



New Hello!

English for Secondary Schools
Year 2

Term
2

Student's Book and Workbook

2023-2024

غير مصرح بتداول الكتاب خارج
وزارة التربية والتعليم الفني



New Hello!

Year 2

Term
2

Student's Book and Workbook

Sarah Curtis and Claire Hart

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Scope and sequence

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	<p>Reading: An extract from <i>The Secret Garden</i> by Frances Hodgson Burnett</p> <p>Writing: A diary entry by a student living away from home</p> <p>Listening/Speaking: Voice messages from students living away from home; Discussing the pros and cons of working abroad</p>	<p>Present continuous</p> <p>Stative verbs</p>	<p>Life Skills: Critical thinking – think and respond to questions about a given subject; Respect for diversity – showing respect for people from different cultures</p> <p>Values: Independence – the pros and cons of working abroad</p> <p>Issues: Cross-cultural communication</p>
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	8 High-tech transport Page 16		
	<p>Reading: A public notice about the expansion of the Cairo metro network</p> <p>Writing: A speech for or against an argument; An email to the local governorate about public transport</p> <p>Listening/Speaking: A debate about the future of transport; A discussion on the advantages and disadvantages of public transport; Asking and answering questions about a schedule</p>	<p>Future perfect</p>	<p>Life Skills: Critical thinking; Problem-solving; Respect for diversity</p> <p>Values: Cooperation – actively listening to others' opinions</p> <p>Issues: Digital citizenship and Technological awareness – transport technology</p>
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	9 Conservation Page 26		
	<p>Reading: An online advertisement for volunteer conservation trips</p> <p>Writing: An email about the best solution to a local issue; Write an opinion essay</p> <p>Listening/Speaking: A news report about the protection of the environment; Discussing the benefits of volunteering; Discussing problems and choosing the best solution</p>	<p>Comparative phrases</p> <p><i>used to / didn't use to</i></p>	<p>Life Skills: Problem solving – assessing advantages and disadvantages of possible solutions; Negotiation and Decision-making – resolving a problem through discussion</p> <p>Values: Cooperation – improving communities through volunteer work</p> <p>Issues: Environmental responsibility – awareness of conservation issues</p>
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	Skills	Language	Life Skills, Values and Issues	
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	Reading: Online news stories Writing: A news report Listening/Speaking: Differentiating fact from opinion; Using the correct tone when presenting news stories	Past perfect and past perfect passive	Life Skills: Critical thinking; recognising facts and opinions; Self-management: weighing up situations and taking the appropriate actions Values: Curiosity and Objectivity Issues: Community participation	
	King Lear: Act IV, Scenes vi–vii			page 48
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	Reading: A variety of film reviews Writing: A film review Listening/Speaking: An interview with a film critic; Intonation; Explaining how a film makes you feel	Tag questions Adjectives and adverbs	Life Skills: Communication – listening to others; recognising differences in opinions; respect for others Values: Respect and Tolerance – acceptance of and respect for opinions that are different from your own	
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	12 Achievements and goals			Page 62
	Reading: An article about a young entrepreneur Writing: A report about an experience Listening/Speaking: A talk about SMART goals; Discussing goals and how to achieve them	Defining and non-defining relative clauses	Life Skills: Self-management – set clear goals; Decision-making – make choices based on achievable goals; Collaboration – give useful feedback Values: Work ethics and Perseverance Issues: Entrepreneurship	
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Living abroad

OBJECTIVES

Reading An extract from the novel *The Secret Garden* by Frances Hodgson Burnett

Writing A diary entry by a student who is living abroad

Listening Voice messages from students who are studying abroad

Speaking Discussing the pros and cons of working abroad

Language Present continuous; Stative verbs

Life skills Critical thinking; Showing respect for people from different cultures



Before you start

Discuss the questions in pairs.

- Would you like to study abroad? Why?
- Tell your partner the differences you think you would notice between life in this new country and life in your country.

Vocabulary

- 2.1 Complete the conversation with the words and phrases from the *Focus on Vocabulary* box. Then listen and check your answers.

FOCUS ON VOCABULARY

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

determination encouragement
get used to host family
independent pick me up ~~struggle~~

- Ahmed:** I hope you have a great time in England. Don't worry if you 1 *struggle* with the course in the beginning. After a few weeks you'll 2 the lessons.
- Adam:** I'll just do my best in the lessons. That's all I can do. Did I tell you that the mother from my 3 is going to come and 4 from the airport when I arrive?
- Ahmed:** That's great! So, you won't be alone when you get there.
- Adam:** Exactly. But I don't want them to take me everywhere and do everything for me. I want to be 5 while I'm in England.
- Ahmed:** Yes, that's understandable. But it will be good to get some 6 if you feel like your English isn't good enough or anything like that.
- Adam:** You're right. I know that living and studying in England won't be easy, but with a little bit of 7 I can do it.

2 Read and answer the following:

- In the conversation ...
 - Adam is excited about travelling abroad and Ahmed is worried.
 - Adam thinks that travelling abroad is a risk, but Ahmed thinks the opposite.
 - Adam is worried about studying abroad and Ahmed is giving advice.
 - Adam is travelling abroad and Ahmed wants to travel too.
- Do you think Adam will struggle or have an easy life abroad? Why?



Reading

- 3** Read the extract from *The Secret Garden*. Who is the main character and how does she spend her first day in England?
- 4** Read the extract again. Answer the questions.
- Which two people does Mary talk to?
 - What creature wants to be Mary's friend?
 - How do you think Mary is feeling? Why?
 - What big differences do you think Mary finds between life in India and life in England?
- 5** Read the extract again. Which **underlined** sentence or question is used for:
- an activity that people do all the time?
My brother is always exploring.
 - a temporary activity that is happening now?
.....
 - an arrangement to do something at a specific time in the future?
.....
 - a current situation which is different to the past?
.....

Speaking

- 6** Work in pairs. Ask and answer the questions.
- What are you doing now?
 - What are you doing on Friday this week?
 - What are you doing this evening?
 - What do you always do that annoys other people?
 - What are you having for dinner?

The Secret Garden

The Secret Garden is a novel by Frances Hodgson Burnett. It was published in Britain in 1911. At the beginning of the book, we meet the main character, Mary Lennox. Mary was born in India and her parents were rich. When Mary is nine years old, her parents die and Mary moves to England to live with her uncle. It is cold and very different from India, and Mary is unhappy at first.

Mary opened her eyes on that first morning because a maid had come into her room.

"Are you my servant?" she asked.

"I'm Mrs Medlock's servant, and she is Mr Craven's servant," replied Martha, the maid. "Are you going outside today?"

Mary looked around her. There was nothing to do in the bedroom.

"Who will go with me?" Mary asked.

"You can be **independent** and go out by yourself. My brother is always exploring on his own," said Martha. "There are some gardens, but it is winter so nothing is growing now. Oh, now Mrs Medlock's bell is ringing. I must go!"

A short time later, Mary was in the gardens when she came across a small bird singing in some trees behind a wall. When she asked an old gardener about the bird, he whistled and the bird flew to him. "He was lonely and we became friends," the old man explained.

"I'm lonely," said Mary. "I don't know anyone in England."

"I'm sure you will **struggle** at first, but you will **get used to** the people here soon," said the gardener. Suddenly, the small bird started singing.

"Why is he doing that?" she asked.

"I think he's decided to be your friend, too." answered the gardener.

LANGUAGE

LANGUAGE REVIEW
PAGE 78

Present continuous

We use the present continuous (*am/is/are* + present participle) to talk about:

- temporary situations that are happening now, for example:
I'm staying in London for three weeks in July.
- a current situation which is different to a past situation:
Young people aren't reading newspapers these days.
- an action happening at a specific time in the future (future arrangements):
We're having dinner at seven o'clock today.
- an action that people do again and again:
Why is he always playing his guitar?



7

Lesson 2



Before you start

- What do you think are the biggest challenges about studying abroad?
- What do you think are the best things about studying abroad?



Listening

2.2

1 Listen to three voice messages from students who are studying abroad. Write the number next to the descriptions.

- a This student feels quite confused and stressed.
- b This student gets distracted by other things.
- c This student is becoming more confident with the language.

2.3

2 Listen to the messages again. Answer the questions.

Message 1: Why does the speaker find it hard to concentrate in class?

.....

Message 2: What two things is the speaker finding difficult?

.....

Message 3: Why was today a good day for the speaker?

.....



3 Match the sentence halves to make sentences about the students' thoughts, feelings and experiences.

Message 1

- 1 I'm having ... **a** seems to be shining.
- 2 The sun always ... **b** going to the beach afterwards.
- 3 I'm thinking about **c** a great time in Sydney.

Message 2

- 4 I'm finding it difficult to ... **d** get used to life in Tokyo.
- 5 I don't know enough ... **e** a little bit.
- 6 I only understand ... **f** Japanese at the moment.

Message 3

- 7 I miss you and **g** to buy some lunch.
- 8 I feel so happy **h** everyone at home.
- 9 I remembered enough **i** to be here.

Language

4 Write the verbs from Exercise 3 in the correct column in the table.

How students feel	What students think or know	How students see their new city
<i>have</i>		

Speaking

5 Work in pairs.

Student A: Imagine you're studying abroad in Hawaii in the USA.



Student B: Imagine you're studying abroad in Paris, France.



Make notes on the following things in your notebook:

- How you feel
- What the people there are like
- The experiences you've had
- What you think about the place
- What you can hear, smell or what you are looking at right now



LANGUAGE

LANGUAGE REVIEW
PAGE 78

FOCUS ON

Stative verbs

Stative verbs describe a state rather than an action. Stative verbs are often used to talk about:

- thoughts and opinions: *think, know, mean, imagine, believe*
- feelings and emotions: *like, love, miss, wish, want*
- how you see the world: *hear, see, look, smell, taste*
- possessions and measurements: *belong, have, measure, weigh*

We cannot use stative verbs in the continuous form.

I want to visit Paris. That bag belongs to my mother.

Note: Some verbs can refer to states or actions depending on context. For example: *have, see* and *think*

I'm thinking about going to the theatre. (action)

What do you think the play is about? (state)

I am having a good time here in Barcelona. (action)

I have two dogs. (state)

6 Use your notes from Exercise 5 to tell your partner about your experience of studying abroad. Ask your partner at least one question about their experience.

I'm having a lot of fun here in France! Everyone is really nice to me. I'm looking out of my bedroom window right now, and I can see and smell the sea air. It's amazing!



WORKBOOK
PAGE 3

7 Lesson 3

Before you start

- Work in pairs. Look at the photos. Discuss the pros and cons of living or working abroad for each job.



pilot



English teacher

Listening

- 2.4 1 Listen to a presentation about the pros and cons of working abroad. Tick (✓) the pro and the con that the speaker does not mention.

Pros

- a You can learn about another culture.
- b You will come to love your family more.
- c You will become more independent.
- d You can learn useful skills.

Cons

- a Your job might be more difficult.
- b You will be far away from your family.
- c You don't know if you will like the place you move to.
- d You might find it hard to make new friends.

- 2.5 2 Complete the sentences with the verbs in the box. Then listen again and check your answers.

believe feel forget imagine miss ~~think~~ wish

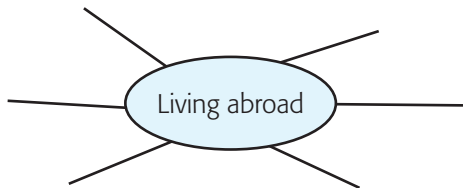
- 1 When you first *think*..... about working abroad, it sounds very exciting.
- 2 I that the best thing about working abroad is probably that ...
- 3 trying new food every day ...
- 4 Perhaps you that you're independent at home, but ...
- 5 ... you will probably be a long way from home and your family.
- 6 And let's not that you may not like the country or city that you move to if it's different from your home.
- 7 ... you might you could just go back home and spend time with your old friends.

- 3 Work in groups. Complete with three other pros and cons of living abroad.

PROS

CONS

You will eat a variety of cuisines.



- 4 Use your ideas to prepare a presentation about the pros and cons of living abroad.

- 5 Find another group to work with. Take it in turns to give your presentations and give each other feedback. Use the checklist below to help you give feedback.

Pros and cons presentation checklist:

- Did the group include three pros and three cons?
- Did the group use phrases for talking about pros and cons?
- How easy was it to understand the presentation?
- How well did the group use vocabulary for the topic?
- How well did the group use grammar, especially stative verbs?

Before you start

Work in pairs. Discuss the questions.

- 1 Do you write a diary? How do you write it (in a notebook or online)?
- 2 Do people write about different things in their diaries when nobody else will read it?
- 3 Do you think it's ever OK to read someone else's diary? Why?
- 4 Do you know about anyone who is famous for writing a diary?



Reading

1 Read the diary entry. Are the sentences *true (T)* or *false (F)*?

- 1 Heba's time in London has been quite easy from the beginning. F
- 2 Heba likes talking to her host family more than talking to local people.
- 3 The family Heba is staying with cooks dinner for her in the evening.
- 4 Heba talks to her family on the phone every day.
- 5 Heba needs to get better at doing things independently.

2 Read the diary entry again and find the expressions in it that Heba uses to:

- a Introduce what happened to her today:
.....
- b Ask a question:
.....
- c Summarise what she thought of the experience:
.....
- d End her diary entry:
.....

28th November 2020

I've been in London for six weeks now. It's been a great experience so far, but it hasn't always been easy.

When I first arrived, I struggled to understand people. But I'm getting better at understanding their accents now. I enjoy listening to Londoners and trying to have conversations with them. You won't believe what happened to me today! I was talking to a woman in a shop and she asked me if I'm from London! Isn't that amazing?

Everyone I've met has been very kind to me, so I feel really at home here. The host family that I'm staying with are really nice. They really look after me! There's always a hot meal waiting on the table when I get home in the evening and I'm getting used to English food!

All in all, I'm really glad that I decided to study in London. I miss my family, but we keep in touch by text messages. I've become more independent since I've been away. I have to organise a lot of things on my own and make sure I have enough money, for example. I'm still learning how to do that, but I'm enjoying it.

Until tomorrow!

Heba

Writing

3 Work in pairs. You're going to write a diary entry about a day in your life while you're living in a new place or abroad. Discuss the questions:

- 1 Which city or country would you like to live in?
- 2 How long are you going to stay there?
- 3 What are you going to do while you're there?
- 4 How do you think you will feel?

4 Plan your diary entry. Write about each of the following:

- The city/country where you are living
- How long you have been there
- How you feel at the end of the day you are writing about
- What happened on the day you are writing about
- If today was different or similar to the days before it

SKILLS FOR LIFE

When you travel, try to respect the different ways that people do things. You can have many interesting experiences by learning about these differences and trying new things.

 **Before you read**

- In Chapter 6 (ACT III, Scene iii), what does Gloucester tell his son Edmund?

Act III, Scene v

[In Gloucester's Castle. Cornwall enters with Edmund.]

CORNWALL: Listen, Edmund. I'll have my **revenge** before I leave Gloucester's house.

EDMUND: I'm sorry, Cornwall, because the truth is so sad. This is the letter that my father Gloucester told me about. It **proves** that he's a spy, and that he's writing to the King of France. Oh, I wish he weren't guilty! It's very difficult for me to discover this terrible truth.

CORNWALL: We'll go and see Regan.

EDMUND: If the letter is true, you have work to do to stop him.

CORNWALL: If it is true or false, it has made you the next Duke of Gloucester. Find your father and then we can arrest him.

EDMUND: *[To himself.]* If I find him helping the King, Cornwall will think he is even more guilty.

[To Cornwall.] I'll continue to show you my **loyalty**, although it hurts me to do this to my father.

CORNWALL: I trust you, Edmund, and you'll find me to be a better father than he is.

[They exit.]

Act III, Scene vi

[Gloucester enters.]

GLOUCESTER: My friend, where's the King?

KENT: He's here, sir; but be quiet, he's sleeping.

GLOUCESTER: Good friend, I've heard that there's a plan to **get rid of him**. There's a **carriage** waiting for you; help the King into it and drive to Dover, where you'll find people to help you. Go now. If you wait half an hour, you may both be killed. Follow me.

KENT: *[To Lear.]* You're sleeping now. This rest might help you, although it will be difficult to **cure** your **madness**.

[To the Fool.] Come, help me to carry the King.

GLOUCESTER: Hurry up! We must leave now.

[They all exit except for Edgar.]

EDGAR: The poor King! His children have done to him what my father has done to me!

[He exits.]



Act III, Scene vii

[In Gloucester's Castle. Cornwall, Regan, Goneril, Edmund and Servants enter.]

CORNWALL: Goneril, send a message to your husband Albany and show him this letter. The French army has arrived in England.

[To the Servants.] Find the **traitor**, Gloucester.

REGAN: Arrest him now!

[Some of the Servants exit.]

CORNWALL: Leave him to me. Edmund, stay with Goneril. You shouldn't see what we'll do to your father, the traitor. Goodbye, my dear Goneril. Goodbye, Edmund, the new Duke of Gloucester.

[Oswald enters.]

Where's the King?

OSWALD: The Duke of Gloucester has taken him away, sir. About thirty-five of his soldiers have gone with him. They're going to Dover, where they say they have some powerful friends.

CORNWALL: Get horses for Regan. Goodbye, Edmund.

[Goneril exits with Edmund, and Oswald.]

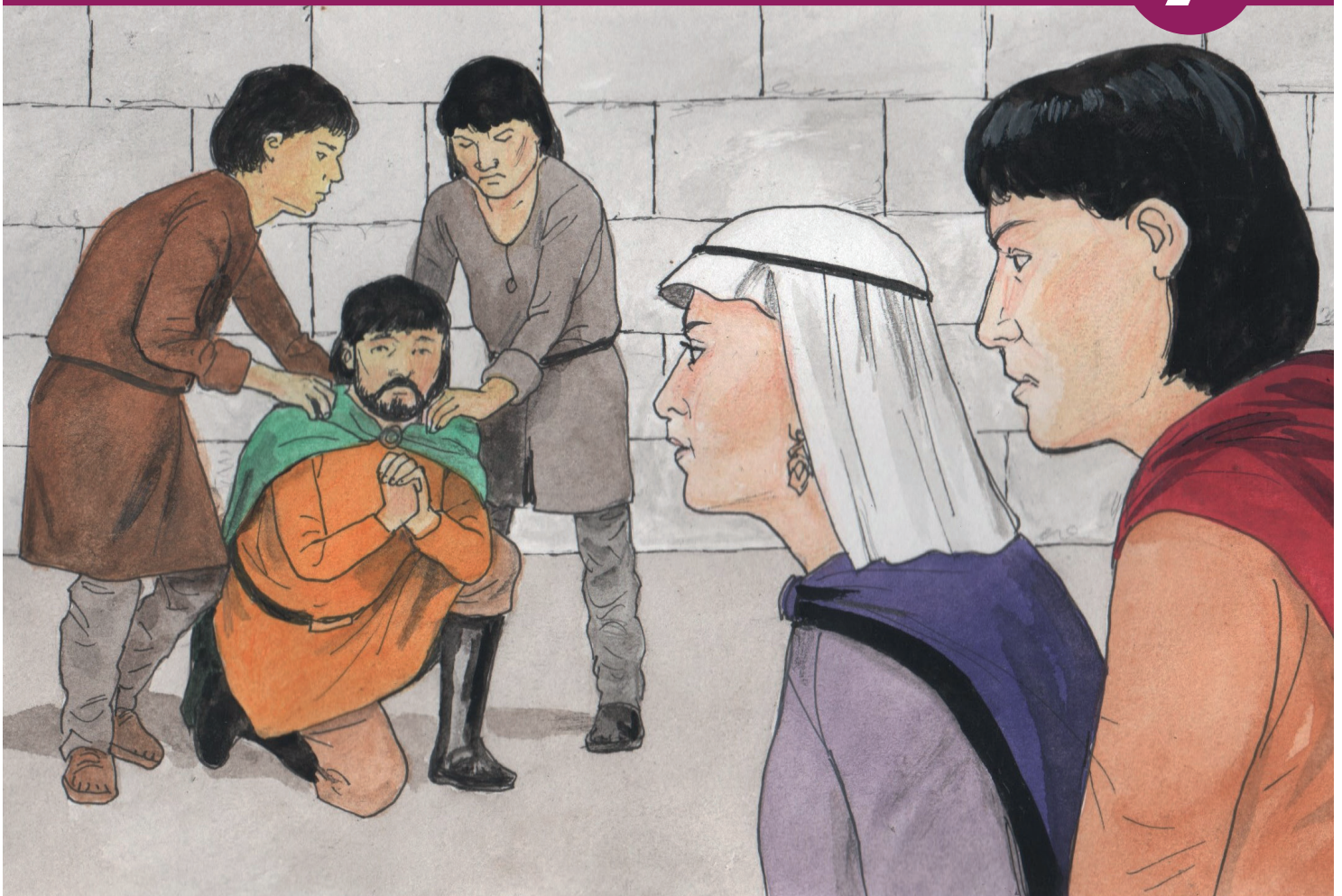
Go and find that traitor, Gloucester. Bring him to us like a thief.

[The other Servants exit.]

I can't kill Gloucester because I don't have the **authority**, but I can punish him. And although people won't like this, they can't stop us.

[Gloucester enters, brought in by two or three men.]

Who's there? Is that the traitor, Gloucester?



REGAN: It's him.

CORNWALL: Make him **kneel** in front of me.

GLOUCESTER: What are you doing? Good friends, you're in my house. Don't do this.

CORNWALL: Make him kneel, I said!

[The Servants make him kneel.]

REGAN: You cruel man. You've **deceived** your son Edmund.

GLOUCESTER: You, my lady, are the one who's cruel, not me.

REGAN: You are a traitor!

GLOUCESTER: Cruel lady, what are you saying?

CORNWALL: What letters have you recently received from France?

REGAN: Give us your answer. We know the truth.

CORNWALL: And what have you planned with the traitors who have recently arrived in the kingdom?

REGAN: Who have you sent the mad King to? Tell us everything.

GLOUCESTER: Listen, I got a letter that explained what is happening. It came from someone who is neither a friend nor an **enemy**.

CORNWALL: That's clever.

REGAN: And untrue.

CORNWALL: Where have you sent the King?

GLOUCESTER: To Dover.

REGAN: Why have you sent him to Dover? I told you not to help him ...

CORNWALL: *[He interrupts Regan.]* Why Dover? Let him answer that first.

GLOUCESTER: Because I didn't want to see his daughters continue to be so cruel to him.

CORNWALL: You will never see that! *[Picks up a sword.]* Come! Fight me!

[Gloucester tries to fight, but Cornwall hits his face with his sword.]

GLOUCESTER: Oh, help me! My eyes!

7

Lesson 5

SERVANT 1: Stop, my lord! Stop now.

CORNWALL: Stop? Never! You can fight me too.

SERVANT 1: Very well, come on.

[They fight and the servant badly wounds Cornwall.]

REGAN: *[To a soldier.]* Give me your sword. A servant will not fight my husband like this!

I won't stand for it!

[She takes a sword and kills the servant.]

SERVANT 1: Oh, I'm going to die!

[He dies.]

GLOUCESTER: Everything is black now and I can't see! Where's my son Edmund? You must **take revenge for** this terrible thing.

REGAN: Don't call for your son Edmund. He hates you. Edmund told us that you **betrayed** us. He will not help you.

GLOUCESTER: Oh, I've been so stupid! Edgar is the one I should trust, not Edmund!

REGAN: Throw him out of the palace, and let him find his way to Dover.

[Two Servants help the now blind Gloucester from the stage.]

[To Cornwall.] What's the matter, my lord?

CORNWALL: I've been hurt. Regan! Look at all this blood! Give me your arm.

[Regan helps Cornwall off the stage. They exit.]



High-tech transport



OBJECTIVES

Reading A notice about the expansion of the Cairo metro network

Writing A speech for or against an argument; An email to the local government about public transport

Listening A talk show debate about the future of transport

Speaking A discussion about the advantages and disadvantages of using public transport; Asking and answering questions about a schedule

Language Future perfect

Life Skills Critical thinking; Problem solving; Respect for diversity



Before you start

- Work in pairs. Look at the pictures and tell your partner how often you use these types of transport.

Vocabulary

- 1 Complete the definitions with the words in the box. Use a dictionary to help you if necessary.**

expansion facilities high-tech network public transport

- 1 describing something that uses advanced technology and scientific methods.
high-tech
- 2 any system that has a lot of connected parts
.....
- 3 buses, trains or trams that anyone can use to travel around
- 4 places, buildings or equipment that are used for an activity
- 5 an increase in the size or length of something
.....

Reading

- 2 You're going to read a notice from the Cairo Metro network. Work in pairs. Before you read, guess which of these statements about the metro network are true. Then, read and tick (✓).**

- 1 The Cairo Metro is a type of underground train network.
- 2 It was the first metro network in Africa.
- 3 It was opened in 1977.
- 4 It has four different lines: Line 1, Line 2, Line 3 and Line 4.

- 3 Read the notice quickly. Which sentence best summarises the information in it?**

- a The Cairo Metro network is now a lot bigger, and the expansion work is complete.
- b Some work on the Cairo Metro network is now complete, and there will be further expansion work in the future.
- c Expansion work on six lines of the Cairo Metro network is planned for in the future, and this work will begin soon.

Cairo Metro network: Expansion work

We hope that all our passengers will enjoy using our new Line 3. This **expansion** of the Cairo Metro adds seven kilometres and six new stations to our underground **network**. Line 3 will help people in the east of the city to get to work faster and more easily because it connects Heliopolis and the central station of Adly Mansour. We expect that 1.5 million passengers will use the new line this year.

High-tech systems were used to build this 21st Century **public transport** system, and more expansion work is planned for in the future. By 2030, we expect to have built three more new lines to bring the total number to six. We are already building Line 4 and we will have completed it by 2024. Line 4 will connect the east and west of Cairo and make it easier for people to travel around the city. However, due to the expansion work on Line 4, some trains will be late and we may have to close some stations for short periods of time.

Although we don't have a precise schedule for the building work on Line 5 and 6 at the moment, we expect to have started building Line 5 by the end of next year.

We would like to thank all Cairo Metro passengers for your understanding while the building work is taking place. We hope that you will enjoy using the improved underground network.

Regards,
The Cairo Metro Authority



4 Read the notice again. Answer the questions.

- 1 How much longer is the network with the addition of Line 3?
- 2 How many lines will the Cairo Metro have by 2030?
- 3 Which line are people building at the moment?
- 4 What isn't known at the moment?
- 5 What does this notice tell you about the Cairo Metro Authority?
- 6 Do you think that the Cairo Metro Authority need to plan for building more lines in the future? Why?



Speaking

5 Work in pairs. Follow the instructions below. Then present your ideas to your partner.

Student A: Think about and make notes on the advantages of using the metro.

Student B: Think about and make notes on the disadvantages of using the metro.

6 Work in groups. Prepare for and have a discussion about the advantages and disadvantages of public transport.

Student A: You think that using public transport has more advantages than disadvantages, it improves people's lives and everyone should use it.

Student B: You think that using public transport has more disadvantages than advantages, and people should only use it when they have to.

Student C: You're going to listen to the discussion and decide which student has persuaded you to agree with their point of view.

8

Lesson 2

Before you start

- How can using public transport help the environment?



Listening

2.8 1 Listen to a talk show in which two people are having a debate and answer the questions.

