- How did Jim escape from Hands?
 - Jim climbed up the mast.
 - Jim fell into the sea.

4 Read the quotations and answer the questions.

1 "If you were an honest man, you could come inside. But are you my ship's cook, who I looked after well, or Captain Silver, a pirate?"
"OK, we can stay here," said Silver, sitting down on the sand.

- What do you think Captain Smollett thinks of Silver at this point of the story?
- What does Silver's reply tell us about him?

2 "I put the small boat into the water, and began my journey to the ship."

- Who put the boat into the water? What boat did he talk about?
- Why did he want to go to the *Hispaniola*?
- Why was he surprised when he reached the *Hispaniola*?

3 "I don't think you can sail this ship. So if you give me food and drink, and help me with my wound, I'll help you."

- Who said this?
- Did Jim help him?
- Did he really help Jim? What happened to both characters at the end of chapter 9?

Writing

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



What's your job?

OBJECTIVES

- Reading** An article about jobs
Writing An email asking for advice; a personal CV
Listening Students at a job fair
Speaking Talking about job opportunities
Language Reported speech: statements and questions
Life skills: Self-management: Planning for the world of work

In this week's article called *What's your job?* We're talking to two young professionals about their work.

Ali works in the **casualty department** at a busy hospital. He says that, despite the long hours and hard work, the job is incredibly **rewarding**.



Ali

Why did you choose to become a nurse?

Well, I've always enjoyed caring for people, so it seemed a natural thing to do. I decided to **apply** to nursing college, did my **training** and then got a job here.

Do you like your job?

Yes, I love it, although it is very **stressful** at times. People are sometimes frightened, so part of my job is to make them feel calm, which can be hard.

Is there anything you don't enjoy?

Not really, although I work from 7 am till 6 pm every day, which is very tiring.

What skills do you need to be a successful nurse?

You need to be a good communicator – a lot of nursing is about listening to people's worries and explaining what the doctors are going to do. You need to have good medical knowledge too, but understanding and kindness are really important.

Before you start

- What kind of jobs are popular with young people in Egypt today?

Vocabulary

1 Match the meaning of these words and phrases, then check in a dictionary.

- | | |
|-----------------------|--|
| 1 rewarding | a relating to real activities and events more than ideas |
| 2 apply | b something which causes worry |
| 3 training | c the ability to do something well |
| 4 stressful | d skills or knowledge that make you eligible for a job or work |
| 5 skill | e doing something that makes you feel good |
| 6 contract | f emergency room in a hospital |
| 7 practical | g a legal agreement |
| 8 qualifications | h make a formal request, usually in writing |
| 9 casualty department | i learning skills you need for a job |

Reading

2 Read the magazine article. Which job do you think is the most difficult?

Nadia is a scientist and works in a laboratory as a chemist.

Why did you choose to become a scientist?

My best subject at school was chemistry, so I decided to study it at university. After I graduated, I got a two-year **contract** to work here.

What do you like best about your job?

I'm a very **practical** person and a lot of my job is about trying to improve products or develop new ones. I enjoy the challenges and the variety of my work.

Are there any challenges in your job?

Of course any job has challenges. It can sometimes be difficult when you're working on several products and each one has a deadline to meet.

What qualifications do you need to be a successful scientist?

Obviously, you need a degree in science, but you also have to be good at problem solving. It's important to be able to communicate your ideas to other people too, and that can be difficult sometimes if they're not scientists.



Nadia

3 Read the article again and answer the questions.

- Why did Ali become a nurse?
He had always liked caring for people.
- What does Ali say is not so good about his job?
.....
- What skills does Ali say you need to be a good nurse?
.....
- Why did Nadia become a scientist?
.....
- What are two things that Nadia says are good about her job?
.....
- What qualifications do scientists need?
.....
- What qualifications do both Ali and Nadia think are important to be successful?
.....

4 Look at the interviews again. Choose which words best describe each job.

Nurse: , ,
Scientist: , ,

Speaking

5 Discuss these questions in pairs.

- What qualities and qualifications do people need to become a good nurse? What kind of people can become a good scientist?
- How important are qualifications when looking for work?
- What would you like to be? Why?

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10 Lesson 2

Before you start

- How do people find jobs?
- What is the best way to find a job?

Vocabulary

1 Use these words to complete the definitions.

apprenticeship attendant
construction ~~degree~~ industry

- 1 A/an degree is a qualification you receive when you finish university.
- 2 A/an is a particular type of business that produces a particular type of goods or services.
- 3 is the work of building something.
- 4 A/an is a person whose job involves helping the public.
- 5 A/an is a period of time working in order to learn skills needed to do a job.

Listening

2 Listen to three students talking about their experiences at a job fair. What industry does each student want to work in?

Ahmed:
Sarah:
Omar:

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

- 1 Ahmed only needs maths and IT skills.
- 2 It isn't necessary for Ahmed to study IT at university.
- 3 Sarah decided what job she wants after going to the job fair.
- 4 To be a flight attendant Sarah will need to speak two languages.
- 5 Omar isn't interested in an academic career.
- 6 Omar hasn't had any work experience.

Language

4 Listen to what people actually said at the job fair and complete the sentences.

- 1 *It's* a really interesting job.
- 2 Do I to do a degree in Information Technology?
- 3 There lots of jobs for young people in my company.
- 4 interested in doing a practical job.
- 5 Do you any work experience?

5 Now compare the sentences in Exercise 4 with these sentences from the listening.

- 1 Underline the verbs. How are they different?
- 2 What other differences do you notice?
 - 1 She said that it was a really interesting job.
 - 2 I asked him if I needed to do a degree in Information Technology.
 - 3 He said that there were lots of jobs for young people in his company.
 - 4 I told him that I was interested in doing a practical job.
 - 5 He asked me whether I had any work experience.

L LANGUAGE

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FOCUS ON

Reported Speech

• Reported speech: Statements and questions

- Use reported speech to talk about what someone says:

She said, "It is really an interesting job."

Sami said, "Will you travel to Aswan tomorrow?"

She said (that) it was really an interesting job.

Sami asked if (whether) I would travel to Aswan the following day.

- We usually move verb tenses one step back (e.g. present to past and past to past perfect.)

- In reported statements, we use *told* instead of *said to*. *Said* remains as it is. *That* may or may not be included.

He said to me, "I need to speak three languages."

He told me (that) he needed to speak three languages.

Note: We use an object after *told*.

- In reported questions, we use *asked* instead of *said to* and *asked, inquired* or *wanted to know* instead of *said*.

For Yes/No questions, we add *if/whether*.

Do you like watching TV? She asked (wanted to know) if I liked watching TV.

- In reported speech, we often change pronouns (*I/we*) according to the meaning. We also change time reference (e.g. *Last night the night before, now to then, etc.*)



Speaking

7 Discuss these questions in pairs.

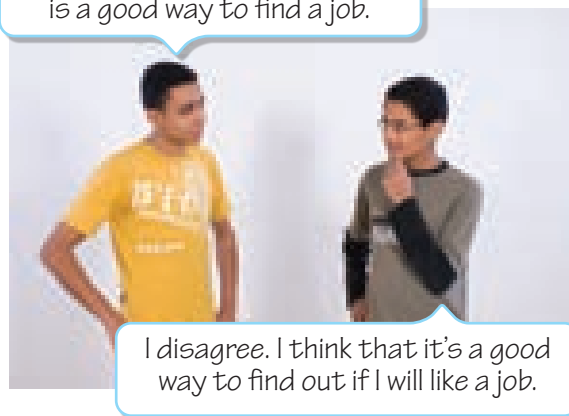
- 1 Is going to a job fair the best way to find a job?
- 2 How should you prepare for a job fair?

6 Read about Safiya. Then change what she says into reported speech.

1 My name's Safiya and I'm a nurse. 2 I qualified four years ago and 3 I am employed on the children's ward in a hospital. 4 It can be very difficult working with sick children, but it is very rewarding. 5 Did you know that some children have been in the hospital for months? 6 It's very sad and the parents are often very worried. 7 Next year, I'm going to America to do some more training. I can't wait.

- 1 (tell me) *She told me that her name was Safiya and she was a nurse.*
- 2 (say)
- 3 (say)
- 4 (tell me)
- 5 (ask me)
- 6 (say)
- 7 (tell me)

I think that going to a job fair is a good way to find a job.



I disagree. I think that it's a good way to find out if I will like a job.



10 Lesson 3

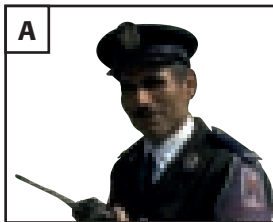
Before you start

- Which jobs do you think might not be suitable for both men and women? Why?

Vocabulary

1 Match these jobs to the photos.

- baker farmer
 office worker plumber
 police officer shop assistant
 teacher vet



2 In pairs, choose which skills are best for each job in Exercise 1.

attention to detail caring confident
flexible good communicator
hard-working honest loyal
punctual reliable team player

I think a baker is hard-working. He gets up very early!



3 Can you think of any other skills which are necessary for the jobs in Exercise 1?

4 Imagine you are going to a job fair. Match the two halves of the questions.

- | | |
|------------|-----------------------------------|
| 1 Where | a can I get some work experience? |
| 2 How many | b the main skills required? |
| 3 Do | c holidays do you have? |
| 4 How | d do you work? |
| 5 How much | e I need any qualifications? |
| 6 What are | f money do you earn? |

Speaking

5 Discuss these questions in pairs or small groups.

- Which job or jobs in Exercise 1 would you like to do?
- Imagine you are going to a job fair. What questions would you ask?
- Can you answer the questions in Exercise 4 for a job you would like to do?

ISSUES

Everybody has a role to play in society.

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Before you start

- Have you got a dream job? What is it?

Reading

1 Read the information about Mohammed's dream job and complete the sentences.

My Dream Job

Name: Mohammed

Age: 23

Dream job: Firefighter

Skills: You should be:

- a team-player
- reliable
- a good communicator
- flexible



Workplace: Central Cairo

I always wanted to be a firefighter. When I was a little boy, I played with toy fire engines and sometimes watched the fire engines driving down the streets with their **sirens** sounding. I knew that I wanted to help people and I also knew I wanted a job which wasn't in an office. I'm not great at sitting at a desk and wanted a job that was outside, exciting and had a lot of variety.

Firefighting can be dangerous and it can be very hard work, but I wouldn't do any other job. You must be able to communicate well with your **teammates** and also be happy to adapt to different situations when necessary.

Do you **fancy** a **career** as a firefighter? If you want an exciting job helping the community, come and visit me on Stand 21 at the Jobs Fair.

Date: 23 May

Time: 9.00 – 14.00

If you're not interested in firefighting, there are plenty of other jobs to find out about here at the Jobs Fair. Bring your friends and family along – you never know what career is out there for you!

- 1 Mohammed wanted to be a firefighter when he was a
- 2 Firefighters don't usually work in
- 3 Not only is firefighting, it is also very hard work.
- 4 You can help if you are a firefighter.
- 5 There is information about other at the Jobs Fair.

Writing

2 Write a list of skills required for your dream job and how you might get these skills.

Gardener

Skills:

Knowledge of plants

Opportunities for getting skills:

Take course at college

PROJECT

Work in your groups to make a poster. Think of any other job besides the ones mentioned in Exercise 1. Make a poster showing the skills and qualifications required for the job.

10 Lesson 5

Treasure Island

Before you read

- What do you think happened in the fort while Jim was away?

Chapter 10

Jim Hawkins:

At last, I was back on the island. The ship was safe from the pirates, ready for our men to go back to sea. I looked forward to telling my friends about my latest adventure and started to walk back across the island. I remembered the map, so I knew how to return to the place where I had met Ben Gun for the first time.

As I continued, it was very dark. It was difficult for me to find my way, but the light of the moon helped me. When I was near the fort, I went more slowly. I did not want my friends to think I was a pirate. Suddenly, I saw a red light through trees. What was it? Then I saw that

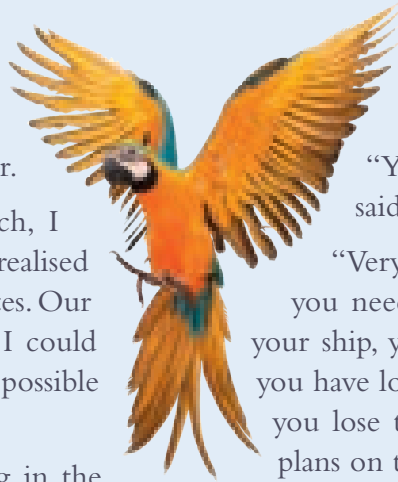
there was a big fire next to the fort. I thought that this was unusual, as Captain Smollett was always very careful not to waste wood for the fire.

I quietly went back inside the dark fort, and I was very pleased to hear the men inside talking quietly. However, I realised that they were not good guards because nobody saw me return.

I was about to climb into my bed when I heard the words, “Who is it? Who is it?” I realised that it was Captain Flint, Silver’s parrot!

Everyone in the room woke up, and I heard someone call out: “Who’s there?” It was Long John Silver! I turned to run away but I ran into a man, who held on to me. I was **trapped**.

Lesson 5 **10**



“Bring a **torch**, Dick,” said Silver.

When he returned with a torch, I could see inside the room. I realised that the fort was now full of pirates. Our food was on the table, too, but I could not see any of my friends. Was it possible that they were all dead?

There were five pirates standing in the room. Another pirate lay in bed. He looked badly hurt. Silver looked tired. His parrot was on his shoulder, and his clothes were dirty.

“So, Jim Hawkins!” said Silver. “It’s nice of you to visit us. You don’t have to stand up for Jim!” he told his men and they lay down on their beds again.

“I knew you were clever,” Silver said to me. “I always wanted you to be one of us, because I was like you when I was a boy. Now, you can’t go back to your friends because they think you’ve left them. So, unless you want to stay on your own, you’ll have to join us now.”

I was pleased to hear that my friends were still **alive**, but I was not happy to hear that they did not want me anymore.

“Now, you don’t have to say yes,” said Silver. “I can’t tell you what to do.”

“I’ll answer you,” I said, in a weak voice. “First, I want to know where my friends are.”

“Yesterday morning,” explained Silver, “Dr Livesy came down with a white flag. He told me that the *Hispaniola* was not there any more. We looked round and he was right! The ship was gone! Then the doctor said that we could have the fort. I asked him how many of them were in the fort, and he said there were four, and one of them was hurt. And he said he did not know or **care** where you were. So here we are. I don’t know where they are now.”

“Do I have to decide now?” I asked.

“Yes, you have to decide now,” said Silver.

“Very well. But there are some things you need to know. First, you have lost your ship, you have lost your treasure and you have lost many of your men. How did you lose them? It was me! I heard your plans on the *Hispaniola* and told Captain Smollett. And I cut the anchor ropes of the ship, and took it to a place that you don’t know. I’m not frightened of you! You can kill me if you want, but remember: if you don’t kill me, I’ll help you at your trial. So, now you have to decide. What will you do with me?”

I stopped talking and all the men looked at me angrily.

“That was the boy who knew Black Dog in Bristol!” said one of the pirates called Morgan. “And he was the boy who got the map from Billy Bones!” Morgan then stood up with a knife.

“Stop!” called Silver. “Do you think that you’re the captain now? You do as I say!”

Morgan and the other pirates were quiet.

“I like this boy,” Silver continued. “I’ve never seen a better boy than him. He’s more of a man than any of you.”



10 Lesson 5

The other pirates did not look happy and they started to talk quietly to each other.

“What are you saying?” said Silver.

“We don’t like all of your **rules**,” said one of the pirates. “We’re going to talk together without you. You can’t stop us.”

Soon, all the men left the room, and only Silver and I remained.

“Listen Jim,” said Silver. “I don’t think that they want me to be the captain any more. But I can look after you, if you look after me.”

“Do you mean that they want to kill you?”

“They don’t need me now that I don’t have the ship. But if you save me, I can save you.”

I was surprised to hear this. He was the leader of the gang of pirates, and now he wanted the help of a boy.

“I’ll do what I can,” I told him.

“You’re a good boy!” he said. “I know you’ve got the ship safe somewhere. I don’t know how you did it, but you did. Remember, I’m now with Mr Trelawney and his men. So, why did the doctor give me the map, Jim?”

He saw that I was surprised.

“Yes, he gave it to me. He must have a plan, you know. Let’s hope it’s a good one.”

I looked out of the fort and saw the pirates talking in a group. One of the men had some paper and a knife and the others were watching him. Then they started to walk back towards us.

“They’re coming!” I told Silver.

“Let them come!” he said.



Before you start

Go back and skim the story. Discuss these questions in pairs.

- Who did Jim find inside the fort?
- Who did Jim agree to help?

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

- | | |
|-----------|--|
| 1 alive | a a stick that you burn at one end for light |
| 2 care | b living |
| 3 rules | c concerned about or interested in something |
| 4 torch | d unable to leave or escape |
| 5 trapped | e instructions about what you can and can't do |

2 Complete these sentences with the words from Exercise 1.

- Many young people today a lot about the environment.
- A runner always carries a to mark the start of the Olympic Games.
- Hazem was hurt in the accident but he was still
- Lamar was in the room and she couldn't get out.
- The say that you can't talk in the library.

Reading**3 Read the chapter again and complete the sentences with these names.**

Dr Livesy Jim The parrot
The pirates Silver

- called out inside the dark fort.
- looked tired and had dirty clothes.
- said that he was not frightened of Silver.
- gave Silver the map.
- said they didn't need Silver any more.

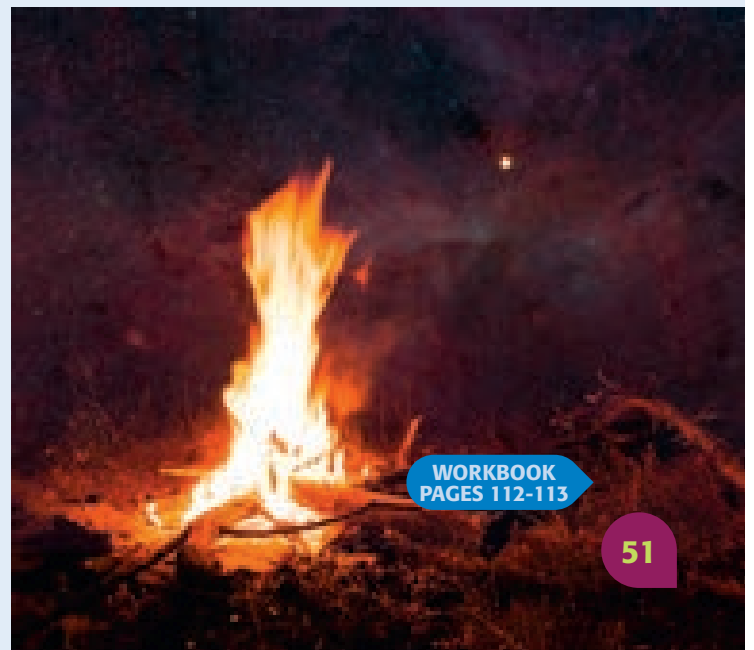
4 Arrange these events in the order they happened.