- 1 Which problem do both Karima and Nadiya want to solve?
 - a Improving our public transport networks so that more people can use them.
 - b Making vehicles and public transport more affordable in the future.
 - c Getting people to travel in a more environmentally-friendly way.
- 2 Which solution does Karima suggest?
 - a Driving cars less often and using public transport more often.
 - b Stopping people from driving cars so that they only use public transport.
 - c Stopping the production of cars because it's bad for the environment.
- 3 Which solution does Nadiya suggest?
 - a Continuing to drive cars, but using environmentally-friendly cars instead.
 - b Only driving environmentally-friendly cars when we need to.
 - c Driving our own vehicles instead of buying driverless cars.



2.9 2 Listen to the talk show again. Are the sentences *true (T)* or *false (F)*? Correct the false sentences.

- 1 Nadiya works for a company that makes electric cars.
- 2 Karima says that car production is bad for the environment.
- 3 Nadiya thinks that most people will be able to buy electric cars by 2030.
- 4 The talk show host suggests that where people travel and the vehicles they use will change in the future.
- 5 Karima isn't sure if everyone will understand the importance of protecting the environment in the future.

Language

3 Read the sentences from the talk show below and answer the questions.

- Why do you think more **people will have decided** to use public transport in twenty years' time?
- Experts believe that by 2030 most **people will have bought** an electric vehicle.
- I think that by 2050 **the price of electric cars won't have gone down** so much that everyone can buy one.
- Whatever happens in the future, in ten years **we won't have given up on** driving our own vehicles

- 1 Do we know exactly when the actions will happen in the future?
- 2 Which words can introduce the time when we expect an action to be completed?

4 Complete the sentences with the future perfect form of the verbs in brackets and *by*, *before* or *in*.

- I **will have read** (read) all of the books on the list **before / by** the end of the year.
- Mahmoud (get) a good job in Cairo the time he's twenty-five years old.
- We (not watch) all of this television series the end of the weekend.
- one year, I (improve) my English enough to have a longer conversation with someone.
- Do you think you (learn) to drive five years' time?
- I think they (not finish) all of their homework school starts tomorrow.

Speaking

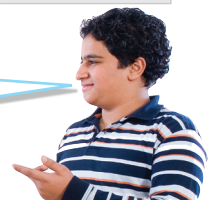
5 Work in pairs. Nour is a student. Look at her schedule for next month. Use the future perfect to ask and answer questions about Nour's schedule.

◀ ▶ September ▼

1 Do a cooking course	2	3	4 Finish science project	5	6	7 Play tennis
8	9 Start studying for maths exam	10	11	12	13 Visit my grandparents	14
15 Take first aid test	16	17 Make a cake for Heba's birthday party	18 Go to Heba's birthday party (afternoon)	19	20	21
22	23	24	25	26	27	28 Visit my brother Omar
29	30 Take maths exam					



What will Nour have done by the fourth of September?



She'll have finished her science project.

6 Work in pairs. Ask and answer questions about what you expect to have done by the time you are:

- 20 years old
- 40 years old
- 60 years old

LANGUAGE LANGUAGE REVIEW PAGE 79

FOCUS ON LANGUAGE

The future perfect

Use the future perfect (*will/won't + past participle*) for

- actions that will or will not be completed before a specific time in the future: *You **will have finished** your project by the end of this term. I **won't have gone** to sleep before 8pm.*
- actions that will or will not be completed before another action in the future: *I **will have read** the book before I return it to the library.*

Note:

Use *by* or *by the time* or *before* to mean *at some point before*: *We will have taken the test **by/before** June. I won't have done all of my homework **by the time/ before** you get home.*

Use *in* or *in (3 days') time* to mean *at the end of this time*: *In five years, I will have started work. How much will you have done on your project **in two months' time**?*

8

Lesson 3



Before you start

Work in pairs. Some people say that we will have stopped using petrol-driven cars in fifty years. Discuss the questions with your partner.

- What reasons do you think there are for not using petrol-driven cars?
- What alternatives to petrol can you think of?

Listening

2.10 1 Listen to a speaker presenting his opinion about fuel in the future. Look at the statements below and tick [✓] the points that the speaker thinks are important.

- Burning petrol is not good for the environment.
- Technology is already available to make cars less polluting.
- We will all have bought electric vehicles by 2030.
- There are alternative fuels to petrol.
- In fifty years time, serious pollution from cars will be a thing of the past.

2.11 2 Read the sentences and listen to the speaker again. Underline the words he stresses and put a cross [X] when he pauses.

- There is bad air pollution that comes from our cars every day. It's hard – perhaps impossible – to imagine that the air in our cities will ever be clean again.
- Why is that? Because they will all be using fuels which are less polluting.

2.12 3 Listen to the speaker again. Complete the phrases he uses to show that he's going to say something important.

- The first argument I would like to make, and something we should, is that burning petrol is not good for the environment.
- Another significant that I'd like to make is that the technology is already available to make cars much less polluting.
- It's important to in that there are alternative fuels to petrol, too.

Speaking

4 Work in groups. Brainstorm three arguments explaining why you think all drivers will have bought electric cars by 2050. Then, brainstorm three arguments why you think not all drivers will have bought electric cars by 2050.

All drivers will have bought electric cars by 2050 because ...

5 Think about the most important information in your arguments and how you can show that this is important when you present the arguments. Make some notes in your notebook.

6 Work in pairs. Read the information below. Then present your arguments to your partner stressing the most important information. Listen to your partner and make notes on what you think is the most important information in his/her argument.

Student A: You believe that all drivers will have bought electric cars by 2050.

Student B: You believe that people will drive cars which use other forms of fuel by 2050.

Before you start

Work in pairs. Discuss your answers to the questions.

- 1 Which facilities in your area are helpful for people?
- 2 Which one change would improve the facilities in your area?



Reading

1 Read the email that a student wrote to her local governorate and answer the questions.

- 1 Who is going to read Sara's email?
- 2 What does the greeting tell you about the style of Sara's email?

2 Read the email again. Which paragraph ...

- 1 mentions possible future discussions between the writer and the reader? E
- 2 asks the reader to think about doing something to solve a problem?
- 3 includes a possible solution to the problem?
- 4 tries to persuade the reader to believe that there is a problem?
- 5 says who the suggestion for improving public transport comes from?

3 Match the formal phrases 1–8 from the email with the informal phrases a–h with the same meaning.

- 1 Dear Sir or Madam d
- 2 We would be very grateful if ... could ...
- 3 The ... is not satisfactory ...
- 4 As a result, ...
- 5 I would suggest that ...
- 6 I would be very happy to ...
- 7 Should you have any further questions ..., please respond to this email.
- 8 Yours faithfully

- a This isn't good enough
- b One idea is ...
- c Write to me if you need to know anything else
- d Hello / Hi
- e Bye
- f Because of that ...
- g It would be no problem to ...
- h Please could you ... ?

Dear Sir or Madam,

A I am writing **on behalf of** myself and the other students in my class at school.

B We would be very grateful if the governorate would consider organising the expansion to our town's public transport network. The current network is not **satisfactory** because there are not enough buses to take children to school early in the morning.

C I have done some research and some children arrive at school much **later** than they need to, and the buses are very crowded.

D I suggest that the City Council Office either provide more buses at the time when students travel to school or it change the bus timetable so that the buses arrive at our school twenty or thirty minutes **earlier**.

E I would be very happy to discuss this issue further at any time that would be **convenient**. Then we could discuss which solution(s) would be possible for our city. Should you have any further questions about the public transport students need, please **respond** to this email.

Yours faithfully,
Sara Abdelaziz

☹️ 😊 ✉️

4 Think of a problem in your area which your governorate could help to solve and plan an email. Make notes on:

- What the problem is
- What effects the problem has on local people
- At least two possible solutions to the problem
- What you would like the governorate to do
- How to include phrases from the email

5 Write an email based on your notes for Exercise 4.

 **Before you read**

- Who is Poor Tom? Who does The Duke of Gloucester think he is?



Act IV, Scene i

[In the countryside. Edgar enters.]

EDGAR: When you have nothing, there's nothing left to lose.

[Gloucester enters led by an Old Man.]

But what's happened? Are my father's eyes **bleeding**?

GLOUCESTER: Go away, good friend. You can't help me now.

OLD MAN: But I want to help you, sir. You can't see. You can't find your way.

GLOUCESTER: I don't need any eyes. When I had eyes, I couldn't see what I most needed to see. Oh, my dear son Edgar. I wish I could hold you, then I would say that I needed eyes again!

OLD MAN: Who's there?

EDGAR: *[To himself.]* Oh, now I feel worse than I ever did before.

OLD MAN: Look, it's poor, mad Tom. Where are you going, Tom?

GLOUCESTER: Is it a beggar in front of us?

OLD MAN: Yes, he's a mad man and a beggar.

GLOUCESTER: I saw a beggar in last night's storm. He reminded me of my son, but I had no good thoughts about my son then. Now, however, I know the truth.

EDGAR: *[To himself.]* My father is so sad, he has **fallen apart**. I wish I didn't have to pretend to be a beggar.

[To Gloucester, his father.] Hello, sir!

GLOUCESTER: Is that the mad beggar?

OLD MAN: Yes, it is, my lord.

GLOUCESTER: If you really want to help me, bring some clothes for this poor beggar. I'll ask him to take me to Dover.

OLD MAN: He can't help you, sir. He's mad!

GLOUCESTER: Please help him.

OLD MAN: OK, I'll bring him the best clothes that I can find, sir.

[He exits.]

GLOUCESTER: Come here, my friend

EDGAR: Are your eyes OK? They're bleeding.

GLOUCESTER: Do you know the way to Dover?

EDGAR: Yes, sir.

GLOUCESTER: Here, take this money. All men should help each other. The rich especially should help the poor. There is a very high **cliff** in Dover. Take me to the top of it. You don't need to take me anywhere else.

EDGAR: Of course. Poor Tom will take you there.

[They exit.]



Act IV, Scene ii

[In front of the Duke of Albany's Palace. Goneril enters with Edmund.]

GONERIL: Welcome, Edmund.

[Oswald enters.]

Where's my husband, Oswald? I haven't seen him.

OSWALD: Madam, he's inside, but he's changed. I told him that the French army had arrived. He smiled. Then I told him you were coming. His answer was, "That is not good."

GONERIL: I told him that Gloucester had deceived us and that Edmund had been good to us. Then he told me that I had got everything wrong.

[To Edmund.] You shouldn't come in. My husband is angry with you. Go back to Cornwall. Get his army together and help him.

[Edmund exits.]

GONERIL: *[To herself.]* Edmund, Duke of Gloucester, is **hungry for power**. Perhaps I should use him to help me.

OSWALD: Madam, here comes your husband.

[The Duke of Albany enters.]

ALBANY: Oh Goneril, I'm starting to feel frightened of you. You are evil!

GONERIL: Be quiet! Don't say anything more.

ALBANY: What have you done? You and Regan are **tigers**, not daughters. You've been cruel to your father, a kind old man. How could Cornwall allow you to do this? He has had so much from your father!

GONERIL: Soldiers are here from France, but all you do is sit here and cry, "Oh, why are you doing this?" Where is your sword?

ALBANY: Look at yourself, Goneril! Evil hides inside you.



[A messenger enters.]

ALBANY: What is the news?

MESSENGER: Oh, my lord, the Duke of Cornwall was killed by his servant after he fought Gloucester, and now Gloucester can't see.

ALBANY: Gloucester can't see! Poor Gloucester!

MESSENGER: Regan wants a quick answer to this letter.

GONERIL: *[To herself.]* In one way, this is good news. Without Cornwall, it's more likely that I can **rule over** all the kingdom. But now Edmund has gone to my sister's. I don't want him to help her soldiers. I'll read the letter and send her an answer.

[Goneril exits.]

ALBANY: Where was Gloucester's son Edmund when he fought with Cornwall?

MESSENGER: He was travelling here with my lady.

ALBANY: But he's not here.

MESSENGER: No, my lord. I met him travelling back again.

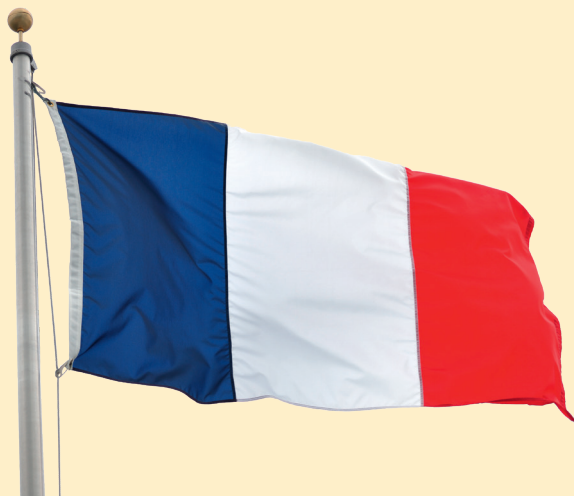
ALBANY: Does he know what has happened?

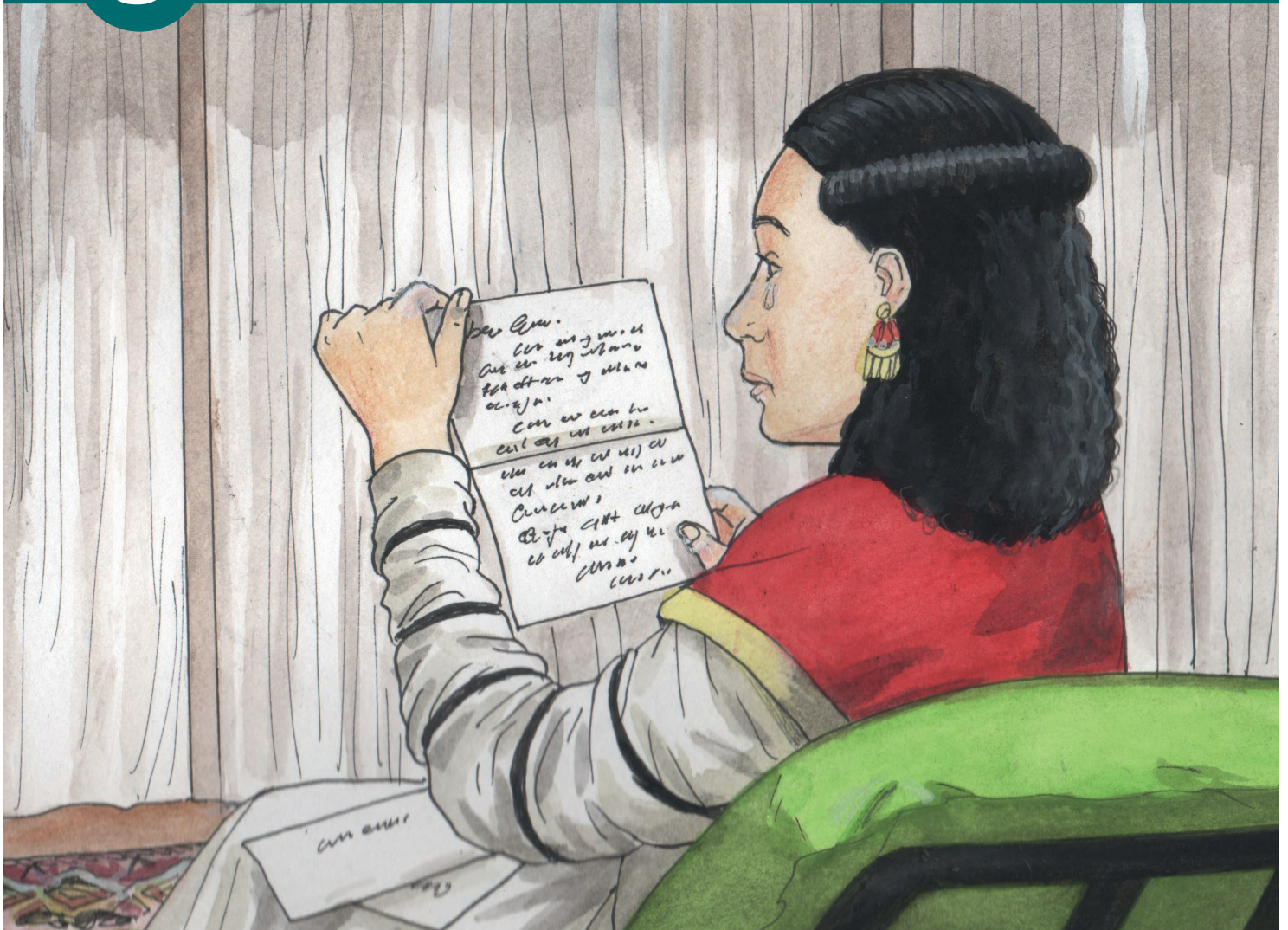
MESSENGER: Yes, my lord. Edmund told us about his father. Edmund left the house so that the Duke of Cornwall could punish Gloucester.

ALBANY: *[To himself.]* Gloucester, I thank you for the love you have shown the King, and I'll take **revenge** for what has happened to you.

[To the Messenger.] Come here, friend. Tell me what else you know.

[They exit together.]





Act IV, Scene iii

[At the French camp near Dover. Kent enters with a Gentleman.]

KENT: Tell me sir, why has the King of France returned so suddenly to his country?

GENTLEMAN: He had something important to do there.

KENT: Did the letters make Queen Cordelia very sad?

GENTLEMAN: Yes, sir. She read them while I was there, and I saw that she was crying. But she was not angry.

KENT: Did she say anything?

GENTLEMAN: Yes, once or twice she called out her father's name. She said, "Sisters, sisters! You left your father outside in the storm! In the night! What have you done?" And after that, she left the room because she wanted to be alone.

KENT: Have you spoken to her since then?

GENTLEMAN: No.

KENT: Well, sir, the poor unhappy King is here, but he does not want to see his daughter.

GENTLEMAN: Why, sir?

KENT: Because he was so unkind to her before. He sent Cordelia to France and gave everything to her cruel sisters. This has made him mad.

GENTLEMAN: The poor man!

KENT: Do you have any news of Albany and Cornwall's armies?

GENTLEMAN: They are nearby.

KENT: Well, sir, I will take you to King Lear.

[They exit.]

Before you start

Work in pairs. Tell your partner about a time when ...

- 1 you helped someone who asked you for help.
- 2 you realised that someone you knew had changed.

Vocabulary

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

- 1 If someone is cruel to you, you might want to take on him or her.
 - a revenge
 - b rule
 - c a look
 - d over
- 2 A king or queen has the power to over a country.
 - a pretend
 - b rule
 - c deceive
 - d hold
- 3 Someone who really wants to lead a country is for power.
 - a hungry
 - b thirsty
 - c angry
 - d pleased
- 4 If someone is finding life very difficult because something bad has happened, you might say that he/she has apart.
 - a spoken
 - b broken
 - c fallen
 - d taken

Reading

2 Complete the summaries of each scene with the words in the box.

bleeding camp cliff fallen apart
revenge tigers

Act 4, Scene i

Gloucester is 1 when he meets his son, who is pretending to be a mad beggar. Gloucester asks the beggar to take him to the top of a high

2

Act 4, Scene ii

Albany says that Goneril and her sister are like

3 He finds out that Gloucester was attacked and Albany promises to take

4 because Gloucester was hurt.

Act 4, Scene iii

There is a conversation between Kent and a gentleman at the French 5 near Dover. They talk about how the King has

6

3 Answer the questions about what happens in this part of the play.

- 1 Why does Albany feel frightened of Goneril?
.....
- 2 What name does Edgar call himself while he's pretending to be a beggar?
.....
- 3 What does Goneril tell Edmund to do? What does she plan to do?
.....
- 4 Why does Goneril think it will be easier for her to rule over the whole kingdom now?
.....
- 5 Why has the King of France returned to his country?
.....
- 6 Where are Cornwall and Albany's armies?
.....

4 What do we learn about the characters in this part of the play?

- | | |
|--------------------------|---|
| 1 Gloucester
..... | a pretended to be someone else but hated it. |
| 2 Edgar
..... | b is angry because someone isn't doing something. |
| 3 Goneril
..... | c misses his son. |
| 4 Albany
..... | d thinks that King Lear is a poor man. |
| 5 The Gentleman
..... | e feels that another character is evil. |

Writing

5 Write six more lines for one of the following conversations:

- 1 The start of the conversation between Edgar and Gloucester as they start their journey to a very high cliff in Dover at the end of Act 4, Scene i.
- 2 The next part of the conversation between Albany and the messenger at the end of Act 4, Scene ii.
- 3 The conversation between Kent and the Gentleman as Kent takes the Gentleman to King Lear at the end of Act 4, Scene iii.



Conservation

Before you start

- Which of the following are you most interested in learning more about?
 - A plants and trees
 - B animals in the sea
 - C land animals

VOCABULARY

Guess the meanings of these words. Then check in a dictionary.

biodiversity **challenging**
native inhabitants **preserve**
scholarship **species**
rewarding **survival**

Reading

1 Work in pairs. Read the advert for volunteer conservation projects quickly. Which of the projects (A-C) should you choose if you ...

- want to learn about a native communities' culture?
- want to help to fight pollution?
- want to spend time with animals?

OBJECTIVES

Reading An online advertisement for volunteer conservation trips

Writing An email on the best solution to a local problem; An opinion essay about the benefits of volunteering

Listening A news report about the protection of the environment

Speaking Discussing the benefits of volunteering; Discussing problems and choosing the best solution

Language Comparative phrases; *Used to / didn't use to*

Life skills Problem-solving; Negotiation and decision-making; Collaboration

LANGUAGE

LANGUAGE REVIEW
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Comparative phrases

Use **exactly the same as** to say that there is no difference between two things:

*Your bag is **exactly the same as** my bag.*

*My father does **exactly the same job as** your father.*

Use **almost as ... as** or **slightly ... than** to say that there is a small difference between two things:

*I'm **almost as tall as** my brother.*

*We're **almost as good at maths as** you.*

*The trip to New Zealand is **slightly more expensive than** the trip to Brazil.*

Use **far ... than** to say that there is a big difference between two things:

*In my opinion, working on a farm is **far more interesting than** counting plants.*

Book your conservation volunteer trip today!

Are you interested in conservation? Are you ready for a new challenge? If your answer to both of these questions is 'yes', we have some excellent volunteer programmes for you.

A - New Zealand

Come to New Zealand and help us **preserve** the country's unique **biodiversity**. You'll plant trees so that endangered birds have a far better environment to live in. You'll also help us to monitor changes in a variety of plant **species** in different areas. Another slightly more **challenging** task is cleaning beaches and helping to run recycling centres where local people can bring their waste.

Twenty-one days / Prices with flights from \$3,799

B - Thailand

Here in Thailand, we're involved in caring for elephants that used to take tourists on rides around big cities. You'll monitor these elephants' progress as they start their new lives in the forest to make sure that they're healthy and happy. These unique and beautiful creatures love to play with our volunteers almost as much as they love having a bath in the river with them!

Fourteen days / Prices with flights from \$2,599



C - Brazil

Brazil is well-known for its amazing biodiversity. However, the **native inhabitants** of the Amazon face exactly the same threat as the rainforests – they are also fighting for their **survival**. You can help the native inhabitants to preserve their languages in digital form for future generations. What is more, you can apply for a **scholarship** for the costs of this **rewarding** trip.

Sixteen days / Prices with flights from \$2,599

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

- 1 In New Zealand, you'll help to protect trees and plants that can only be found there.
- 2 In New Zealand, you can help to ensure that local people won't leave waste on the beach.
- 3 The aim of the project in Thailand is to help elephants be healthy again.
- 4 The elephants that you can help in Thailand have to work in the tourist industry.
- 5 In Brazil, you can help local people to preserve the rainforests they live in.
- 6 There is an opportunity for you to go on this trip for free.

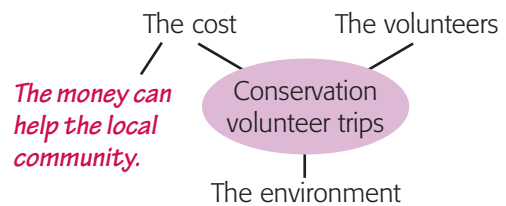
Speaking

3 Work in pairs. Tell your partner which trip you're most interested in and why.

I'd like to go on the trip to Thailand because I really like elephants and I'd like to look after them.



4 Work in pairs. Complete the mind-map with the possible benefits and problems of conservation volunteer trips.



5 In pairs, discuss how helpful you think conservation volunteer trips are. Then compare your ideas with another pair.

9 Lesson 2

Before you start

- Work in pairs. Look at the photos of Naama Bay in the past and now. What are the differences between the two photos?

Listening

- 2.14 **1 Listen to a news report about conservation on the Red Sea Coast in Egypt. Have the changes been a success? How do you know? Discuss your answers with a partner.**

- 2.16 **2 Listen again and answer the questions.**
- 1 When did people realise that tourism was causing a problem for the town?
 - 2 Before the new rule, how many divers were usually allowed to dive to one reef in the summer months?
 - 3 What is the money that divers pay used for?
 - 4 What buildings were removed to make space for hotels?
 - 5 How do local people feel about tourism in their town now? Why?



Naama Bay near Sharm el-Sheikh, 1983



Naama Bay today

Language

- 3 Read the statements. Write P (Past) for the statements about what happened in the past and N (Now) for the statements about what is happening today.**

- 1 Too many tourists used to visit one reef at the same time.
- 2 There are rules about how many divers can visit a reef at the same time.
- 3 Divers didn't use to pay money to support local conservation projects.
- 4 Divers pay a small amount of money to support local conservation projects.
- 5 Building hotels used to be more important than keeping facilities for local people.
- 6 There are rules about how much land hotel companies can build on.

- 4 Complete the sentences with proper form of use to.**

- 1 I *used to play* (play) simple computer games when I was a child.
- 2 My father (not get up) late when he was young.
- 3 Did you (play) football when you were in primary school?
- 4 Did grandfather (walk) to work?
- 5 Who you (go) to school with when you were a child?
- 6 My uncle (work) as an accountant before he retired.

5 Read about each situation in the past and now. Complete the sentences comparing the past and the present.

Situation 1

In the past: Students left rubbish in the school grounds every day.

Now: Students tidy up the rubbish and keep the school grounds clean.

1 Students *used to leave rubbish*, but now *they tidy up and keep the school clean*.

Situation 3:

In the past: Students spent a lot of time at the park.

Now: Students spend a lot of time at the new shopping centre.

3 Students _____, but now _____.

Situation 2:

In the past: Students had homework every week.

Now: Students have homework every day.

2 Students _____, but now _____.

Situation 4:

In the past: Students played football after school.

Now: They choose sports they're interested in.

4 Students _____, but now _____.

Speaking

6 Work in pairs. Write five questions to find out about your partner's life when he/she was eight years old.

When you were eight, did you use to ...?

Where did you use to ...?

What would you do on ...?

7 In pairs, take it in turns to ask your questions. Make notes on your partner's answers and then tell another pair about your partner.

When you were eight, did you use to go to any sports clubs?



8 Work in pairs. Think of a change that has happened in your town. Make notes on the following:

- the situation in the past before the change happened
- what people did before the change
- the situation now and what people do now

9 Find another pair to work with. Take it in turns to present the change you made notes on in Exercise 8.

LANGUAGE

LANGUAGE REVIEW
PAGE 79

FOCUS ON

Past habits

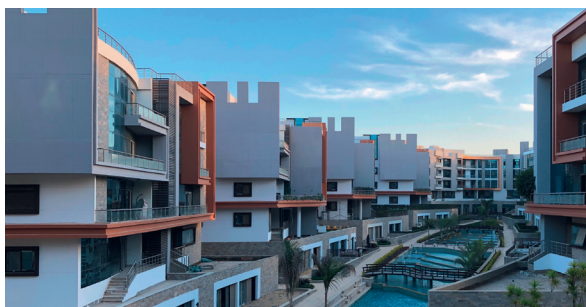
- Use **used to / didn't use to** to talk about situations and regular habits in the past:

*Tourism **used to damage** the coral reefs.
There **didn't use to be** a limit on the number of divers.*

We often use **used to** to compare the past and the present: *Local people **used to complain** about tourism in their town, but they don't complain now.*

- Use **would** + infinitive to talk about past habits and typical behaviour. We don't use **would** to talk about past situations:

*Hotel companies **would buy** the best land in the town.
Too many tourists **would visit** the diving centres.
There **used to be** a lot of tourists. (NOT: There **would be** a lot of tourists.)*



9 Lesson 3



Before you start

Work in pairs. Think of the last time you tried to solve a problem and answer the questions.

- 1 What was the problem?
- 2 What did you do when you were trying to solve the problem?
- 3 Did you solve the problem? What helped you to solve it or stopped you from solving it?

Speaking

2.16 1 Listen to two students trying to solve a problem and answer the questions.

- 1 What is the problem?
- 2 Make notes about the pros and cons of the two possible solutions in the table below.

Solution 1: Skatepark

PROS	CONS
•	•
•	•

Solution 2: Youth club

PROS	CONS
•	•
•	•

2.17 2 Listen again. What do the two students learn from their discussion about the type of solution they need to solve their problem?

3 Work in pairs. Read the problem and the five possible solutions. Discuss the pros and cons of each solution. You should adopt the one with the most pros and the least cons.

Problem: A lot of people visit your town to relax on the beach or go diving. They often leave their rubbish behind, which means going to the beach isn't very nice now.

Solutions:

- 1 Make and put up signs on the beach in several different languages which tell people to pick up their rubbish and put it in the bins when they're on the beach.
- 2 Organise teams of local people to go to the beach every day and pick up the rubbish so that the beach is clean.
- 3 Make a rule for the beach which says that people cannot take any food or drinks onto the beach.
- 4 Put a lot more bins on the beach and put them in more visible places.

4 Think of a problem that exists in your town and a possible solution for it. In pairs, take turns to say two pros and two cons of your solution and then discuss what you've learned from your discussion about the right solution for the problem.

SKILLS FOR LIFE

Problems are a normal part of life. It's often helpful to discuss the pros and cons of possible solutions with friends or family members. Doing this can help us to understand the situation more clearly and make better decisions. You should usually select the solution with the most pros and the least cons.



Before you start

Work in pairs. Discuss the questions.

Have you ever been a volunteer?

- If you have, what did you do? What were the benefits of being a volunteer for you?
- If you haven't, what might inspire you to volunteer for the first time?

Reading

1 Work in pairs. Read the opinion essay and answer the questions.

- 1 Does the writer agree or disagree with the question in the title?
- 2 How do you know that this is the writer's opinion?

2 Read the essay again. Answer the questions.

- 1 What 3 reasons does the writer give for his/her opinion?
- 2 What is the aim of each paragraph?
- 3 How is an opinion essay different to an essay about the pros and cons of something?

3 Answer the questions about the words in bold in the essay. Which words and phrases are used to ...

- 1 show a contrast between this sentence and the sentence before it?
- 2 give the reason why people do something or why something happens?
- 3 say that two related things are true or happened?
- 4 give the results of something that happens?
- 5 talk about the purpose of something?

4 Choose one of the titles below. Plan an opinion essay.

- a How can volunteer work benefit a community?
- b What would be a good volunteer project for your local area?



Can volunteering benefit young people today?

Several research studies have proved that significant psychological benefits can **arise from** volunteering, for people of any age. For young people though, there are many reasons why volunteering would benefit them. In my opinion, the most important benefit is that it simply makes them feel good about themselves.

I believe that a further important benefit is that young people can develop useful skills and valuable experience. These can prove extremely useful **not only** at school, **but also** in their careers. For example, a volunteer job with an organisation may **lead to** paid work. Volunteering could also provide the opportunity to find out if working in a certain area would be enjoyable and suitable.

The third and final benefit of volunteering is that it gives young people the opportunity to make useful contacts. A majority of volunteers work together **in order to** achieve a specific goal. **Consequently**, they often get to know each other very well and team leaders may then put volunteers into contact with people who can offer them other interesting opportunities.

In conclusion, it is clear that volunteering brings several important benefits for the volunteers involved. **However**, as I explained above, the most important benefit is the positive effects that volunteering has on the volunteers' mental health.

 **Before you read**

- Does Gloucester still think that his son Edgar has been cruel to him? Why?

Act IV, Scene iv

[In the French camp. Cordelia, a Doctor and Soldiers enter.]

CORDELIA: I've heard that my father is now mad. Look for him in every field and bring him to me.

[An Officer exits.]

Can anyone **cure** him? I wish I could make him feel better again.

DOCTOR: There is a cure, madam. He needs lots of rest.

CORDELIA: Find him quickly! I don't want him to hurt himself first.

[A Messenger enters.]

MESSENGER: I have some news, madam. The British army is coming here.

CORDELIA: Our French army is ready for **war**. Oh dear father, I haven't returned to England to **take power** for myself. I only fight for love, and as a duty to my father.

[They exit.]

Act IV, Scene v

[In Gloucester's Castle. Regan enters with Oswald. Oswald has a letter.]

REGAN: Oswald, what do you think is in my sister's letter to Edmund?

OSWALD: I don't know, madam.

REGAN: *[To herself.]* It was foolish to let Gloucester live, although he's blind. Wherever he goes, people feel sorry for him and angry with us.

OSWALD: I must give this letter to Edmund.

REGAN: Our army is going tomorrow. Stay with us.

OSWALD: I can't stay, madam. My lady Goneril has told me to return to her.

REGAN: Why would Goneril write to Edmund? Let me open the letter.

OSWALD: Madam, you can't ...

REGAN: Listen! My husband is dead and I'm worried that Goneril wants to rule over all of the kingdom. Without a husband, I need the help of a clever man like Edmund. When you see him, give him this.

[She gives him a letter.]

If you see the blind traitor, remember this: There will be a reward for the man who kills him.

OSWALD: If I meet old Gloucester, madam, I'll show you which lady I follow.

[They exit.]

Act IV, Scene vi

[In the countryside near Dover. Gloucester enters with Edgar. Edgar is dressed as a beggar but speaks as himself, not as Poor Tom.]

GLOUCESTER: When will I get to the top of this hill?

EDGAR: You're climbing up the hill now.

GLOUCESTER: But I'm sure the ground is **flat** here.

EDGAR: No, it's very **steep**. Listen, can you hear the sea?

GLOUCESTER: No, I can't. But I think your voice has changed. You don't speak like a poor beggar now.

EDGAR: You're wrong. Nothing has changed.

GLOUCESTER: I think that you speak like an important person.

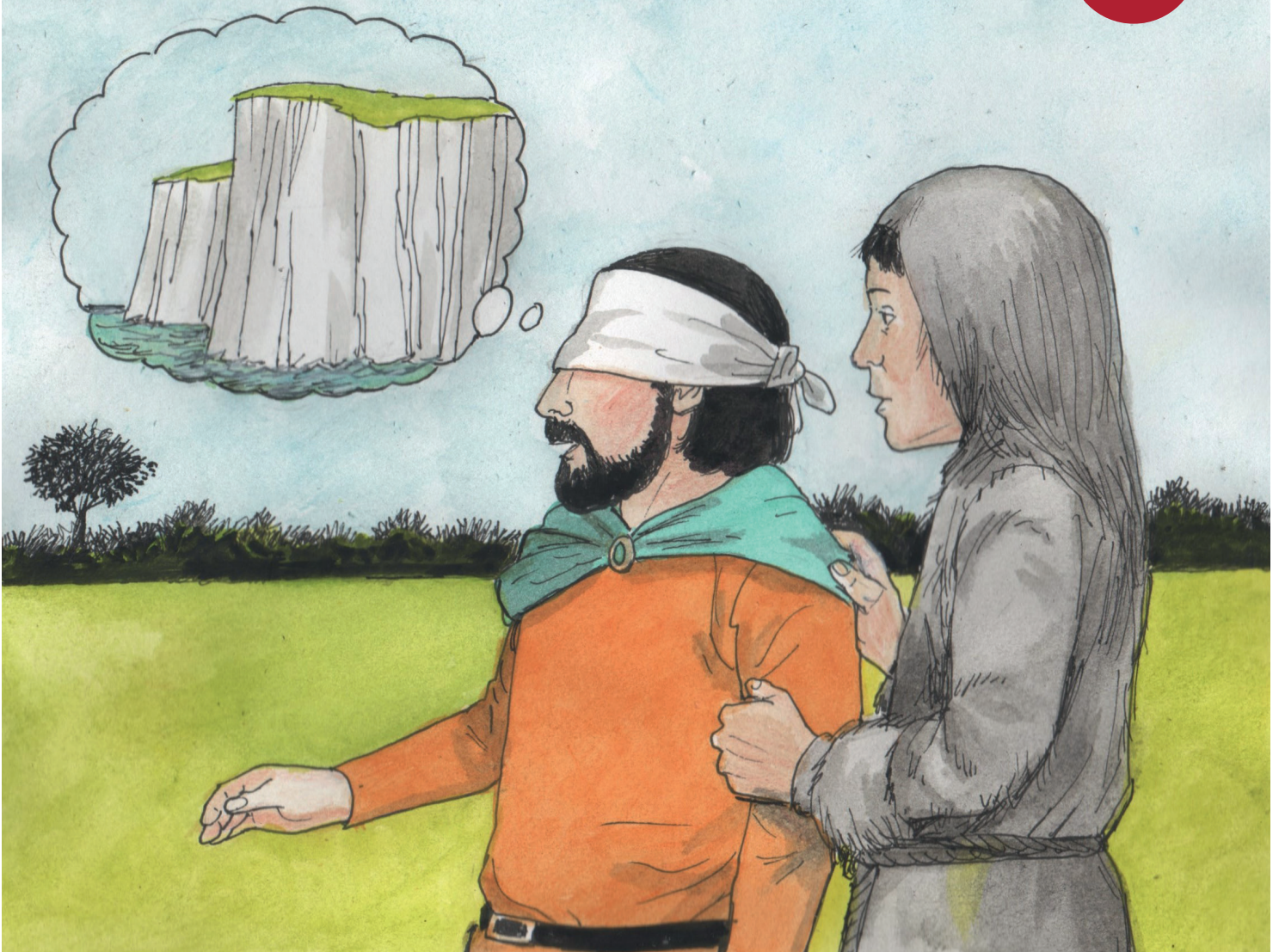
EDGAR: Come on, sir; here's the place. Be careful. It's very high here. The fishermen that walk along the beach look like mice from up here; I can't look down any more, because **my blood runs cold**, I'm scared that I might fall.

GLOUCESTER: Is it very high? Then put me where you are standing now.

EDGAR: Give me your hand. You are now very close to the **edge** of the cliff.

[They are on flat ground.]





GLOUCESTER: Let go of my hand. Here's a purse for you, my friend. Inside the purse is a **valuable jewel**. Leave me here; say goodbye to me and let me hear you walk away.

EDGAR: Goodbye, sir.

[To himself.] I hope this will help to cure him of his madness.

GLOUCESTER: I say goodbye to this world, and I only hope that Edgar is alive. So, goodbye, my friend.

[He falls forward onto the ground.]

EDGAR: Goodbye, sir.

[To himself.] If he had been where he thought he was, he would be dead now.

[To Gloucester in a different voice.] Hello, sir, are you alive or dead? Can you hear me, sir?

[To himself.] He may be dead. No, he's waking up. Who are you, sir?

GLOUCESTER: Go away and let me die.

EDGAR: You aren't bleeding and you can talk. But you've fallen from the top of a high cliff. It's amazing that you are alive. Say something.

GLOUCESTER: But have I fallen or not?

EDGAR: Yes, you fell from the top of this white cliff. Look how high it is. Look up.

GLOUCESTER: Sadly, I can't. I'm blind.

EDGAR: Give me your arm. Stand up. Can you feel your legs?

GLOUCESTER: I can.

EDGAR: This is very strange. Who was that man that left you on the top of the cliff?

GLOUCESTER: He was a poor beggar.



EDGAR: As I stood here below, I thought I saw a mad man. Perhaps he wanted to kill you. You're lucky to be alive. You've been saved.

GLOUCESTER: I remember now. I thought the beggar was a good man. He took me to that cliff top because I wanted him to.

EDGAR: Don't feel guilty or sad now.

[King Lear enters. He is mad and he is wearing strange things. He is wearing wild flowers in his hair.]

But who is this man? Only a mad person would dress like that.

KING LEAR: I am the King.

EDGAR: Oh, what a terrible sight!

KING LEAR: Life is more terrible than art is. Here's your money.

[He gives Edgar some flowers.]

GLOUCESTER: Do I know that voice?

KING LEAR: Ha! Is this Goneril or Regan? They pretended to be kind to me and told me how wise I was. But when the rain and wind came and the lightning wouldn't stop, I learnt the truth. My daughters are not women who I can trust! They told me I was everything to them. It was a lie.

GLOUCESTER: I know that voice. It is the King!

Before you start

Work in pairs. Discuss the question.

- 1 Do you think that the relationship between Gloucester and Edgar will improve or get worse in this part of the play? Why?

Vocabulary

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

- 1 If something is _____, it is either worth a lot of money or it is very important to someone.
a terrible b steep c valuable d cheap
- 2 When his father died, the prince was very sad but had to _____ power and run the country.
a make b take c have d do
- 3 If you are at the furthest point of something, you are on the _____.
a left b right c sand d edge
- 4 Areas that don't have any hills are _____.
a flat b steep c high d cliffs
- 5 When a sight or sound frightens you, your blood runs _____.
a high b up c away d cold
- 6 A _____ is a shiny stone that is often used in necklaces or bracelets.
a cure b cliff c jewel d rule
- 7 When you are trying to make someone well again when they have an illness, you are trying to find _____.
a a purse b a cure c a sound d a voice
- 8 When a hill is rising or falling at a sharp angle, it's _____.
a strange b strong c flat d steep



Reading

2 Read this part of the play again. Answer the questions with the name of the correct character.

Cordelia Edgar Gloucester
King Lear Oswald Regan

- 1 Who wants to find someone because they're worried that he's gone mad?
.....
- 2 Who says that it was a mistake to let someone live?
- 3 Who stops someone from opening a letter which is for someone else?
.....
- 4 Who stops pretending to be someone else by using his own voice?
- 5 Who thinks that he has fallen over the edge of the cliff when he hasn't?
- 6 Who is wearing wild flowers in his hair?
.....

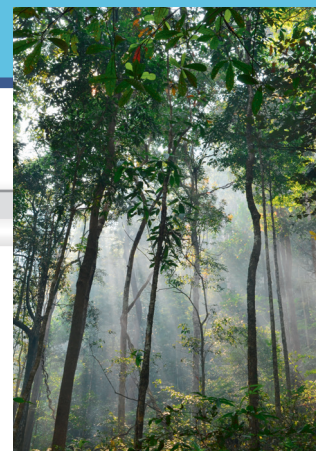
3 Are these sentences true (T) or false (F). Correct the false sentences.

- 1 Cordelia finds her father in a field.
- 2 Oswald now knows that he will be rewarded for killing Gloucester.
- 3 Gloucester is cured of his madness and can now see again.
- 4 Edgar tries to make Gloucester believe that someone tried to kill him.
- 5 Gloucester is able to recognise King Lear's voice.

Writing

4 What do you think will happen in the rest of the play? Make predictions about each of the following characters:

- Cordelia
- Gloucester
- King Lear



Before you start

Work in pairs. Choose the correct answer.

- Where is Costa Rica?
A Africa **B** Central America
C South-East Asia
- What's the official language of Costa Rica?
A Spanish **B** Portuguese **C** French
- Which of the following can you see in Costa Rica?
A rainforests **B** monkeys **C** castles
D pyramids **E** beaches **F** exotic birds

Reading

1 Read the blog post and check your answers.

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

- Amira arrived in Costa Rica today and will start her tour tomorrow. F
- Amira was driven to her hotel from the airport and got stuck in traffic.
- Amira isn't used to the type of Spanish people speak in Costa Rica.
- Amira is just taking basic equipment and food and water into the rainforest.
- Exotic birds sometimes come to see the tourists on the beaches in Costa Rica.

Vocabulary

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

biodiversity **get used to** **high-tech** **native inhabitants** ~~**public transport**~~

- Sometimes taking *public transport*..... is far faster and easier than driving.
- When you travel to another country, you'll usually find that the local people do things differently to the people in your country, but you'll soon it.
- It's interesting to spend time with the from a country that you visit because they usually know the country's ancient traditions.
- You can find a lot of in your own back garden because there's likely to be thousands of different types of insects living there.
- You don't need a camera in order to take good photographs: you just need lots of practice.

Costa Rica Expedition: Day 1

Hi! My name's Amira. And I'm currently in Costa Rica where I'm going on a tour for young people.

Today is only my second day here, but by the end of my time here, I will have visited every corner of this amazing country, seen a lot of its incredible **biodiversity** and spent some time staying with a family of **native inhabitants** in the rainforest. I'm so excited to get started!

Costa Rica is located in Central America and I had to fly for about 24 hours to get here. When I arrived at the airport, I was so pleased to see that Emilia, our guide, had come to pick me up and take me to the hotel. We travelled by **public transport** to the hotel together. Emilia said it would be far quicker than driving because there was so much traffic on the roads. Everyone speaks Spanish here because it's the country's official language. I'm finding it a bit difficult to understand the type of Spanish they speak here because it's different to the Spanish I've learned, but I'm sure I'll **get used to** it.

Tomorrow we're going to head out into the rainforest for the first time. We don't have any **high-tech** equipment with us – just our walking boots, tents and sleeping bags and, of course, water bottles and dried food. Costa Rica isn't a country that tourists come to in order to see impressive castles or ancient pyramids. Instead, it's known for its **exotic** birds and it's almost as famous for the cute monkeys that sometimes come to see what the tourists on the beach are doing!

Before you start

- Look at the photos. What do you think the people in the photographs are doing? How do you think they are feeling?



Listening

- Read this sentence from a conversation between Ali, who has just left home, and his friend. In pairs, discuss how you think he feels.

When I was living at home, my parents used to wash my clothes, cook my meals and tidy up after me. But now my brother and I have to do all of those things ourselves.

- Now listen to the conversation and answer the questions.

- What was difficult for Ali when he first left home?
- What has changed since then?

- Listen to the conversation again and answer the questions.

- How did Ali describe his first week of living away from home?
He said that it was more difficult than he expected.
- What does he have to do by himself for the first time?
.....
- What has he learned from living away from home?
.....
- How does he travel in his new city?
.....
- How did he feel when he first took public transport in his new city?
.....
- How long did it take him to start making friends?
.....
- How did he meet his new friends?
.....
- What do they like to do together?
.....

Language

- Complete these sentences from the recording with *used to*, *would* or the correct comparative phrase.

- Well, the first week was *more difficult than* (difficult) I expected.
- When I was living at home my parents (wash) my clothes.
- When I lived in my hometown, I (ride) my bike to school and back every day.
- I met a couple of nice people who are (do) the same college course me.

Speaking

- Work in pairs. Do you agree or disagree with the statements below about leaving home? Give your reasons.

- Everyone finds it difficult to leave home and live by themselves for the first time.
- The most difficult thing about leaving home is having to do the housework.
- Living on your own in a big city is far more difficult than living on your own in a small town.
- If you're not sure how to do something, like using the public transport network, just keep trying and in the end you will.
- You can only be good friends with people if they like doing the same free time activities as you.

I agree that it will be difficult to leave home, because I will miss my family!

R3 Lesson 3

Before you start

Work in pairs. Discuss the questions.

- 1 When you have a problem, who do you usually talk to about it? Who gives you the best advice?
- 2 Do other people talk to you about their problems? What do you usually do or say when this happens?

Reading

1 Read the letters to an online problem page from young people. Answer the questions.

Which writer (A or B) ...

- 1 has had their problem for a longer time?
- 2 only has their problem at school?
- 3 has done something to try to solve their problem?
- 4 is feeling lonely because of their problem?
- 5 feels like no one else has this problem?

2 Work in pairs. Read the problems again and think of a possible solution for each one.

3 Make a list of two pros and two cons for the two solutions you chose in Exercise 2.

Solutions to problem 1

Pros	Cons

Solutions to problem 2

Pros	Cons

4 Find another pair to work with. Take it in turns to present your two solutions and their pros and cons. Discuss and decide on the best solution for each problem.



● ● ● < >

A

I'm really struggling to understand everything in our maths lessons at the moment. I didn't use to have any problems, but for the last few weeks we've been doing far more complicated things and I can't keep up. Everyone else in the class seems to understand everything the teacher says, so I feel like I'm the only one who's finding it difficult. I know that telling my teacher about the problem would help, but there never seems to be enough time to ask questions at the end of the lesson, because we all have to leave quickly to get to our next lesson in time. Can you help me?

B

I moved to a new town three months ago and I'm finding it really hard to make new friends. When I'm at school, it seems like everyone already knows each other and nobody is interested in making new friends. I have started going swimming in the evenings because I hoped that I would meet other people, but nobody wants to talk to me there either. I used to have lots of friends in the town where I used to live and I would go to see them almost every day after school, but now I spend most of my time at home. What can I do to make new friends?

Before you start

Work in pairs. Discuss the questions.

- 1 What kind of projects do people volunteer to do in Egypt and in other countries?
- 2 Which kind of projects do you think would be most interesting to volunteer for?

Writing

- 1 Read the opinion essay. Divide the essay into four paragraphs. Mark where the paragraphs begin and end with a line (|).**

'Schools should spend more time teaching students about conservation.' – Do you agree or disagree?

In my opinion, schools should spend more time teaching students about the importance of conservation. It is far easier to persuade people to get involved in new projects when they are children and teenagers than when they are adults. Learning about conservation at a young age may lead to a life-long interest in it which will be very beneficial for the environment. A further important benefit of spending a significant amount of time on the topic conservation in schools is that it shows students that their teachers and their school see conservation as an important activity. Indeed, conservation will become increasingly important in the future as global temperatures continue to rise and there is even less of the rainforest left on Earth. The third and final benefit of teaching students about conservation is that they can develop useful skills and gain useful knowledge while they are doing this. They can not only learn about the biology of eco-systems, for example, but they can also develop practical skills for growing fruit and vegetables in an environmentally-friendly way and teamwork skills by doing these activities together. In conclusion, it is clear that teaching students about conservation can have a very positive effect on them. However, as I explained above, the most important benefit is that it will help students to develop a life-long interest in conservation and give them the skills to protect the environment.

- 2 Read the opinion essay again, then answer the questions.**

- 1 How many reasons does the essay give for teaching about conservation?
- 2 What is the most important reason?
- 3 Why does the writer think conservation will become more important in the future?

- 3 You are going to plan an opinion essay. The title of the essay is:**

"Young people should assign more time to help others in their own community." Do you agree or disagree? Make notes.

- What's your opinion? Is it better for young people to volunteer in their community or to assign more time for their career?
- The first reason why you believe this ...
- The second reason why you believe this ...
- The third reason why you believe this ...
- Conclude by saying your reasons briefly again and stating your point of view.

- 4 Use your notes to write your essay.**

Speaking

- 5 Work in pairs. Tell your partner your opinion about whether young people should volunteer in their local community or to assign time for their career. Give reasons for your opinion.**

- 6 Research online or in a library to find out about current volunteer opportunities in your community. Decide which one interests you the most.**



R3 King Lear: Acts 3-4

Vocabulary

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

- We are going to _____ revenge on them for the problems they have caused us.
a say **b** make **c** take **d** give
- It's never all right to be nasty to people online and we won't _____ for it.
a stand **b** hold **c** hand **d** run
- I was so scared while I was looking over the edge of the cliff that my blood ran _____.
a hot **b** cold **c** wild **d** through
- We used to be friends, but since he tried to make me look stupid, we've become _____.
a enemies **b** traitors
c interrupters **d** campers
- She was so _____ for power that she did everything she could to become queen.
a early **b** angry **c** thirsty **d** hungry
- Edmund gained power over some parts of the country, but he wanted to _____ over all of it.
a interrupt **b** steal **c** rule **d** stay



- It isn't polite to start talking when someone else is speaking. You shouldn't _____ people.
a interpret **b** betray **c** deceive **d** interrupt
- All of the soldiers are going to sleep at the _____ to get ready for battle.
a camp **b** café **c** steep **d** army
- This hill is so _____, I'm not sure if I can climb to the top of it.
a long **b** evil **c** steep **d** deep
- Don't leave any _____ items, like jewellery or mobile phones, in this room. Please take them with you.
a valuable **b** cheap **c** valueless **d** old
- My father has a lot of pain in his eyes and cannot see. Can anyone _____ him?
a rule **b** run **c** heal **d** cure
- Everyone is calling her a _____ because she shared some secret information with our enemies.
a servant **b** traitor **c** beggar **d** friend

Reading

2 Read this part of the play. Match the characters with the things they do in Acts 3 and 4.

- | | |
|--------------|---|
| 1 Cornwall | a asks someone to take him to the top of a cliff |
| 2 Regan | b makes someone kneel in front of him and asks questions |
| 3 Edgar | c throws someone out of their palace |
| 4 Gloucester | d tells someone to take up their sword against the French |
| 5 Goneril | e says he's unhappy because his daughters have lied to him |
| 6 Albany | f admits that he pretended to be someone else |
| 7 King Lear | g promises to get revenge on a person who attacked someone |



3 Answer the questions.

- 1 In Act III Scene v, what does the letter that Edmund shows Cornwall prove?
.....
- 2 In Act III Scene vi, who is told to take King Lear to Dover in a carriage?
.....
- 3 In Act III Scene vii, what does Cornwall decide to do to Gloucester?
.....
- 4 In Act III Scene vii, which part of Gloucester's body does Cornwall hit with his sword and injure?
.....
- 5 In Act IV Scene i, what does Edgar wish he didn't have to pretend to be?
.....
- 6 In Act IV Scene i, where does Edgar promise to take Gloucester?
.....
- 7 In Act IV Scene ii, who decides to take revenge for what has happened to Gloucester?
.....
- 8 In Act IV Scene iv, who does Cordelia want to find and see again?
.....
- 9 In Act IV Scene vi, why does Edgar want to make Gloucester think that he has fallen from a cliff and survived?
.....
- 10 At the end of Act IV Scene vi, who did Edgar and Gloucester meet?
.....

4 Read the quotations and choose the correct answer.

Cornwall: I can't kill Gloucester because I don't have the authority, but I can punish him. And although people won't like this, they can't stop us.

- 1 Why does Cornwall decide not to kill Gloucester?
 - a He doesn't want to do it.
 - b He doesn't have the power to do it.

Albany: What have you done? You and Regan are tigers, not daughters. You've been cruel to your father, a kind old man.

- 2 Why does Albany compare Goneril and Regan to tigers?
 - a He thinks they're wild and dangerous.
 - b He thinks they don't want other people to come near to them.

Gloucester: Let go of my hand. Here's a purse for you, my friend. Inside the purse is a valuable jewel. Leave me here; say goodbye to me and let me hear you walk away.