1	2	3	4	5	6
b					

- Jim knows the pirates have taken the fort.
- Jim walks across the island.
- The pirates walk towards Jim and Silver with a knife.
- Jim tells Silver that he is not frightened of him.
- Jim walks into the dark fort and gets into bed.
- Silver says that Dr Livesy gave him the map.

Speaking**5 Work in pairs. Discuss and answer these questions.**

- How did Jim know where things were on the island?
- Why was Jim surprised to see a fire next to the fort?
- Why did Jim think the guards were not good?
- Why did Silver say that Jim had to join him?
- How did Silver take the fort?
- Why did the pirates no longer need Silver?

Writing**6 Would you prefer to have Silver as a friend or an enemy? Write 50 words explaining why.**

Amazing people

OBJECTIVES

Reading An article about athletes with disabilities

Writing A paragraph on a disabled person you like; an email to arrange a job interview

Listening A radio interview about equal opportunities

Speaking Making complaints and polite responses

Language Relative clauses

Life Skills Respect for diversity; creativity; cooperation

Before you start

You're going to read the stories of three athletes with disabilities. Which sentence describes an athlete with a disability? Discuss your answers in pairs.

- a An athlete who is not a member of the National Team.
- b An athlete who has a physical difference that makes it difficult to do something.
- c An athlete who is too young to participate in the Olympic Games.

Vocabulary

1 Match the meanings of these words, then check in a dictionary.

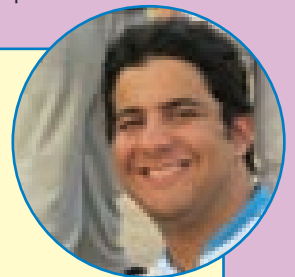
- | | |
|----------------|--|
| 1 achieve | a something good that you have done successfully |
| 2 achievement | b a sport where people lift weights above their heads |
| 3 compete | c something inside your body that you use to move |
| 4 Kung Fu | d take part in a race or a competition |
| 5 medal | e a chair with wheels used by someone who can't walk |
| 6 muscle | f be successful in doing something good |
| 7 powerlifting | g a Chinese sport which involves fighting with your hands and feet |
| 8 wheelchair | h a metal disc that you can win when you do or play a sport |

2 Read about three athletes with disabilities and answer these questions.

- 1 Which five sports have they competed in?
Kung Fu, wheelchair tennis, powerlifting, basketball, athletics
- 2 What have all three athletes done?
- 3 What qualities do these athletes share?

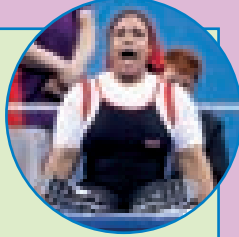
Mahmoud Mohamed Youssef

Mahmoud Mohamed Youssef was a champion in **Kung Fu** and won many **medals** in the sport at secondary school. After a terrible car accident, he now has a **disability** which means he has to use a wheelchair. Mahmoud cannot walk again, but that has not stopped his love of sport. He decided to practise a sport which you can play in a wheelchair and he became very good at wheelchair tennis. He has competed in many international wheelchair tennis competitions and became one of the best wheelchair tennis players in Egypt. That is an amazing **achievement**, but Mahmoud has not stopped there. He also helps people who are in wheelchairs to stay fit, and gives talks to help other people with disabilities.

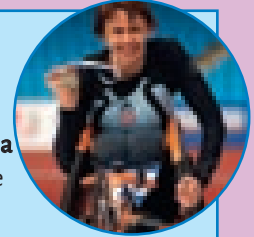


Amany Ali

Amany Ali is an Egyptian Paralympic powerlifter who won a bronze medal in the 2016 Paralympic Games in Brazil in 2016. Amany had an illness called **polio** when she was younger and this affected the **muscles** in her feet. She did not start powerlifting until she was 20, although she has always loved the sport. She achieved her Paralympic success in Brazil aged 40, and at a very difficult time. Her father died two days before the competition, so she wanted to win the medal for him. She also came fourth in the London Paralympic Games in 2012.

**Tanni Grey-Thompson**

Tanni Grey-Thompson is a British Paralympian wheelchair racer who has a medical condition called **spina bifida**. She is unable to walk, so she uses a wheelchair to get around. Tanni first competed in the 400 metres and wheelchair basketball at the Paralympics in Seoul in 1988. Tanni won 16 Paralympic medals in athletics events from the 100 metres up to the 800 metres, including 11 gold medals. Since she retired from athletics in 2004, Tanni has worked for many different organisations which help people, especially disabled people and women, to enjoy the benefits of sports.

**Reading****3 Read about the athletes again and answer these questions. Which athlete or athletes ...**

- ... helps disabled people to stay fit?
Mahmoud Mohamed Youssef
- ... first competed in the Paralympics in 1988?
.....
- ... have been very good at more than one sport?
.....
- ... use a wheelchair?
.....
- ... can lift very heavy things?
.....
- ... was successful at an older age?
.....
- ... have helped other people with disabilities?
.....
- ... has competed in two Paralympic Games?
.....

5 Research successful disabled people. Choose one person to do a project about.

Ibrahim Hamato



Fatma Omar



Taha Hussein

Speaking**4 Discuss these questions in pairs.**

- Which of the athlete's achievements do you find the most amazing? Why?
- How much an impact do you think these three athletes have had on disabled people in their countries?
- What positive effects can their successes have on the lives of disabled people in their countries?

I think that Amany Ali is amazing because she did not start her sport until she was 20!

**PROJECT****6 Find out more information about the person you chose. Write answers to the questions below.**

- What's the person's name?
- What's his/her disability?
- Where is he/she from?
- What is his/her job?
- What is his/her greatest achievement?
- How does he/she inspire other people?

7 Work in groups. Assign roles so that each group member works to search for the answers and presents information.

11 Lesson 2

Before you start

Discuss these questions in pairs.

- What do we mean when we talk about 'equal opportunities'?
- Do you know anyone who works for a charity or another organisation that tries to help people – either personally or from the media?

Vocabulary

1 Complete the definitions with these words.

activist campaign highs and lows ramp

- 1 The of something refer to successful and unsuccessful times.
- 2 To is to work in an organised way to change things.
- 3 A / An is a sloping surface joining two places of different levels.
- 4 A / An is someone who tries to change things.



Listening

2 Listen to an interview with Leila about a charity organisation and tick the correct answer.

According to Leila,

- Working for a charity is a familiar job.
- Working for a charity is a waste of time.
- It's not rewarding to work for a charity.
- Not everybody likes to work for charities.

3 Listen again. Choose the correct word or phrase to complete the sentences.

- 1 The presenter says that Leila has been working with charity organisations for almost **two / ten** years.
- 2 Leila says that she comes from **Alexandria / Cairo**.
- 3 Leila's friend at university was having problems **in classroom/going to class**.
- 4 Leila asked **teachers / other students** to change things at her university.
- 5 In her first job, Leila helped disabled people **find jobs / study at a university**.
- 6 In her current job, Leila helps people in **one area / many areas**.

4 Discuss these questions in pairs.

- 1 What do you think is/are the best part(s) of being a charity activist?
- 2 What do you think is/are the most difficult part(s) of being a charity activist?
- 3 Do you think charities can really make a difference? Why?
- 4 Would you like to be a charity activist when you're older? Why/Why not?



I think that the best part of being a charity activist is the possibility of improving things for my community.



Language

5 Look at the sentences A-D and answer questions 1-4.

- 1 Which sentences refer to people?
 - 2 Which sentences refer to things or places?
 - 3 Which word do we use to refer to people?
 - 4 Which word do we use to refer to things or places?
- A** Today we have a very special guest **who's a charity activist from Egypt**.
- B** Leila, **who has been an equal opportunities campaigner for almost ten years**, is here to talk about trying to change the world.
- C** I'm from Alexandria, **which is a city in the north of Egypt**, but I work in Cairo now.
- D** When I finished studying, I got a job at a charity **which helps disabled young people find jobs**.

L LANGUAGE

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Relative clauses

- Defining relative clauses give necessary information about a person or thing.
*Mr Kamal is the man **that / who teaches us Arabic**.*
*David Copperfield is the book **that / which we read last year**.*
 - Non-defining relative clauses (with commas) give us more information about a person or thing.
*Mr Kamal, **who teaches us Arabic**, lives in Cairo.*
*David Copperfield, **which we read last year**, is a very interesting book.*
- Notes:
- **Who** refers to persons and **which** refers to things.
 - **That** can replace *who* and *which* in the defining relative clauses.
 - **Which** and **where** refer to places. Notice the difference:
*That's the shop **where** my brother works.*
*That's the shop **which** my brother works in.*
*That's the shop **which** sells toys.*

6 Complete the descriptions of these sentences from Exercise 5.

- In sentences **A** and the relative clause gives us necessary information.
- In sentences and the relative clause gives us extra information.

7 The relative clauses in these sentences give necessary information. Complete the sentences with *who* or *which*.

- 1 Amany Ali is an Egyptian Paralympic powerlifter **who** has won a bronze medal.
- 2 A charity activist is someone campaigns for change in the world.
- 3 We're a charity campaigns for equal opportunities for disabled people.
- 4 This is the lift can take you up to the fourth floor.
- 5 Powerlifting is a sport is popular in Egypt.
- 6 I'm a person wants to make a real difference in the world.

8 Work in pairs and use defining or non-defining relative clauses to write sentences about the people or things in a list.

Student A:

- your school
- your best friend
- your favourite thing

Student B:

- your town/city
- a celebrity you like
- your favourite television programme

Speaking

9 Describe the things in your list to your partner without saying what they are. As you listen, try to guess what they are.

This is the person who I like the most.

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11 Lesson 3

Before you start

Work in pairs. Discuss why you would make complaints ...

- to your neighbour.
- in a shop.
- in a hotel or restaurant.



Listening

1 Listen to three conversations where one person is making a complaint and the other person is responding to that complaint. Write the answers to the questions in the table.

	Conversation 1	Conversation 2	Conversation 3
1 Where is the conversation happening?	<i>In a restaurant</i>		
2 Who is making a complaint?			
3 Why is he/she making a complaint?			
4 What is the other speaker's response to the complaint?			

2 Listen again and complete the sentences that you hear.

Making complaints	Polite responses
Excuse me, I'd a complaint.	I apologise.
I'm sorry to, but	I'm sorry that.
I'd to the manager, please.	I'm she's at the moment. Can I help you?
	I'm sorry that. we can

Speaking

3 Work in pairs. Make conversations using the expressions for making complaints and polite responses in the table.

1 **Student A:** You bought some shoes last week and one shoe already has a hole in it. You go back to the shop to make a complaint.

Student B: You work in a shoe shop. A customer makes a complaint. Be polite and decide how you will respond.

2 **Student A:** Your neighbours are doing some building work and making a lot of noise. Visit them to complain about the noise.

Student B: You're doing some building work and making a lot of noise. Your neighbour makes a complaint. Remain calm and respond quietly.

Excuse me, I'd ...



Before you start

Work in pairs. Discuss these questions.

- What job would you like to do in the future? Why?
- Is there a company you would like to work for? Why?

Writing

1 Read this email from a disabled person who is looking for a job. Label the parts of the email with the words or phrases in the box.

- 1 the close / sign-off 2 what the email is about
 3 the greeting / opening 4 requests
 5 the reason you're writing



From: christine.harrison@mail.com
 To: info@crispins.com
 Subject: Questions about disabled access at your company

Dear Sir or Madam, (.....3.....)

I am writing because I would like to apply for a job at your company. However, I have a disability and I need to use a wheelchair. (.....)

Could you tell me if your company is suitable for disabled employees? Do you have ramps and lifts? Do your staff receive training in how to support disabled colleagues? (.....)

If your company would be suitable for a disabled person like me, I will apply for a job in the sales department which I am qualified for. (.....)

I look forward to hearing from you. (.....)

Kind regards,
 Christine Harrison

2 Read the email again. Tick (✓) the phrases from the box below that are in the email.

Professional emails

- Dear Sir or Madam,
- I am writing because ...
- I am writing to + verb
- I would like to know ...
- Could you tell me ...?
- I look forward to hearing from you.
- Kind regards,

3 Imagine that you have a disability and that you would like to apply for a job. Make notes in the table below to help you plan a professional email.

1 What is your disability?	
2 What do you want to know about the company?	
3 What will you do if the company is suitable for you?	

11 Lesson 5

Treasure Island

Before you read

- Do you think Silver will really be on Jim's side?

Chapter 11

Jim Hawkins:

The pirates walked in through the door. One of the men was holding a piece of paper, and he nervously walked forward to give it to Silver.

Silver read it. "So, I'm not the captain now, is that it?" he said. "Can I have the torch for a minute, so I can read it better?"

"Don't try your tricks on us," said one of the pirates, called George.

"I'm still the captain until you tell me why I shouldn't be," said Silver.

"We can tell you," said George. "First, your plans haven't worked. Second, you let Trelawney and his men leave the fort, and we're sure that they have a plan. Third, you wouldn't let us follow them. And fourth, there's the boy!"

"Is that all?" asked Silver.

"That's enough, isn't it?" said George.

"I'll answer each reason," said Silver. "First, who didn't do what I asked them to do? Anderson, Hands and you, George! If we are **arrested** when we return to England, it is because of those people! Second, we have a doctor on the island. He's important because some of us

are very ill at the moment. The doctor and I came to an **agreement** so that he would help us. And the boy? He'll be useful if we need to **negotiate**. And what about reason three? Well, this is why we didn't follow them!" he continued, and showed them the treasure map.

I was very surprised and I did not understand why the doctor had given the map to him. The pirates, however, looked at it with wonder.

"That's Flint's map!" said George. "But how are we to take his treasure home if we don't have a ship?"

"Listen, George," said Silver. "You lost my boat, but I can find the treasure. So, who should be captain now?"

"Silver's right," said Morgan, and the other pirates agreed. Silver was still the captain.

The pirates now seemed happy, except for George. Silver made him guard the fort all night while the other men laughed and sang.

I lay down and thought about Silver. I understood that he was very clever. He knew how to be friends with all the pirates, at the same time as only thinking about himself. He would do and say anything to stay safe.

The next morning, a voice woke us all up (and I mean all of us, even George, the guard). It was Dr Livesy calling us. I was very happy to hear him, but also worried. I had left my friends and now I was with Silver's gang. What would Dr Livesy think?

"Good morning, Doctor," said Silver. "Come in! George will open the door for you. We've got a surprise for you, too!"

"Do you mean Jim?" asked Dr Livesy. He looked surprised as he came near us.

"That's right," said Silver.

The doctor did not speak for some time. Then he said, "Let me see your patients."

He walked into the fort and, with a small **nod** to me, walked up to the ill pirates. He talked to them as if they were any English patient, although he knew they were all dangerous men.

"I hope you took your medicine?" he said to George.

"Yes, sir, I did," he replied.

"Good, because now I'm a pirate's doctor, I

want to keep you all healthy so we can get you back to England for trial," he said.

The pirates looked at each other but they said nothing.

"Dick doesn't feel well," said Morgan.

"Let me look at you," the doctor replied. "Yes, you have **malaria**. That's what happens when you sleep outside on an island like this. I'm surprised that a clever man like Silver didn't realise."

He gave Dick some medicine, then said, "Now I'd like to talk to the boy, please."

"No!" said George.

"Be quiet!" shouted Silver. "Doctor, you've been kind to help us with our medicine, so you can talk to the boy. But first he must **promise** not to run away."

I agreed.

"Good. Now you can go outside, doctor, and you can talk to the boy through the window. He can stay inside," said Silver.



11 Lesson 5

When the doctor went outside, the other pirates told Silver that they were not happy that the doctor could talk to me. Silver reminded them they did not know where the treasure was yet. They needed my help, and perhaps the doctor's help as well, until the time was right.

Silver took me to a window where I could talk to the doctor. When he knew the pirates could not hear, he spoke to the doctor, but he sounded different.

"Tell the others that I helped you, doctor," he said. "The boy will tell you how I saved him, too. If you help me, you will also help the boy stay safe."

"I think you're frightened!" said Dr Livesy.

"I'm not frightened," said Silver, "but I know you're a good man and you'll see the good in me. Now I'll let you and Jim talk."

Silver walked away and sat down, where he could not hear us.

"Jim, what happened? Why did you leave us when we needed you?" the doctor asked me.

I felt very bad and started to cry. "I'm sorry, doctor! I was wrong. They were going to kill

me, but Silver saved me. I must stay here now."

"No," said the doctor. "You can't stay here. One jump and you're out of the fort, and we can run."

"I can't," I said. "Silver trusts me now. But if they hurt me, I will have to tell them where the ship is. Because I got the ship! It's in the north of the island, half on a beach."

"You've got the ship!" said the doctor.

I quickly told him my story.

"You've saved our lives many times on this journey," said the doctor. He then turned to Silver.

"It'll be dangerous to look for that treasure, Silver," he said. "Don't try to find it."

"But I can only save my life and the boy's life if I find it," Silver replied.

"OK, then keep the boy close to you. If you need help, shout. Goodbye, Jim," he said, and left the fort.

"We can look for the treasure now, Jim," said Silver. "You stay close to me. We'll look after each other."



Before you start

Go back and skim the story. Discuss these questions in pairs.

- 1 Why did Dr Livesy think that Silver was frightened?
- 2 What did Silver plan to do with Jim?

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

- a** agreement **b** arrest **c** malaria
d negotiate **e** nod **f** promise

- 1 a movement of your head that gives someone a sign **e**
- 2 a serious illness that comes from mosquitos
- 3 say you will certainly do something
- 4 discuss a situation to find a good result for everyone
- 5 the police take someone away for doing something bad
- 6 a decision made by two or more people

2 Read and answer the following questions.

- 1 How could Silver convince the pirates to let him be the Captain again?
- 2 What did Dr Livesy do when he found out that Jim lived with the gang?
- 3 Why did Dr Livesy look after the ill pirates?
- 4 Why do you think George was still angry after Silver answered the pirates' questions?
- 5 The pirates were angry to see Dr Livesy talking to Jim. What reassured them?

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

- 1 The pirates gave Silver four reasons why he should not be their captain.
- 2 Silver agreed with the pirates and George became captain.
- 3 Jim was worried because he didn't want to go back with Dr Livesy.
- 4 It was easy to become ill on the island

because there was malaria.

- 5 Jim told Dr Livesy where the treasure was.

- 6 Silver said that he and Jim should look after each other.

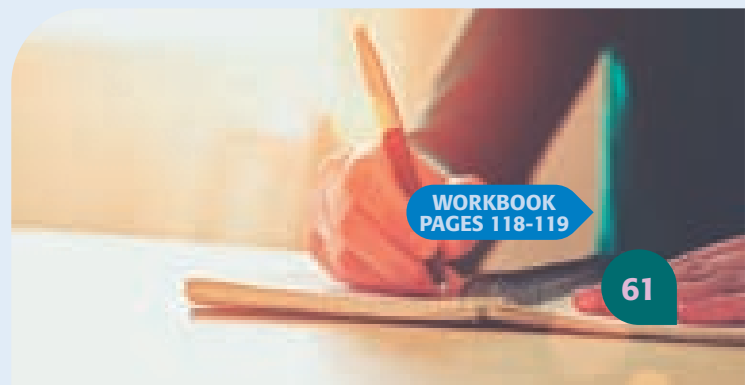
4 Match to complete the sentences.