- 3 Why does Gloucester say this to Edgar?
 - a He thinks he's going to fall to his death.
 - b He thinks that Edgar wants to steal from him.

Writing

- 5 Imagine that you are a newspaper reporter. Write a clear and easy-to-understand summary of what happened in these three excerpts from King Lear. Include the most important events and the reasons why they happened. Write about 200 words.



The news

**Before you start****Discuss the questions in pairs.**

- How often do you read or watch the news?
- Where do you get your news from?
- Where do your parents get their news from?

OBJECTIVES**Reading** Online news stories**Writing** A news report**Listening** News stories**Speaking** Presenting news stories**Language** Past perfect and past perfect passive**Life skills** Critical thinking: recognising facts and opinions; Self-management: weighing up situations and taking the appropriate actions**Vocabulary****1 Match the words to the definitions.**

- 1 reporter
- 2 fact checker
- 3 interview
- 4 newsreader
- 5 broadcast
- 6 source
- 7 search engine
- 8 editor
- 9 question (v)

- a a computer program that searches the internet for information
- b to express or have doubts about something
- c the place something comes from or starts at
- d a person who collects and tells the news for newspapers, radio or TV
- e a person who plans, edits and reviews the material for newspapers, radio or TV
- f someone who reads reports on a TV news programme
- g a person who makes sure the information is true
- h to send out a programme on TV or radio
- i to meet someone to get information

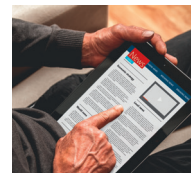
A

Reading**2 Read the three news stories quickly. Match the headings to the stories.**

- 1 Facts – do they matter?
- 2 School Report
- 3 Where do you get your news from?




It seems that today less than 50% of us get our news from traditional **sources** like newspapers and television. Everyone is turning to the internet and social media for news, and some experts fear that we might accept some unreliable news stories as fact because we read social media sites which share our opinions. But is this true? **Search engines** lead us to a wider range of sources which means we can read the news from many different places. However, we should always **question** what we read and never just accept it as true.




B

Secondary school students in the UK have had the chance to become news **reporters** for the day. Students created a news website and produced a news report. They selected students to be reporters and photographers who went out to look for interesting news in their community. When they had **interviewed** people and had written their stories, the reporters gave their work to the **newsreaders** who then recorded the news. The videos were uploaded to the news website and some were **broadcast** on local television.



C

Saeed Yousuf is a **fact checker**. He checks the facts in reports before they are sent to the **editor**. Saeed explains that news stories can use both facts and opinions, but it must be clear which is which. Facts can be checked, but opinions are the points of view held by the writer. He believes that it's very important for the public to trust the information in the story, but some newspapers, he admits are better at checking facts than others. It can cause serious problems if newspapers print stories without checking the information carefully first.



3 Read the news stories again. Are these sentences *true (T)* or *false (F)*?

- 1 Most people still get their news from the TV and newspapers.
- 2 The writer of text A doesn't think that we should believe everything we read.
- 3 Students learned to create a news story together.
- 4 It was possible to watch the students' news reports on TV and online.
- 5 News stories should only have facts in them.

F

4 Read the stories again and answer the questions.

- 1 What did the School Report Project want students to do?
It wanted them to create a school news website and a news report.
- 2 What happened to some of the videos the students made?
- 3 Why are some experts worried about where we get our news from?
- 4 What is the difference between facts and opinions?
- 5 What problems might happen if we don't check facts with opinions?
- 6 What do the texts try to say? Circle two choices.
 - a It's very important to get your information from digital resources.
 - b It is very important to get your information from different resources.
 - c The sources of information is not that important; information is what matters.
 - d Read facts only. Opinions are not that important.
 - e It is essential to check if the information you read is a fact or an opinion.

Speaking

5 Discuss these questions in pairs.

- 1 Do you often share news stories with your friends and family? Why?
- 2 Have you ever shared a story that you later found out to be untrue?
- 3 How can you check the facts in an article?

SKILLS FOR LIFE

When reading news articles, it is important to think about whether the information contains accurate facts or just opinions.

Research

6 Research a news article online. Check other websites to be sure that the facts in the article are true. Identify facts and opinions in the article.

10 Lesson 2

Before you start

Look at the photos from news stories and discuss the questions.

- What do you think the news story might be for each photo?
- What do you think a 'digital nomad' is?

Listening

2.24 **1 Listen to the news stories and check your answers.**

2.25 **2 Listen again and answer the questions.**

- 1 When did the fire start?
It started late on Sunday night.
- 2 What do the police think happened?
- 3 What did Marwan use to take his winning photograph?
- 4 How did Marwan feel when he looked at his photo of the sunrise?
- 5 Why are fewer tourists going to Antigua now than in the past?
- 6 Who has been offered the chance to live on the island of Antigua for two years? Why?
- 7 Can you think of other ideas to increase the national income during the Covid-19 pandemic?

2.26 **3 Listen to the first news story again and put the events in the correct order.**

- a The fire moved to the front of the shop.
- b The police were called.
- c The fire started.
- d The police were called a second time.
- e The firefighters arrived.
- f The police left when it seemed OK.



Vocabulary

4 Complete the sentences with these words from the news stories.

digital nomad channel correspondent headlines
investigator ~~journalist~~ scene deliberately

- 1 My brother is a *journalist* for a local newspaper.
- 2 Did you read the news this morning? There's been another fire.
- 3 Which TV is the film on?
- 4 The police finally arrived at the of the crime.
- 5 The newspaper's for North Africa lives in Cairo.
- 6 A/An is trying to discover who caused the accident.
- 7 I'm sorry for breaking your mug; I didn't do it
- 8 Hazem's job allows him to be a; he can work anywhere in the world.

Language

5 Look at these sentences from the news stories. Underline the events which came first in each sentence.

- 1 By the time the fire fighters arrived the fire had moved to the front of the shop.
- 2 Marwan entered his first photo competition when he was only eight years old after he had been given a book about photography by his uncle.
- 3 Until Covid-19 arrived, the country's main income had been tourism.



6 Complete the sentences with the past simple or past perfect form of the verb in brackets.

- 1 The woman had phoned (phone) for a taxi before her friends arrived (arrive).
- 2 The boy (take) photos after the police (leave) the scene.
- 3 Robert (be) hungry because he (not eat) anything all day.
- 4 The facts (check) by the reporter before he (write) his report.
- 5 The children (swim) in the pool after they (finish) their homework.
- 6 Dina (not speak) to Nadia all day and she (be) very sad.
- 7 By the time the guests (arrive), all preparations (make).
- 8 We (be) shocked to discover that our villa (break) into.

Speaking

7 Look at the pictures. Read the questions and ask and answer in pairs.

- 1 Yesterday I was doing my homework. I suddenly heard a loud noise. I ran to look. What had happened?
- 2 My cousin called me at 7 o'clock yesterday morning. I was very surprised. What had happened?



LANGUAGE

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Past perfect

- Use the past perfect (*had* + past participle) to talk about things that happened before another action in the past.

*At midnight, a woman phoned again and said she **had seen** flames at the back of the supermarket.*

*When I arrived at school, the lesson **had already started**.*

- **Note:** The past perfect is often used with verbs like *think* or *say*, to talk about thoughts or conversations in the past.

*I thought I **had finished** my homework, but I realised I **had forgotten** the last page.*

- Use the past perfect passive (*had been* + past participle) to talk about things that happened before another action in the past when the agent is unknown or unimportant.

*The police and fire services **had been called** earlier in the evening.*

10 Lesson 3



Before you start

- What is your favourite website? Why do you like it?

Reading

1 Read this news report about a new website and answer the questions.

- 1 What is the website called? *Our World*
- 2 Who is the website for?
- 3 Who created the website? Why?
- 4 What makes this website different?
- 5 What do two readers think of the website?
- 6 Can you think of other things to add to the website to make it more interesting?

Writing

2 Look at the news report again. Complete the sentences.

- 1 *Our World* **A teenage world!** is the headline of the report.
- 2 'Adults think teenagers are only interested in music,' is **a fact / an opinion**.
- 3 The reporter uses direct speech to share people's **facts / opinions**.
- 4 'All the reports are written by teenagers' is **a fact / an opinion**.

Don't forget:

- Write an interesting headline.
- Use paragraphs.
- Use direct speech to share opinions.
- Check your facts.

A teenage world!

A new website has just been launched by teenagers for teenagers. *Our World* is the creation of Jake and Amy Hope who wanted a news website that other teenagers would enjoy. 'Adults think teenagers are only interested in music and sport,' explained Amy, 'but that isn't true!'

Our World has news, technology, education, music and sport, but what makes it different is that all the reporters are teenagers.

'Teenagers sometimes see the world differently to adults,' Jake told us and it seems he's right. 'It's brilliant,' said 13-year-old Henry, 'it's much more interesting than most websites.' His sister agrees, 'I really like the fact that all the reports are by teenagers who are keen on the same things as me.'

3 Write a news report for *Our World*. Use the photo, these notes and your own ideas.



15 teenagers – 10 hours
volunteers collecting
rubbish
beaches dirty – tourists
leave bottles/bags etc.



REMEMBER!

The five W's in journalism help newspaper reporters to cover the important information in their story.

What happened?

Who was involved?

When did it happen?

Where did it happen?

Why did it happen?

Speaking

4 Work in pairs.

- 1 Compare your news reports.
- 2 Who has written the best headline?
Remember, a good headline is short and attracts readers' attention.

Before you start

Look at the photos from two news stories and discuss the question.

- Which story do you think might be less serious?



Listening

2.27 1 Listen to the news stories and check your answers.

2.28 2 Listen again and answer the questions.

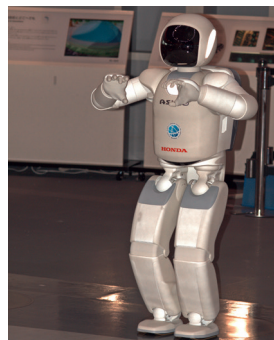
- 1 How many people were involved in the accident?
- 2 What happened earlier in the evening?
- 3 Why did neighbours call the police?
- 4 What was Leila's problem?
- 5 Does the speaker report the two stories in a different way? Why?

SKILLS FOR LIFE

It is important to know what to do in an emergency. Make sure that you know how to call for help and how to keep yourself safe. What should you carry with you to be able to help people?

Speaking

3 In pairs, look at the photos and decide what each story might be about.



4 Choose one of the photos and plan a news report. Make notes to help you.

5 Practise presenting your news report using your notes from Exercise 4. Think about:

- tone: Is your story serious or funny?
- speed: Don't talk too quickly.
- pronunciation: Check pronunciation of difficult words before you start your presentation.

6 Present your news story to another group.

10 Lesson 5

Before you read

- In Chapter 9, what does Regan tell Oswald to do if he sees Gloucester?



Act IV, Scene vi, continued

[In the countryside near Dover. Edgar is with Gloucester and King Lear.]

KING LEAR: Did you say that you know my voice, oh man without eyes! Yes, I am the King! But look at you, what have you done?

GLOUCESTER: Your majesty, let me kiss your hand!

KING LEAR: I must clean it first.

GLOUCESTER: Do you not know me, sir?

KING LEAR: I don't know your eyes. Read this letter for me, please.

GLOUCESTER: But I can't see it.

EDGAR: *[To himself.]* If I read about this in a story, I wouldn't believe it was true. It is so sad.

KING LEAR: Read it!

GLOUCESTER: But look at my eyes!

KING LEAR: Oh, I understand. You want some money first. You have no eyes in your head and no money in your purse. But you understand how things work in this world.

GLOUCESTER: I feel my way.

KING LEAR: But you can see with your ears. We now know that a **judge** will punish a poor man's crime before a rich man's crime.

GLOUCESTER: Yes, sir.

KING LEAR: Rich men are not punished for the same crimes as a poor man is punished for. Why don't you get some glass eyes and pretend to see things that others do not, like a bad judge!

EDGAR: The King is talking both **sense** and **nonsense**!

[Gloucester cries.]

KING LEAR: Wait. I know you: your name is Gloucester. You must be patient.

GLOUCESTER: Oh, what a sad day this is!

KING LEAR: *[He stands on a rock.]* This rock is like a **stage** in a theatre. I'll pretend to **creep up on** my daughters' husbands and kill them!

[A Gentleman enters with Attendants.]

GENTLEMAN: Ah, there he is! Quick, get him!

[To King Lear.]

Sorry, sir, your dear daughter ...

KING LEAR: What? Am I a **prisoner** now? Be good to me and I'll reward you. But I need a doctor. My head is not right.

GENTLEMAN: You shall have anything you want, your majesty. You are the King and we'll do what you say.

KING LEAR: I may still live, then. But you'll need to run to get the reward.

[He exits running. The Attendants run after him. The Gentleman exits.]

GLOUCESTER: Oh, someone kill me before I **am tempted to** kill myself!

EDGAR: Give me your hand, sir. I'll take you to a place where you'll be safe.

GLOUCESTER: Thank you.

[Oswald enters.]

OSWALD: Look, here's the prize! This man without eyes will make me rich!

*[He **takes out** his sword.]* Get ready to die, you old traitor!

GLOUCESTER: I want to die. I hope you're strong enough to do it.

[Edgar stands between them.]

OSWALD: Who are you? Why are you helping a traitor? Let go of his arm.

EDGAR: I will not let go.

OSWALD: Let go of this man or you'll die too!

EDGAR: Don't come near the old man.

OSWALD: Then take out your sword!

[They fight. Oswald falls.]

OSWALD: Oh, I'm dying! Before you take my purse, give the letters that I'm carrying to Edmund, the Duke of Gloucester. You'll find him with the British army. Oh, goodbye world!

[He dies.]

GLOUCESTER: Is he dead?

EDGAR: Yes. Sit down, sir, and rest. Let's look in his pockets; these letters may be useful. Let's read them.

[He finds a letter and reads it.]

*'Remember, Edmund. Do not let Albany win the **battle**. If you help me, I will give you more power and riches.*

Yours

Goneril.'

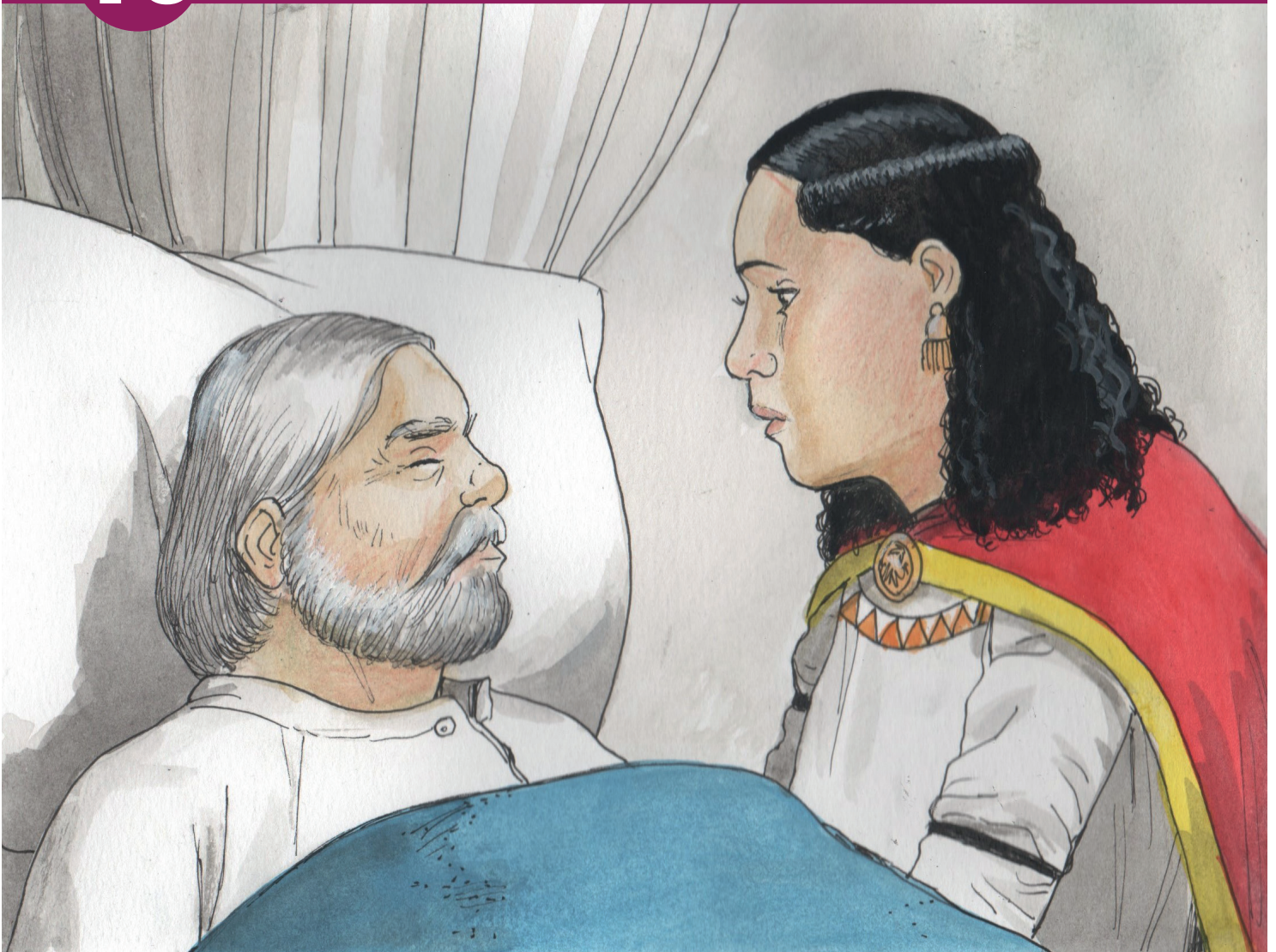
That evil woman! She wants Edmund to kill her good husband. I will show this letter to the Duke of Albany. It's lucky that I can tell him of their plan to kill him.

*[The sound of a **drum**.]*

EDGAR: *[To Gloucester, his father.]* Come, give me your hand. I'll take you to a friend's house.

[They exit together.]





Act IV, Scene vii

[A tent in the French camp. Cordelia enters with Kent, a Doctor and a Gentleman.]

CORDELIA: Please put on some better clothes, Kent.

KENT: I'm sorry, madam, but I must stay in this disguise. You must pretend that you don't know me until I tell you.

CORDELIA: I understand, my lord.
[To the Doctor.] How's the King?

DOCTOR: Madam, he's still sleeping.

CORDELIA: My father has become like a child.
Please, doctor, try to cure my father, whose children have made him mad.

DOCTOR: If you like, we can wake up the King. He's slept for a long time.

CORDELIA: You know what's best for him.

[Cordelia and the doctor are standing together in a tent in the French camp. Two servants carry King Lear in on a chair. He's wearing a clean shirt and trousers. He is sleeping.]

DOCTOR: Please, play some music.

CORDELIA: Oh, my dear father, let my kisses help to make you feel better. My sisters have done you so much damage!

KENT: Kind and dear princess!

CORDELIA: How could they send your kind face out into a storm? I would even keep an animal inside on a night like that, but you, poor father, had to stay with beggars in old straw. I can't believe you are still alive after all that.

[To the Doctor.] He's waking up. How are you, father? Do you **recognise** me?

Before you start

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

- How does Lear think Gloucester can see without his eyes?
- Who tries to help Gloucester?
- What does Cordelia think about her sisters' behaviour?

Vocabulary

1 Match the words and phrases to their definitions.

- | | |
|---------------|---|
| 1 sense | a a musical instrument you play by hitting it |
| 2 battle | b an area where actors perform |
| 3 stage | c something that people can understand |
| 4 drum | d come close to someone, secretly |
| 5 creep up on | e a fight between two armies |

2 Complete the sentences using the words and phrases in the box.

judge nonsense prisoner recognise
take out tempted

- The escaped from the police station and disappeared!
- Please your books and read page 10.
- I can't understand a word he's saying. It's
- He was to eat the last piece of cake, but he didn't.
- The decided to send the criminals to prison for their crime.
- I hadn't seen her for years and so I didn't her.

Reading

3 Who is the speaker of each quotation? Who are they speaking to and why do they say it?

Cordelia Doctor Edgar Gloucester
King Lear Oswald

- "I must clean it first."
- "Oh, what a sad day this is!"
- "Why are you helping a traitor?"
- "I'll take you to a friend's house."
- "He's slept for a long time."
- "You know what's best for him."

4 Answer these questions.

- What does King Lear want Gloucester to read for him?
.....
- Why does King Lear want a doctor?
.....
- Who is Oswald carrying letters for?
.....
- Who are the letters from?
.....
- What does Cordelia ask Kent to do?
.....

Speaking

5 Discuss these question in pairs.

- Why do you think Edgar says that King Lear is talking both 'sense and nonsense'?
- How do you feel about the death of Oswald? Why do you feel like this?



What a performance!

Before you start

Discuss these questions in pairs.

- How often do you watch films?
- What kinds of films do you like watching?
- What is your favourite film?

OBJECTIVES

Reading Online film reviews

Writing Two film reviews

Listening Interview with a film critic; Intonation

Speaking Explain how a film affects you

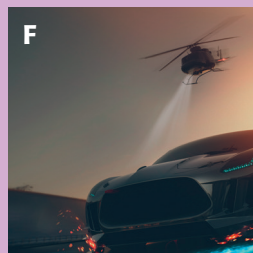
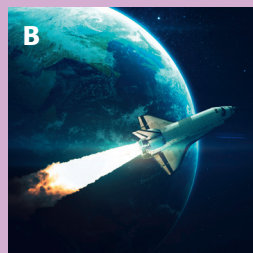
Language Tag questions; Adjectives and adverbs

Life skills Communication: listening to others' opinions; Respect for others: recognising differences in opinions

Vocabulary

1 In pairs, match the words to the pictures.

action animation comedy historical horror musical romantic science fiction



Listening

2.32 2 Listen and tick the types of films Seleem mentions.

- | | |
|--|---|
| <input type="checkbox"/> musicals | <input type="checkbox"/> action films |
| <input type="checkbox"/> science fiction | <input type="checkbox"/> historical films |
| <input type="checkbox"/> romantic | <input type="checkbox"/> animation |
| <input type="checkbox"/> comedy | |

2.33 3 Listen again. Choose the correct word or phrase to complete the sentences.

- The interviewer likes **action** / **animation** films.
- Black Panther* **was** / **wasn't** liked by everyone.
- Seleem rarely watches films about **history** / **true life**.
- Two** / **Three** of the films Seleem mentions are true stories.
- Seleem says that Tom Hanks makes **marvellous** / **different** films.
- Seleem thinks the interviewer's choice of film is **surprising** / **not surprising**.

2.34 4 Listen to these sentences. Does the intonation rise → or fall ↘? Draw an arrow.

- You don't want to see this film, do you? →
- Your test won't be difficult, will it? ↘
- His parents aren't coming, are they? ↘
- They played well, didn't they? ↘
- You were scared, weren't you? ↘

Language

5 Complete the sentences with the correct tag question.

- My brother isn't here, **is he?**
- Karim and Ali love comedy films, _____?
- The children haven't finished yet, _____?
- Alice arrived late, _____?
- He can't swim, _____?

6 Choose the correct answer.

- She never annoys her friends, **does/doesn't** she?
- Everyone arrives on time, **don't they/doesn't he?**



LANGUAGE

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FOCUS ON

Tag questions

A question tag is a short phrase at the end of a statement that turns it into a question. A positive statement has a negative tag and a negative statement has a positive tag.

We make tag questions with auxiliaries, e.g. *do, be, have* or a modal.

*You like horror films, **don't you?***

*She hasn't got a brother, **has she?***

*They should start now, **shouldn't they?***

Tag questions are affirmative *with none of, nobody, hardly, and ever*.

*Kittens can hardly feed themselves, **can they?***

Intonation

When the speaker is sure that the statement is correct, the intonation falls.

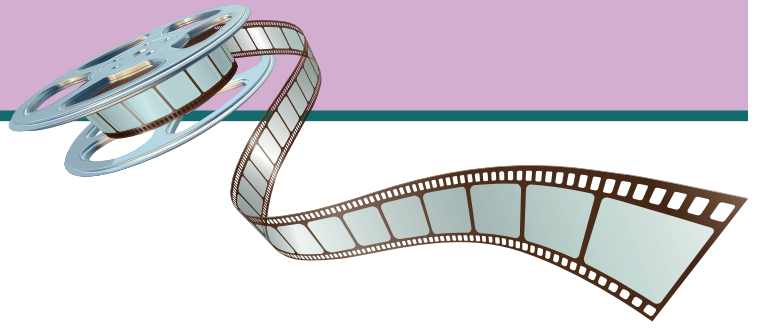
- *He's your brother, **isn't he?***

When the speaker is asking a genuine question, the intonation rises.

- *Athletes should get their hearts checked, **shouldn't they?***

- Let's travel by car, **don't/shall** we?
- Mr Ramzi has lived abroad for years, **hasn't/doesn't** he?
- She can hardly walk, **can/can't** she?

11 Lesson 2





Before you start

- Do you ever read film reviews? Why?

Reading

1 Read the two film reviews. Which one is more positive?

www.filmreviews.com

The Martian	The Lion King
	
<p>Clever, exciting, and surprisingly funny, <i>The Martian</i> is a brilliant film, adapted from the bestselling book of the same name, and demonstrates the talents of the actor Matt Damon and the director Ridley Scott.</p> <p>When astronauts take off from the planet Mars, they leave behind Mark Watney (Damon), who they believe had died in a storm. Watney is left with little food or water and has to find a way to survive on the empty planet. Meanwhile, back on Earth, NASA and a team of international scientists work constantly to bring him home. At the same time his crew mates plan a brave rescue mission. Unlike most sci-fi films, <i>The Martian</i> has no fight scenes. Instead, it is a clever and powerful film and perhaps the best science fiction film that I've seen in a long time.</p>	<p>Although the visuals in the 2019 version of <i>The Lion King</i> are quite brilliant, this remake lacks the warmth and energy of the original cartoon film. This is even more surprising when you look at the list of talented actors involved. The storyline is the same and the music and songs are great, but it just isn't as much fun and it's difficult to know why. Like the 1994 film, the story is about the young lion Simba, his unkind uncle who kills Simba's father, and Simba's life in the desert with his new friends Timon and Pumbaa. The director Jon Favreau has created an animation which looks incredibly real and maybe that's the problem – it doesn't look like an enjoyable film, more like a wildlife documentary!</p>

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

- | | |
|---|---|
| 1 <i>The Martian</i> was a book before it became a film. <input type="checkbox"/> | 2 The film <i>The Martian</i> is about working together to help a colleague. <input type="checkbox"/> |
| 3 <i>The Martian</i> is a typical science fiction film. <input type="checkbox"/> | 4 The second version of <i>The Lion King</i> is better than the first. <input type="checkbox"/> |

3 Read again and answer the following questions.

- 1 How does the writer in the second film review describe the first version of *The Lion King*?
- 2 What things do you think the rescue crew in *The Martian* might have faced in their mission?
- 3 The two reviews present:

A an opinion, summary and recommendation for each film	B an opinion, summary and recommendation for the first film
C an opinion and a summary of both films	D the story line of the two films

Vocabulary

4 Match the words in the box with their definitions.

~~brilliant~~ constantly enjoyable incredibly
hostile talented surprisingly unkind

- 1 very good .brilliant.....
- 2 in an unexpected way
- 3 in a way that is difficult to believe
- 4 cruel
- 5 not friendly
- 6 all the time
- 7 fun
- 8 very good at doing something

Language

5 Underline the adjectives and circle the adverbs in this sentence from the review.

Clever, exciting, and surprisingly funny,
The Martian is a brilliant film, adapted from
the bestselling book of the same name and
clearly demonstrates the talents of the actor
Matt Damon and the director Ridley Scott.

6 Complete the sentences with these words.

brave fast hostile ~~loudly~~ quietly really terrible well

- 1 Our teacher shouted loudly at the class.
- 2 Shaimaa can run very She always wins races.
- 3 My brother is a firefighter. He's very
- 4 That was a film – what a waste of money!
- 5 Open the door! The children are asleep.
- 6 I like musicals. They always make me feel happy.
- 7 There is a crowd outside the mall after they announced that the sale was cancelled.
- 8 My mum can swim She goes to the pool every day.

Writing

7 Write three positive sentences and three negative sentences about a film you have seen recently. Ensure each sentence correctly uses an adjective or an adverb. Use these words.

boring good interesting powerful sad terrible

a bit quite really so too totally very

LANGUAGE

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Adjectives and adverbs

- We use adjectives to describe a noun. We put the adjective before the noun.
*We watched a **frightening** film last night.*
- We use adverbs to describe the verb. We usually put the adverb after the verb.
*The children **talked loudly** during the film.*
*The firefighters **fought** the fire **bravely**.*
- Many adverbs end in -ly but not all, e.g. *hard, fast, late, well*, etc.
*Shaimaa played very **well** in the tennis match.*
- We can also use adverbs to add a degree of intensity to adjectives or to give extra information about adjectives.
*It's **not very** cold today.*
*It's **quite** cold today.*
- Sometimes adverbs modify adjectives, making them stronger or weaker.
*The car looks **absolutely** wonderful!*



11 Lesson 3

Before you start

- Do you enjoy the same kinds of films as your family and friends?
- How do you decide what to watch if you don't agree?

Listening

2.35 1 Listen to three people giving their opinions on films. Write the names Ramy, Dareen or Tamer.

Who ...

- 1 doesn't think romantic films are very good? *Dareen*
- 2 enjoys comedy films?
- 3 prefers action films?
- 4 thinks science fiction films are OK?
- 5 loves horror films?



2.36 2 Listen again and answer the questions.

- 1 How do comedies make Dareen feel? *They make her feel happy.*
- 2 What does Tamer think about action films?
- 3 What do Dareen and Tamer both agree is true about action films?
- 4 What do Dareen and Ramy think about action films?
- 5 How do horror films make Ramy feel?



Speaking

3 In groups, discuss your opinions about films and how they make you feel. Include both positive and negative feelings.

I love historical films, although some of them make me feel sad.

I agree with you, and I think you can learn a lot of interesting things from them.

4 Report your findings back to the class.



REMEMBER!

When you are sharing your opinions with people listen carefully to what they say. Say if you agree or disagree. If you disagree tell them politely and give your reasons. Ask them questions to find out more about their views.

Use expressions like:

- *I agree with you*
- *I disagree, because ...*
- *I'm not sure*
- *Why do you think ...?*
- *Personally, I like ...*
- *What do you prefer?*

Before you start

Discuss these questions in groups.

- 1 Which films are popular at the moment?
- 2 What film have you seen recently?
- 3 What did you think about it?

Reading

1 Read this paragraph that a student has written about two films he/she watched. Are these statements **true (T)** or **false (F)**?

- 1 The writer liked both the films.
- 2 The first film told an important story about life in Asia.
- 3 The writer said that the second film was a comedy.
- 4 The writer thinks that all animation films are good.

2 Put the adjectives in the box into the correct column.

~~amazing~~ annoying awful cheerful
hilarious powerful stupid upset

Positive	Negative
<i>amazing</i>	

3 Complete the sentences with the words from Exercise 2.

- 1 The best films are ones which have a *powerful*..... story to tell.
- 2 That film was the best comedy I've ever seen. It was
- 3 My brother is always using my phone. It's so
- 4 My friend was yesterday because I didn't go to the cinema with her.
- 5 It was a/an film. The story, the actors and scenes were brilliant.

Writing

4 Write two paragraphs about two films that you have strong opinions about. They can be positive or negative opinions.

5 Give your paragraphs to your partner to read. Does your partner know the films you described? Does he/she share your opinions about the films?



I saw a great film last night. It was called 'The Boy who Harnessed the Wind'. It was about a boy in Malawi who built a windmill and helped his village get water. I thought it had a really powerful message about positive thinking and never giving up.

I also saw 'Toy Story 4', which was great fun. It's a brilliant animated film, and personally, I think that these kinds of films always make people feel good. They're not too long and the stories always have a happy ending.

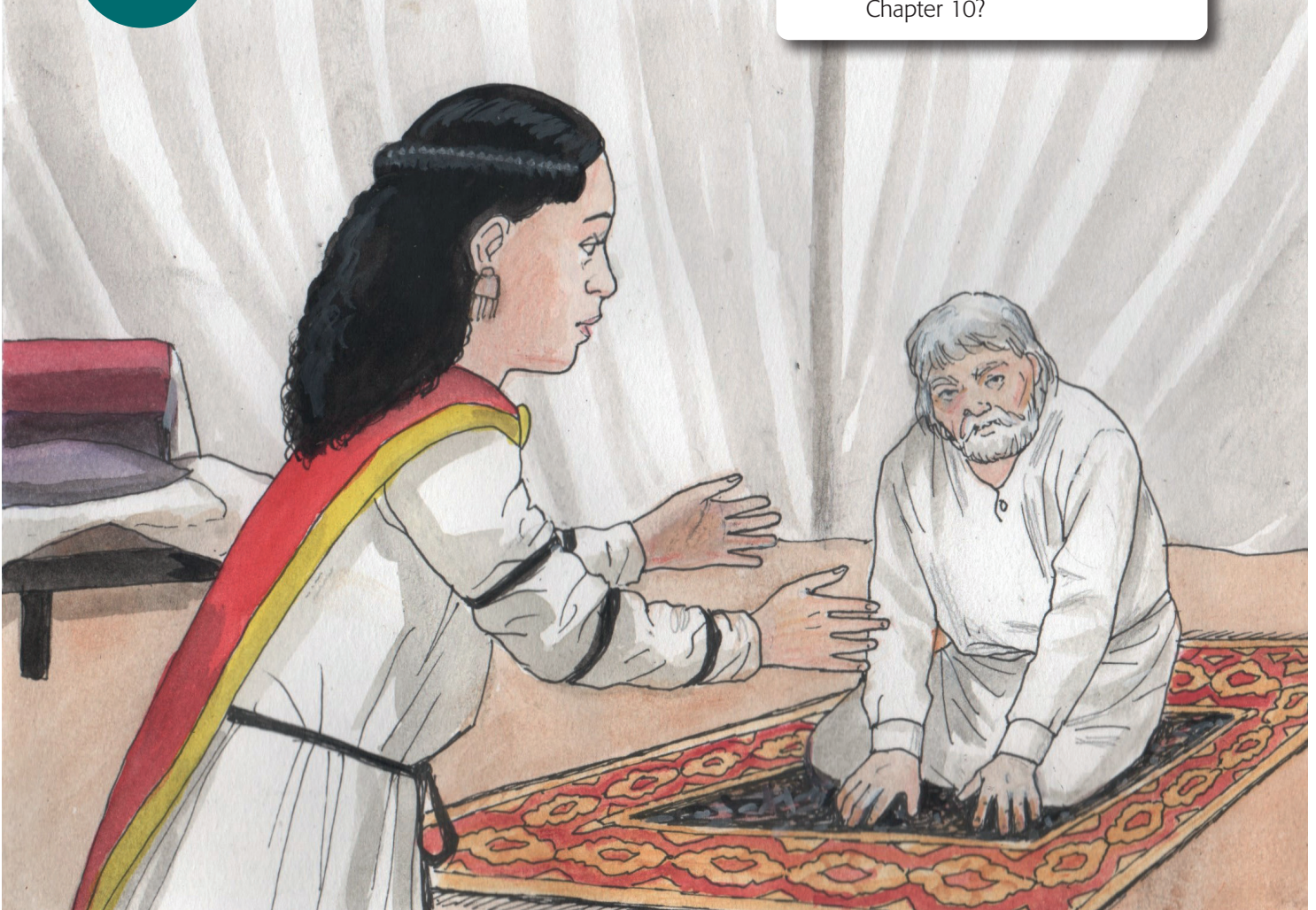
SKILLS FOR LIFE

Everyone has a right to their own opinions, and we don't always share the opinions of our family or friends, but it is very important that we listen to each other.

11 Lesson 5

Before you read

- Where is King Lear at the end of Chapter 10?



Act IV, Scene vii, continued

[A tent in the French camp. Cordelia talks with Kent, a Doctor and a Gentleman.]

KING LEAR: What are you doing? You shouldn't help me to live. You may be happy, but I feel like **I'm on a wheel of fire.**

CORDELIA: Sir, do you know who I am?

KING LEAR: Where am I? Is it day or night?

CORDELIA: Look at me, please. No, you don't have to kneel before me.

KING LEAR: Lady. I'm a very foolish old man, more than eighty years old, and I think I'm a little bit mad. I think I should know you, and also this man ...

[He points to Kent.]

... but I'm not sure. I can't remember putting on these clothes and I don't know where I stayed last night. Don't laugh at me, but is it possible that you're my daughter, Cordelia?

CORDELIA: It's true! Yes, I am! I am!

KING LEAR: Are you crying? Yes, you are. Please don't cry. If you have some poison for me, I'll drink it. Your sisters have been cruel to me. You have a good reason to be cruel to me, but they do not.

CORDELIA: I'll never be cruel to you, Father.

KING LEAR: Am I in France?

KENT: No, your majesty. You're in your own kingdom.

KING LEAR: This can't be true.

DOCTOR: I think it's better to leave now. He needs to sleep.

KING LEAR: *[To Cordelia.]* Please, can you forgive me? I'm old and foolish. It's better to forget me now.

Act V, Scene i

[In the British camp near Dover. Edmund enters with Regan.]

REGAN: Now, Edmund. Tell me honestly, are you working for my sister, Goneril?

EDMUND: I am not, madam.

REGAN: So, you're not helping her to take my lands from me?

EDMUND: No, you mustn't think these things.

REGAN: I don't **trust** my sister. Edmund, please don't work with her.

EDMUND: Don't worry. She and her husband the Duke of Albany ...

[The Duke of Albany enters with Goneril and some soldiers.]

GONERIL: *[To herself.]* I must not let Edmund work for my sister.

ALBANY: Regan, have you heard the news? The King is with his daughter, Cordelia, and others who are helping him. We must be ready to fight now because the French army have **invaded**. But the French are not here to help Lear. I think we have been too cruel to the King.

REGAN: Why are you telling me this now?

GONERIL: We must join together against the enemy.

ALBANY: Let's plan what to do with the officers. Then we can go into **battle**.

EDMUND: I can help you. I'll join you in your tent soon.

REGAN: Are you coming with us, Goneril?

GONERIL: No.

REGAN: Please, come with us.

GONERIL: *[To herself.]* Oh, I know why you want me to go. You don't want me to stay here with Edmund.

[To Regan.] I'll come soon.

[As they exit, Edgar enters. He is still disguised as Poor Tom.]

EDGAR: *[To Albany.]* I'm a poor man, but please listen to me. Before you fight the battle with the French, read this letter. If you win the battle, blow your **trumpet** so I know what has happened. I can prove what is written there. Good luck!

[Edgar exits. Albany reads the letter and then exits. Then Edmund enters.]



EDMUND: I've told both the sisters that I'll help them to win more power. Now they do not trust each other. So, who should I help the most? Regan? Goneril? Both of them? Or perhaps neither of them. I can't take power if both sisters are living.

Let me think ... Goneril still has a husband. I'll use his help to win the battle. But I know that her husband feels sorry for King Lear and Cordelia, so when the battle is over, he must die. Then King Lear and Cordelia will be my prisoners! Now it is time for me to start to **take control of** the kingdom!

[He exits.]

Act V, Scene ii

[In a field between the British and the French. There are sounds of a battle. Edgar and Gloucester enter.]

EDGAR: King Lear has lost the battle, and he's now a prisoner with his daughter Cordelia. **This is a bitter pill to swallow**. Quick, we must leave.

GLOUCESTER: I can't go on. Leave me. I can die here.

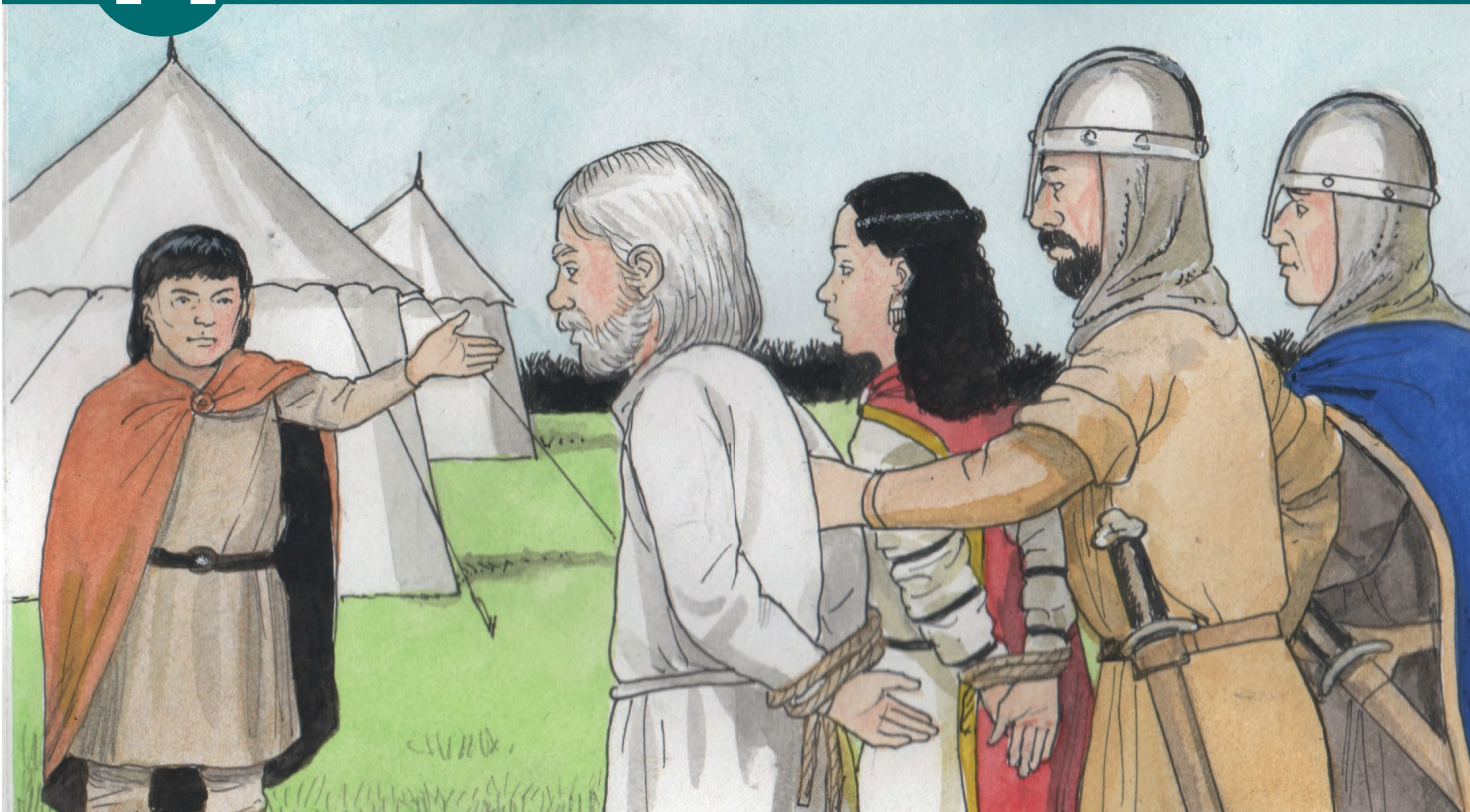
EDGAR: No. Remember that we can't choose the time of our death, just as we can't choose the time of our birth.

GLOUCESTER: You're right.

EDGAR: Let's go.

[They exit.]

11 Lesson 5



Act V, Scene iii

[In the British camp, near Dover. Edmund enters with King Lear and Cordelia, some soldiers and a Captain. Lear and Cordelia are prisoners.]

EDMUND: Guard them carefully until we know what Goneril and Regan want to do with them.

CORDELIA: I'm not worried about myself. I only feel sad for the King because he has **suffered** so much. Father, do you want to see my sisters?

KING LEAR: No, I do not! I'd prefer to go to prison. There we can be together. We'll sing like birds in a **cage**!

EDMUND: Take them away from me.

KING LEAR: I'm so happy that you're with me, Cordelia. We won't be apart again. Dry your eyes, daughter. Our enemies will **starve** before they make us cry! Let us go.

[King Lear and Cordelia exit with the guards.]

EDMUND: Come here, Captain. Follow the prisoners to the prison. Read this message and do as it says. If you do this, I'll reward you.

[Edmund gives the Captain a note.]

CAPTAIN: I'll do what the message says, my lord.

[The Captain and the soldiers exit. Albany enters with Goneril, Regan and some soldiers.]

ALBANY: Edmund, you were very brave in battle today and we did well to win. Do you have the prisoners? Bring them to me so I can decide what is best for the future of our kingdom.

EDMUND: Albany, I have sent the old King to a prison with a guard. We can't let people see him. He's old, and his age will make the soldiers who see him feel sorry for him. They might want to support him. I've sent Queen Cordelia to prison with him. You can see them tomorrow.

ALBANY: Listen, Edmund. You're a good soldier, but you aren't my **equal**. You shouldn't make these decisions.

REGAN: I see kind Edmund as an equal. He led our soldiers well today in battle. I think he can call himself equal to you.

GONERIL: Wait, sister. I understand what you're planning. You want Edmund to help you to take power from me and my husband. But this won't happen, because first, Edmund will help me to take power from you!

REGAN: *[To Edmund.]* Edmund, help me to take power from my evil sister. If you say yes, you won't be the equal of Albany and Goneril, but you'll be their lord and ruler!

Before you start

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

- 1 Why is Goneril unhappy about Edmund working for Regan?
- 2 How does King Lear feel when he meets Cordelia?

Vocabulary

1 Complete the sentences with these words from the play.

cage equal invaded officers
starve suffered trumpet ~~trust~~

- 1 I don't *trust* him, he stole some money from our teacher.
- 2 My brother is learning to play the
- 3 Men and women earn pay when they do the same job.
- 4 The told the soliders where to go.
- 5 If you don't get anything to eat, you'll
- 6 The French army Britain.
- 7 The old man from a lung disease.
- 8 It's unkind to keep an animal in a

2 Find these phrases in the text and choose the correct answer.

- 1 When Edmund says, "Now it is time for me to start to take control of the kingdom!" he means that ...
 - A he wants to take power.
 - B he is now the king.
 - C he will have time.
- 2 When Edgar says, "This is a bitter pill to swallow." he means that ...
 - A he needs to take some medicine.
 - B the situation is difficult, but he has to accept it.
 - C he needs to leave immediately.

Reading

3 Arrange these events in order on the timeline.

1	2	3	4	5	6
B					

- A King Lear loses the battle against the British.
- B Cordelia asks her father if he knows her.
- C Regan asks Edmund to help her take power from Goneril.
- D Edgar gives Albany a letter.
- E Regan tells Edmund that she doesn't trust her sister.
- F Edmund sends Lear and Cordelia to prison.

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

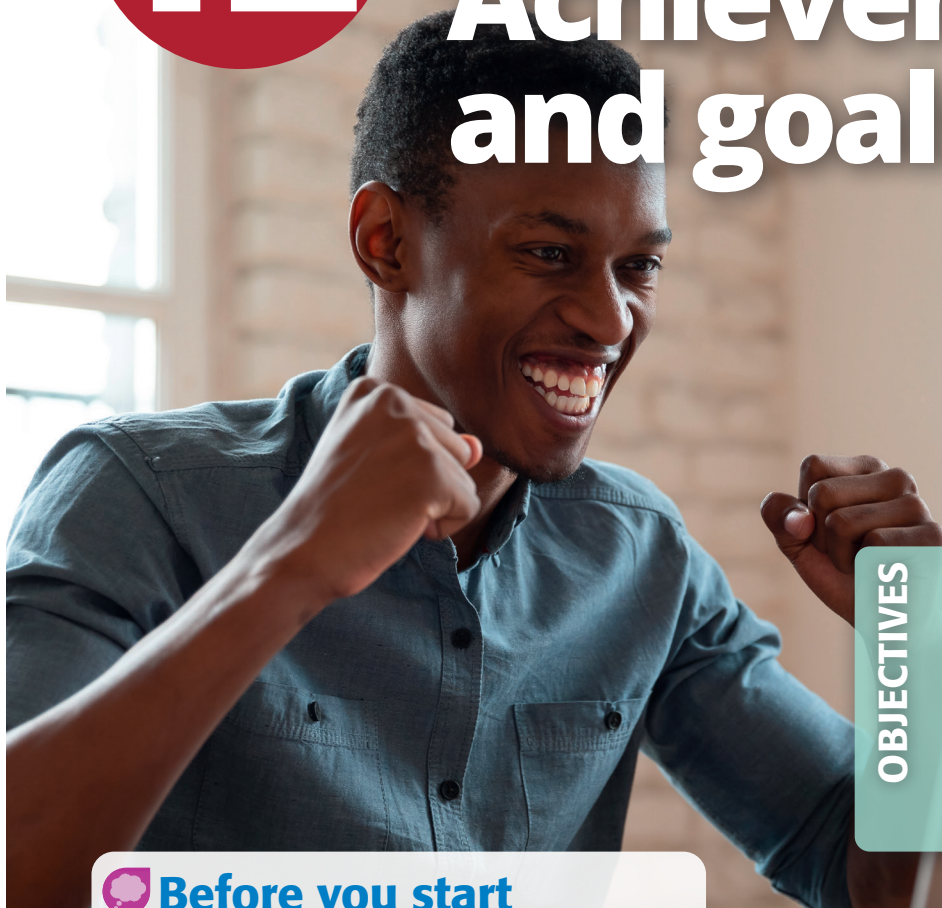
- 1 Lear finally realises that Cordelia is his daughter.
- 2 Lear tells Cordelia to drink poison with him.
- 3 Edmund tells both Regan and Goneril that he will help them.
- 4 Cordelia isn't worried about herself, only about her father.
- 5 Edmund tells Albany that nobody likes the king.
- 6 Albany says that Edmund is his equal.

Speaking

5 Discuss these questions in pairs.

- 1 Do you think Albany trusts Edmund? Why?
- 2 What do you think will happen to the two sisters, Regan and Goneril?

Achievements and goals



OBJECTIVES

Reading An article about a young entrepreneur

Writing A report about an experience

Listening A talk about SMART goals

Speaking Discussing goals and how to achieve them

Language Defining and non-defining relative clauses

Life skills Self-management; Decision-making; Collaboration



Before you start

Discuss these questions in pairs.

- Why is it important to set goals?
- What kind of goals have you set yourself? Did you achieve them? Why?

- 2** Read this short article quickly. Was your answer to Exercise 1 correct? Refer to your dictionary if necessary.

Reading

- 1** Look at the picture. In pairs, discuss what the letters SMART might stand for. What are SMART goals?



Setting goals for success

To succeed in life, it's important to have specific aims or goals. How often have you started something and then given up because it was either too difficult or took too long to complete? It's very easy to give up when things get hard, so how can we make sure we achieve the goals we set ourselves? One way, often mentioned by managers, is to have SMART goals. These are five different things you need to consider if you want to meet your goal. Whenever you plan to set a goal, you need to ask yourself these questions: *Is my goal specific?* *Is it measurable?* *Is it achievable?* *Is it relevant?* and finally *Is it time-bound?* If you answer 'no' to any of these questions, then you are unlikely to reach your goal.

Listening

2.40 **3** Now listen to a talk about SMART goals. Are these sentences *true (T)* or *false (F)*? Correct the false sentences.

- 1 The speaker says that sensible / smart goals are important.
- 2 All goals need to be small.
- 3 Your family should help you choose your goals.
- 4 A goal needs to have an end date.



Vocabulary

4 Complete the sentences with these words from the listening.

achievable measurable relevant ~~specific~~ set one goal time-bound

- 1 Are you just looking around or are you looking for something *specific* today?
- 2 The new coach has made a difference to the teams' results. They've won every game this year.
- 3 That information is very to our discussion. We were just talking about it.
- 4 I'm sure you can get what you want. It's if you keep working hard.
- 5 I've only this year. It's to pass my driving test.
- 6 This project is so we only have two weeks to complete it.

5 When you set a goal, it's important to ask yourself some questions. Read these questions and complete the table.

~~What do I want to achieve?~~ When will I reach my goal? Why is this goal important?
 How can I check my progress? Can I complete this goal?

Specific	<i>What do I want to achieve?</i>
Measurable	
Achievable	
Relevant	
Time-bound	

Writing

6 Think of one long-term goal. Are there short-term goals you can set to work towards your long-term one? Answer the SMART goal questions from Exercise 5 for each of your short-term goals.



Speaking

7 Work in pairs. Tell your partner what your goals are and how you plan to achieve them. Are your partner's goals possible?

That's a good goal, but why don't you ...?

I think you should ...

12 Lesson 2

Before you start

- Have you heard of any successful young business people?
- Do you think teenagers can manage their own companies?

Reading

1 Read the article quickly. What do Andy and Jessica have in common?

A passion for apples

Andy Robson, *who* is still a teenager, is the president of *Green and Red*, *which* is a small, but successful apple juice business in Maine. What is incredible is *that* Andy was only eight years old *when* he started selling apple juice outside his home in Auburn, *where* he still lives with his family.

Andy adapted a 1920s recipe *that* he got from his grandmother, but he added honey to the juice to make it a little different from his grandmother's. The reason he decided to add honey was because he is passionate about helping bees and wants to help protect them. His company now donates 15% of its profits to bee conservation groups *who* are fighting to save the honeybee.

Andy, *whose* picture is on every bottle of apple juice, has become very well-known in Maine. And *Green and Red* apple juice, *which* has been sold in a range of shops across Maine for years, is now selling in some restaurants and is very popular.

2 Read the article again and answer the questions.

- 1 What is *Green and Red*?
.....
- 2 How much does Andy's company donate for bee conservation groups?
.....
- 3 What are bee conservation groups trying to do?
.....
- 4 What can you see on *Green and Red* bottles?
.....
- 5 Do you think more teenagers might like to do similar projects? Why?
.....

FOCUS ON VOCABULARY

Check the meaning of these words in a dictionary.

entrepreneur honeybee profit recipe



But that's not all. Andy has started his own charity with Jessica Webb, *whom* he met at school. Jessica keeps her own bees and is also a young entrepreneur – she sells her own honey locally. The two teenagers want to teach children about how to look after bees and about how to become an entrepreneur. They plan to go into schools and share their experiences as well as educating the children about the importance of bees and why we need to look after them.

- 6 Do you think starting your own business at your age is useful? Why?
.....