- | | |
|-------------|--|
| 1 Silver | a said that he wanted the pirates to go home for trial. |
| 2 George | b was the only person who knew where the ship was. |
| 3 Dr Livesy | c told the pirates that he was the best captain. |
| 4 Jim | d had to guard the fort all night. |

Speaking**5 Work in pairs. Read the quotation. Discuss and answer the questions.**

"I understood that he was very clever. He knew how to be friends with all the pirates, at the same time as only thinking about himself. He would do and say anything to stay safe."

- 1 Why does Jim think that Silver is very clever?
- 2 Why does Jim think that Silver would do or say anything to stay safe?
- 3 Why do the pirates choose to keep Silver as their captain?
- 4 Why does Dr Livesy agree to let Silver look for the treasure?
- 5 Are you surprised that Dr Livesy agreed to let Jim stay with Silver? Why/Why not?

Writing**6 Imagine you are Dr Livesy. Write your diary entry for the day, after you have returned from your visit to the pirates.**



Hard work

OBJECTIVES

Reading A summary of *Silas Marner*

Writing A book review; a short story

Listening A conversation about how people work

Speaking Explaining mysteries

Language Modal verbs of possibility
can't, might, must

Critical thinking Research and present answers to a famous mystery

Before you start

Look at the photograph and answer the questions in pairs.

- 1 What can you see in the photograph?
- 2 When do you think it is from?

Reading

- 1 ***Silas Marner* is a famous novel that was written by the English writer George Eliot and published in 1861. Read the summary of the first part of the book. Who do you think stole Silas's gold? Why? Discuss in pairs.**

Vocabulary

- 2 Use these words to complete the definitions.

disappear guilty mystery
solve engaged weaver

- 1 A is something unknown.
- 2 A person did something bad.
- 3 To something is to find the answer.
- 4 A is a person who makes cloth.
- 5 To is to become impossible to find.
- 6 To be is to be in a relationship to get married.

Silas Marner

Silas Marner is a **weaver** who lives in the village of Raveloe in England. The other people in the village aren't very friendly to Silas because he's new to the village and he lives alone.

Fifteen years earlier, Silas had been **engaged** to be married to a girl called Sarah. One day, while Silas was taking care of a friend who was sick, a bag of money **disappeared** from under the friend's bed. A man called William Dane finds the empty bag and Silas's friends decide that he is **guilty** of stealing the money. Later, William marries Sarah instead, and Silas decides to move to the village of Raveloe. The only thing he cares about is his work as a weaver. All Silas wants to do is work as hard as he can to earn as much money as he can. The richest man in Raveloe, Squire Cass, has two sons: Dunstan and Godfrey. The two sons have their own problems which they hide from their father and they always want to have more money.

One night, a bag of gold is stolen from Silas's house and the whole village joins in to look for it. The local people feel sorry for him and are more friendly to him. Silas is angry and wants to **solve** the **mystery**.

Reading

3 Read the summary again. Answer the questions.

- Why aren't the people in the village of Raveloe friendly to Silas?
He is new to the village and he lives alone.
- Why did Silas come to Raveloe?
.....
- What is the most important thing in Silas's life in Raveloe?
.....
- What happens to Silas after the gold is stolen from him?
.....



Listening

4 Listen to a conversation about *Silas Marner* that could have happened between two people in Raveloe. Write answers to the questions.

- Why does Silas make the people feel confused and uncomfortable?
Because he is working late.
- Do the people think that Silas needs to work a lot? Why? Why not?
.....
- What are the people worried about?
.....

5 Listen again. Find and correct the factual mistakes in these sentences.

- The man is surprised that Silas is still working at ten o'clock.
The man is surprised that Silas is still working at eight o'clock.
- The man thinks Silas hasn't got very much money.
.....
- The woman can't understand why people want to work as farmers and fishermen.
.....
- The man wants to start working with machines too.
.....

6 Discuss these questions in pairs.

- Do you think Silas was right to leave the village? Why?
- Do you think Silas was right to work day and night? Why?
- Are people today worried about machines taking their jobs? Why or why not?

SKILLS FOR LIFE

When you're at school or at work, it's important to respect everyone around you. Try to understand their actions and opinions, even if they're different to your own.

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Video

12 Lesson 2



Before you start

Answer these questions in pairs.

- 1 What do you remember about Silas Marner?
- 2 What do you think will happen next?

Reading

1 Read the next part of the story and check your answers to the *Before you start* questions.

2 Read the rest of the summary again. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 Silas spends less time thinking about money because he has Eppie.
- 2 Squire Cass's son, Godfrey stole Silas's money.
- 3 Eppie goes to live with Godfrey and his wife.
- 4 Silas returns to his old village and shows everyone he knew that he didn't steal the gold.

3 Discuss the questions about *Silas Marner* in pairs.

- 1 How did the people in the village know that Silas was a good person?
- 2 Why do you think Silas was happier with Eppie in his life?
- 3 Do you think Silas was right to run away from his village and then come back after so many years? Why?

One evening, Silas returns to his cottage and finds a small girl sleeping near the fireplace. The girl is cold and hungry. Silas thinks something must have happened to her parents. They might have had an accident. He decides to look after her. He calls her Eppie. The other people in the village are surprised, but they think that Silas can't be a bad person because he wants to look after the girl. They also help him.

Silas is now happier. He realises that his new daughter is more important to him than gold. When Eppie is eighteen, Silas's gold is found and returned to him.

It was Dunstan who took the money all those years ago because he did not want to ask his father for money. Godfrey is sorry about what his brother did and thinks Silas must be angry with him. He and his wife offer to look after Eppie. However, Eppie wants to stay with Silas.

Silas decides to return to his old village with Eppie. He wants to prove that he wasn't guilty of stealing all those years earlier. When he arrives, he finds that everything has changed and he can't find anyone that he used to know. Silas feels that he can now forget about this unpleasant part of his history and he returns happily to Raveloe.

Language

4 Underline the modal verbs in these sentences from the conversations you listened to.

- 1 Something must have happened to her parents. They might have had an accident.
- 2 Silas can't be a bad person. All his customers like him.
- 3 It's eight o'clock at night and Silas is still working; he must have got another customer.
- 4 Yes, that must be why he is working so late.



L LANGUAGE

LANGUAGE REVIEW
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FOCUS ON

Modal verbs of possibility *must, can't, might*

- Use *must* + infinitive without *to* when you are sure about something. The past form is *must have* + past participle:
My friend won the gold medal. He **must be** happy now.
Silas stays up late. He **must have** work to do.
- Use *can't* + infinitive without *to* when you are sure something is not possible. The past form is *can't have* + past participle:
He always does his work seriously. He **can't be** careless.
It **can't have been** easy to move to another place. She liked her village very much.
- Use *might (not)* + infinitive without *to* when you are not sure about something. The past form is *might have* + past participle:
Sara is absent. She **might be** ill; I'm not sure.
They're looking under the table and all around. They **might have lost** something.

5 Answer the questions about the sentences in Exercise 4.

- 1 Which sentences are about the present and which are about the past? *Past: 1*
- 2 What verb forms follow the modal verbs in the present and the past?

6 What is the difference in meaning between these groups of sentences? Discuss in pairs.

In Sentence A, you are sure that he worked hard last year. In Sentence B, you think it's possible that he worked hard last year but you aren't sure.

- | | | |
|---|--|--|
| 1 | A He must have worked hard last year. | B He might have worked hard last year. |
| 2 | A Silas can't have stolen the gold. | B Dunstan or Godfrey must have stolen the gold. |
| 3 | A He might have been a weaver too. | B He can't have been a farmer too. |

7 Write sentences for these situations using the words in brackets and *might/can't/must/could*.

- 1 Your friend Heba had planned to meet you for lunch in the cafeteria yesterday, but she wasn't there. (forget to meet me)
Heba must have forgotten to meet me.
- 2 Amira has just come back from a music competition and she looks happy. (win first place)
.....
- 3 Ali has got a lot better at playing tennis recently. (do a lot of practice)
.....
- 4 Hazem has just got his grade for maths and he looks very unhappy. (get a good grade)
.....

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12 Lesson 3



Before you start

Discuss these questions in pairs.

- 1 What was the last book you read?
- 2 What was the story about?
- 3 Would you recommend it? Why?

Vocabulary

1 Match the words in bold to the definitions.

characters **pace** **page-turner** **plot** **theme**

- 1 This is the story of a book.
- 2 These are the people in the story.
- 3 This is the idea or moral in the story.
- 4 This is how fast the story moves.
- 5 This type of book is very exciting.



Reading

2 Read two reviews of *Silas Marner*. Which reader liked the book more?

Ismail

I had to read *Silas Marner* when I was at school and I didn't enjoy it very much then. However, I've just finished reading it again and I liked it a lot more.

It's a long book, although it isn't as long as Eliot's other books. The **pace** was quite fast and the **plot** is full of surprises. I couldn't stop reading because I really wanted to know what was going to happen to these wonderful **characters**. I would recommend this book to anyone who enjoys mystery stories.

Nadia

This is a very interesting story of a sad and lonely man who finds happiness when he adopts a girl. It isn't a **page-turner**, but I liked the way Eliot used the **theme** of community. She shows us how some people, like Silas, can feel like they don't belong to their community but events can bring them back into it.

However, I think the novel is too long. The story of *Silas Marner* might have worked better as a short story rather than a novel.

3 Match the things the readers wrote about with the adjectives or adjective phrases they used to describe them.

- | | |
|----------------------|--------------------|
| 1 The pace is | wonderful. |
| 2 The plot is | long. |
| 3 The characters are | full of surprises. |
| 4 The novel is | quite fast. |

Writing

4 Make notes about a book you have read recently. Describe:

- the story
- the plot
- the characters
- the pace

Before you start

Discuss these questions in pairs.

- 1 Do you like mysteries?
- 2 Do you know about any famous mysteries?

Reading

1 Read the story *What happened to the gold?*

- 1 Try to explain the mystery.
- 2 Compare ideas in pairs.



What happened to the gold?

Last week, three people, John, Jake and Jane, found gold in an abandoned warehouse. They agreed to share it equally. Jane found some boxes and put all the gold in one. John checked to see if anyone else was close. John and Jake took it to a house to divide it. Jane went to ensure they had bags for the gold. When she arrived, she opened the box, but it was full of stones and all the gold was gone. What happened to the gold?

2 You are going to explain a mystery. Think of a mystery you know. It can be:

- an old Egyptian legend.
- a crime that has never been solved.
- a puzzle, like the story.

3 Make notes in answer to these questions, like the sample.

- 1 Who are the characters in your mystery?
John, Jake and Jane
- 2 When did the story take place?
Last week
- 3 What was the situation?
*John, Jake and Jane found some gold.
They put the gold in a box and took it to a house.
When Jane opened the box, the gold was gone.*
- 4 What is the mystery?
We don't know where the gold is.

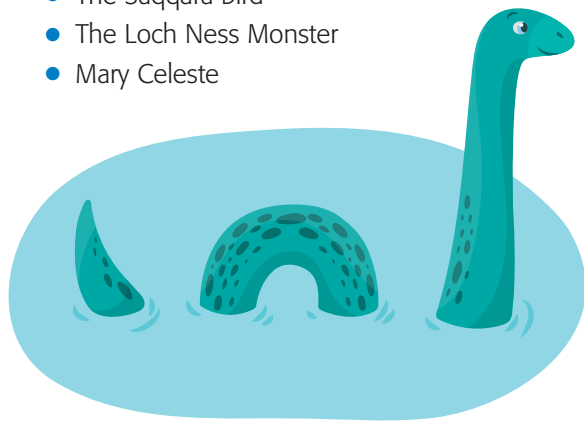
4 Tell each other your mystery stories, using your notes.

In my mystery there are three people ...



5 What do you think these famous mysteries are about?

- The Saqqara bird
- The Loch Ness Monster
- Mary Celeste



Research

Find out the following about the Saqqara bird:

- What is it?
- In what year was it made?
- What is the mystery about it?
- What might it have been used for?

12

Lesson 5

Treasure Island

Before you read

- Do you think that they will find the treasure using the map?

Chapter 12

Jim Hawkins:

Silver went back to the pirates and said, “I’ve found out that the doctor’s men have the ship. I don’t know where it is, but when we find the treasure, we’ll find the ship. That will give us the advantage. We’ll keep Jim with us before then. When we go home, we can leave him on the island.”

The pirates looked happy with this news, but it worried me. What was Silver really planning? When he found the treasure, was he going to help Dr Livesy and Mr Trelawney or these terrible pirates? I did not know.

We all left the fort. The pirates were carrying supplies, spades and their weapons. We then got into the small boats and looked at the map to see where we should go. We took the boats down a river, then we left them and walked through some tall trees. The pirates **attached** me to Silver with a rope so that I could not escape, and we walked up a hill.

We walked for many hours. It was very hot, but this side of the island was very beautiful, with many flowers and birds. Then we heard a shout. Morgan was looking at something with a frightened face. It was the **skeleton** of a man lying on the **ground**.

“The skeleton is **pointing** north!” said Morgan.

“He is,” said Silver. “I think this was one of Flint’s games. He killed the man and put him there.”

“Flint was a terrible man,” said Morgan.

The pirates looked worried and when we continued, they were much quieter. Suddenly, we heard a voice singing from the trees in front of us.

“That sounds like Flint!” said George.

“Flint’s dead,” said Silver. “It is someone playing a trick.”

Then the voice called out, “McGraw, bring me a drink, please!”

“That was what Flint said, just before he died!” said Morgan.

Now the pirates all looked very frightened.

“Listen men,” said Silver. “There’s a lot of treasure near here. I don’t think that was Flint. I think it was Ben Gun.”

“I thought he was dead, too, but I’m not frightened of him,” said George.

The pirates looked happier and continued walking, although Dick looked tired and ill.

Soon we saw a very tall tree. The tree was on our map and we knew that we were now close to the treasure. I could see that all the pirates were excited. Silver, too, looked different. His eyes looked crazy and dangerous, and I thought he would do anything to go home safely with the treasure.

The pirates all ran to the bottom of the tree. George was in front of them, but he suddenly stopped with a cry.

“Look!” he said.

We saw what he was pointing at. Near the bottom of the tree there was a big hole in the ground. Someone had been there before us. The treasure was gone!

The pirates said nothing, but I could see that Silver was already making a plan.

“Take this, and be ready for trouble,” he said quietly, and he gave me a gun.

Then the pirates all jumped into the hole and started digging with their spades. Perhaps there

was treasure still there. Morgan found a gold coin and held it up for the others to see.

“One coin? You told us there was seven hundred thousand pounds here, Silver!” shouted George angrily. “You knew about this, didn’t you?”



The pirates looked very angry. They climbed out of the other side of the hole, looking dirty and hot.

“Let’s get them, men!” said George.

Suddenly, there was the sound of guns from the trees. Two of the pirates fell down and the other three started to run. We were safe! Dr Livesy, Gray and Ben Gun came out from the trees.

“Thank you, doctor,” said Silver. “You saved us. And look, it’s Ben Gun!”

Ben Gun said hello to Silver, but I could see that he was frightened of him.



12 Lesson 5

As we walked back to the boats, we heard how Ben Gun had helped us. Ben Gun had dug up the treasure and put it in a **cave** in the north of the island before we arrived on the *Hispaniola*. Ben Gun told all of this to Dr Livesy, when the doctor gave him some cheese. The doctor then thought of a plan. He gave the map to Silver because he knew it was **useless**. Then he took his friends up to the cave, where Ben Gun had supplies as well as the treasure.

When he knew that Silver was taking me and the men to look for the treasure, the doctor came back with Ben Gun and Gray. To slow the pirates down, Ben Gun sang a song to frighten them. This had given the others time to wait for the pirates by the hole.

After a few hours, we reached the coast again. Ben Gun helped Gray to destroy one of the boats so that the other pirates could not use it. We took the other boat around the island. After three miles, I was surprised to see the *Hispaniola*! The wind had blown it from the beach and it was sailing empty on the sea. We helped Gray to get onto the ship so that he could look after it, and we continued to the beach. We then climbed the hill to Ben Gun's cave, where Trelawney was looking after Captain Smollett.

"Silver," Trelawney said when he saw him. "You are a pirate and a thief, but the doctor says that you have helped us. I must thank you."

Silver said nothing, but he **smiled**.

Inside the big cave, Captain Smollett was lying by a fire. Behind him, I could see lots of coins and gold. It was Flint's treasure.

The next morning, we began to take the treasure down the hill to the boat. It was heavy work, and it took us days to move all the coins and gold.

We knew there were still three pirates on the island. We looked for them all the time, but we did not see them again. We decided to leave the island without them, but we left some food and medicine.

It was a difficult journey back on the *Hispaniola* because the crew was so small. Captain Smollett lay on his bed and told us what to do. After a few days, we reached a town in South America, where we went to find more people for our crew. When we returned to the *Hispaniola* later that day, Ben Gun told us that Silver had taken a boat and some money. He was gone, but nobody was sad about that.

With a bigger crew, it was easier to return to Bristol. The treasure helped us all back in England. Captain Smollett stopped working and Gray decided to buy his own ship. Ben Gun quickly spent all of his money.

I have a comfortable life now. I often think about the island and Long John Silver, but I never saw him again.



Before you start

Go back and skim the story. Discuss these questions in pairs.

- Which of the characters in the story have a happy ending?
- What happened to Long John Silver in the end?

Vocabulary

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

**attach cave ground point
skeleton smile useless**

- This phone is! It doesn't work.
- Plants and trees grow out of the
- I always try to and look happy in photos.
- If you your keys to your bag, you won't lose them.
- Hana couldn't speak, but she could to the house where she lived.
- There were some big bones in the of a dinosaur at the museum.
- The was dark but we went inside to get out of the rain.

Reading

- 2 Choose the correct answer to complete the sentences.**

- Silver told the pirates that they would find ...
A the map and the supplies.
B the treasure and the ship.
- Jim walked with Silver because ...
A he was attached to him.
B Silver liked him.
- The skeleton of a man was ...
A pointing north.
B pointing at the sea.
- When they saw a tall tree, they knew they were ...
A in danger.
B near the treasure.

- When they saw the hole, they knew that ...
A there was never any treasure.
B someone else had the treasure.
- Ben Gun moved the treasure ...
A that morning.
B before they arrived on the island.
- Dr Livesy had given Silver the map ...
A so he could find the treasure.
B because it was useless.
- When they sailed back to England, ...
A Silver disappeared.
B Captain Smollett bought a new ship.

Speaking

- 3 Work in pairs. Discuss and answer these questions.**

- Why did Morgan say, "Flint was a terrible man"?
- Why did Ben Gun pretend to be Flint?
- How did Silver look when they were near the treasure?
- Why do you think Silver gave Jim a gun?
- Why was the journey to South America difficult?
- How did the story end for Jim?
- Why did the group look for the remaining pirates? What did they do when they couldn't find the pirates? What do you think they will do if they find them?

Writing

- 4 Silver has helped the group, but he is still a pirate till the last minute. Write 100 words explaining this.**





Before you start

- Who are your favourite authors?
- How many famous women writers can you name?

Reading

1 Read the article and answer these questions.

- 1 What is different for women writers today?
- 2 What is the same for women writers today as it was in the past?

Women writers

Many of the world's best writers are women. People read Egyptian writers like Aisha Abd al-Rahman and Miral Al Tahawy in different languages all over the world. You might also know Agatha Christie, famous for her **mystery** novels, and Lucy Maud Montgomery, who wrote the adventure story *Anne of Green Gables*.

However, it has often been a **challenge** for women to have their books published. People thought that only men could write good stories. Of course, women have always written very good stories, but in the past, it was almost impossible for women to **compete** with men. In the past, parents would **put pressure on** women to get married. If they had a job, it would be something **practical** like a teacher.

George Eliot, who wrote *Silas Marner*, was really a woman called Mary Ann Evans. She gave herself a man's name so that people would take her books seriously.

Since that time, people have **campaign**ed for women and men writers to have **equal opportunities**, and it is now much easier for women. Many women writers have **achieved** a lot of success. However, even today, many women writers sometimes change their names. They still believe that they will have more success as a man than as a woman. For example, English writer J.K. Rowling said she put J.K. rather than Joanna on her books so more boys would read them.

2 Are these sentences true (T) or false (F)?

- 1 **F** You can only read Aisha Abd al-Rahman and Miral Al Tahawy's books in Arabic.
- 2 Agatha Christie and Lucy Maud Montgomery wrote mystery novels.
- 3 In the past, only men could write stories.
- 4 George Eliot wanted people to think that her books were by a man.
- 5 Women writers today find it more difficult to get published than previously.
- 6 J.K. Rowling did not want her readers to know she was called Joanna.

Vocabulary

3 Complete the sentences with these words and expressions from the text.

achieve campaign challenge
 compete equal opportunities
 mystery ~~practical~~ put pressure on

- 1 Sami is very *practical*. He's always mending things around the house!
- 2 Advertisements always you to buy something new.
- 3 I believe that boys and girls should have to get a good job.
- 4 Lina wants to a lot of things in her life, such as becoming a teacher and travelling around the world.
- 5 We have to with a good team when we play basketball at the weekend.
- 6 It will be a difficult to climb the mountain, but I think we will succeed.
- 7 People in our area successfully to have better lights on the roads.
- 8 Nobody knows how someone put a hat on top of the tower. It is a



Speaking

4 Work with a partner and discuss these questions.

- Do you usually read books by men or women? Why?
- Do you think any types of book are better if they are written by a man or a woman? Why?

Before you start

- What kinds of books do you like to read?
- Does everyone you know like the same kinds of books?
- Why do you think that some people do not like the books that you love?



Listening

2.25 1 Listen to a conversation in a bookshop. What is the problem and what is the manager's solution to the problem?

2.26 2 Listen again and answer the questions.

- 1 Why did the man want to buy a book?
.....
- 2 What kind of book did he want to buy?
.....
- 3 What was the problem with *Run away fast*?
.....
- 4 Who sold the book to the man?
.....
- 5 Which book has a pace that is quite fast and is full of surprises?
.....
- 6 Which book has wonderful characters?
.....

Language

2.27 3 Listen again and complete the reported speech with these words.

~~asked~~ complained explained if said
told would

- 1 I asked your assistant if he knew an exciting book that I could buy.
- 2 He that he knew lots of exciting books.
- 3 He asked me I liked books about the past or the present.
- 4 I I liked books about the present.

- 5 He me to buy a book called *Run away fast*.
- 6 I said I buy it for my brother's birthday the following day.
- 7 He the pace was quite slow, the story was too long and the characters were terrible.

4 What did they say? Write the sentences in Exercise 3 as direct speech in your notebooks.

- 1 "*Do you know an exciting book that I can buy?*"

Speaking

5 Discuss these questions in pairs.

- 1 Do you think the man was right to complain about the book he bought? Why/Why not?
- 2 Look at the following situations. Which would you complain about? Which would you not complain about? Why?



- You buy a cheese sandwich in a café. You don't like the cheese.
- You buy some shoes from a shop. After two weeks, they have a hole in them.
- You buy a very cheap toy from the market. After a week, it breaks.
- You buy a train ticket to a different city. The train is 30 minutes late.
- A waiter gives you a glass of orange juice in a café. The glass is dirty.



Reading

1 Read this article about Judy and answer these questions.

- 1 What is her job?
- 2 Which famous person needed help from someone who does her job?



What do they do? This week: A speech therapist

Judy is a speech therapist in a hospital in Cairo. A speech therapist is someone who helps people who have difficulty speaking publicly.

Why did you choose to become a speech therapist?

My mother is a teacher. A child at her school had problems speaking. This made it difficult for her in class, so she also had problems learning. After she saw a speech therapist, she could speak much more clearly. Now, she is one of the best students in her class. When I heard, I decided I wanted to be a speech therapist.

What skills do you need to be a speech therapist?

You need a degree and you also need to be caring,

reliable and a good communicator.

Can you give us some examples of the kinds of people you see?

Sometimes children find it difficult to talk because they have a disability. I help by developing muscles around their mouth, for example. Other children have no disability, so you need to find out why they are finding it difficult to speak. They might not be very confident.

Is it the same for adults?

Most of the adults have been ill. But there are some who are not very confident too. There is a very famous example of this.

Who is that?

George VI was king of the United Kingdom from 1936 to 1952. When he became king, he found it very difficult to give speeches. So, he asked to see a speech therapist. The therapist, who was an Australian called Lionel Logue, helped him to speak more clearly.

It sounds an amazing achievement. Thank you for talking to us.



2 Read the interview again and answer the questions.

- 1 What does a speech therapist do?
- 2 Why did Judy become a speech therapist?
- 3 What qualifications do you need to become a speech therapist?
- 4 What skills and qualities do you need?
- 5 How does she help children who have a disability?
- 6 Why do children who do not have a disability sometimes find it hard to speak?
- 7 Why do most of her adults need help?
- 8 Who was Lionel Logue?

Speaking

3 Discuss these questions in pairs.

- 1 Would you like to be a speech therapist? Why/Why not?
- 2 The people in the photographs all had or have had problems speaking. Which do you find most surprising? Why?
- 3 How do you think these people became successful despite this problem?
- 4 Can you think of any other famous people who have or had a disability?



- 4 Use the internet or a library to find an example of another job which can help people with a disability. What do people in this job do? What qualifications and skills do they need?

Writing

- 1** Read this email from a person who is asking for work. Correct the mistakes in bold.



Dear ¹ **Sir or Madam,**
 I am writing because I am interested in **job**
² **at your company.** However, I know
 that you are only interested in people **what**
³ have **experience in banking.**
 Could you tell me **that** ⁴ your
 company has apprenticeships for **reliable people**
who have a degree? I am **honest, loyal and a**
good communicator and I think I have **all the**
qualities that you need. However, I do not **get**
⁵ a lot of experience at the moment.
 If your company **give** ⁶ me an
 apprenticeship for a few weeks or months, I will
 be able apply for a full-time job when I have the
 necessary experience.
 I look forward to **hear** ⁷ from you.
 Kind **regard** ⁸,
 Lina Mohsen

2 Work in pairs.

- a** Look at the following jobs and put the two most important qualities that you think you need for each. Use each word once.

attention to detail, caring, compassion, flexible, good communicator, hard-working, patient, punctual, stamina, team player

- 1** farmer
2 fire fighter
3 nurse
4 teacher
5 banker
b Compare your answers with other pairs. Do you have the same ones?

I think a farmer needs to be very hard-working. They have to work hard all year.

I agree with you. They also need to be caring if they look after animals.



3 Choose a job that you would like to do. Make a note of the most important qualities you need for this job.

4 You want to do an apprenticeship for the job you chose in Exercise 3. Write an email to a company or organisation who might be able to help you with this.

- 1** Use the corrected text from the email in Exercise 1.
- 2** Change the parts in blue and any other important details.
- 3** Add any information that you think will help your application.



R4 Treasure Island: Chapters 10–12

Vocabulary

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

- 1 If you are a doctor, you need to about people's health.
a care **b** watch **c** hope **d** see
- 2 I asked Fady if he wanted a sweet and he his head to say yes.
a pushed **b** took **c** nodded **d** jumped
- 3 Before you go climbing, it is important to yourself to the rope.
a put **b** attach **c** make **d** take
- 4 There are no buildings in this area because the is too soft to build on.
a deck **b** top **c** ground **d** ceiling
- 5 The police the men after they had stolen some phones from a shop.
a forget **b** forgave
c rewarded **d** arrested
- 6 Listen to this It will make you laugh!
a joke **b** joy **c** funny **d** trick
- 7 If you don't know the English word, you can at the food you want.
a mark **b** point **c** sign **d** suggest
- 8 Don't worry, I that I'll text you when I arrive in Giza.
a ask **b** support **c** tell **d** promise
- 9 We thought we were in trouble until we saw the on her face.
a noise **b** cry **c** smile **d** talk
- 10 This computer is It can't do anything.
a lazy **b** useless **c** weak **d** sorry
- 11 Eventually, the two companies could reach a/an to work together.
a agreement **b** disagreement
c idea **d** opinion
- 12 They decided to until they could agree what to do.
a negotiate **b** change **c** move **d** promise
- 13 People can get ill with in countries with a lot of mosquitoes.
a environment **b** adventure
c malaria **d** ecotourism
- 14 Luckily, the old man is still after the accident.
a dead **b** alive **c** actual **d** alone
- 15 It's very dark outside, can I use your?
a paddle **b** chain **c** torch **d** rope
- 16 It was raining on the mountain, so we waited in a dry until it stopped.
a cave **b** river **c** pool **d** wave
- 17 One that they teach you in this school is don't eat in the classroom.
a name **b** food **c** rule **d** timetable
- 18 Leila's favourite thing in the museum is a of a huge whale.
a skeleton **b** bones **c** building **d** deck
- 19 Before you plant the tree, you need to a big hole.
a put **b** dig **c** catch **d** win
- 20 You need to put a in the machine to get a bar of chocolate.
a request **b** money **c** coin **d** trick



Reading

2 Arrange these events in order on the timeline.

1	2	3	4	5	6	7	8	9	10
F									

- A** Dr Livesy, Ben Gun and Gray shot some of the pirates and the others ran away.
- B** The pirates saw that Silver had the map.
- C** They destroyed one of the small boats so that the pirates could not use it.
- D** Dr Livesy helped some of the pirates who were ill and he talked to Jim.
- E** The pirates found a hole but there was nothing in it except for one coin.
- F** Jim left the *Hispaniola* half on a beach on the island.
- G** They took the treasure from the cave to the *Hispaniola*.
- H** They sailed back to England.
- I** Jim walked into the fort at night and a pirate held onto him.
- J** Silver took the pirates and Jim in boats to look for the treasure.

3 Read these quotations and then answer the questions.

1 "You are a pirate and a thief, but the doctor says that you have helped us. I must thank you."

- 1** Who was the speaker?
- 2** Who does he say this to?
- 3** How did he help them?
- 4** Did this help last till the end of the story?

2 "...when the doctor gave him some cheese. The doctor then thought of a plan."

- 1** What was Dr Livesy's plan?
- 2** Did it really work? How?

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Speaking

4 Work in groups and answer these questions.

- 1** Silver often said that he liked Jim. Do you think he really liked him or did he say this for another reason?
- 2** Dr Livesy told Silver that he did not care about Jim. Do you believe this, or did he say this for another reason?
- 3** Why do you think that Dr Livesy "came to an agreement" with Silver?
- 4** Why did Dr Livesy give the map to Silver though it was the key to the treasure?
- 5** Why did Jim decide to stay with Silver, and not leave with Dr Livesy?
- 6** Were you surprised when Ben Gun told Dr Livesy where to find the treasure? Why/Why not?
- 7** Were you surprised when Silver escaped from the boat? Why?

Writing

5 Write a review of *Treasure Island*. Think about the following:

- **the story:** what happens?
- **the main characters:** what are they like?
- **the moral of the story:** what do we learn?
- the parts of the story you liked or did not like, and why.



Language review

UNIT 7 Modal verbs

should/shouldn't, must/mustn't

should/shouldn't

- use *should/shouldn't* + infinitive for suggestions and advice:

You **should play** tennis. You'll enjoy it!

You **shouldn't eat** sweets. They're bad for your teeth.

must/mustn't

- use *must/mustn't* + infinitive for a rule, law, warm invitation and strong advice:

You **mustn't talk** in the library. You **must wash** your hands before you eat.

You **must come** and have dinner with us.

Common errors

Correct	Incorrect	Explanation
I must buy some bread.	I must to buy some bread.	Do not use <i>to</i> with the infinitive after <i>must</i> or <i>should</i> .

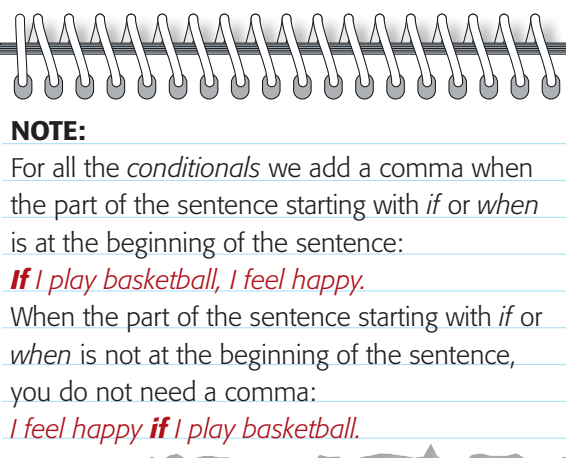
UNIT 8 Zero, first and second conditionals

Zero conditional

Statements and negative statements

If/When	present	present
If	<i>I feel tired,</i>	<i>I go to bed. (It's my habit.)</i>
When	<i>I am happy,</i>	<i>I smile.</i>
When	<i>he is unhappy,</i>	<i>he does not (doesn't) smile.</i>

Subject	present	if/when + present
<i>I</i>	<i>go to bed</i>	<i>if I feel tired.</i>
<i>He</i>	<i>does not (doesn't) smile</i>	<i>when he is unhappy.</i>



NOTE:
For all the *conditionals* we add a comma when the part of the sentence starting with *if* or *when* is at the beginning of the sentence:
If I play basketball, I feel happy.
When the part of the sentence starting with *if* or *when* is not at the beginning of the sentence, you do not need a comma:
I feel happy if I play basketball.

Wh- questions

What **do you do** **if you feel** tired?

Use of the zero conditional

- to describe facts and actions which are usually true. In these sentences, *if* = *when*:
If ice gets hot, it melts.
When it rains, the streets get wet.

First conditional

Statements and negative statements

if	present	will + infinitive
if	you work hard ,	you will (you'll) do well at school.
if	you do not (don't) work hard ,	you will not (won't) do very well.

Subject	will + present	if + present
You	will (you'll) do well at school	if you work hard.
You	will not (won't) do very well	if you don't work hard.

Wh- questions

What **will you do** **if you pass (do not pass)** the exam?

Use of the first conditional

- to talk about events that we think are possible or probable in the future:
If you go to London, you will see red buses.

Common errors

Correct	Incorrect	Explanation
If you go to Giza, you will see the Pyramids.	If you will go to Giza, you will see the Pyramids.	In first conditional sentences, the verb after <i>if</i> is in the present simple.

Second conditional

Statements and negative statements

if	past simple	would + infinitive
if	she was / were taller ,	she would (she'd) be in the school team.
if	you did not (didn't) work hard,	you would not (wouldn't) do very well.

if	would + infinitive	if + past simple
She	would (She'd) be in the school team	if she was / were taller.
You	would not (wouldn't) do very well	if you did not (didn't) work hard.

Language review

Wh- questions

What	would you do	<i>if you didn't pass the exam?</i>
------	---------------------	--

Use of the second conditional

- to talk about events that are unlikely to happen:
*If he **was / were** very rich, he **would buy** an aeroplane.*

Common errors

Correct	Incorrect	Explanation
If he was French, he would understand this book.	If he would be French, he would understand this book.	In second conditional sentences, the verb after <i>if</i> is in the past simple.

UNIT 9 Past passive; Past simple and past perfect

Past passive

- To form the passive, use the verb *to be* in the same tense as the active verb and add the past participle:

Active	Passive
Charlotte Brontë wrote Jane Eyre.	Jane Eyre was written by Charlotte Brontë.
Mrs Reed locked Jane in the Blue Room	Jane was locked in the Blue Room
They had offered her a job.	The job had been offered to her.

Use of the passive

- to talk about the action rather than the agent (who did the action). Many sentences with passive verbs do not need an agent because we do not know or do not need to know who did the action, or because it is not important who did it. If we do want to include the agent, we use the preposition *by*.

Common errors

Correct	Incorrect	Explanation
Jane Eyre was written by Charlotte Brontë.	Jane Eyre written by Charlotte Brontë.	The passive is formed with the verb <i>be</i> + the past participle of the main verb (+ <i>by</i> + agent if needed).

Past simple and past perfect

Statements and negative statements

We use the past perfect to refer to an action or situation before the main verb in the past simple:

Jane had gone to school before	she moved to her aunt's house.
Jane had not (hadn't) gone to school before	she moved to her aunt's house.

Language review

Jane went to Thornfield Hall after	they had offered her a job there.
Jane did not (didn't) go to Thornfield Hall after	they had offered her a job there.

- When two actions happen one after the other, we can use the past perfect for the action that happened first:

Wh- questions

Where had Jane gone to school before	she moved to her aunt's house?
---	---------------------------------------

Use of the past perfect

- to show which of two past actions happened first (note the later action is in the past simple):
Jane **was locked** in the Red Room, because **she had had** a fight.
- to describe a situation before a past action:
Jane **left** her aunt's house where she **had lived** for years.

Common errors

Correct	Incorrect	Explanation
When he asked to marry her, he had been married.	When he asked to marry her, he was been married.	The past perfect is formed with <i>had</i> + a past participle verb form.
She left the house where she had lived for many years.	She had left the house where she lived for many years.	When two actions are described in the past, use the past perfect to describe the earlier action.

UNIT 10 Reported speech

Statements

We use reported speech to talk about what someone says without using their words:

She said (that) it was a really interesting story.

- Verb tenses often change when direct speech is turned into reported speech. We usually move verb tenses one step back, e.g. present to past, past to past perfect, etc.:

Direct speech	Reported speech (that is optional)
"I usually walk to work," said Safiya.	Safiya said (that) she usually walked to work.
"I am going to be a flight attendant," said Sarah.	Sarah said (that) she was going to be a flight attendant.
"I ran to the interview," said Safiya.	Safiya said (that) she had run to the interview.
"I have always driven to the city," said Ahmed.	Ahmed said (that) he had always driven to the city.
"I will walk to the job fair," said Sarah.	Sarah said (that) she would walk to the job fair.
"I can solve the problem" said Omar.	Omar said (that) he could solve the problem.