Language

3 Look at the highlighted words in the text and answer the questions.

- 1 Which words do we use to refer to people?
.....
- 2 Which words do we use to refer to things?
.....
- 3 Which word do we use to refer to possession?
.....
- 4 Which word do we use to refer to places and times?
.....

4 Complete the defining relative clauses with *who, which, whose, whom* or *where*.

- Miami is a city *which* has a lot of tourists.
- An entrepreneur is someone starts their own business.
- Auburn, Maine is the town Andy Robson was born.
- We need to buy food is environmentally friendly.
- He's the boy apple juice is very popular.
- Fatima is the girl I spoke to last week.



LANGUAGE

LANGUAGE REVIEW
PAGE 84

FOCUS ON

Defining and non-defining relative clauses

Defining relative clauses

- We use **defining relative clauses** to give essential information about something or someone.
- We must use a **relative pronoun** (*who, whom, which, that*) to introduce a defining relative clause if we are defining the subject or the object.
- In **defining relative clauses** we can replace *who, whom* and *which* with *that*.
*Andy is the teenager **who / that** started his own apple juice company.*
*Bees are small insects **which / that** make honey.*
- We can leave out the relative pronoun if it is defining the object.
*Andy adapted a 1920s recipe (**that**) he got from his grandmother.*

Non-defining relative clauses

- We use **non-defining relative clauses** to give extra information about something or someone. It is not essential information.
*Sami's grandfather, **who** lives in Tanta, has 6 grandchildren.*
- We cannot use *that* to replace *who, whom* or *which*.
- We **must** use a relative pronoun in a non-defining relative clause.
*The new school, **which** has a large library, opened last week.*
- We use commas in non-defining relative clauses.
*Andy, **whose** photo is on every bottle of Red and Green, is still young.*

5 Write one word under each heading. Then work in pairs to start and finish each others' sentences.

a person

a city

an animal

Mohamed Salah

a building

an object



Mohamed Salah, who is a footballer, ...

... is from Egypt.



6 In pairs, think of small businesses in your town. Why is it good to have small businesses? Would you rather buy from a big company or a local business? How do you think we can help local businesses?

12 Lesson 3

Before you start

- Would you like to start your own business? Why?

Reading

1 Read about two young entrepreneurs and answer the questions.

- 1 Who has built something that aims to keep people well?
- 2 Whose invention can be used for a variety of different things?



Pedal-powered washing machine

A 14-year girl from India has created her first own invention. When her mother became ill, Remya had to wash the clothes for the family. She thought that washing everything by hand took too much time, so she recycled some bicycle parts and built a *pedal-powered* washing machine which saves time and keeps you fit! Her invention will help families whose homes don't have electricity.



Her next goal is to make a simple device that can create electricity to use at home.

Corn cob water filter

11-year-old Lalita knew that many families in her village in Odisha, India couldn't get clean water and they couldn't afford to buy expensive filters. In Odisha, farmers grow a lot of corn, but they only sell part of the plant. The rest of the corn cob isn't used.



When she saw all the dried corn cobs on the side of the road, she wondered if they could help filter water. Her corn-cob filter removes 80% of all pollution in the water. The water can then be boiled to make it safe to drink.

Her goal is to sell the cheap device to farmers so they can stay healthy.

Speaking

2 Read about a Young Inventor's Prize. Then work in groups and decide which of the girls' inventions should win the prize. Why?



I think Remya should win because ...

3 Present your ideas to the class. Do they agree?

4 Discuss these questions in pairs.

- 1 What kind of problems do you think inventors have when they are developing an invention? How can they solve these problems?
- 2 Do you think it is easy for entrepreneurs to sell a new invention? Why?

Young Inventors' Prize

We've chosen our two **finalists** for the Young Inventor's Prize. Now it's your turn to vote for the one you think should win the **\$5,000** prize and get the chance to start their own company.

Think about:

How useful it will be for communities.

How environmentally friendly it is.

How easy it is to make.

How much it will cost.

How easy it will be to repair if it breaks.

Before you start

- Have you ever entered a competition?
- Do you think competitions are a good way to find the best inventors, writers, photographers, etc? Why?

Reading

1 Read the advert about a competition. How might this competition help a young entrepreneur?

2 Now read the report by a young inventor and answer the questions.

- 1 What is the report about?
The Young Inventor's competition.
- 2 Where did they present their inventions?
.....
- 3 How does he think the competition could be better?
.....
- 4 Does the writer think it's a good competition to be involved in? What reasons does he give?
.....
.....
- 5 What are the main parts of the report? If you could add more sections, what would they be?
.....
.....

Writing

3 Imagine that you attended a three-day course about how to become a young entrepreneur. The organisers have asked you to write a report on your experience. Plan your report. Your report should:

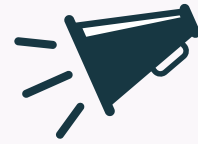
- outline what the course involved and how it was organised.
- explain what was good for you.
- make recommendations for how the course could be improved.
- say if you would recommend the course or not.

4 Write your report. Write about 180 words.

REMEMBER!

Read your report again. Check you have included all the necessary information.

Young Inventor's Competition



Are you motivated and hard-working?

Have you designed a life-changing invention?

Are you aged between 13 and 18?

Then why not enter the Young Inventor's Competition?

All **entries** to be received by 12th July. Finalists will be invited to Cairo on 30th January to display their inventions. Good luck!

Report on the Young Inventor's Competition

Introduction

The purpose of this report is to describe my experience at the Young Inventor's competition and recommend any changes that could improve how it worked.

The organisation

I live in Montreal in Canada, and the competition finalists were invited to go to Toronto to present their inventions. The competition organisers were very good at sending me information and helping me to **sort out** travel arrangements. They also organised for my invention to be sent to the competition **venue**.

The competition

The competition was very well organised and there was plenty of time for the finalists to display and talk about their inventions. Lots of companies were invited to attend, so I was lucky to get lots of interest in my invention.

Suggested improvements

Although it was great to meet so many other young inventors from my country, I think that the competition should be expanded to include teenagers from other countries too.

Conclusion

Overall, I had a really positive experience and I would really recommend entering the competition.

12 Lesson 5

Before you read

- What do you think will happen next in King Lear?



Act V, Scene iii

[In the British camp, near Dover.]

GONERIL: My sister Regan, do you really want Edmund to help you to take my lands?

ALBANY: You can't do this, Edmund.

EDMUND: You can't tell me what to do, Albany.

ALBANY: Yes I can!

REGAN: *[To Edmund.]* Prove that you want to help me, Edmund, by fighting Albany!

ALBANY: Listen to me. Edmund, I arrest you for **treason**.

[He points to Goneril.] And you, my wife. Were you planning to take Regan's land from her? With Edmund's help? It's not your land to take. It was given equally to you and Regan by your father!

GONERIL: But we could have more power, Husband!

REGAN: I feel ill. My stomach hurts!

GONERIL: *[To herself.]* Good. If you aren't ill, I will never trust poison again.

ALBANY: You have a sword, Edmund. I'm ready to fight you, unless anyone else wants to fight you first!

EDMUND: I'm happy to fight anyone who calls me a traitor or a **liar**. Come then, who wants to fight me?

REGAN: Help me. I feel worse.

ALBANY: Regan isn't well. Take her to my tent.

[Regan is helped offstage.]

Now, if any man here will fight Edmund the traitor, come now, or I'll fight him myself.

[Edgar enters.]

Who are you?

EDGAR: I have lost my name and title to a traitor; but I'm a brave soldier. Where's Edmund, who calls himself the Duke of Gloucester?

EDMUND: I'm here.

EDGAR: Then take out your sword. You're a traitor to your brother and your father. I'm ready to fight you to prove you are a liar to everyone you work for.

[They fight. Edmund falls.]

ALBANY: Edmund is hurt, can you save him? I want to find out what he knows!

GONERIL: They **tricked** you into fighting, Edmund.

ALBANY: Be quiet, madam, or I will make you be quiet by reading this letter that you wrote to Edmund.

[He gives Goneril the letter she wrote to Edmund.]

[To Goneril.] No, don't try to **tear up** the letter! You know what you wrote.

GONERIL: Husband, it's true that I wanted Edmund to help me take Regan's land. The **laws** of the kingdom are mine, not yours. Who can punish me for it?

ALBANY: You're an evil woman!

[Goneril exits.]

EDMUND: Albany, I'm guilty of wanting to help both Goneril and Regan, and more, much more. This is the end for me now. *[To Edgar.]* But who are you? If you're a good man, I forgive you.

EDGAR: Let us forgive each other. My name's Edgar and I'm your brother. Our father has lost his eyes because of you!

EDMUND: I was wrong. I thought that I could be the best man in the kingdom, but now I'm the worst. **The wheel has come full circle.**

ALBANY: *[To Edgar.]* I thought that you were an important man. I promise you, I never hated you, or your father!

EDGAR: I know that, Albany.

ALBANY: Where have you been hiding? How did you know what happened to your father?

EDGAR: I've been helping him, my lord. I disguised myself as a beggar, then I met my father, who's now blind. I became his guide, and stopped him from killing himself. I never told him who I was. That was a big mistake. Just an hour ago, I told him everything, but his heart was too weak. He died smiling.

[An officer enters with a knife covered in blood.]

OFFICER: Help! Oh, help me!

EDGAR: What is it? Why is there blood on that knife?

OFFICER: It came from the heart of ... Oh, she's dead!

ALBANY: Who's dead? Tell us.

OFFICER: Goneril, your wife, sir! And her sister Regan. Goneril has killed herself, and she poisoned Regan before she died.

[Kent enters.]

EDGAR: Here is Kent.

KENT: I have come to see the King. Is he here?

ALBANY: Tell us, Edmund, where is the King? And where is Cordelia?

[The bodies of Goneril and Regan are carried in on stretchers by soldiers.]

KENT: Oh, no! What's happened?

ALBANY: Cover their faces.

EDMUND: I must do one good thing before I die. Quickly, go to the castle; I wrote a message asking for the deaths of King Lear and Cordelia.

EDGAR: Who did you write this message to? We must stop it!

EDMUND: *[To the Officer.]* Take my sword. Give it the Captain and he'll know that I have changed the order.

ALBANY: Run! Quickly!

[The Officer exits.]

EDMUND: The message tells the Captain to kill Cordelia in the prison. We wanted people to think that she killed herself.

ALBANY: Please let her be safe! Take him away.

[Edmund is carried off. King Lear enters with Cordelia dead in his arms. Edgar and the Captain follow.]

KING LEAR: Oh, this is terrible. She is gone forever!

KENT: Oh, your majesty!

KING LEAR: You're all **murderers** and traitors! We should have saved her; now she's gone forever! Her voice was always soft and gentle.

[He sees Kent.] Aren't you Kent?

KENT: Yes, I am. And I've followed you since your madness began.

KING LEAR: You're welcome here.

KENT: **My heart is heavy.** Your eldest daughters have died too.

[The Captain enters.]

CAPTAIN: Edmund is dead, my lord.

ALBANY: He isn't important now. My friends, these are my plans. We'll do everything to help King Lear feel better. I will **resign** and give my power back to the old King. Edgar and Kent, return to your homes and I'll make sure that my friends are rewarded and my enemies punished.

12 Lesson 5



KING LEAR: *[To Cordelia.]* Why should a rat have life, and you have no life at all? I'll never see you again.

[King Lear dies.]

KENT: Oh, my heart will break!

EDGAR: He's gone.

KENT: He was very ill. I'm surprised that he lived for so long.

ALBANY: Carry him out carefully.

[To Kent and Edgar.] My friends, without the King, you two will rule this kingdom.

EDGAR: We must remember this sad day.

[He puts on the crown.]

The oldest man has suffered the most; we young people will never see as much as Lear, nor live as long as this good King.

[They exit.]

THE END

Before you start

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

- 1 What does Edmund think about his actions?
- 2 How many people are dead at the end of the scene?

Vocabulary

1 Replace the words or phrases in bold with the words and phrases in the box.

a liar laws resign stretchers
murderers tear up treason tricked

- 1 Edmund says he will fight anyone who says he is **an untruthful person**
.....
- 2 Albany tells Edmund that he will arrest him for **wanting to kill the king**
.....
- 3 Goneril says that the **rules**
..... of the land belong to her.
- 4 The soldiers used **carrying beds**
..... to move Goneril and Regan's bodies.
- 5 Albany offers to **give up his job**
..... and support the king.
- 6 Goneril tells Edmund that he was **fooled**
..... into fighting.
- 7 Albany tells Goneril not to **destroy**
..... the letter.
- 8 King Lear says they are all **killers**
..... because he thinks they are responsible for Cordelia's death.

2 Find these two phrases in the text. Then choose the best answer.

- 1 Edmund says that, 'The wheel has come full circle' because
 - A he believes he started with no power, then had power and then lost it.
 - B his brother was rich and then dressed as a poor person.
 - C Edgar calls him a traitor and says he's happy to work for everyone.
- 2 Kent says, 'My heart is heavy' because
 - A the king recognises him.
 - B King Lear is mad.

C he is very sad.

Reading

3 Answer the questions with the names of the characters in the box.

Albany Edgar Goneril Kent Regan

- 1 Who wants Edmund to fight?
- 2 Who believes they are a brave soldier?
- 3 Who does Albany call 'evil'?
- 4 Who tells the Officer to hurry to stop the death of Lear and Cordelia?
- 5 Who does Lear finally recognise?

4 Answer these questions.

- 1 What does Albany say he will do to Edmund?
.....
- 2 Why does Regan feel ill?
.....
- 3 Whose blood is on the knife that the officer is carrying?
.....
- 4 How will the Captain know that Edmund has changed his mind?
.....
- 5 Why does Lear say everyone is a traitor and a murderer?
.....
- 6 What does Albany promise to do for his friends?
.....
- 7 Who rules the kingdom when Lear dies?
.....

Speaking

5 Discuss these questions in groups.

- 1 Did you expect Regan and Goneril to die? Why?
- 2 How did you feel at the end of the play? Why?
- 3 Who was your favourite character in the play? Give reasons.
- 4 What is the moral lesson in King Lear in your opinion?

R4

Before you start

- Do you believe everything you read in the news? Why?
- Would you like to work in the media? Why?

Reading

1 Read the article. Where do you think it's from?

A An advertisement **B** A blog post **C** A text book

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

- 1 The writer interviews professionals only.
- 2 Anya works for a national newspaper.
- 3 Anya says that not everything written on the internet is true.
- 4 Haruki believes that his readers enjoy reading about local events.
- 5 Haruki likes to have stories about good things.
- 6 Nashwa likes to work alone.

Vocabulary

3 Complete the sentences with these words from the article.

~~channel~~ editor headline interview
journalist photographer sources

- 1 A new children's TV *channel* has been launched. It's very good.
- 2 My brother is the of our school newspaper.
- 3 Why don't you ask that to take a picture of us?
- 4 The presenter's going to my favourite actor on TV tonight.
- 5 Have you seen this in today's paper?
- 6 You must be careful which you use. Make sure you can check them.
- 7 The asked me a lot of questions about the accident.

Speaking

4 Discuss these questions in pairs.

- 1 What would happen if journalists never checked their facts?
- 2 Do you think the way the news is reported now is better than in the past? Why?
- 3 How do you think reporting the news may change in the future?

Nowadays, so many people write 'news' stories and blogs. We decided to interview three professionals involved in the world of news to find out what they think about the stories.



Anya: I'm a news reporter for a national television channel and my job is really interesting, but it can also be difficult to find real stories. I believe that it is very important to have good sources which you can trust. Nowadays there is so much news on the internet. It's difficult to know which facts are true, and which are not true, which is why all facts must be checked carefully.



Haruki: As the editor of a local newspaper, it is essential that all my journalists write stories that interest our readers. The national newspapers have stories which are about the whole country, but we like to focus on happier news happening in our area.

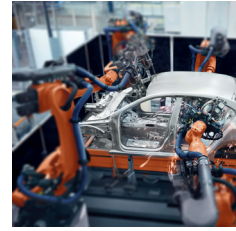


Nashwa: I'm a photographer and I work with a reporter who writes about crime. We usually travel together so I can take photos and he can talk to the police and people who saw anything. When he finishes his article, he sends it to the newspaper with my pictures which go under the headline.

Before you start

Look at the photos. What kinds of businesses can you see?

- How have these types of businesses changed?
- Do you think they were better in the past? Why?



Listening

2.45 1 Listen to an interview with a successful business woman. What is the name of her company?



- A Sustain Lives
- B Sustain Life
- C Sustainable People

2.46 2 Listen again and choose the correct answer.

- How long has Amal owned her business?
 - A for five years.
 - B since she left school.
- What does Amal's company do?
 - A It sells sustainable products to people.
 - B It tells people about companies that sell sustainable products.
- What did Amal think about her first job?
 - A She didn't enjoy it, but it was helpful for her future.
 - B She enjoyed it because it helped her in the future.
- What does Amal say you need to do to be successful?
 - A You can ask other people to help you achieve.
 - B You need to have plans.
- What did Amal and her sister have to pay for?
 - A a good website
 - B a large building
- What piece of advice does Amal give?
 - A You must have lots of ideas.
 - B You must make sure you can reach your goals.

Language

2.47 3 Listen again. Choose the words you hear.

- You haven't always wanted to run your own business, **have / did** you?
- I **hadn't / haven't** done very well in my exams.
- The manager, **who's / who'd** worked there for years, taught me all about buying good quality clothes.
- We needed a brilliant website **which / that** we spent a lot of money on.
- When we started, **we had / we'd had** lots of ideas.

4 Tick (✓) the sentences which are correct. Rewrite the incorrect ones.

- My bike was wet yesterday because I have washed it.
My bike was wet yesterday because I had washed it.
- This is the man that I told you about.
- The children ate all the apples, haven't they?
- Mohamed Elneny is a well footballer.
- Cardiff where I was born is the capital of Wales.
- Fatima always speaks very quietly.

Speaking

5 Discuss these questions in pairs.

- What kind of businesses will be the most successful in the future? Why?
- Does it matter if only large, global companies sell everything and there are no small shops? Why?

R4 Lesson 3

Before you start

- How often do you watch TV?
- Do you watch the same programmes as you did when you were a child? Why?



Reading

1 Read the article. What does the writer think about television?

Square eyes; Are we watching too much TV; Is TV good or bad?

Nowadays, many parents are worried about the amount of time their children spend watching television, but in fact the amount of time children actually sit in front of the TV is less than it used to be. A recent survey in the UK found that children watch TV for about thirteen hours a week. However, they spend more than fifteen hours a week on the internet, and this is increasing. It seems that most children connect to the media from their tablets and phones, which is where they get their entertainment, news and music.

However, sitting watching television together can be a very positive way of spending time with your family. There are a lot of channels on TV nowadays, so there are plenty of different kinds of programmes to choose from. As well as the usual programmes, such as comedies and dramas, there are a huge number of reality shows, which have become very popular. These are shows where ordinary people appear in real-life or everyday situations, or in situations or competitions which the programme makers have created.

Television also offers people the opportunity to learn new things, not just about the news, but about the world around them. Documentaries about animals, the environment, history or culture are an excellent way to teach both children and adults things they may not have learnt at school. And if everyone is finding out new information together, it's a great way to discuss new ideas and share opinions.

2 Read the article again and answer the questions.

- 1 What are parents worried about today?
They are worried about the amount of time their children spend watching television.
- 2 What was surprising about the results of the survey?
.....
- 3 Which of these can have a positive impact on family relationship, watching TV or spending time on the internet? Why?
.....
- 4 Find a word from the text that means *not special or different in any way*.
.....
- 5 Why do you think the writer used the expression *square eyes*?
.....
- 6 Do you expect children will spend more time on the internet or watching TV in the next few years? Why?
.....

Speaking

3 Discuss these questions in pairs.

- Which are the most popular shows on television at the moment?
- What do you think are the best shows? Why?
- What kind of shows would you like to see more of?

4 Use the internet to find out which are the most popular TV shows in Egypt now and in the past. Make notes about how shows have changed since your parents were children. Present your findings to the class.

Before you start

- Do you think educational programmes on TV are interesting? Why?
- Should educational programmes be introduced by celebrities or journalists? Why?

Reading

1 Read this TV review. Underline one fact and one opinion.

2 Complete the table with as much information as possible from the text.

Name of show	<i>Green World</i>
Introduced by	
Topic of show	
Writer's opinion of the show	
Suitable for	
Topic of next show	
Other things linked to the show	



Green World is a new television series about some of the most amazing and beautiful places around the world. I loved the first programme, which was about the Kalahari desert in southern Africa and the people and animals that live there. The programme was introduced by Marcus Thompson, a journalist who had lived in the Kalahari for years, and it was obvious that he loves the place. I'm glad they used someone who really knew about the place and not a famous **celebrity**. The photography was outstanding with brilliant photos of the desert, which were taken during the day and at night.

I watched the programme with my two children, and we all learnt a lot of things we hadn't known about the Kalahari desert. We also enjoyed discussing the programme afterwards, and my son looked up more information on the internet. I'm pleased that there are going to be some magazines to go with the series too. I'd certainly recommend this series to anyone interested in the natural world.

The next programme is about the Rocky Mountains in Canada, and I hope it's as good as the first one.

Writing

3 Research an educational programme you have watched and make notes about it. Use the headings from Exercise 2 to help you. Write your review in about 150 words.

Name of show _____
 Introduced by _____

Speaking

4 Work in small groups. Read your review to the group and discuss these questions.

- 1 Were the reviews helpful and interesting?
- 2 Would your friends follow your recommendations?
- 3 Would you follow their recommendations?

I think Manar's review is really helpful. I'll definitely watch that programme.



R4 King Lear: Acts 4-5

Vocabulary

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

- 1 Some people put birds in *cages* and keep them as pets.
a cages **b** trees **c** boxes **d** tents
- 2 The French soldiers in England in 1066.
a crept up **b** suffered **c** arrived **d** tempted
- 3 He's a He never tells the truth.
a liar **b** thief **c** prisoner **d** soldier
- 4 He's blowing that too loudly. I can't hear the other instruments.
a drums **b** trumpet **c** guitar **d** piano
- 5 The patients were carried to hospital on
a tents **b** chairs **c** stretchers **d** floor
- 6 Can you all the old paper and send it to be recycled?
a put up **b** tear up **c** give up **d** creep up
- 7 If you don't have anything to eat, you'll
a sleep **b** retire **c** resign **d** starve
- 8 He's talking a lot of; you should listen to his wise words.
a rubbish **b** sense **c** things **d** nonsense
- 9 Do you the man in the photo? I don't know who he is.
a tell **b** believe **c** recognise **d** look
- 10 Here everyone is Nobody is better than anyone else.
a same **b** different **c** similar **d** equal
- 11 All the actors are standing on the
a theatre **b** stage **c** cage **d** camp
- 12 The men listened to their, who gave them instructions.
a officers **b** soldiers **c** prisoners **d** enemies

Reading

2 Answer the questions with the names of the characters in the box.

**Albany Cordelia Edgar Edmund
Gloucester Goneril Oswald Regan**

Who ...?

- 1 tries to kill Gloucester?
- 2 dies of poison?
- 3 wears the crown at the end of the play?
- 4 cannot read the letter Lear gives him?
- 5 kills herself?
- 6 admits he is wrong?
- 7 is the King happy to be with?
- 8 decides to resign and help Lear?

3 Answer these questions.

1 Why does Lear tell Gloucester to get some glass eyes?

.....

2 Where does Edgar offer to take Gloucester?

.....

3 What does Cordelia ask her father when he first wakes up in the tent?

.....

4 What does Lear ask Cordelia to do?

.....

5 Why does Albany tell everyone they must get ready to fight?

.....

6 What does Edmund tell the Captain to do?

.....

7 Why does Albany call Goneril 'an evil woman'?

.....

8 Whose blood was on the knife? Why?

.....

9 What does Kent say he is surprised about?

.....

4 Read the quotations and answer the questions.

1 *Rich men are not punished for the same crimes as a poor man is punished for. Why don't you get some glass eyes and pretend to see things that others do not, like a bad judge!*

a Who says this?

b What do they mean?

2 *The King is with his daughter, Cordelia, and others who are helping him. We must be ready to fight now because the French army have invaded. But the French are not here to help Lear. I think we have been too cruel to the King.*

a Who is Albany talking to?

b Albany thinks they have been too cruel. Does he change the way he behaves after this?

.....

3 *Just an hour ago, I told him everything, but his heart was too weak. He died smiling.*

a Who died smiling?

b What does it mean to die smiling?

Speaking

5 Discuss these questions in groups.

1 What are the main themes in King Lear?

2 Which of these themes can be found in stories and plays written today?

Writing

6 Write a paragraph about the relevance of *King Lear* in today's world. Give examples of films which include some of the themes from the play.