Language review

- Pronouns also change when direct speech is turned into reported speech:

Direct speech	Reported speech
"I can walk to work with you ," said Ahmed.	Ahmed said (that) he could walk to work with me .
" We often work together," said Sarah and Safiya.	Sarah and Safiya said (that) they often work together.

- Use *if/whether* to report yes/no questions and change word order:

Direct speech	Reported speech
Can I help you?	He asked if/whether he could help me .

- Use an object pronoun after *tell*:

Direct speech	Reported speech
" You need to speak three languages ," said Ahmed.	He told me (that) I needed to speak three languages.

Common errors

Direct speech	Correct reported speech	Incorrect reported speech	Explanation
"I can walk to work with you," said Sarah.	Sarah said (that) she could walk to school with me .	Sarah said (that) I could walk to school with you .	First and second person pronouns change in reported speech.

UNIT 11

Relative clauses

Defining relative clauses

- Defining relative clauses give us important or necessary information about people, things or places. They tell us about the person, thing or place:
*The man **who/that** lives next door is a teacher.*
*This is the photo **which/that** shows our school.*
*The town **where** I was born is in the south of Egypt.*
- Defining relative clauses do not use commas around the clause.

NOTE:

- In formal written English, *whom* can be used instead of *who* after prepositions in sentences like this:
*The person **from whom** I received the letter is the manager of the company.*
- Use *who* in informal English, like this:
*The person **who** I received the letter **from** is the manager of the company.*

Non-defining relative clauses

- Non-defining relative clauses give us more information about a person or a thing:

*Omar, **who is an activist**, lives next door.*

*This photo, **which I took**, shows our school.*

*Aswan, **which is in the south of Egypt**, is where I was born.*

- In non-defining relative clauses, use commas around the clause.

Common errors

Correct	Incorrect	Explanation
London, which is the capital of Britain, is in the south of England.	London, who is the capital of Britain, is in the south of England.	The relative pronoun <i>who</i> refers to people. <i>Which</i> refers to things or places.
Hatem's uncle, who is a doctor, lives in Cairo.	Hatem's uncle, who he is a doctor, lives in Cairo.	Relative pronouns replace pronouns like <i>he</i> .

UNIT 12

Modal verbs of possibility: *must*, *can't*, *might*

Present: *must/can't/might be*

Example	The speaker thinks that ...
<i>He must be rich.</i>	<i>he is definitely rich.</i>
<i>She can't be Egyptian. She doesn't speak Arabic.</i>	<i>she is definitely not Egyptian.</i>
<i>They might be English. They speak English well.</i>	<i>it is possible that they are English.</i>

Past: *must/can't/might have + past participle*

Example	The speaker thinks that ...
<i>Where is my textbook? I must have lost it.</i>	<i>he definitely lost his/her textbook.</i>
<i>She only started five minutes ago. She can't have finished yet.</i>	<i>she definitely has not finished (it's too early).</i>
<i>Nabil wasn't at school yesterday. He might have been sick.</i>	<i>it's possible that Nabil was sick yesterday.</i>

Common errors

Correct	Incorrect	Explanation
Ali can't be sad. He has won a gold medal.	Ali mustn't be sad. He has won a gold medal.	In deduction, the negative form of must be is can't be .



New Hello!

Year 1

**Term
2**

Workbook

Paul Ashe and Matthew Hancock
with Jessica Smith

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Health and safety



Vocabulary

1 Match the words with the definitions.

- 1 bacteria
- 2 breathe
- 3 CPR
- 4 danger
- 5 first aid
- 6 research
- 7 respond

- a something you do to help someone take air in and out of their body
- b basic medical help given quickly
- c very small living things that cause diseases
- d the possibility of being hurt or killed
- e taking air in and out of your body
- f studying something to find new facts about it
- g doing something when someone talks to you

Reading

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

- 1 Name 4 things you can do to keep your home clean.

- 2 Suggest a title for this article.

- 3 What other things can you suggest to keep your home clean?

Writing

3 Write a paragraph about how you help to keep your home clean. Include answers to the questions above.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

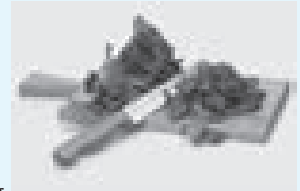
REMEMBER!

Review your paragraph for clear ideas, correct spelling, punctuation and grammar.

.....

Most people like to keep their homes clean, but there are many places that we don't think about and so they become full of dirt and bacteria.

Research shows that the deep cuts in chopping



boards are often a home for bacteria because people don't clean them properly. Bacteria often move around our homes when we touch things, so phones, tablets and computer keyboards often have a lot of bacteria on them, too. However, bacteria really love warm, wet places and so your kitchen sponge probably has more bacteria than anything else in your home.

Experts say that it's most important to wash our hands regularly. If we touch animals, we should wash our hands, and we need to use a tissue when we sneeze to stop the bacteria spreading in the air. They suggest using plastic chopping boards and giving them an extra clean once a week. We should replace kitchen sponges every two weeks, and we can buy special cleaners for phones, tablets and computers.

Vocabulary

1 Complete the sentences with the correct words.

allergy at least bedding ~~bin~~ dust grow soil

- 1 You should put your rubbish in the bin and remember to clean it because there is a lot of bacteria inside.
- 2 When we returned from our holiday, the house didn't feel clean because there was on all the furniture.
- 3 Plants need sunlight, water and good to grow well.
- 4 My mum tells me to change the on my bed once a week.
- 5 His room is dirty and the bathroom is messy, but he had a shower this morning!
- 6 I can't stop sneezing because I have an to your pets.
- 7 Bacteria like to in warm, wet places like a kitchen sponge.

Language

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

should / must	shouldn't / mustn't
<i>wash your hands often.</i>	
.....
.....
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- Advice**
- ~~wash your hands often~~
 - cover your mouth when you cough
 - use a tissue when you sneeze
 - go to school when you are ill
 - keep the same sponge in your kitchen for months
 - sleep in the same bedding without cleaning it for many days
 - prepare food after touching an animal
 - wash your hands with soap after using the toilet
 - drink from the same cup as a person who is ill
 - wash your hands before you eat

3 Circle the best option to complete the sentences.

- 1 You **must** / **mustn't** talk when the teacher is explaining things to you.
- 2 You **should** / **shouldn't** wash your hands after working in the garden.
- 3 You **must** / **mustn't** eat food after it falls on the floor.
- 4 You **should** / **shouldn't** clean your keyboard frequently.
- 5 You **shouldn't** / **mustn't** drive a car without holding a driving licence. It's against the law.



7 Lesson 3

Reading

1 Read the email quickly and answer these questions.

a What is Maher's problem?

b What is Amir's problem?



◀ ▶

To: Amir
Subject: Help!

Hi Amir,

How are you? I hope you had a good weekend at the beach. Samy told me about the argument you had with Hany. I think it would be a good idea to say that you are sorry for getting angry. Stay calm and explain that he should ask you before he borrows your things. I'm sure he will realise that he made a mistake and he will say sorry too. Why don't you talk to him tomorrow? I suggest talking to him in the morning because he is usually busy on Sunday afternoons.

Now I hope you can help me with my problem. Do you remember that I was planning to clean my house at the weekend? Well, I was busy and I forgot about it! 😞 The problem is that my parents are coming home tomorrow and the house is really dirty. There's dust everywhere and there's a strange smell in the kitchen!

What should I do? Help!

Regards,
Maher

2 Read the email again and choose the correct answers.

- 1 Amir went to the **beach** / **library** at the weekend.
- 2 Amir had a problem with **Hany** / **Samy**.
- 3 Maher thinks Amir **should** / **shouldn't** apologise.
- 4 Maher says it's a good idea to talk to Hany in the **afternoon** / **morning**.
- 5 Maher didn't **clean** / **cleaned** the house at the weekend.
- 6 Maher's parents are coming home **today** / **tomorrow**.

Writing

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

◀ ▶

To: Maher
Subject:

.....

.....

.....

.....

Vocabulary

1 Find the words in the wordsearch.

**blanket burn calm
emergency evacuate
immediately injured wrap**

c	g	b	q	e	t	x	d	k	u	v	b
a	g	u	e	v	a	c	u	a	t	e	l
l	k	r	i	n	j	u	r	e	d	w	a
m	q	n	b	v	o	a	u	k	z	r	n
q	e	m	e	r	g	e	n	c	y	a	k
y	n	c	o	t	k	w	u	i	a	p	e
a	g	h	r	u	x	i	s	l	n	i	t
i	m	m	e	d	i	a	t	e	l	y	e

2 Complete the sentences with the words from the wordsearch.

- 1 In an emergency, the most important thing you must do is stay and decide on the best action to take.
- 2 If there is an accident and someone is, you should them in a immediately to keep them warm.
- 3 If there is a fire, you should the building and make sure that nobody has a serious

Reading

3 Read the advice and match the ideas with the different situations.

In case of emergency ...

A Head injury



B Cut



- 1 You should clean it carefully. B
- 2 You must not move the person.
- 3 Put pressure on it to stop the blood.
- 4 If the person is wearing a helmet, do not take it off.
- 5 Put a plaster on it to stop bacteria getting to it.
- 6 Check the person is breathing OK and is not sleeping.

Writing

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

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Treasure Island

Chapter 7

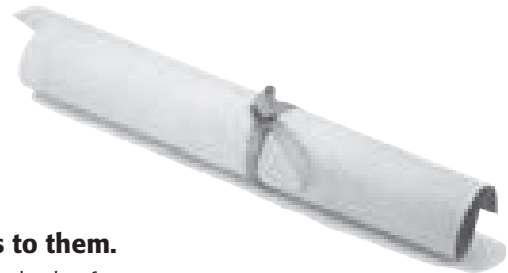


1 Answer the questions with full sentences.

- 1 Is *mist* like snow or a low cloud?
It is like a low cloud.
- 2 Do you usually find a *chain* on a bike or in a tree?
.....
- 3 Do you make someone an *offer* when you want to buy or get something or when you make something?
- 4 Do you usually find *sand* under a tree or on a beach?
- 5 Do people go on *trial* to find out if they did something well or if they did something wrong?
.....
- 6 If someone *tricks* you, are they trying to help you or do something to surprise you?
.....
- 7 If you have a *truce* with someone, do you agree to stop fighting or start fighting?
.....
- 8 If you *win* a match, are you usually sad or happy?

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

- 1 a flag above the fort
- 2 a black flag
- 3 some cheese
- 4 a white flag
- 5 the map



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

- | | |
|---|--------------------------------------|
| 1 <input type="checkbox"/> Ben Gun | a made the fort |
| 2 <input type="checkbox"/> Captain Smollett | b will wait for Jim to find him |
| 3 <input type="checkbox"/> Flint | c gives everyone a job to do |
| 4 <input type="checkbox"/> Silver | d wants to give something to Ben Gun |
| 5 <input type="checkbox"/> Dr Livesy | e leaves the fort angrily |

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

- a Silver arrives at the fort with a white flag.
- b Captain Smollett tells his men that Silver will return to attack them.
- c Jim talks to Dr Livesy about Ben Gun.
- d Jim returns to the fort and leaves Ben Gun.
- e Captain Smollett asks Jim to guard the door to the fort.
- f Captain Smollett does not agree to Silver's offer.

5 Complete the sentences with these adjectives.

busy ~~clever~~ crazy honest frightened safe

- 1 Ben Gun thought that Flint was a *clever* man.
- 2 Flint was not of anyone except for Silver.
- 3 Captain Smollett kept all the men inside the fort.
- 4 Jim thought that Ben Gun was a little
- 5 Captain Smollett does not think that Silver is an man.
- 6 Silver offers to take Captain Smollett and his men to somewhere

6 Match to make phrases.

- | | |
|-----------------------------------|---------------------------------|
| 1 <input type="checkbox"/> become | a the door to a building |
| 2 <input type="checkbox"/> guard | b someone feel better |
| 3 <input type="checkbox"/> have | c someone a story |
| 4 <input type="checkbox"/> make | d ill |
| 5 <input type="checkbox"/> tell | e an advantage |

7 Answer the following questions.

- 1 Why do you think Captain Smollett put up a flag earlier on the fort?
.....
- 2 Why do you think Ben Gun refused to go inside the fort?
.....
- 3 Why did Jim and the men wish that the pirates would leave with the ship? Do you agree with them? Why?
.....
- 4 Silver's truce had two offers and one threat. What were they?
.....
- 5 Do you think Silver really wanted a truce?
.....
- 6 Captain Smollett killed two birds with one stone when he gave everyone in the fort a job to do. Explain.
.....

8 What do you think Silver will say to his men after he leaves the fort? Write about 50 words.

.....

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Vocabulary

1 Complete the gaps with the correct word.

benefit click familiar inventions navigate ~~hybrid car~~

Hazem: I like this new website. Now I know exactly what I want to drive.

Samir: Oh, really? What type of car is it?

Hazem: It's this new ① *hybrid car*. Are you ② with it?

Samir: No, I haven't seen it before. What is the ③ of having such an expensive car?

Hazem: Look! If you ④ on this picture, you can see all the new ⑤ it has.

Samir: What's that thing at the front?

Hazem: It's the GPS. The car can find the place you want to get to and then ⑥ your journey to it.

Reading

2 Match the people to the inventions.

Marwan: I love riding on my bicycle but I don't have much time and I need to get to places quickly.

Nadia: I'm really busy and I love cooking, but I also have a terrible memory! I forgot to buy the things I need.

Manal: I love travelling and discovering new cultures and meeting new people.

- The TL8 will help you communicate when you go abroad. Choose a language and when you speak, the translation will appear on your phone. *Manal*
- The Direct1 is for people who like to travel on two wheels. It connects to your bicycle and gives you directions as you cycle around town. You will never get lost on your bike again!
- Do you ever forget to buy things that you need? The FrigiNote goes in your fridge and sends a shopping list to your phone.

Speaking

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

Writing

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

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.....

Language

1 Complete the sentences with zero conditional or first conditional.

- 1 If your phone *breaks* (break), it stops working.
- 2 Hani (discover) more mistakes if he reads his answer again.
- 3 If you drop a stone into the river, it (sink).
- 4 I will do more work if I (get) a new laptop.
- 5 Hana will waste her time if she (not work) to a plan.

2 Complete the sentences with the second conditional.

- 1 If I won a lot of money, I *would buy* (buy) an electric car.
- 2 If I (have) internet access at home, I would send my email.
- 3 What (we do) if we didn't have computers?
- 4 My brother would be happy if I (buy) him a new computer.

3 Choose the correct answer.

- 1 What **did you do** / **would you do** if you got lost in a big city?
- 2 If I were you, I **would consult** / **consulted** a doctor.
- 3 Ice **will melt** / **melts** if you heat it.
- 4 You will make mistakes if you **won't** / **don't** follow my advice.
- 5 If I were free, I'd go to the party. However, I **am** / **am not** free.
- 6 If I **have** / **had** a robot at home, it would clean my room.
- 7 I will travel to Alexandria if my car **checks** / **is checked**.
- 8 Hana would have that toy if she **had** / **had had** much money.

4 Read and choose the correct answer.

The ① **reason** / **result** we use the internet is ② **this** / **that** we get information quickly. However, the internet has some ③ **disadvantages** / **advantages**. The ④ **cause** / **problem** with the internet is that it can ⑤ **lead** / **result** to wasting our time. Therefore, we should use it properly.

Writing

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

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Vocabulary

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

~~app~~ chat feedback quiz translation

Today many people like to study online. Students can download an **1 electronic program** *app* and start an online **2 communication** with their new teacher in a few minutes. When language is a problem, it's possible to see a **3 sentence in another language** by just pressing a button. Some courses don't have tests, but they do have a fun **4 collection of questions** to make sure you are learning. And most courses offer **5 information about how well or badly you did something** so you can understand the progress you make.

2 Match the phrases to complete the opinions.

- | | |
|---|---|
| 1 The reason we have mobile phones ... | a ... can lead to a lot of stress. |
| 2 Although it is good have mobile phones, ... | b ... some of the information on it isn't true. |
| 3 The problem with the internet is that ... | c ... you can lose interest in your real life. |
| 4 Having too many social network accounts ... | d ... is so that people can communicate quickly and easily. |
| 5 If you go online too often, ... | e ... they cause problems when people use them too much. |

Reading

3 Read the text and choose the correct answer.

- A The writer thinks that new inventions always cause problems
 B The article says that the advantages of inventions are more important than the disadvantages.
 C The writer believes that it takes time to understand if a new invention is good or bad.

Is technology always a good thing?

This question has been asked for many years but has anyone found an answer?

On the one hand, there are always dangers with new technology. More than two thousand years ago, a Greek philosopher called Socrates was worried that writing things down would stop students using their memories. In the 16th century, following the invention of the printing press, a Swiss philosopher called Conrad Gessner thought that books would give people too much information. And in the 20th century, many people thought that the radio would make it difficult for students to think about their studies.

On the other hand, technology usually offers some advantages. Books and writing are seen as positive things today and most people think that their advantages are more important than any disadvantages.

In conclusion, perhaps it takes many years before we can see clearly whether new technology is good or bad.

4 Read the text again and answer the questions.

- Do you think Socrates would like modern computers? Why/Why not?
- What do you think Conrad Gessner would say about the internet?
- Do you think that smartphones help students with their studies? Why/Why not?

Writing

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

Reading

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

- a Hala:** Hi Randa. Did you watch the documentary on technology last night? **I must say that** it was really surprising!
- b Randa:** I don't use GPS, so that's OK. But can you imagine life without the internet?
- c Randa:** Yes. **I have to admit that's** true. I never share my personal information online. And now my brother won't even turn on his phone.
- d Hala:** That seems extreme. **I think** we should be fine if we are careful. **I would argue that** we need to think carefully about the information we share.
- e Hala:** No, I guess not. **On the one hand,** it's very useful for many things. **But on the other hand,** we should be careful about what we do with our personal details and who we give them to.
- f Hala:** Yes, I understand why he thinks that. The documentary said internet companies are collecting information about us. **For example,** they know where we go because they can find that information is in our GPS.
- g Randa:** No, I didn't but my brother told me about it this morning. Now he's worried that his phone is collecting information about him.

1 *a* 2 3 4
5 6 7

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

- 1 When did Randa watch the documentary?
- a** Last night. **b** This morning. **c** She didn't watch it.
- 2 What is Randa's brother worried about?
- a** People are following him. **b** His phone is collecting information. **c** He doesn't use GPS.
- 3 Why can't Hala imagine life without the internet?
- a** It's very useful. **b** She likes sharing information. **c** She likes shopping online.
- 4 What won't Randa do?
- a** Buy a new phone. **b** Share personal information online. **c** Use her brother's phone.
- 5 Which is the best summary of how Hala feels about technology?
- a** We should relax and enjoy it. **b** We should stop using it. **c** We will be OK if we are careful.

Writing

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

1 Introduction

Introduce the topic and explain why it is important.

2 Advantages

Explain the advantages and give specific examples.

3 Disadvantages

Explain the disadvantages and give specific examples.

4 Conclusion

Give your opinion and the reasons for your choice.

Treasure Island

Chapter 8



1 Complete the sentences with these words.

anchor cry ~~noise~~ paddle rope
steer thick

- The city is never quiet; there is always the *noise* of cars and people.
- When we got near the beach, we could hear the of sea birds.
- That is a very book. It will take a long time to read it!
- Be careful when you around the corner because the road is very wet.
- There was no wind to sail the boat, so we used a small to move us along.
- The children used a to climb up and over the wall.
- I knew that the ship was stopping when I heard them drop the into the water.

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

- | | |
|---|-------------------------|
| 1 <input type="checkbox"/> Dr Livesy | a the east of the fort |
| 2 <input type="checkbox"/> Hunter | b near the door |
| 3 <input type="checkbox"/> Joyce | c the west of the fort |
| 4 <input type="checkbox"/> Gray and Trelawney | d the north of the fort |
| 5 <input type="checkbox"/> the pirates | e outside the fort |

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

- Captain Smollett did not want the pirates to get into the north side of the fort.
- None of Captain Smollett's men were hurt when the pirates attacked the fort.
- Dr Livesy told Captain Smollett that he would never walk again.
- Dr Livesy left the fort with Jim.
- Ben Gun's boat was made of animal skins.
- Jim cut the rope to the *Hispaniola's* anchor.
- When Jim woke up, his boat was on the beach in the Cape of Woods.
- Jim uses a paddle to steer the boat.

4 Complete the sentences with these adverbs.

badly completely nearly quickly quietly suddenly weakly

- 1 Joyce suddenly fired his gun when the pirates first attacked.
- 2 When Captain Smollett told him to go, Jim ran to the other side of the fort
- 3 After he was hurt, Captain Smollett spoke
- 4 Jim later left the fort
- 5 It was dark when Jim found Ben Gun's boat.
- 6 Ben Gun's boat was made.
- 7 Jim was soon wet.

5 Match to make phrases.

- | | |
|----------------------------------|-----------------------------------|
| 1 <input type="checkbox"/> climb | a a boat |
| 2 <input type="checkbox"/> fire | b a fence |
| 3 <input type="checkbox"/> put | c through the door |
| 4 <input type="checkbox"/> run | d something in your pocket |
| 5 <input type="checkbox"/> steer | e a gun |

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

- 1 "If the pirates get inside the north of the fort, we're in trouble."
.....
- 2 "Did you hit anyone?"
.....
- 3 "Have the pirates gone?"
.....
- 4 "What is he doing? Is he crazy?"
.....

7 Read the quotation and answer the question.

The wind took my boat into large waves. I closed my eyes and waited for a terrible end, dreaming of my home and the Admiral Benbow. The next thing I knew, it was light and I found myself in the boat on the south-west end of Treasure Island.

What do you think happened to Jim and the boat in the night?

.....

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

.....

A good education

Vocabulary

1 Choose the answers to complete the sentences.

- 1 Mr and Mrs Osman employed a **governess** / **housekeeper** to teach their children at home.
- 2 Hania never knew her parents because she is a(n) **governess** / **orphan**.
- 3 That bully was very **cruel** / **strange** to the smaller boys, so they told a teacher about it.
- 4 The **housekeeper** / **orphan** showed the guest to her room.

Reading

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

Dear Ellen,

I told you some time ago that I wanted to get a good job. I am glad to say that I have found one as governess and I am quite happy.

The house is not very large but it is very comfortable and the gardens are huge. Although I earn less money than in my previous job, I am working with kind, friendly people. I have two pupils: an eight-year-old girl and a six-year-old boy.

My job as a governess can be very difficult because children have so much energy. I just hope I will not become ill trying to keep them under control and make them happy.

Well, I must continue with my work. I hope to see you soon.

Kind regards,

Charlotte



3 Read the letter again. Answer these questions.

- 1 Who will Charlotte be teaching in her new job? *Charlotte will be teaching two children.*
- 2 What is Charlotte worried about in her new job?
- 3 Do you think it is important to work with kind, friendly people? Why/Why not?
- 4 Do you think Charlotte will succeed in her new job? Why or why not?

Language

4 Choose the correct answer.

- 1 Jane Eyre **sent** / **was sent** to live at Lowood School.
- 2 A brave young man **saved** / **was saved** the old man from the fire.
- 3 Ahmed **was told** / **told** not to arrive late.
- 4 Unluckily, my car **didn't repair** / **wasn't repaired** yesterday.
- 5 Adele **was taught** / **taught** by Jane Eyre.

Language

1 Find and correct the mistakes.

- 1 When I returned home, my mother has already prepared lunch. *had*
- 2 I don't go to the club until I had finished my work.
- 3 Before Jane Eyre became a governess, she has been a teacher at Lowood School.
- 4 First, I have revised the lesson. Then, I did the exercise.
- 5 As soon as I knew my friend was sick, I had visited him.

2 Complete the sentences in the past simple or past perfect. Use the verbs in brackets.

- 1 Mrs Reed made Jane Eyre stay in a bedroom because she *had fought* (*fight*) with her cousin.
- 2 Mrs Reed decided to send Jane away to school because Jane (*become*) ill before.
- 3 After Jane had arrived, she (*realise*) that the headmaster at Lowood School was a cruel person.
- 4 After she (*advertise*) for a job, Jane received a letter.
- 5 There (*be*) a fire at Thornfield Hall, and Mr Rochester said that Grace Poole had started it.

Listening

2.10

3 Listen and complete the sentences 1-7. Then put the events a-g into the correct order.

- 1 My name is Karim and I love to read. I *had read* another one of Charlotte Brontë's books, called *Villette*, before I decided to buy a copy of *Jane Eyre*.
- 2 They it in my local bookshop, so I kept going back to check.
- 3 Finally, I it on the shelf but then an old man took it.
- 4 I spoke to the owner of the bookshop and I explained that I three weeks for the book to arrive.
- 5 He there was nothing he could do, but then I heard someone laughing.
- 6 The old man said he his copy of the book many years ago, before I was born, so he didn't mind waiting a little longer.
- 7 He let me buy it and when I got home, I knew I very lucky.

- a Karim reads *Villette*.
- b Karim decides to buy *Jane Eyre*.
- c Karim sees the book in the bookshop.
- d Karim starts waiting for the book to arrive in the bookshop.
- e Karim speaks to the bookshop owner.
- f The old man loses his copy of *Jane Eyre*.
- g Karim takes the book home.

1



Writing

4 Write your own summary of *Jane Eyre* (about 100-120 words). Remember to:

- write key points.
- use your own words.
- review what you wrote.

.....

.....

.....

9 Lesson 3

Vocabulary

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

- | | |
|------------------------------------|--------------------------------|
| 1 That's true. A | 8 I don't agree |
| 2 I'd say the opposite. | 9 That's not always true. |
| 3 I'd go along with that. | 10 You're right. |
| 4 I'm completely against | 11 I suppose so. |
| 5 I'm not so sure. | 12 I don't think so. |
| 6 I couldn't agree more. | 13 I disagree |
| 7 I agree | 14 Exactly! |

2 Complete the conversation using some expressions from Exercise 1.

Waleed: Have you finished revising for the English test?

Fady: Yes, I revised with Tarek at his house last night. It's easier to revise with other people, isn't it?

Waleed: No, I'd say the **1** *opposite*. I work better alone. I write the words down, cover them and try to remember them. It's a good way to learn vocabulary.

Fady: I **2** so, but why don't you draw pictures of the words? You can remember them really well if you do that.

Waleed: I'm not so **3**, but that's probably because I can't draw very well!

Fady: How do you practise saying words if you work alone?

Waleed: I listen to the word online and then repeat it. It's very easy.

Fady: You're **4** It is easy, and you know the word is said correctly.

Waleed: **5**!

Fady: There are lots of good ways to remember things, aren't there?

Waleed: That's **6** You must choose the way that is best for you.

Fady: I couldn't **7** more.



Writing

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

"Students should work in groups at school because that is the best way to learn!"

Advantages	Disadvantages
● It helps students learn to respect each other.	● Louder students might not listen to quieter students.
●	●
●	●
●	●
●	●

Reading



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

Failure is necessary

A Sometimes failure can make people work harder and do things better. As a consequence, they appreciate success more because it hasn't been easy for them. For instance, when football players lose a match, they are sad but they learn how to improve and do better next time.

B People say that it is impossible to succeed without failure and even the most successful people make mistakes. As well as this, many people believe in the importance of learning from your mistakes.

C In conclusion, although it is possible to have success without failure, from my point of view, it is better to fail sometimes in order to appreciate success more.

D On the other hand, success can make you feel positively about what you are doing and it can give you a reason to keep trying. In addition, many people prefer to forget their mistakes so they can have good memories about the past.

- 1 Introduction **B**
- 2 Advantages
- 3 Disadvantages
- 4 Conclusion

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

- 1 The writer gives his/her own opinion at the beginning. **F** *The writer doesn't give his/her own opinion at the beginning.*
- 2 The writer includes different opinions.
- 3 The writer gives reasons for his/her opinions.
- 4 The writer explains his/her conclusion.

Listening

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

- Speaker 1 **D** Speaker 2
- Speaker 3 Speaker 4
- Speaker 5

Writing

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

.....

.....

.....

.....

Treasure Island

Chapter 9



1 Match the words and the definitions.

- | | |
|---|---|
| 1 <input checked="" type="checkbox"/> d bandage | a the tall pole which carries the sails on a ship |
| 2 <input type="checkbox"/> catch | b move your hand or arm forward to hold or take something |
| 3 <input type="checkbox"/> deck | c not deep |
| 4 <input type="checkbox"/> flat | d a long piece of cloth that you can put around an injury |
| 5 <input type="checkbox"/> mast | e a ship that is badly damaged and cannot be used again |
| 6 <input type="checkbox"/> reach | f the part of your body between your arms and your neck |
| 7 <input type="checkbox"/> shallow | g stop someone from escaping |
| 8 <input type="checkbox"/> shoulder | h an injury, especially a deep cut from a knife |
| 9 <input type="checkbox"/> wound | i the top part of a ship where you can walk |
| 10 <input type="checkbox"/> wreck | j having a level surface |

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

1 Jim saw someone sailing the *Hispaniola* around the island.

.....

2 On the *Hispaniola*, Jim realised that Hands was hurt.

.....

3 Jim did not want to help the pirate.

.....

4 Hands taught Jim to sail the ship.

.....

5 Jim knew that he could trust Hands.

.....

6 They took the *Hispaniola* onto a beach.

.....

7 Hands took out a knife, but he was very slow.

.....

8 Jim was able to repair his gun and he shot Hands.

.....

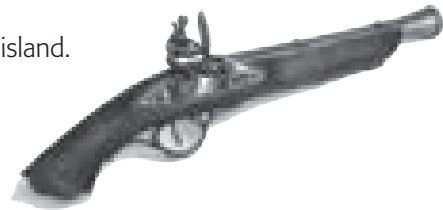
3 Put the events from Chapter 9 in the correct order.

- a Hands found a knife when he thought Jim was not looking at him.
- b Jim paddled his boat back the *Hispaniola* because he thought nobody was on it.
- c Jim helped Hands to feel better.
- d Jim was hit by a knife but shot Hands at the same time.
- e Jim and Hands sailed back to the island.
- f Jim held onto a rope before the *Hispaniola* sank his boat.
- g Jim climbed into the sails to escape from Hands.

4 Complete the sentences with these adjectives.

correct dead ~~dirty~~ empty honest rocky wet worried

- 1 When Jim returned to the *Hispaniola*, the deck seemed empty.
- 2 Jim thought that Hands and the other pirate were
- 3 The floor of the ship was with sand and mud from the island.
- 4 Soon Jim and Hands saw the north of the island.
- 5 Jim was because he knew Hands was planning something.
- 6 Jim knew that Hands was not an man.
- 7 It was difficult to take the ship to the part of the island.
- 8 Jim's gun did not work at first because it was



5 Match to make collocations.

- | | |
|--|------------------------|
| 1 <input type="checkbox"/> go | a the air |
| 2 <input type="checkbox"/> fly through | b a flag |
| 3 <input type="checkbox"/> make | c a ship to the island |
| 4 <input type="checkbox"/> take down | d downstairs |
| 5 <input type="checkbox"/> sail | e a lot of noise |

6 Answer these questions.

- 1 How did the *Hispaniola* look when Jim came nearer to it?
.....
- 2 How was Jim saved after the *Hispaniola* hit his boat?
.....
- 3 What did Hands plan to do with Jim?
.....

7 Read the quotations and answer the questions.

"You'll want to go to the island, won't you, Captain Hawkins? Let's talk."

- 1 Why does Hands call Jim 'Captain Hawkins'?
- 2 In what way can he help Jim?

"Also, Mr Hands, we can't have this flag on the ship,"

- 1 What flag did Jim mean?
- 2 Why did he want to take it down from the ship?
- 3 What does a flag mean to a ship?

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

.....

.....

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Units 7-9



1 Choose the correct words to complete the sentences.

- 1 Omar has a new *app* on his smartphone to understand foreign languages.
A chat **B** app **C** internet **D** click
- 2 The students answered all the questions in the and then checked their scores.
A feedback **B** invention **C** quiz **D** computer
- 3 My dad uses if he doesn't know which road to take.
A vehicle **B** app **C** translation **D** GPS
- 4 In the future, we will have the to travel to space on our holidays.
A technology **B** invention **C** internet **D** robot
- 5 Kamal his homework before he went to the cinema.
A had finished **B** finished **C** was finishing **D** would finish
- 6 You make a loud noise in the library or you will get into trouble.
A can **B** should **C** mustn't **D** must
- 7 If Magda a language course, she would be able to speak to foreigners.
A does **B** will do **C** did **D** would do
- 8 What would you do if your friend an accident?
A have **B** would have **C** has **D** had
- 9 When the alarm rings, we the building.
A would leave **B** left **C** leaving **D** leave
- 10 I have a bad cold, so it is difficult for me to
A breathe **B** research **C** wash **D** respond
- 11 We should always put our plastic rubbish in a separate
A wrap **B** bin **C** dust **D** floor
- 12 A new school in our village last year.
A built **B** was built **C** was building **D** had been built
- 13 Fortunately, the police could the mystery and catch the criminal.
A solve **B** make **C** find **D** do
- 14 It's very easy to around in that city because the public transport is cheap and efficient.
A get **B** find **C** stay **D** say
- 15 There was an emergency so the school was
A serviced **B** navigated **C** evacuated **D** injured
- 16 The boys could help the injured man because they had learnt about
A danger **B** first aid **C** hygiene **D** emergency services

2 Complete the text with the past simple or past perfect form of the verbs in brackets.

Yesterday, Sayed and Waleed ① *went* (go) to school by bus, but the bus ② (break) down. When they finally ③ (arrive) at school, the lessons ④ (start). They ⑤ (be) tired because they ⑥ (walk) more than 5 kilometres. Sayed ⑦ (ask) the teacher for some extra help after the other students ⑧ (go) to lunch.

3 Complete the sentences with the past simple (active or passive) form of the verbs in brackets.

- 1 *Treasure Island* (write) by Robert Louis Stevenson.
- 2 Hazem and Dalida (teach) at home until they were 11 years old.
- 3 The teacher (ask) students to give a presentation about the book they had read.
- 4 Mariam (send) to the library to collect some books by the teacher.
- 5 I (tell) my little son to be careful on crossing the road.
- 6 Salma was sad because she (not choose) for the volleyball team.
- 7 The emergency services (call) when a teacher felt ill.
- 8 We (take) Ayman to hospital because he broke his arm.



4 Translate into Arabic.

- 1 GPS, which stands for Global Positioning System, is a radio navigation system. This helps land, sea and airline users determine their exact location easily.

.....

.....

5 Translate into English.

- 1- يلعب التعليم دوراً فعالاً في بناء المواطن القادر على مواجهة كل تحديات العصر، لذا يُعد استثماراً بشرياً في كافة المجالات.

.....

.....

6 Read the text and answer the questions.

Getting good quality information from the internet

How often do you use the internet for school projects and to help with your homework? Some students don't think about where information comes from online. This can be risky because there is a lot of information on the internet which is false. It is important to remember to use websites that you can trust.

You should also think about when the information on the website was written. When you are researching history, the information can be old but it can still be accurate. However, if you are looking for something about science and technology or the latest news, you should check the date on the website. It is important to look for the most recent information.

Paying attention to the website address is also helpful. If the site is from a government or somewhere like a university, the address finishes .gov or .edu. You can trust these sites. Finally, good websites usually include links to other sites on similar topics. This means you can check the information in more than one place.

The most important thing to remember is to think critically. Don't believe everything you read, don't stop at the first website you find and always ask questions.



- 1 According to the text, a lot of information on the internet is ...

A always trusted	B sometimes trusted
C never trusted	D totally trusted
- 2 It's very important to check the date of writing the information because ...

A it tells you about the accuracy of the information.	B it tells you about the quality of the author.
C it tells you about the security of the website.	D it helps you avoid internet scams.
- 3 Trusted websites do not ...

A provide links to related sites.	B include the symbol of an organisation.
C ask you to provide personal information.	D provide information from different sources.
- 4 Why are links to other sites helpful?

A You can find more information.	B Other sites are usually better.
C Comparing the information is a good way to check.	D Both A and C.
- 5 Why is it important to check the the information you find on the internet?

6 How do you think we can have less false information on the internet?

7 How do you think students in the future will find information for school projects?

UNIT 10

Lesson 1

What's your job?

Vocabulary

1 Complete the table.

Verb	Noun	Adjective
1 <i>apply</i>	application	applied
2 qualify	qualified
3	reassurance	reassuring
4 reward	reward
5 stress	stress
6 succeed	success



2 Join the sentences with the correct words.

~~although~~ and but despite so

- I love my job *although* it is very stressful at times.
- I've always enjoyed caring for people, it seemed a natural thing to do.
- the long hours and hard work, the job is very rewarding.
- A lot of nursing is about listening to people's worries explaining what the doctors are going to do.
- You need good medical knowledge, compassion is also really important.

3 Choose the correct answers to complete the sentences.

Ali has a very good job at the hospital ① **and / despite** he works in the city centre. He lives a long way from the hospital, ② **but / so** he does not drive to work. He always cycles, ③ **although / so** he is very fit! ④ **Although / But** he also helps a charity in the evenings, Ali does find some time to relax. He loves swimming in the sea. He even swims in the winter, ⑤ **although / despite** the cold weather!



Writing

4 Write a paragraph about a job that you think is rewarding.

- Find out which qualifications you need to do it.
- Explain why you think it is rewarding.

.....

.....

.....

.....

.....

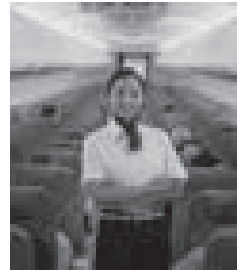
.....

Vocabulary

1 Complete the sentences with these words.

~~apprenticeship~~ attendant construction degree industry

When he left school, my brother, Hassan, got an ① *apprenticeship* with a large ② company that builds hotels around the country. He likes his job, very much. My sister Laila has a ③ in engineering and she has a good job in the car ④ In fact, her company makes the best cars. My younger sister is still at school. She wants to travel around the world and she says that she wants to be a flight ⑤ for a big airline!