Language Review

UNIT 7

Present continuous and Stative verbs

Present continuous

Uses of the present continuous (*am/is/are + present participle*)

- to describe a temporary situation that is happening now:
*I'm **staying** in Paris for six months in January.*
- to describe a current situation which is different to a past situation:
*Young people **aren't talking** to each other on the phone these days.*
- to describe an action happening at a specific time in the future (future arrangement):
*We **are travelling** to London tomorrow; we've got our visas and booked the tickets.*
- to describe an action that people do again and again:
*Why **is** he always **making** so much noise?*

Stative verbs

Uses of stative verbs

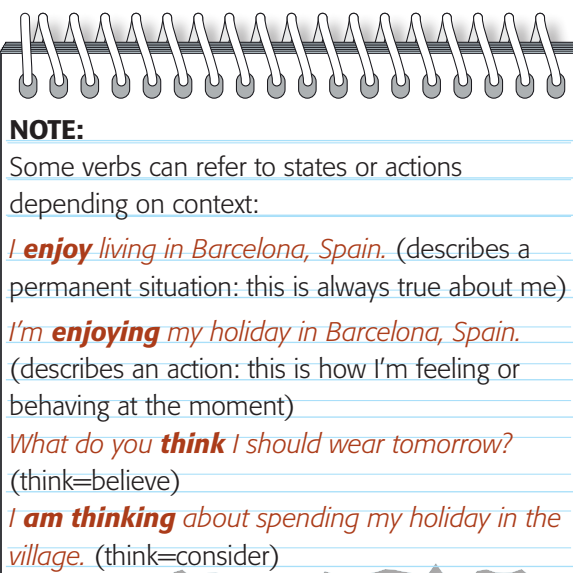
- for thoughts and opinions: *think, know, mean, imagine, believe*
*I **think** Alexandria is a beautiful city.*
- for feelings and emotions: *like, love, miss, wish, want*
*We **miss** our parents when we are far away from them.*
- to describe how you see the world: *hear, see, look, smell, taste*
*The chicken **smells** delicious!*
- for possessions and measurements: *belong, have, measure, weigh*
*That pencil **belongs** to me. Can you give it back to me, please?*

We cannot use stative verbs in the continuous form:

*I **want** to study abroad when I'm older.*

NOT

*I **am wanting** to study abroad when I'm older.*



NOTE:
Some verbs can refer to states or actions depending on context:

*I **enjoy** living in Barcelona, Spain.* (describes a permanent situation: this is always true about me)

*I'm **enjoying** my holiday in Barcelona, Spain.* (describes an action: this is how I'm feeling or behaving at the moment)

*What do you **think** I should wear tomorrow?* (think=believe)

*I **am thinking** about spending my holiday in the village.* (think=consider)

UNIT 8

Future perfect

Future perfect *will have + past participle*

Uses of the future perfect

- for actions that will or will not be completed before a specific time in the future:
*We **will have finished** our homework by the end of the weekend.*
*I **won't have left** home before 8 am.*
- for actions that will or will not be completed before another action in the future:
*I **will have found** your book before I see you on Tuesday.*

NOTE:

- Use *by* or *by the time* or *before* to mean at some point before:
*We **will have learned** to ride our bikes really well **by/before** the end of the year.*
*I **won't have done** all of my research **by the time/before** you come to my house.*
- Use *in* or *in (3 days') time* to mean at the end of this time:
***In** three months, I will have finished studying abroad.*
*How much will you have done on your project **in three months' time**?*

UNIT 9

Comparative phrases and Past habits

Comparative phrases

Use of *exactly the same as*

- to say that there is no difference between two things or people:
*Your family's car is **exactly the same as** my family's car. There's no difference between them at all.*

Use of *almost as ... as* or *slightly ... than*

- to say that there is a small difference between two things or people:
*The trip to Brazil is **almost as expensive as** the trip to Canada.*
*My town is **slightly more popular** with tourists **than** your town.*

Use of *far ... than*

- to say that there is a big difference between two things:
*I think studying science is **far more interesting than** studying maths.*

Language Review

Past habits

Uses of *used to/didn't use to*

- to describe situations and regular habits in the past:
*People **used to leave** a lot of rubbish on the beach.*
*There **didn't use to be** a sports centre in our town.*
- to compare the past and the present:
*My father **used to stay up** late when he was young, but now he goes to bed early.*

Uses of *would + infinitive*

- to describe past habits and typical behaviour (not to describe past situations):
*In the past, we **would go** to the seaside, but this summer we decided to go to the village instead.*
*I asked my brother to volunteer with me many times, but he **wouldn't do** it.*

UNIT 10

Past perfect and past perfect passive

Past perfect

Uses of the past perfect (*had + past participle*)

- to show that one past event happened before another past event:

<i>First, I finished work. Then, I returned home.</i>	<i>After I had finished work, I returned home.</i>
<i>When I returned home, I had already finished work.</i>	<i>I didn't return home until I had finished work.</i>

- to describe a situation before a past action:
*My father **bought** the restaurant where **he had worked** as a teenager.*
- We use the past perfect for the first event and the past simple for the second event. The past perfect can be put in the first half of the sentence or in the second half, but the first action is **always** in the past perfect and the second action is in the past simple.
*Oh no! I missed the train: I **reached** the station when the train **had left**.*
*No sooner, **had I finished** writing the report, than I **sent** it to the manager.*
*What **had** you **written** before you **deleted** that message?*
*My friend **hadn't finished** decorating his room when I **arrived**, so I helped him.*

Note:

- The past perfect could be older than two actions in the past:
*As soon as I **reached** the club, I **remembered** that I **had left** my sunglasses at home.*

Past perfect passive

- To form the past perfect passive, use *had been* and the past participle:

Active	Passive
Someone had called the police earlier in the evening before we arrived.	The police had been called earlier in the evening before we arrived.

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. Who did the action may not be important, but if we do want to include the agent we use *by*.

Had your car been checked before you travelled to Alexandria? (Here it is not necessary to say **by a mechanic**, as it is quite known.)

*When I returned home, I knew that lunch **had been prepared** by my little sister.* (Here we say **by my little sister**, as it is not expected.)

*I knew that the problem **had been solved** by my friend Gamal, so I thanked him.* (Here the reader might be eager to know who solved the problem, so we say *by my friend Gamal*.)

- It is not necessary to use the past perfect just because an action happened a long time ago. We use the past simple.

*The Ancient Egyptians **built** the pyramids over four thousand years ago.*

Language Review

UNIT 11

Tag questions and Adjectives and adverbs

Tag questions

A question tag is a short phrase at the end of a statement that turns it into a question:

*He likes musicals, **doesn't he?*** (negative tag)

*Your sister can't drive, **can she?*** (positive tag)

Uses of tag questions

- The meaning of a question tag depends on how you say it. When the intonation falls, we are not really asking a question, we just want the listener to agree with us.

*That film was brilliant, **wasn't it?***

- If we are asking a real question, our intonation rises.

*You're enjoying yourself, **aren't you?***

- After *Let's ...* the question tag is *shall we*:

*Let's go to the park, **shall we?***

- After *I'm ...*, the negative question tag is *aren't I?* (= am I not?):

*I'm right, **aren't I?***

Notes:

- In question tags, we change nouns into pronouns:
*Teachers play an important role in our lives, **don't they?***
- We use *it* instead of *this* and *that* and *they* instead of *these* and *those*:
*That question was difficult, **wasn't it?***
- Tag questions are affirmative with *none of*, *nobody*, *never* and *hardly*:
*None of those boys were lazy, **were they?***
- We use *they* instead of *someone*, *everybody*, *no one* and *nobody*:
*Nobody came early, **did they?***
- We use *it* instead of *nothing* and *everything*:
*Nothing is correct, **is it?***

Adjectives and adverbs

Use of adjectives

- to describe a noun. We put the adjective before the noun.
*She is a **talented** singer.*
*That's an **expensive** car.*
- If there is no noun, we put the adjective after the verb *be*.
*I am **happy**.*
*It is **interesting**.*

Use of adverbs

- to describe the verb:
*The children talked **loudly** during the film.*
- Many adverbs end in *-ly* but not all.
*Waleed played very **well** in the handball match.*

Language Review

- We can form an adverb by doing the following to an adjective:
 - 1 adding **ly**: *serious* ----> *seriously*
 - 2 adding **ly**: *wonderful*----> *wonderfully*
 - 3 Adding **ally**: *automatic* ----> *automatically*
 - 4 deleting **e** and adding **ly** : *terrible* ---- > *terribly*
 - 5 deleting **y** and adding **ily**: *easy* ----> *easily*
- Some adverbs have the same form as adjectives: *hard, fast, early, late, right, wrong, high, low.*
*The train is **late**.* (adjective)
*I know it never comes **late**.* (adverb)

Irregular adverbs

- The adverb of *good* is *well*.
*They play football **well**.*
- The adverb *hardly* is not related to the adverb *hard*.
*She tried **hard** in the exam.* (*hard* = worked very hard)
*I can **hardly** hear the film.* (*hardly* = almost not)

There are four types of adverbs: adverbs of manner, place, time and frequency.

Position of adverbs

Type	Position	Example
manner	They usually go in end position. They sometimes go in the middle of the sentence if the adverb is not an important part of the clause.	<i>I dressed quickly.</i> <i>I quickly dressed and left the house.</i>
place	They usually go in the end position. They sometimes go in front position in writing.	<i>Can you sit over there.</i> <i>Outside, there was a small pond.</i>
time	They usually go in end position. If the adverb is important, the adverb goes in front position.	<i>I'm going to the cinema tomorrow.</i> <i>Today, we're seeing our cousins.</i>
frequency	They usually go in mid position, but they can go in front or end position. <i>always, ever</i> and <i>never</i> do not usually go in front position.	<i>They often have homework.</i> <i>My dad usually goes to the cinema on Saturday.</i> <i>Sometimes I play video games.</i> <i>She never eats meat.</i>

- We can use adverbs before adjectives and, less commonly, before adverbs.
*This exam is **incredibly** difficult.*
*That film was **surprisingly** funny.*
*Maya did **quite** well in the match. We liked her performance.*
- Sometimes adverbs modify adjectives, making them stronger or weaker.
*It is not **very** cold today.*
*The child is **quite** happy.*
*The car looks **absolutely** wonderful.*
- An adverb can modify a whole sentence:
Fortunately, I had brought an umbrella.
- Adverbs and adjectives can have different functions:
*Gaber is a **serious** worker; he works **seriously**.*
 (Here an adjective modifies a noun, while an adverb modifies a verb.)
- We can also use adverbs to modify the adjectives.
*It's not **very** cold today.*
*It's **quite** cold today.*
*It's **extremely** cold today.*

Language Review

UNIT 12

Relative clauses

Relative clauses

- Defining relative clauses give us important or essential information about people, things or places.
- In defining relative clauses, we can replace *who*, *whom* and *which* with *that*.

*Andy is the boy **who / that** created his own company.*

*This is the company **which / that** sells apple juice.*

*The country **where** my cousin lives is very hot.*

*Andy is the teenager **whose** company won an award.*

*I remember the day **when** I first travelled to London.*

Non-defining relative clauses

- Non-defining relative clauses give extra information about something or someone. It is not essential information.

*Andy, **who** is only 16, created his own company.*

*That company, **which is very small**, sells apple juice.*

*Cairo, **which is the capital of Egypt**, is on the Nile.*

- We cannot use *that* to replace *who*, *whom* or *which* in non-defining relative clauses.
- We **must** use a relative pronoun in a non-defining relative clause.
- We **must** use commas in non-defining relative clauses.

*Andy, **whose** photo is on every bottle of Red and Green apple juice, is still young.*

- *whom*, *whose* and *which* can be preceded with a preposition:

*My brother, of **whom** I am proud, works as a civil engineer in the New Administrative Capital.*

*William Shakespeare, from **whose** play I borrowed that quote, is a talented writer.*

*I met Dr Hazem, **in whose** hospital I did the surgery.*

*Pollution is the problem **from which** we all suffer.*

*The boy made a bad mistake **for which** he had to apologize.*

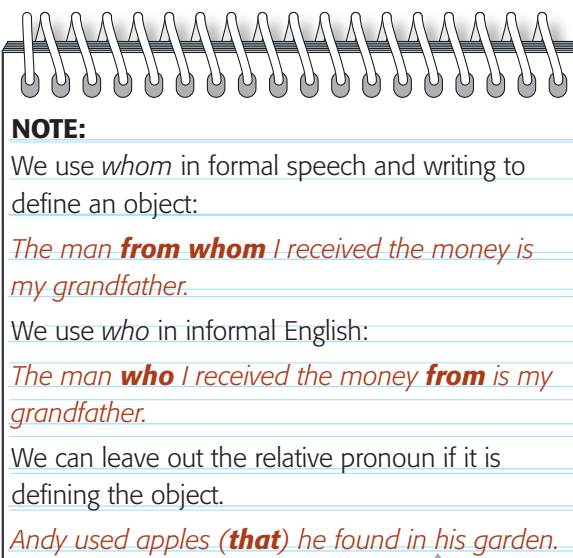
*She won the gold medal **on which** I congratulated her.*

*This is the factory **which** I met the manager **in**. = This the factory **where** I met the manager.*

Note:

- We can use *what* to mean "the thing(s) which":

*My brother always likes **what** my mother cooks.*



NOTE:
We use *whom* in formal speech and writing to define an object:
*The man **from whom** I received the money is my grandfather.*
We use *who* in informal English:
*The man **who** I received the money **from** is my grandfather.*
We can leave out the relative pronoun if it is defining the object.
*Andy used apples (**that**) he found in his garden.*



New Hello!

Year 2

**Term
2**

Workbook

Paul Ashe and Matthew Hancock

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Living abroad



Vocabulary

1 Complete the sentences with the words in the box.

determination encouragement get used to
~~host family~~ independent pick ... up struggle

- When Leila went to Canada to learn English, she stayed with a very kind *host family*.....
- Khalid's parents always gave him a lot of support and
- Ali is a/an child; he's always happy to do things on his own.
- I can't find a taxi. Can you me from the station, please?
- Many plants and animals to live when there is a drought.
- The climbers showed great to reach the top of the mountain. It was not easy.
- Ahmed has got a job as a firefighter and will need to working in difficult conditions.

REMEMBER!

The prefix *in-* is used in some nouns and adjectives to mean *NO* or *NOT*:

- not dependent = independent
- not accurate = inaccurate
- not active = inactive
- not formal = informal

The suffix *-able* is used to form adjectives meaning "possible"

- understand → understandable
- accept → acceptable

Language

2 Write the correct form of the verbs in brackets to complete Tarek's blog.

3 Read the blog again and answer the questions.

- What are people usually doing in Egypt at this time?
They are sleeping.
- What is Tarek doing at the moment?
- Why are some students drinking coffee?
- What is Tarek planning to do with his uncle?
- What is Waleed always doing?

Writing

4 Write a blog. Include the following information.

- an action that you are doing now (but that you are only doing for a short time). *I'm writing this blog in my bedroom.*
- something in your life that has changed from the past.
- an action you are arranging to do at a specific time in the future.
- what you are going to do next when you have finished your blog.

It is two a.m. in Egypt. At this time, people ① *are sleeping* (sleep), but here in Australia, it is the afternoon, not the morning! At the moment, all the students in my language class ② (have) a short break. Some of them ③ (drink) coffee, but I ④ (write) this blog. Most of the students ⑤ (look) out of the window. We can see Sydney harbour and it's beautiful. I ⑥ (stay) in Australia for another four weeks. Next week, my Uncle Waleed ⑦ (visit) me and we ⑧ (travel) across the country. I hope he enjoys it because he ⑨ (always fall) asleep when we travel by bus and he won't see anything! I'll write about that in my next blog. ➤ ↺ ❤

Language

1 Choose the correct verb to complete the sentence.

- Hala's little sister **is** / **is being** very helpful today. That's nice!
- Do you know** / **Are you know** the capital city of Spain?
- Mona is really enjoying her holiday on the island. She **has** / **is having** a really good time.
- Most scientists **believe** / **are believing** that the world is getting hotter.
- Lina **wishes** / **is wishing** that she was better at maths.

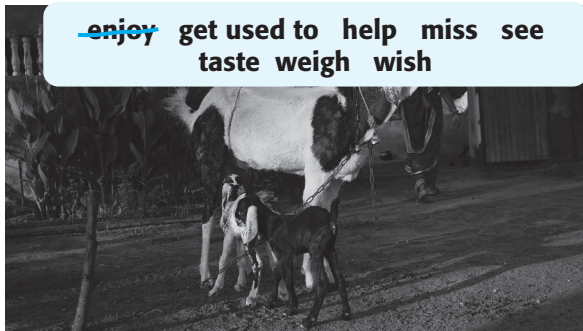
2 Complete the table.

~~act~~ belong drink mean miss play think
shine want wish work be see have

Usually stative	Non-stative	stative/Non-stative
<i>belong</i>	<i>act</i>	

Reading

3 Complete the email with the correct form of these verbs.



~~enjoy~~ get used to help miss see
taste weigh wish

To: parents@mail.com
From: Amir@mail.com

Dear Mum and Dad

I've now been in India for a month. I ① *am enjoying* it here, but the volunteer work is quite difficult! This week, I ② on a farm. There are lots of baby goats at this time of year. So the farmer and I ③ them to check that they are healthy. Life is very different here. The food ④ different. I found it difficult to eat at first, but I ⑤ it now. Every day, I ⑥ different animals, buildings and people, too. I ⑦ you were here so we could share the experience. I ⑧ you both, too!

Write soon,
Love from Amir

4 Read the email again. Circle *True* or *False* and correct the false sentences.

- Amir is working as a volunteer. **True** / False
- Amir and the farmer want to check the lambs are not too small. True / False
- Amir is pleased that his parents are not there. True / False

5 Write two true sentences about the text.

.....
.....

Writing

6 Imagine that you are volunteering abroad. Write an email of about 180 words to a friend about your experiences. Include the following:

- where you are
- what you think about the place
- what the people there are like
- the experiences you've had
- how you feel
- what you're hearing, smelling or looking at right now

7 Lesson 3

Listening

26 1 Listen to Judy's voicemail message to her friend Dalida. What problem does Judy have when speaking Greek?

27 2 Listen again and answer the questions.

- 1 Why has Judy not phoned Dalida before?
- 2 Which job is she doing in Greece?
- 3 In what ways is she learning to be independent?
- 4 What things are different about living in Greece?
- 5 Who does she miss?



She has been very busy with her job.

.....

.....

.....

.....

Language

3 Complete Judy's voicemail with the correct form of these verbs.

believe have ~~imagine~~ miss not like taste help

- 1 I *imagine*..... you're thinking that I've forgotten you!
- 2 As you probably know, I here in a language school.
- 3 Greece is very beautiful and I that the weather is quite like Cairo's, but not so hot.
- 4 I enjoy hearing Greek music, and most of the food really good!
- 5 I the prices of things in the shops!
- 6 I a great time, but of course, I my friends, especially you.

Writing

4 A person from England has just started working in Egypt for the first time. Answer the following questions.

- 1 What do you think is different for this person? Think about the food, language and climate.
I think this person will enjoy Egyptian food, but
.....
.....
- 2 What do you think the person should see and experience here?
.....
.....
.....
- 3 How can this person meet new people?
.....
.....
.....



Reading

1 Complete Dalida's diary entry with these phrases.

all in all ~~Dear diary~~ You won't believe what happened to me
Until tomorrow Isn't that amazing



Monday

1 *Dear diary*

I'm very excited. My parents have bought our tickets to Greece, and tomorrow I'm visiting Judy in Athens. I'm going with Adam. He's very independent and knows what to do in new places. I always enjoy travelling with my older brother.

Tuesday

We struggled to leave the house this morning. Adam's always forgetting things and nearly left his passport behind! But we arrived at the airport on time. I believe the flight was longer than usual because there was a storm, but 2, the journey was not too bad. Now I'm looking out of my window at the buildings of Athens. 3? I wish I could see Judy today, but we arrived very late. We're seeing her tomorrow.

Wednesday.

4! I've been to the Parthenon! I think it is one of the oldest buildings in the world! Judy took us there this afternoon. Judy loves Athens now and showed us some amazing places, but I'm too tired to write more now. 5!

2 Read the diary again and answer the questions.

- 1 Who is Dalida travelling with? *Her older brother Adam...*
- 2 Why do you think she enjoys travelling with him?
- 3 What does Adam do that is annoying?
- 4 On Tuesday, what does Dalida want to do?
- 5 What does Judy think of Athens?
- 6 Why does Dalida not write much about Wednesday?



Writing

3 Imagine that you are going to visit or have just visited a place for the first time. Write a diary entry for three days as follows:

- Write about the day before you go to the place.
- Describe the day you arrive at the place.
- Write about the next day.
- Use some of the expressions from Exercise 1.

.....

.....

.....

.....

.....

7

Drama

King Lear

Act III, Scenes v–vii



1 Complete the sentences with the correct form of these words.

~~authority~~ carriage cure [v] deceive enemy
kneel madness prove traitor

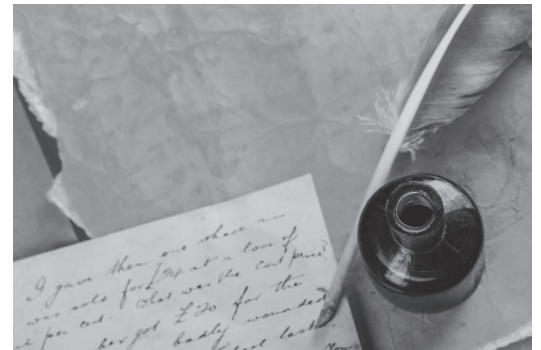
- The police have the *authority* to stop drivers in the street to check their licences.
- The parents were on the floor so they could play with the baby.
- In the past, people did not understand that is an illness.
- In the play, the king's best friend was really a who wanted to kill him.
- Scientists have the information to that global warming is a problem.
- Doctors hope that they will many more illnesses in the future.
- In the past, horses pulled a/an where people could sit.
- The opposite of a good friend is a/an
- I thought he was telling me the truth, but he me.

2 Match the words and expressions with a similar meaning.

- | | |
|--------------------|--|
| 1 get rid of | a remain faithful to your friends, country, etc. |
| 2 not stand for it | b do something bad because someone has done something bad to you |
| 3 loyalty | c kill |
| 4 take revenge for | d not allow |

3 Put the events from Chapter 1 in the correct order.

- Gloucester tells Kent to take King Lear to Dover.
- Gloucester loses his eyes in a fight.
- Regan sees that Cornwall is injured.
- Gloucester admits to Cornwall that he sent the King to Dover.
- Cornwall says he can't kill Gloucester but he can punish him.
- 1 Edmund shows Cornwall a letter from his father.
- Gloucester realises that he should trust Edgar, not Edmund.



4 Match the items in column A with those in column B.

- | | |
|--|-----------------------------|
| 1 <input checked="" type="checkbox"/> e The letter from Gloucester | a to find his way to Dover. |
| 2 <input type="checkbox"/> If Kent and Lear wait an hour, | b and is hurt. |
| 3 <input type="checkbox"/> Cornwall does not have the authority | c they may both be killed. |
| 4 <input type="checkbox"/> Cornwall makes Gloucester | d kneel in front of him. |
| 5 <input type="checkbox"/> Regan wants Gloucester | e proves that he is a spy. |
| 6 <input type="checkbox"/> Cornwall fights a servant | f to kill Gloucester. |

5 Read these quotations. Who is the speaker of each sentence? Why do they say this?

Cornwall Edgar Edmund Regan

1 'I trust you, Edmund, and you'll find me to be a better father than he is.'

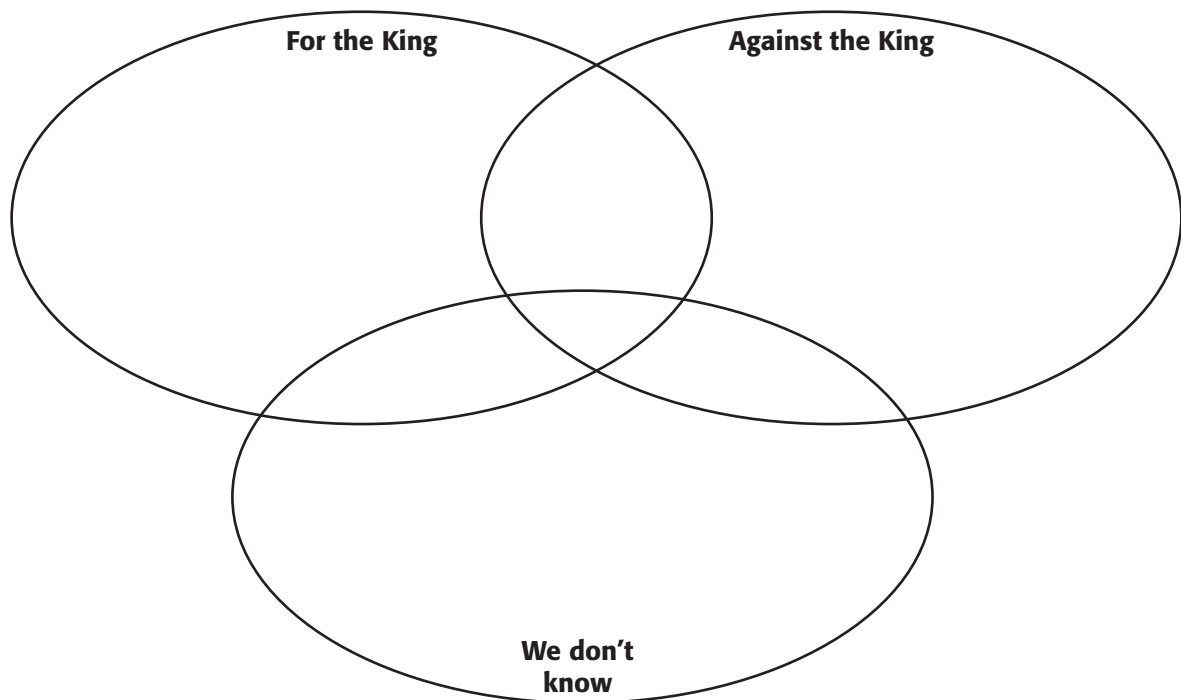
2 'The poor King! His children have done to him what my father has done to me!'

3 'I'm sorry, Cornwall, because the truth is so sad.'

4 'Edmund told us that you betrayed us. He will not help you.'

6 Complete the diagram.

Albany Cornwall Edgar Edmund Fool Gloucester Goneril Kent Regan



7 Write 180 words explaining why you think these people like or dislike the King.

.....

.....

.....

.....

.....

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.....

.....

.....

Listening

1 Match the expressions from a debate with the reasons for using them.

- | | |
|--------------------------------------|----------------------------------|
| 1 I'm sorry, but that isn't true. | a Emphasising a point. |
| 2 I'm not so sure about that. | b Disagreeing strongly. |
| 3 I think the answer is quite clear. | c Interrupting. |
| 4 Can I just say something here? | d Asking for an opinion. |
| 5 What would you say to that? | e Showing doubt or disagreement. |

2 Complete the conversation with the expressions from Exercise 1. Then listen and check your answers.

Huda: Which is the best way to travel?

Injy: ① *I think the answer is quite clear*... Flying.

Huda: I'm sorry, ② Flying causes a lot of pollution.

Injy: ③ Modern planes don't cause much pollution because ...

Huda: ④? Planes create more than ten times the pollution of a train!

Injy: Yes, but it is much more expensive to build railway lines than airports.

⑤



Language

3 Complete the sentences with the correct future tense from the verbs in brackets.

- The government *will have finished* (finish) building the new city by next year.
- It's hard to believe that my little grandchild (be) five next Friday!
- I can't meet you tonight; I (prepare) for tomorrow's trip.
- We (plant) a lot of trees along the new road in two months' time.
- How many projects will the construction company (carry out) in the New Administrative Capital by next July?
- They (open) a new high-tech hospital in the middle of our town before the end of the year.
- My sister hopes she (become) an air hostess when she grows up.
- We (have) all the final exams before the end of February.



Writing

4 Answer these questions.

1 How many forms of transport will you have used by the end of this week? Which forms will you have used?

.....

2 What do you think you will have done by the end of next week?

.....

Vocabulary

1 Read the definitions and write the words.

alternatives ~~argument~~ environmentally friendly significant

- 1 the reasons that you give to say why something is right or wrong *argument*.....
- 2 important
- 3 describing things you do or use instead of something else
- 4 when something is not bad for nature

Reading

2 Complete the speech with words from Exercise 1.

I'd like to make the 1 *argument* that we will all have stopped driving cars in fifty years' time. That is because there will be lots of inexpensive and 2 forms of public transport. Another important point I'd like to make is that, because roads will be safer, there will be 3 to using trains and buses, too. For example, more people will walk and cycle. It's important to keep in mind that these ways of travelling will lead to a 4 decrease in levels of pollution.



3 Read the speech again and answer the questions.

- 1 What is the speaker's main argument? *We will all have stopped driving cars in fifty years' time.*.....
- 2 What is the first reason the speaker gives to support this?
.....
- 3 What is the speaker's second significant point?
.....
- 4 What point should we keep in mind to support the conclusion to the argument?
.....

Writing

4 Write a speech for or against the argument that *Electric cars will save the planet* using some of the expressions below. Add your point of view and support it with appropriate reasons. Use ideas from your group discussion in class.

I'd like to make the argument that ...
Another *very significant* point that I'd like to make is that ...
It's important to keep in mind that ...



.....

.....

.....

.....

.....

.....

Reading

1 Read the online post quickly and tick the sentences that are true.

- 1 The group of people get paid to help.
- 2 They want to make parks better.
- 3 Anyone that wants to help can go at any time on Tuesday 6th July.

2 Read the online post again. Rewrite the underlined expressions to make it more formal, using the words in the box below.

consider working
convenient
current
issues
satisfactory
~~on behalf of~~

Join us to help your community!

We are a group of volunteers who are working **1** to represent on behalf of the local government and we help out with local **2** problems. Would you **3** like to work with us? Our **4** present project is improving the local playgrounds. These are great places for local families, but some of the equipment is not **5** good enough.

Our volunteers are working hard to make sure that all the playground equipment is safe and fun to use for children of all ages.