Language

2 Change what the people say into reported speech.

- "I don't want to play football at the weekend," said Hatem.
Hatem said that he didn't want to play football at the weekend.
- "We didn't see the children leaving for school this morning," my neighbours told me.
.....
- "Can you tell me your name, please?" the interviewer asked me.
.....
- "Have you got a degree in maths or science?" she inquired.
.....

3 Now change this reported speech into direct speech.

- Hamdi told me that he hadn't seen the film about global warming.
Hamdi said to me. "I haven't seen the film about global warming."
- Maya's mother said that she had qualified as a doctor five years ago.
.....
- The police officer told the driver that they were sorry but the road was closed.
.....
- Hana asked Eman if she was going to the book club that afternoon.
.....



4 Listen to the phone messages and report what the people said.

- Samir said that his bus had broken down, so he would be late for the meeting.*
-
-
-
-



5 Ask your partner what he or she did last week and why.

- Make a note of his/her answers.
- Report what he/she said to other pairs.

10 Lesson 3

Vocabulary

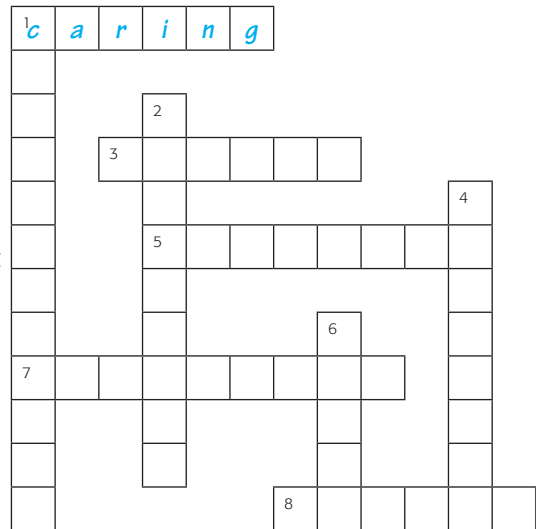
1 Complete the crossword.

ACROSS →

- 1 Someone who offers help and support is ...
- 3 Someone who always tells the truth is ...
- 5 Someone who can change their behaviour in different situations is ...
- 7 When we look at something carefully, we give it all of our ...
- 8 A person who works well with others is a good team ...

DOWN ↓

- 1 Someone who can explain their ideas is a good ...
- 2 Someone who thinks that they can do things well is ...
- 4 Someone who always does what they say they will do is ...
- 6 Someone who supports their friends even when it's difficult is ...



2 Choose three of these jobs and write a sentence describing the qualities needed for each one using the words from Exercise 1.

baker farmer office worker plumber police officer
shop assistant teacher vet

- 1 *A vet needs to be caring and confident with animals.*.....
- 2
- 3



Language

3 Match the questions 1-6 with the answers a-f from a job fair.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1 Hello. I'd really like to work as a vet. How can I get some work experience? 2 Do I need any qualifications to be a vet? 3 What are the main skills required? 4 Where do you work? 5 Do you earn much money? 6 How many holiday days do you have? | <ol style="list-style-type: none"> a Yes. The pay is good, but it's not easy work. b I get four weeks every year. c Help out at your local vets during the holidays. d Yes. You need a degree and many years of study to become a vet. e You need to like animals, of course, and you also need to be patient. f I work in an office, but sometimes vets work outside, visiting farms. |
|--|--|

Writing

4 Choose a job and send an email asking an expert for advice about it. You can think about the questions in Exercise 3 to help you.

Reading

1 Read the CV. Do you think Nabila will be a good teacher? Why/Why not?



2 Answer the questions about the CV.

- 1 Where did Nabila study?
- 2 What good qualities does Nabila have?
- 3 Who has Nabila taught?
- 4 What does Nabila like to do in her free time?

3 Complete the CV below for your own dream job. Follow this plan.

I am: List the skills and personal qualities that make you a good choice for the job

Experience: Write about the things that you have done

Personal statement: Describe yourself by including your skills in sentences

Interests: List your hobbies and free-time activities

CV

Name: Nabila El-Soory **Age:** 24

Address: Central Cairo, Egypt

Dream job: Teacher

Qualifications:

- Post Graduate Certificate in Education: Bradly College, Oxford, England
- Bachelors Degree in English: Cairo University, Cairo, Egypt

I am:

- punctual
- reliable
- a good communicator
- caring

Experience: I've always wanted a job helping people. I watched many lessons on my training course, and I taught English to young people aged 7–16 years old in the UK.

Personal statement: I am punctual and reliable. I can communicate well with young people, and I believe that I am a patient and caring professional.

Interests: Reading, theatre, and Egyptian cuisine

Availability: Immediate

CV

Age:

Address:

Dream job:

I am:

-
-
-
-
-

Name:

Experience:

.....

.....

Personal statement:

.....

.....

.....

Interests:

.....

.....

.....

Treasure Island

Chapter 10



1 Answer the questions with full sentences.

- 1 If something is *alive*, is it living or angry?
- 2 If you *care* for something, do you look for it or find it important?
- 3 Do you use a *torch* when it is rainy or when it is dark?
- 4 If you are *trapped*, can you go where you want to go or do you have to stay in one place?
- 5 Do *rules* tell you what to do or where to go?

2 Circle *True* or *False* and correct the false sentences.

- 1 Jim did not know how to find his way across the island. True / False
.....
- 2 Captain Smollett always had a fire next to the fort. True / False
.....
- 3 The guards did not see Jim return to the fort. True / False
.....
- 4 All of the pirates in the fort looked well and happy. True / False
.....
- 5 The pirates took the fort from Dr Livesy and his men. True / False
.....
- 6 Silver did not know where Dr Livesy and his men were. True / False
.....
- 7 Jim agreed to join Silver and his men. True / False
.....
- 8 Some of the pirates do not want Silver to be their captain any more. True / False
.....

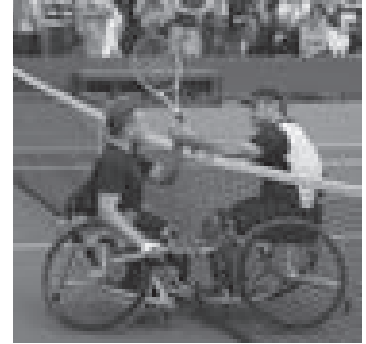
3 Work in pairs. Who are the speakers of the quotations, and what are they talking about?

- 1 "It's nice of you to visit us."
.....
- 2 "He said he did not know or care where you were."
.....
- 3 "If you don't kill me, I'll help you at your trial."
.....
- 4 "We don't like all of your rules."
.....
- 5 "I know you've got the ship safe somewhere."
.....

UNIT 11

Lesson 1

Amazing people



Vocabulary

1 Complete the text with these words.

achieve ~~compete~~ disability medals muscles wheelchairs

Wheelchair tennis

Some amazing athletes ① *compete* in different sports even when they have a ② For example, some play tennis in ③ The playing area is the same as for other tennis competitions, but the players need to have strong ④ in their arms to move around and to hit the ball. The best players enter the Paralympic Games, but few ⑤ as much success as Esther Vergeer, who is from the Netherlands. She won four gold ⑥ between 2000 and 2012.

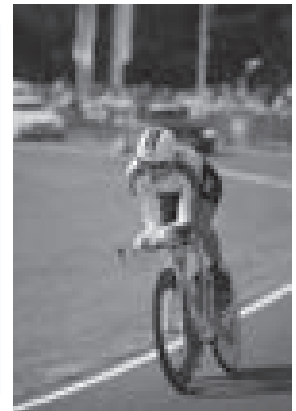
2 Are these sentences **true (T)** or **false (F)**? Correct the false sentences.

- 1 People who cannot walk cannot do sports. F
- 2 The playing area for wheelchair tennis is different.
- 3 People need strong arms to play wheelchair tennis.
- 4 It's easy to get a place at the Paralympic Games.
- 5 Esther Vergeer was very successful.

3 Many sports end in **-ing**, and the name of the person who does the sport ends in **-er**. Complete these sentences with the correct form of the verb in brackets.

Olympic sports

Many Olympic sports have always been part of the modern games, such as ① *cycling* (cycle) and ② (swim). Some of the most famous Olympians are ③ (run) such as Usain Bolt and Mo Farah. New sports are sometimes added to the games. For example, ④ (windsurf) became an Olympic Sport in 1984 and ⑤ (snowboard) in 1998. Other sports are not part of the Olympic Games, for example, ⑥ (powerlift). That means that great Egyptian ⑦ (powerlift), like Sherif Othman, can only compete in the Paralympics.



Writing

4 Write a paragraph about a successful disabled person you searched for with your group, who has achieved success despite many difficulties.

.....

.....

.....

.....

Vocabulary

1 Complete the sentences with these words and expressions.

activist campaign highs and lows ~~ramp~~

- Before we drove onto the ship, we had to drive up a ramp.
- School is not always easy, so you need to expect some
- Our class is going to start a/an to stop people leaving rubbish in the streets.
- Lina wants to be a/an so she can save the world!



Language

2 Match to make sentences.

- | | |
|---|--|
| 1 Mahmoud Mohamed Youssef is a disabled athlete | a which gives people a greater challenge. |
| 2 A disability is something | b which held the first Olympic Games. |
| 3 Amany Ali is a powerlifter | c who has been to two Paralympic Games. |
| 4 Greece is the country | d who helps people who are in wheelchairs to stay fit. |

3 Complete the text with these clauses.

which had landed at London's Heathrow airport

~~who travel by plane~~

which is often broken on long flights

who has used a wheelchair since 2004

who was very sorry for what had happened

A campaign for the disabled

Disabled passengers ① who travel by plane often have a lot of problems. Frank Gardener, ②, campaigns for air travel to be easier for disabled passengers. This started after he was left on a plane ③ for a long time because his wheelchair was lost. The owner of the plane company, ④, promised to help disabled passengers more in the future. But Frank says the main problem is what happens to his wheelchair, ⑤



4 Complete these sentence so they are true for you.

- My best friend is someone
- My favourite holiday was in a place
- I sometimes get phone calls from people
- A computer is something

11 Lesson 3

Listening

222 **1 Complete the following conversations with these sentences. Then listen and check your answers.**

I do apologise. Perhaps we can repair it.

I'm sorry about that. I'll change places with my wife. She is shorter.

I'm sorry about that. We will give you a new meal.

I'm afraid he's out at the moment. Can I help you?

Conversation 1

Hana: Excuse me, I'd like to make a complaint. My phone doesn't work.

Assistant: ①

Conversation 2

Hany: I'm sorry to bother you, but you're very tall. I can't see the play.

Man: ②

Conversation 3

Heba: I'd like to speak to the manager, please.

Waitress: ③

Heba: Yes, the problem is that my meat is undercooked.

Waitress: ④

Vocabulary

2 Complete the conversation using these words to make a complaint.

afraid can complaint do perhaps sorry ~~speak~~

Man: I'd like to ① *speak* to the manager, please.

Receptionist: I'm ② she's out at the moment. ③ I help you?

Man: Yes. I'd like to make a ④ .

Receptionist: I'm ⑤ about that. What is the problem?

Man: The window in my hotel won't close and it is very noisy outside.

Receptionist: I ⑥ apologise. ⑦ we can find you a different room.

3 Read the conversation again and answer the questions.

1 Why did the man make a complaint?

2 Where does the conversation take place?

Writing

4 Imagine you are in a café and you have a reason to make a complaint. Write a short dialogue between you and the waiter.



Vocabulary

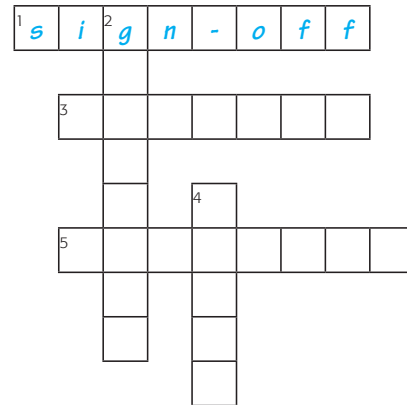
1 Complete the crossword.

Across →

- 1 another word for the close of an email
- 3 you make this to say what you want
- 5 a way to describe someone who cannot use part of their body in the way that most people can

Down ↓

- 2 what you usually start an email with
- 4 a polite way to call a woman whose name you do not know



Reading

2 Complete this reply to Christine Harrison's email with these words.

Could **Dear** employees hearing ramps regards staff support would writing

1 *Dear* Christine Harrison,
Thank you for your interest in working for our company. I am
2 to reply to your questions.
Our company already has two disabled 3 We do not
have a lift but we have 4 to both of the floors in our
building. All of our 5 are trained to 6
our disabled colleagues.
I 7 like to know which qualifications you have.
8 you come in for an interview next week?
I look forward to 9 from you.
Kind 10
Medhat Shoukry
Manager



Writing

3 Now reply to the manager's email to arrange a job interview using the following notes.

- you have a qualification in Sales and Marketing
- you can go to an interview any afternoon next week, but not in the morning
- tell the manager about the skills and hard work that you can bring to his company

Treasure Island

Chapter 11



1 Complete the sentences with these words.

arrested agreement negotiate nod malaria promise

- 1 The businesswoman travelled to England to *negotiate* selling Egyptian cotton to a factory. I hope she gets a good price.
- 2 We both wanted to go to different places for our holiday, but now we've come to a/an We're going to Luxor!
- 3 I asked my friend if he agreed with my plan for the project, and he gave a small of his head.
- 4 The scientist became ill after staying by a river for a week. He might have
- 5 The police the man because he was driving his car at more than 150 km/h.
- 6 Thank you for letting me use your phone. I that I'll give it back to you tomorrow.

2 Read Chapter 11 again quickly. Who has the following?

- 1 a piece of paper for Silver
- 2 the treasure map
- 3 some medicine for the pirates
- 4 the location of the *Hispaniola*

3 Complete with Silver's responses to the pirates' reasons.

Pirates' reasons	Silver's responses
1 Your plans haven't worked.	1
2 You let Trelawney and his men leave the fort, and we're sure that they have a plan.	2
3 You wouldn't let us follow them.	3

4 Put the events from Chapter 11 in the correct order.

- a Silver told Jim that they would look after each other.
- b Dr Livesy visited the fort and helped the ill pirates.
- c The pirates told Silver that he was not the captain any more.
- d Dr Livesy talked to Jim through the window.
- e Silver persuaded the pirates that he was still the best captain.

5 Match to make collocations.

- | | |
|---------------------------------|------------------------------|
| 1 <input type="checkbox"/> come | a how to do something |
| 2 <input type="checkbox"/> know | b lives |
| 3 <input type="checkbox"/> save | c medicine |
| 4 <input type="checkbox"/> stay | d safe |
| 5 <input type="checkbox"/> take | e to an agreement |

6 Complete the sentences with these adjectives.

dangerous frightened happy ill ~~important~~ safe useful

- The doctor is *important* to Silver because some of the pirates are very
- Jim will be to Silver if they need to negotiate.
- Apart from George, all the pirates were when they agreed to keep Silver as Captain.
- Jim knew that Silver would do anything to stay
- Dr Livesy thought that Silver was, but Silver said he wasn't.
- Dr Livesy helped the pirates, although he knew they were men.



7 Read these quotations and answer the questions.

"I'm sorry, doctor! I was wrong. They were going to kill me, but Silver saved me"

- Who was talking?
- Why was he sorry?
- Why did he decide to stay with the pirates?

"You've saved our lives many times on this Journey"

- Write 100 words on the times when Jim could save Dr Livesy and his men on the journey.

.....

.....

.....

.....

8 Imagine you are Dr Livesy. Write what you will say to Trelawney and the other men when you return to them after visiting the fort.

.....

.....

.....

.....

.....

.....

.....

.....

UNIT 12

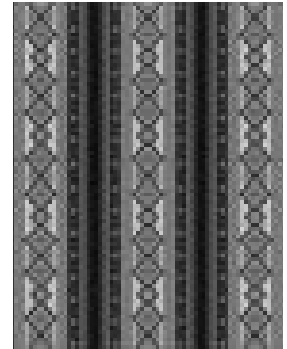
Lesson 1

Hard work

1 Complete the sentences with these words.

disappeared ~~engaged~~ guilty mystery solve weaver

- 1 Have you heard that Sara and Rami got *engaged* ?
- 2 I don't know what happened to my watch. It is a
- 3 The lady is very sad, her little child has in the park.
- 4 It was a very difficult maths problem, but we managed to it.
- 5 We know the man is because we saw him take the money.
- 6 This carpet was made by a



Reading

2 Read the description. Do you think that being a weaver was a good job? Why?/Why not?

The story of Silas Marner begins in the English countryside in the early years of the nineteenth century. There were only a few weavers in the countryside, and they usually looked pale and thin compared to the people who worked in the fields. These people didn't trust anyone who was clever and they didn't like anyone who had seen the world outside their small village. Weavers had a special skill and they usually came from large towns, so they often lived lonely lives.

3 Read the description in Exercise 2 again and answer the questions.

- 1 Where did the story of Silas Marner begin? *In the English countryside*
- 2 Were there many weavers in the countryside?
- 3 Did weavers live a happy life? How?
- 4 What did weavers usually look like?
- 5 Do you think the villagers were right to avoid people who had a different job?

Writing

4 Write a paragraph about another job which requires hard work.

.....

.....

.....

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.....

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.....

.....

Language

1 Complete the sentences with *must have*, *can't have*, or *might have* and the past participle of the verbs in brackets.

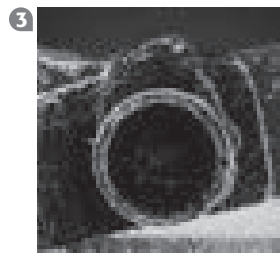
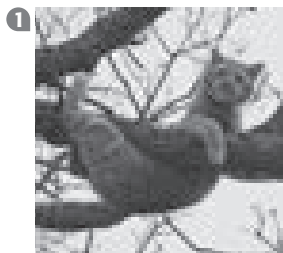
- The players are all very happy. They *must have won* (win) the match!
- Tarek is in the hospital because he (break) his arm in the accident. They are not sure.
- Everyone in the photo is wearing a big coat. It (be) very cold!
- You (see) Fareeda this morning. She is in London!
- I can't remember where I took this photo. I (take) it in Rome, but I'm not sure.
- Marwan (not / be) with his brother when you saw him. He only has a sister.

2 Choose the correct answer.

- Ahmed has a souvenir of the Eiffel Tower. He **must / might** have been to Paris. Perhaps he spent a holiday there.
- They **must / can't** have won the match, they didn't score any goal.
- He **must / can't** be a clever mechanic. He always repairs our cars well.
- Leila felt ill after she ate at the restaurant yesterday. The food **can't / must** have been bad.
- Sami **mustn't / can't** have travelled to Alexandria yesterday. He was in Cairo.
- Mariam has lived in London for 20 years. She **must / can't** speak English well.
- I **might / must** spend the weekend in my village. I haven't decided yet.

Speaking

3 Look at the following photos and explain what *must have*, *can't have*, or *might have* happened in each.



Writing

4 Look at the example, then use the prompts to write a paragraph that tells a short story.

Ayman is looking sad.

He might have had an argument with his sister. She might have taken his jacket. She must have been in a hurry. She can't have asked him. He must have noticed.

Dina is looking angry.

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12 Lesson 3

Reading

1 Complete this chart on *Treasure Island*.


Main characters	Theme	Plot	Pace
.....
.....
.....

2 Complete these book reviews with the correct words from Exercise 1 in your Student's Book.

This book is about people living on a farm near a small village in the mountains. The ①..... is how life in a village is changing in the modern world. The ②..... is very slow and it is quite sad because many traditional parts of their life will never be the same again. But it is beautiful to read and I enjoyed it. ★★★★★



This book is very funny! It is about a family who drive across the country for a holiday. They have to return their car to the airport before the end of the day. The ③..... is full of things that go wrong! The car is stopped by a bear, and they meet a lot of strange people. My favourite ④..... is a police officer who is not very good at his job! I laughed a lot and would recommend this book. ★★★★★



2.24 3 Listen and check your answers to Exercise 2.

Writing

4 Think about a book you have read and write a review of it.

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REMEMBER!

Start your review with a summary of the book. Write your own opinion. Provide reasons for your opinion. Review for spelling, punctuation and structure.

Reading

1 Complete the three famous mysteries with these final sentences.

Might it be hiding somewhere?

What might have happened to her?

What might have happened to it?

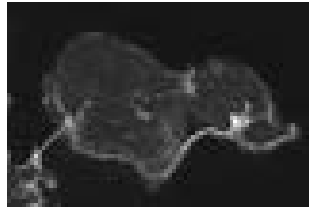
1



Cleopatra VII died in around 30 BCE. The famous writer, Plutarch, described the beautiful place where she was buried. However, although archaeologists have found much older pharaohs, nobody knows where Cleopatra lies today. In 2010, a famous archaeologist called Zahi Hawass found many things from Cleopatra's time at Taposiris Magna, near Alexandria, but he did not find Cleopatra.

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2



Oak Island is on the east coast of Canada. People believe that a pirate called Captain William Kidd stole some treasure and buried it on the island in the seventeenth century. He wanted to go back to the island to get his treasure, but he never returned. Since that time, hundreds of people have tried to find the treasure, without success.

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3



Loch Ness is a very deep lake in the north of Scotland. Since the seventh century, people have seen a large, strange animal that lives in the deep water of the lake. They call it the Loch Ness Monster. Some people have even taken photos of a distant shape that could be the monster. However, scientists have studied the lake and they have not found anything unusual. But people still believe that something lives in the lake.

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Speaking

2 Look at these four explanations for the second mystery. Which do you agree with? Why/Why not?

- Someone must have found the treasure. They might not have told anyone about it because they might have wanted to keep the money for themselves.
- Captain William Kidd must have returned to get the treasure. He can't have told anyone about this.
- I think the money might never have been there. The people on the island might have told this story so that more tourists would visit.
- Captain William Kidd must have hidden the money really well. It might take years to find it.

Writing

3 Now write possible explanations for the other two mysteries in Exercise 1.

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Treasure Island

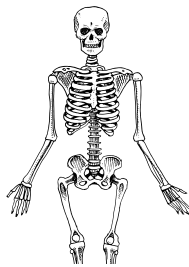
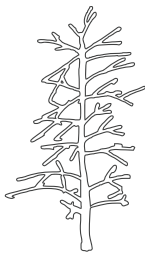
Chapter 12



1 Match the words and the definitions.

- | | |
|--|--|
| 1 <input checked="" type="checkbox"/> attach | a a large hole in the side of a mountain |
| 2 <input type="checkbox"/> ground | b the bones of a whole animal or person |
| 3 <input type="checkbox"/> cave | c join one thing to another |
| 4 <input type="checkbox"/> point | d not useful at all |
| 5 <input type="checkbox"/> smile | e the top part of the earth |
| 6 <input type="checkbox"/> useless | f have a happy expression on your face using your mouth |
| 7 <input type="checkbox"/> skeleton | g move your finger in the direction of something to show it to someone |

2 Complete with the things Jim and the group saw from the time they left the fort till they met Ben Gun and the group.



3 Circle *True* or *False* and correct the false sentences.

- Silver told the pirates that he planned to leave Jim on the island. True / False
.....
- The pirates sailed round the island on the *Hispaniola*. True / False
.....
- They found the skeleton of Flint. True / False
.....
- They heard a man singing in the trees. True / False
.....
- The pirates thought that the voice from the trees was very funny. True / False
.....
- They found a hole in the ground but it was empty. True / False
.....
- Three pirates ran away and three died. True / False
.....
- Jim learned that Silver hid the treasure in a cave. True / False
.....

4 Match to make phrases.

- | | |
|----------------------------------|------------------------------------|
| 1 <input type="checkbox"/> give | a someone or something down |
| 2 <input type="checkbox"/> play | b like a person singing |
| 3 <input type="checkbox"/> reach | c a trick on someone |
| 4 <input type="checkbox"/> slow | d of a plan |
| 5 <input type="checkbox"/> sound | e someone an advantage |
| 6 <input type="checkbox"/> think | f the coast |

5 Complete the sentences with these adjectives.

beautiful comfortable crazy dangerous
frightened hot quieter terrible useless ~~worried~~

- 1 Jim was *worried* that Silver wanted to leave him on the island.
- 2 Jim did not know if Silver would help Dr Livesy or the pirates.
- 3 It was when they walked across the island, but the flowers were very
- 4 Morgan looked at the skeleton with a face.
- 5 The pirates were much after they saw the skeleton.
- 6 Silver's eyes looked and when they got near the treasure.
- 7 Dr Livesy gave the map to Silver because it was
- 8 Back in England, Jim lived a life.

6 Complete with what happened to these characters after they reached Bristol.

Captain Smollett: Gray:
Ben Gun: Jim:

7 Read these quotations and answer these questions.

A "We heard a shout. Morgan was looking at something with a frightened face."

- 1 What was the thing that frightened Morgan?
- 2 Did that thing help the pirates and Jim? How?

B "George was in front of them, but he suddenly stopped with a cry."

- 1 What was the reason for George's cry?
- 2 What does it mean? What did Silver do to face it?

C "Thank you, doctor. You saved us. And look, it's Ben Gun!"

- 1 Why does Silver thank Dr Livesy?
- 2 How could Ben Gun help them?
- 3 When did they last see Ben Gun?

8 Imagine you are Jim. It is your first day back in England. Write a letter to your mother telling her briefly what happened to you. Write about 150 words.

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Units 10–12

1 Choose the correct words to complete the sentences.

- 1 Khaled loves his job because it's very *rewarding*.
A stressful **B** rewarding **C** qualified **D** boring
- 2 Gamal wants to do a / an to learn how to be a builder.
A attendant **B** industry **C** apprenticeship **D** degree
- 3 The most important skill for a teacher is to be a good
A reward **B** communicator **C** construction **D** qualification
- 4 I didn't enjoy that novel because the was very complicated.
A plot **B** characters **C** publisher **D** poet
- 5 Becoming a world champion in your sport is an amazing
A competition **B** winner **C** medal **D** achievement
- 6 Fatma her sister that she was going to the library to study.
A said **B** asked **C** requested **D** told
- 7 Hazem asked he could leave the lesson early.
A that **B** whether **C** weather **D** to
- 8 Athletes play well and against each other to win medals.
A complete **B** compete **C** complement **D** compliment
- 9 The customer the shop assistant for some help.
A told **B** said **C** thought **D** asked
- 10 I'm going to start a/an against cutting down trees in my town.
A camp **B** campaign **C** chaos **D** advice
- 11 Look! That is the gold medal the athlete won at the Paralympics.
A who **B** which **C** where **D** when
- 12 He is really, he did many things that are against the law.
A guilt **B** guiltless **C** guilty **D** guiltlessness
- 13 Miss Amany is a nurse, so she be very caring.
A must **B** can't **C** mustn't **D** have to
- 14 That be my book. I have my one in my bag.
A must **B** can **C** can't **D** doesn't
- 15 Mona was absent from school yesterday, so she ill.
A must have been **B** can't be
C had to be **D** mustn't be
- 16 I'm sure the police will solve the and arrest the criminal.
A riddle **B** mystery **C** myth **D** puzzle



2 Complete the gaps with one word.

Last week, I asked Imad ① *if* he was going to Marwan's birthday party. He ② me that he would see me there but I didn't see him. Yesterday, I saw his bike outside his house, so he must ③ been at home then. In the afternoon, Huda said she ④ gone to the library with him because they had to prepare for a test. Then, at 6 p.m., Magda said he was at the cinema, so he ⑤ have stayed at the library for very long. I think he ⑥ have gone straight to the cinema because he had his school bag when Magda saw him. Anyway, when I arrived, he had already ⑦ , so I still haven't seen him!

3 Change the direct speech into reported speech

- 1 "I'm going to study medicine at university."
He said he
- 2 "Can I apply for the job before I finish my course?"
She asked if she
- 3 "The class have just finished reading this novel!"
The teacher said
- 4 "Where are the Paralympics going to be held in 2028?"
He asked where
- 5 "There is a new ramp at the school for wheelchair users."
Mr Hamed told the students
- 6 "I have to get up at 4.30 a.m. every morning."
The farmer told us he
- 7 "My sister got a better grade than me in the maths exam."
Dina said
- 8 "What qualifications do you need to become a police officer?"
Fady asked

4 Translate into Arabic.

- 1 People with disabilities are useful citizens although they have special needs. They can use their different skills to work with others to make progress on projects.
-
-

5 Translate into English.

- ١ - سوق العمل مليئاً بالمنافسة الشديدة لنيل فرص العمل المتنوعة في كل المجالات؛ حيث تتطلب كل وظيفة مهارات محددة يسعى إليها الباحث عن الوظيفة.
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-

6 Read the text and answer the questions.

Careers Advice for students

Human Resources staff report that although qualifications are important, skills are often what they are most interested in when they want to employ young people. These include practical skills and personal qualities.

They are interested in young people who can stay calm, work well in a team, and accept criticism. You can improve in these areas by playing in a sports team or doing group activities at school.

Other important qualities include being punctual, flexible and having good communication skills.

Technology is also important in many jobs, so make sure that you can use a variety of devices and software programs.

An ability to organise things is also useful. You can develop good planning skills while you are still at school by organising a timetable for your studies. And you can also help to organise events at school or with your family.

When you go to a job interview, be prepared to talk about how you have learned your skills and remember to give some examples of situations that have helped you.

1 What are Human Resources staff most interested in when they recruit young people?

- A appearance
- B personality
- C social studies
- D skills

2 Which activity helps you learn to be a good team member?

- A being a good leader
- B doing a project with other students
- C criticizing other students
- D being a good trainer

3 You will make a good impression if you are not ...

- A late.
- B well prepared.
- C able to use a computer.
- D careful.

4 Preparation for a job interview should include ...

- A thinking of some new skills you want to learn.
- B thinking about how you learned your skills.
- C giving examples of situations which you have enjoyed.
- D asking for a high salary.

5 Why do you think it is useful to be flexible?

.....

6 Why do you think that most jobs need more than qualifications?

.....

7 What kind of courses do you think will be most useful in the future? Why?

.....



1

Practice Exercises

1 Choose the correct answer.

- 1 Hana loves animals, so she wants to be a
- A** teacher **B** plumber **C** vet **D** baker
- 2 After the accident, Lara couldn't walk and she had to use a/an
- A** wheelchair **B** armchair **C** pair of glasses **D** muscle
- 3 I want to go to university to study for a/an
- A** skill **B** degree **C** apprenticeship **D** contract
- 4 I still don't know what happened to my pen. It's a
- A** guilty **B** criminal **C** mystery **D** plot
- 5 A nurse is a hard-working person is caring and reliable.
- A** who **B** whose **C** which **D** what
- 6 You use your phone while you're driving. It's dangerous.
- A** must **B** can **C** mustn't **D** should
- 7 If Samia the entrance test, she will go to Cairo University next year.
- A** would pass **B** will pass **C** passes **D** passed
- 8 The teacher asked the students had understood the explanation.
- A** what **B** to **C** so **D** whether

2 Fill the gaps with one word.

Wheelchair basketball started in 1946, when it ① played by disabled American soldiers after World War II. There are two ②, which have five players each. The World Championships take place every four years. In 2018, the World Championships ③ held in Hamburg, Germany, and there were 16 men's teams and 12 women's teams. The Netherlands won the women's gold ④ for the first time in their history. Mariska Beijer scored 21 points. She said that she ⑤ started playing when she was 11 years ⑥ and winning the Championships was a dream come true.

3 Translate the following into Arabic.

- 1 Education is essential for students of different ages all over the world. It is the process of achieving knowledge, values, skills and positive habits.
-
-

4 Translate the following into English.

١- علينا أن نفخر بالرياضيين الأكفاء الذين فازوا بميداليات في شتي البطولات، كما يجب أن نعطيهم العناية الكافية؛ ليستمروا في تحقيق المزيد من النجاح.

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5 Read the text and answer the questions.

Online Education

Online Education allows students to attend classes without going to a school building. The online community means students can share their opinions and discuss what they are learning with other students and their teachers. Courses use advanced video technology so that students can speak, make notes on the screen and write on a shared whiteboard with other students.

There are a variety of reasons for choosing an online education. Some students live in remote areas, and it is difficult to travel long distances every day. Others have been the victims of bullying at school. The flexibility of this way of learning means that it also appeals to students who have special needs, and students who are unable to go to a traditional school.

An advantage of online education is that students study at their own pace and place and they can choose the best time of day to study. All you need is a computer with a high speed connection to the internet and an ability to learn.

- 1 Online education is ...

A a way of traditional learning	B a modern school building
C a group of students who work together	D a way of learning using technology
- 2 Which of these students might prefer to learn online?

A a bully	B a disabled student
C a student who likes travelling	D a student with no connection to the internet
- 3 Which of these are important if you want to learn online?

A working quickly	B being able to fix a computer
C having a fast internet connection	D continuing to go to school
- 4 What do you think are the disadvantages of this way of learning?

5 Would you like to study without going to a school building? Why/Why not?

6 Do you think it is possible to learn without a teacher? Why/Why not?

6 Choose one of the two topics. Write about 150 words on the topic.

- 1 Write a review of a book you have read. Describe the main characters and the plot, and say whether you recommend it or not.
- 2 Write a review of a website you have used. Explain the information that it contains, why you used it, and say whether it is easy to use or not.

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2

Practice Exercises

1 Choose the correct answer.

- 1 Ali arrived an hour late for the interview. He's not very
- A punctual B honest C flexible D loyal
- 2 Luxor is a city is famous across the world.
- A who B when C where D which
- 3 How you feel if you won the competition?
- A do B are C would D will
- 4 There's water all over the kitchen floor. We should call a
- A vet B farmer C police officer D plumber
- 5 Maya the nurse that she was feeling ill.
- A asked B said C made D told
- 6 The emergency services have arrived. There have been an accident.
- A must B can't C should D mustn't
- 7 I can't eat strawberries because I have a/an
- A allergy B hygiene C bacteria D danger
- 8 Nadia wants to in the national swimming championships next year.
- A achieve B compete C cycle D campaign

2 Fill the gaps with one word.

The stranger

Last month, I saw ① stranger following me along the street. I thought that I might ② in danger, so I started to walk faster. After a few minutes, I looked back and the man ③ disappeared. For a moment, I thought that I might ④ imagined him, but then he appeared out of nowhere. Suddenly, he was next to me and I was so surprised that I could ⑤ breathe. His hand came towards me and I turned to run before I noticed that he was holding my phone. It had fallen out of my bag and he gave it back to ⑥

3 Translate the following into Arabic.

- 1 Some customers express their dissatisfaction with the things they buy with complaints. So, customer service should deal with these complaints seriously to please buyers.
-
-

4 Translate the following into English.

١- يُعتبر الجهل عدو الانسان الأول الذي يعوق التنمية والتقدم في شتى المجالات؛ لذا لا بد من محاربته عن طريق نحو الأمية ونشر الوعي القومي.

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3

Practice Exercises

1 Choose the correct answer.

- 1 Winning the silver medal in powerlifting was the greatest of his life.
A achievement **B** campaign **C** competitor **D** activist
- 2 The person is teaching us this week is not our usual teacher.
A whose **B** who **C** which **D** what
- 3 We learn computer skills at school because they are very useful.
A mustn't **B** should **C** can't **D** don't
- 4 Sherif his dad to give him a lift to school because he was late.
A asked **B** questioned **C** said **D** wondered
- 5 The lady taken to hospital in an ambulance after the fire last night.
A will be **B** had been **C** is **D** was
- 6 My sister has a new job but it is very, so she's unhappy and tired.
A rewarding **B** practical **C** reliable **D** stressful
- 7 Wael wants to help other people and keep them safe, so he's training to be a/an
A weaver **B** police officer **C** office worker **D** baker
- 8 I don't know where Lina is. She have gone to the sports centre.
A can **B** shouldn't **C** might **D** mustn't

2 Fill the gaps with one word.

Do you want to join the police?

If you want to become a police officer, there are different paths you can choose. For example, you can go to university to get a ① The best course is called Criminal Justice, but you can also choose psychology or law. If you ② want to go to university, you can do an apprenticeship ③ you finish secondary school. To apply, you must ④ over 18 years old and you must ⑤ a driving licence. You don't need to have ⑥ work experience but you must be reliable.

3 Translate the following into Arabic.

- 1 A robot is a machine that is controlled by a computer. It can save time and do many tasks done by man.
-
-

4 Translate the following into English.

- ١- يجب أن نتبع قواعد النظافة الشخصية والعامة حتي نتجنب الأمراض. الصحة أغلي من أي شيء ولا يعرف قدرها إلا من حُرْم منها.
-
-

5 Read the text and answer the questions.

Some people think that shop assistants just help people to choose what to buy, but the job can be more interesting than that.

Adam Osman works for a fashion store and he loves his job. His job includes advising customers and taking payments, as well as creating displays. Adam says that a good shop assistant enjoys communicating with people.

"You spend all day talking to people, so you need to be confident, friendly and able to make people feel comfortable. You also have to be honest. Nobody wants to hear that they look terrible in a piece of clothing, but they like it when you can suggest something else which looks better on them. A benefit of this job is being able to buy some items in your shop for less money."

If you are thinking of a career working in shops, there are usually management training programmes and other extra courses available for staff, such as language skills if you work in a tourist area.

- According to the text, shop assistants ...

A have a simple job	B help people make choices
C are interesting people	D earn little money
- Shop assistants should be ...

A shy	B truthful
C dishonest	D talkative
- What is a benefit of working as a shop assistant?

A You can study to become a manager.	B You can have a lot of free clothes.
C You can work alone.	D You can buy some low-priced items.
- Would you like to work in a shop? Why/Why not?

.....

5 What kind of shops do you like? Why?

.....

6 Do you think that we will do all our shopping online in the future? Why/Why not?

.....

6 Choose one of the two topics. Write about 150 words on the topic.

- Write an email to your teacher describing someone who has achieved something special. Explain how you know the person, what the person did and why you admire him/her.
- Write an email to a friend to recommend a holiday destination. Describe the place, say what you can see and do there, and say why you think it is a good place for a holiday.

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