We will be at the town hall all day on Tuesday 6th July. Come and join us at a time that is **6** good for you!



Like



Comment

Writing

3 Read the following and tick (✓) the issues that are sometimes a problem in your town, city or region.

- There is rubbish in the canals or rivers.
- parks are not looked after.
- There are not many things for young children to do.
- The roads are dangerous.
- It is difficult for people with disabilities to move around.
- It is not easy for wildlife to find food.

4 Choose one of the issues from Exercise 3, or another issue in your area. Write a post asking for volunteers.

- Say what your group does to help in the area.
- Describe what issues you want to improve.
- Say how you want to do this.
- Use some of the formal language from the online post in Exercise 2.

8

Drama

King Lear

Act IV, Scenes i–iii

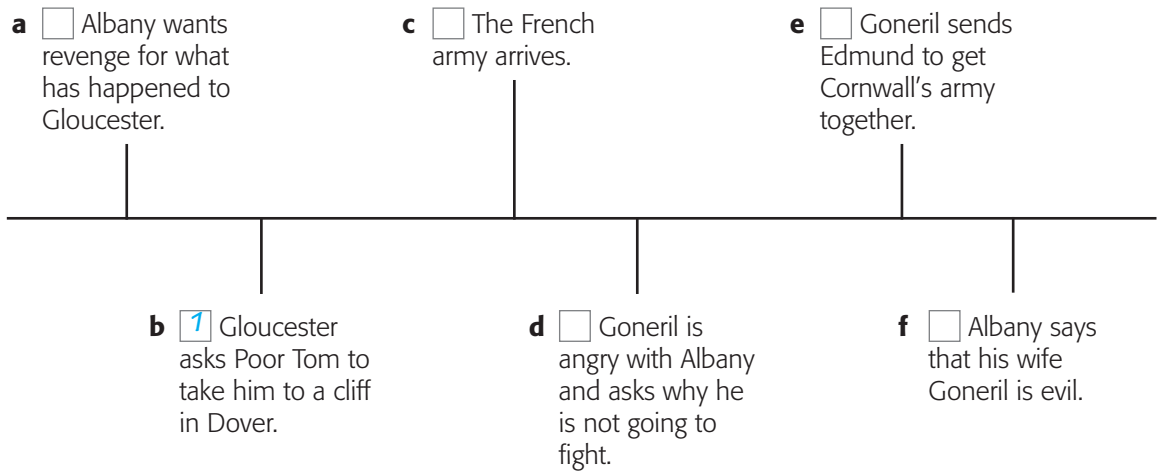


1 Complete the sentences with the correct form of these words or phrases.

bleed [v] camp cliff ~~fall apart~~
hungry for power rule [v]

- 1 Ahmed's grandfather was very sad when his wife died. We hope he doesn't *fall apart*.
- 2 In many stories, there is a bad person who is _____, and wants to control others.
- 3 There is an army _____ outside my town, near the mountains.
- 4 I cut my finger this morning, but luckily, it did not _____ very much.
- 5 How long has Queen Elizabeth _____ the UK?
- 6 Be careful when you walk near the _____, it is very high.

2 Complete the timeline with these events from the story.



3 Match the people with these descriptions.

Albany Cornwall ~~Gloucester~~ Goneril
Old Man Poor Tom/Edgar

- | | |
|---|-------------------|
| 1 His eyes are bleeding. | <i>Gloucester</i> |
| 2 He looks like a mad man and a beggar. | |
| 3 She wants to use Edmund to get more power. | |
| 4 He was killed by his servant. | |
| 5 He wants revenge for what has happened to Gloucester. | |
| 6 He wants to help Gloucester. | |

4 Read the quotations and answer the questions.

1 "I don't need any eyes. When I had eyes, I couldn't see what I most needed to see." Why does Gloucester say this?

.....

2 "My father is so sad, he has fallen apart. I wish I didn't have to pretend to be a beggar." Who says this? Why was he sorry for pretending to be a beggar? What does it tell you about him?

.....

3 "There is a very high cliff in Dover. Take me to the top of it. You don't need to take me anywhere else." Why does Gloucester say this to Edgar and what is he planning to do?

.....

4 "You shouldn't come in. My husband is angry with you. Go back to Cornwall. Get his army together and help him." Who says this and why?

.....

5 "You and Regan are tigers, not daughters." Who says this and why? Do you think the word 'tigers' really describes the two sisters? Why?

.....

6 "He does not want to see his daughter ... because he was so unkind to her before." Who is Kent talking about? Do you think he regrets the decisions he made against his daughter? Why?

.....

5 Complete the sentences with these verbs.

bring hides ~~lose~~ pretend rule

1 When you have nothing, there's nothing left to *lose*.....

2 My father's so sad. I wish I didn't have to to be a beggar.

3 If you really want to help me, some clothes for this poor beggar.

4 Evil inside that criminal.

5 Without Cornwall, it's more likely that I can over the whole kingdom.

6 After reading one of the letters from Kent, Cordelia says, "Sisters, sisters! You left your father outside in the storm! In the night! What have you done!" Write the letter Cordelia received from Kent, explaining what happened to Lear before and during the storm.

.....





Vocabulary

1 Rewrite the phrases in italics with the correct words or phrases from the box.

biodiversity **challenging** ~~an expedition~~ **native inhabitants** **a scholarship** **species**

- The scientists are going on *a long, difficult journey* to study wildlife in the Arctic. *an expedition*.....
- The walk across the desert was very *difficult*, but we enjoyed it!
- This forest is very good for its *variety of animals and plants living in it*.
- The *people who first lived in the country* made this art: it's beautiful.
- What *type of animal* is that? I don't recognize it.
- The university gave Ahmed *some money to help him study*.

2 Match to make sentences.

- | | |
|---|---|
| <ol style="list-style-type: none"> <input checked="" type="checkbox"/> e Come to New Zealand and help us preserve the <input type="checkbox"/> You'll also help us to monitor changes in the number of <input type="checkbox"/> Another slightly more challenging task is <input type="checkbox"/> In Brazil, you can help native communities <input type="checkbox"/> You can apply for a scholarship | <ol style="list-style-type: none"> to preserve their languages in digital form for future generations. to cover the costs of this rewarding trip. different plant species in different areas. cleaning beaches and helping to run nearby recycling centres. country's unique biodiversity. |
|---|---|

Language

3 Complete the text with the words in the box.

almost **bigger** ~~exactly~~ **slightly**

4 Read the text again and answer the questions.

- Are African elephants the same as Asian elephants?
No, they are not.
- Which elephant is smaller?
- Which elephant has larger ears?
- How big are a female African elephant's tusks?
.....

Writing

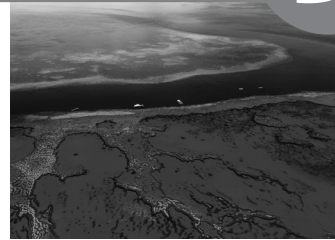
- Research two animals that are almost the same, like the elephants in the text. Write a short text comparing them. What is similar? What is different?

▶ Asian and African elephants

Did you know that elephants live in both Africa and Asia? When you first see elephants from these two places, you might think that they are **1** *exactly*..... the same as each other, but they are not. African elephants are **2**..... larger than Asian elephants, while African elephants' ears are usually far **3**..... than Asian elephant's. Only male Asian elephants have tusks (those big teeth!). However, female African elephants have tusks, too, and they are **4**..... as big as the male elephants'.



Listening



A coral is a structure made from millions of tiny sea animals. Corals live together in groups called colonies. Large colonies are called reefs.

1 Listen to a radio programme about the Great Barrier Reef and answer the questions.

- 1 What did the reef use to have? *It used to have beautifully coloured coral.*
- 2 What has started to kill the coral?
- 3 Why is some of the coral white today?
- 4 What happened to the species of fish that used to eat star fish?
- 5 How are people causing problems in the reef today?

2 Complete these sentences from the radio programme with the correct form of *used to* + verb. Then listen again and check your answers.

- 1 In the past, all of the reef *used to have* beautifully coloured coral.
- 2 The sea didn't as warm as it is today.
- 3 There many species of fish that ate the starfish.
- 4 The area did not so many tourists visiting the Barrier Reef.

Language

3 Complete the sentences with *used to* and the verb in brackets. In which sentences can you use *used to* or *would*?

- 1 Tourists (come) to dive in this area.
- 2 At first, the tourists (eat) in the hotel restaurants rather than local restaurants.
- 3 There (not / be) enough facilities for local people.
- 4 A lot of local people (come) to the beach every weekend but it's much quieter now.
- 5 We (have) a lot of trees near to the sea, but now they're gone.
- 6 Every evening local people (go out) onto the streets and sell souvenirs.

4 Rewrite the following sentences using the proper form of *used to*.

- 1 It was my father's habit to play football when he was young.
My father used to play football when he was young.
- 2 My grandfather usually worked hard in his field.
- 3 I didn't study computer science in prep stage when I was a student.
- 4 I lived in a small village when I was a child.
- 5 My uncle no longer smokes.

Writing

5 Write an essay of about 180 words on what your town used to be like when you were a child. Include five things that people did then which they don't do now. What do you think of the changes? Why?

9 Lesson 3



Listening

1 Listen to a discussion about a problem. How many different solutions do the experts give?

2 Listen again. Are these sentences *true (T)* or *false (F)*? Correct the false sentences in your notebook.

- 1 Ola's laptop used to be very good.
- 2 Now she can't download photos from the internet.
- 3 Amal thinks that she cannot solve this problem.
- 4 Dina thinks that someone can repair the computer.
- 5 Manal advises her to visit an expert.

Reading

3 Read the problem. Choose the best solution and say why.

The problem

Many students at your school take the bus home at the end of each day. The problem is that the bus stop is always very sunny. It is very hot waiting for the bus and some children don't feel well if the bus is late.

Possible solutions

- 1 Give sun shades to all the students so that they can stay out of the sun. You can also advise them to wear hats.
- 2 Plant trees around the bus stop, so that students can stay out of the sun while they are waiting.
- 3 Move the bus stop next to a building, so that students can stay out of the sun while they are waiting.
- 4 Tell the students to wait inside the school until they can see the bus arriving.



Writing

4 Write an email to your school about the problem in Exercise 3. Write about 180 words.

- Say which solution you think is best.
- Give your reasons and say why it is better than the other choices.

.....

.....

.....

.....

.....

.....

Vocabulary

1 Match the formal expressions 1–6 with the less formal expressions that have a similar meaning a–f.

- | | |
|--|----------------------|
| 1 <input checked="" type="checkbox"/> e arise from | a but |
| 2 <input type="checkbox"/> consequently | b result in |
| 3 <input type="checkbox"/> however | c as a result |
| 4 <input type="checkbox"/> in order to | d ... as well as ... |
| 5 <input type="checkbox"/> lead to | e come from |
| 6 <input type="checkbox"/> Not only ... but also ... | f so that (they) can |

2 Complete the opinion essay with the correct formal expressions from Exercise 1.

We should reward all volunteers

Some people argue that we should reward volunteers by giving them some money for their work. **1** *However*....., I believe that this is not necessary. Why is this?

The definition of to volunteer is to work or help someone without being paid. Many charities need volunteers **2**..... help people who have problems or who are very poor. In my opinion, the charities need all the money they receive to help these people.

3....., they do not have enough money to pay volunteers.

So why should volunteers work for no money? **4**..... do volunteers gain valuable experience from volunteering, but they also teach them skills that they can use in their careers. I believe that voluntary work can eventually **5**..... a volunteer getting a good job.

In conclusion, I would say that there are many benefits that **6**..... volunteering rather than being paid.



Writing

3 Write an opinion essay with the title, 'All young people should volunteer in their holidays.' Write about 180 words.

- Say if you agree or disagree with the statement. Give your reasons.
- Use some of the formal expressions from Exercise 1.

.....

.....

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King Lear

Act IV, Scenes iv–vi



1 Complete the sentences with the correct form of these words.

cure ~~edge~~ flat jewel purse steep valuable war

- We should walk around the *edge* of the field so we do not damage the crops.
- This part of the country is very There are no hills or mountains.
- When my sister married, our grandmother gave her a beautiful She says it is very
- It will be difficult to climb that mountain because it is very
- There is a new medicine which will many diseases in children.
- A long time ago, there were many between France and England, but the countries are good neighbours now.
- Leila's mother always keeps her money in a red leather

2 Match the people with the descriptions.

Edgar Gloucester Goneril and Regan ~~King Lear~~

- He is now mad and needs a lot of rest. *King Lear*
- Regan calls him a blind traitor.
- He does not speak like a poor beggar now.
- They pretended to be kind to Lear.



3 Match the items in column A with those in column B.

- | | |
|-------------------------------------|---|
| 1 Cordelia hears that her father | a to the top of a cliff. |
| 2 Cordelia wants to fight for | b people feel sorry for him. |
| 3 Wherever Gloucester goes, | c love and as a duty to her father. |
| 4 Without a husband, Regan needs | d the voice of the King. |
| 5 Edgar pretends to take his father | e is now mad. |
| 6 Gloucester knows | f a clever man like Edmund to help her. |

4 Read these quotations. Who is the speaker of each sentence? Why do they say this?

- 'I wish I could make him feel better again.' *Cordelia*
- 'I haven't returned to England to take power for myself.'
- 'I can't look down any more, because my blood runs cold, I'm scared that I might fall.'
- 'There will be a reward for the man who kills him.'
- 'But who is this man? Only a mad person would dress like that.'

Units 7-9



1 Choose the correct words to complete the sentences.

- 1 Young children are not very *independent* and need a lot of help and support.
A independent **B** dependent **C** deceived **D** ruined
- 2 Hi, Mum, the bus is late, could you me up from the park?
A take **B** put **C** give **D** pick
- 3 People in Scotland speak English, but you might to understand them sometimes as their English sounds different.
A defend **B** struggle **C** resist **D** insist
- 4 There has been a big in the number of people using mobile phones in recent years.
A determination **B** extension **C** expansion **D** decrease
- 5 The new hotel has lots of modern, including a gym and swimming pool.
A facilities **B** inventors **C** discoverers **D** innovators
- 6 Seoul in South Korea has one of the longest underground rail in the world.
A paths **B** nets **C** works **D** networks
- 7 My grandmother often puts fruit in jars with lots of sugar to them.
A reserve **B** preserve **C** deserve **D** serve
- 8 Judy hopes to get a so that she can study at a really good university.
A scholarship **B** money **C** help **D** price
- 9 The train at six o'clock, so we'd better go to the station now.
A left **B** is leaving **C** has left **D** will have left
- 10 When Tarek was younger he that he lived in a house by the sea!
A uses to wish **B** wishes **C** will wish **D** used to wish
- 11 in a bank when he was younger?
A Is he working **B** Did he use to work **C** Has he worked **D** Is he used to
- 12 Dina's sister is the same height as her!
A very **B** far **C** exactly **D** more
- 13 When the next season starts, a thousand tourists the museum!
A will have visited **B** will visit **C** are going to visit **D** visit
- 14 My brother when I do my homework and it makes me angry!
A is always singing **B** always sang **C** always sing **D** used to sing
- 15 Come to my house at eight o'clock because I my school project by then.
A am finishing **B** have finished **C** will have finished **D** finish
- 16 This book is brilliant, it is than the last book he wrote!
A slightly worse **B** far better **C** almost better **D** not better

2 Fill in the gaps with one word.

challenging ~~far~~ high-tech However sustainable used

Modern planes are usually 1 *far* quieter than old planes. They are lighter and use better engines, too, so they use less fuel. In fact, planes built after the year 2000 use half the fuel that planes

2 to burn in 1970. These new, 3 planes are much better for the environment.

4, planes still cause a lot of the earth's pollution. It is hoped that in the future, engineers will have found a way to use

5 fuels that do not cause global warming, but it is a

6 task and might take many years.



3 Complete the sentences with the correct form of the words in brackets.

- 1 Ali likes to be busy. He doesn't like it when people (not do) anything!
- 2 This beautiful wooden table (belong) to my uncle. He loves it!
- 3 The teacher says that we (finish) this book before the end of term.
- 4 I wonder how much rain (fall) before the end of today?
- 5 Waleed (not use to like) plays when he was younger, but he loves the theatre now.
- 6 I think that this year's test was slightly (difficult) than last year's test. It was not easy.
- 7 Samira's parents (pick) her up at 7 pm outside the school this evening.
- 8 The government (build) a flyover bridge in the busy square by next fall.

4 Translate the following into Arabic.

There didn't use to be much biodiversity in this forest. Now the forest is far bigger than it was and there are many more species living there.

.....

.....

5 Translate the following into English.

لقد ازداد الاهتمام العالمي بشئون البيئة خلال العشر سنوات الأخيرة. فقد ساعدت وسائل الإعلام على تركيز الضوء على المشكلات البيئية في المناطق المختلفة مثل التلوث والتصحر وغيرها.

.....

.....



6 Read the text and answer the questions.


◀▶

I'm Karim, welcome to my blog. By this time next week, I will have been in London for a month. In Egypt, I lived in a small town near the sea. I know what city life is like because I used to go to Cairo a lot. London is almost as busy as Cairo, but it is very different to both Cairo and especially my town!

In the streets, people are always walking quickly or talking on their phones. They don't have time to stop and talk. Luckily, where I work, the people are almost as friendly as the people I used to work with in Egypt and I already have some good friends.

People in London are always complaining about public transport! They say the trains and buses are always late, but to me, London transport is very good. Next year, they will have built a new train line, too. It will go from near my house to the centre. The people are also always complaining about the weather, but I quite like it. It's never very hot!

I have a nice flat which is slightly smaller than my flat in Egypt, but I have found a great Egyptian restaurant nearby. It serves meals which are almost exactly the same as the food I used to eat in Egypt. When I send my next blog, I'm sure I will have done some more interesting things here, so I'll tell you all about them then. Bye for now.



- 1 According to the blog, living in London ...

<p>A is the same as living in Cairo</p> <p>C is different to living in Cairo and his town</p>	<p>B is different to living in Cairo only</p> <p>D is slightly different to living in Karim's town</p>
---	--
- 2 Karim knows what city life is like because ...

<p>A he used to live in Cairo</p> <p>C he often used to visit Cairo</p>	<p>B he has always lived in London</p> <p>D his friends live in London</p>
---	--
- 3 The people where he lives don't like ...

<p>A talking to him</p> <p>C the new train line</p>	<p>B London's weather</p> <p>D Egyptian food</p>
---	--
- 4 Karim's flat in London is ... his flat in Cairo.

A a lot smaller than	B a bit smaller than	C not smaller than	D the same size as
-----------------------------	-----------------------------	---------------------------	---------------------------
- 5 Name three differences between life in Cairo and London.

.....
- 6 In what way will public transport have got better for Karim next year?

.....
- 7 What things show he is getting used to life in London?

.....

UNIT 10

Lesson 1

The news



Vocabulary

1 Describe what each person does in their job.

- A Editor:
- B Fact checker:
- C Reporter:
- D Newsreader:

2 Complete the conversation with the correct word from the box. Listen and check your answers.

broadcast **interview** ~~programme~~ **search engine** **sources**

Dalia: Hi there Hoda. How are you?
Hoda: I'm tired! I stayed up late to watch a ① *programme* about Steve Sherwood, that businessman who's been in the news recently. The problem is that it was ② really late on Channel 6.
Dalia: Ah yes, I heard about that story. He created a ③ which kept all the personal information of the people who used it, didn't he? A lot of people have complained about this.
Hoda: Yes, but the reporter who was chosen to ④ the man hadn't checked out his ⑤ properly and seemed to have a lot of wrong information.

Reading

3 Read the fake news story and choose the best title.

- 1 A gaming record!
- 2 Do we have a new leader?
- 3 A long way from home

Astronauts have made yet another amazing discovery in space. During a recent space walk to fix part of a satellite, which had been damaged after a **meteorite** had hit it, they saw an unexpected shape on the moon. Using their **onboard** digital cameras, they zoomed in to discover what appeared to be a plane, which used to carry bombs during World War II and had crashed into the moon. After reporting the find, NASA confirmed that there are still 124 planes which were lost during the Second World War, and they believe this may be one of them.



4 Would you believe this story if you read it online? Mention two reasons.

.....

Vocabulary

1 Match the words with their definitions.

news channel foreign correspondent headlines ~~investigator~~ deliberately scene

- | | |
|---|--|
| 1 a person who tries to discover the facts of what happened <i>investigator</i> | 2 a place where something has happened, perhaps a crime |
| 3 a television station where you can see news programmes | 4 the titles of news stories |
| 5 something done in a way that is planned or intended | 6 a person who finds a news story in a different country |

Language

2 Complete the sentences with the past simple or past perfect form of the verb in brackets.

- Once the journalists *had asked* (ask) all their questions, the businessman *left* (leave).
- The people in the city (feel) a lot safer after the wild animal (catch) by the police.
- The press conference (already start) by the time the TV cameras (arrive).
- The scientist (inform) the press after he (discover) a new plant species.
- The investigators (look into) the origin of the disaster once the fire (put out) by the firefighters.
- The editor (check) all the headlines before he (send) the stories to the printers.
- When I (return) home, I (discover) that I (forget) my mobile phone at work.

3 Complete the newspaper report with the correct form of the verbs in the box (past simple or past perfect).

tell achieve suffer score have

YOUNG FOOTBALLER ACHIEVES HIS DREAM

Last night, 19-year-old Amir Hamdi finally **1** a dream he **2** since the age of 6 – to play for his national team. It was a dream start to his international career, as he **3** the first goal after just 15 minutes. He was chosen for the team after Ahmed Sobhi, top scorer, **4** an injury in training. He said after the match that it was a dream come true. Although at school, when he was a student, his teachers frequently **5** him that he had a special talent, but he had never believed he could be a professional footballer.



10 Lesson 3

Writing



1 Read the news report and choose the best headline.

- A New museum to open
- B Successful exploration
- C Teenager makes history

Two days ago historian, José Galán and his team discovered the ancient remains of a 15 or 16-year-old girl who had been buried for 3,600 years. José was part of a team of Spanish and Egyptian experts, who had been given permission to explore a necropolis (an area of land where people are buried) on Luxor's West Bank, in the hope of finding out more about the history of the area. What makes the discovery so amazing, is that the teenager had been buried with lots of interesting objects.

The Egyptian government was very happy about the new discovery. The government said it was one of the most remarkable discoveries in recent years. 'We plan to show the objects in a museum very soon for everyone to see,' a spokesperson for the government said.

2 Read the report again and underline in the text ...

- 1 one fact and one opinion.
- 2 an example of a passive form.
- 3 an example of a connector.
- 4 an example of direct and indirect speech used to share opinions.
- 5 a more formal word for 'found'.



3 Read the news story again and answer the questions.

- 1 What happened?
- 2 When did it happen?
- 3 Who discovered it?
- 4 Where was the discovery?
- 5 Why did the team want to explore the necropolis?

4 Look at the reporter's notes about a news story. Write the story using the past simple, past perfect simple and past perfect passive. Organise your story into paragraphs. Remember to include the following information:

- what happened
- where, when and why it happened
- who was involved

.....

.....

.....

.....

.....

.....

Location: Aswan

Incident: Discovery of an ancient monument

Person: 15-year-old boy called Baher playing a game with friends

What happened: Baher, with friends in the countryside, were playing a game. Three boys were hiding and Baher was looking for them. Baher found a cave and entered it looking for his friends. He discovered an ancient monument from the 2nd century.

Consequence: Baher is famous and proud to have helped his country.

10 Drama

Act IV, Scenes vi–vii

1 Complete the gaps with the correct word from the box.

~~judge~~ nonsense
prisoner recognise

As you have heard,
nobody at the scene of
the crime was able to
3
my client which means
this trial is complete
4



1 judge

2

2 Choose the correct option to complete the sentence.

- 1 Soha's mum asked her to take out / take up the rubbish.
- 2 I'm innocent and don't deserve to be punished for / by something I didn't do!
- 3 Hany tried to creep on / creep up on and take the last cake without his sister hearing him.
- 4 A plane on the moon? That's no sense / nonsense! It's not possible.
- 5 That recipe looks delicious! I am tempt / tempted to make it.
- 6 I don't understand this text message. It makes no sense / nonsense.
- 7 I haven't seen my cousin since 2012. I don't think I will creep up / recognise her.
- 8 The actor stood on a stage / wall so that everyone could see him.

3 Read the story and decide if the sentences are true (T) or false (F). Correct the false sentences.

1 King Lear recognises Gloucester immediately. F

2 Edgar thinks that the King is mad and is telling the truth at the same time.

3 King Lear uses a rock to pretend to be on a stage.

4 The King is taken prisoner by the Gentlemen.

5 Oswald tries to kill Gloucester to become rich.

6 Edgar is killed by Oswald.

7 Edgar discovers the plan to kill Goneril's husband.

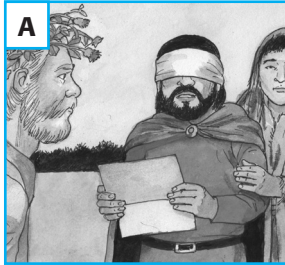
8 Cordelia understands why her sisters treated the King badly.

4 Put the pictures in the correct order in which they happened in the story. Then write a short summary about what is happening in each picture.

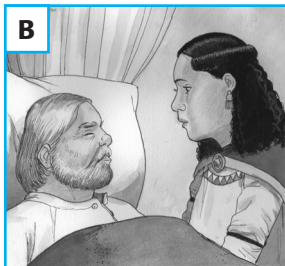
1 A

2

3



In this scene King Lear meets Gloucester and Edgar. Gloucester knows that it is King Lear, even though he cannot see. King Lear does not recognise Gloucester.



.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

5 In Act IV, scene vi, King Lear says 'This rock is like a stage in a theatre.' What do you think he means when he says this? Do you agree?

.....

.....

.....

.....

.....



What a performance!

Vocabulary

1 Complete the sentences with these words.

action ~~animation~~ comedy historical horror musical romantic science fiction

- In this *animation* film, two young bears get lost on a mountain. Will they be found?
- It was so funny when the two men think the man's house is a hotel! I love films.
- In this clever film, a space ship arrives at a giant planet far from Earth.
- My sister loves this film about a man and wife remembering the time when they first met.
- The problem with films like this one is that you want to sing the same songs for days afterwards!
- This is a great film. The police think the wrong man stole from a bank, and he has to leave the country using lots of different ways to travel!
- This beautiful film is about the two daughters of a king, who both want to rule over a small country in the fourteenth century.
- The most frightening part of this film was when the children can't escape from that dark castle on a hill.



Language

2 Complete the sentences with the correct question tag.

Fares: That was an amazing film, ① *wasn't it?*

Munir: I disagree. The story wasn't very easy to believe, ②?

Fares: That's not true. You read that review about the film online, ③?

Munir: Yes. The review said the film used scientific facts, but you can't really go back in time, ④?

Fares: Not yet, but it's easy to imagine what it would be like, ⑤?

Munir: Perhaps you're right. You've always liked films like that more than me, ⑥?

Fares: That's true. OK, next time, you can choose the film!



3 Listen and check your answers to Exercise 2. Then answer the questions.

- What kind of film are they discussing?
- Who liked the film better?

Writing

4 Write a short description of about 180 words of a film you watched.

- Describe what happens in the film, but do not say what type of film it is.
- Show it to your partner. Can he or she guess the type of film it is?

Language

1 Choose the correct words.

- The teacher talked **loud** / **loudly** so that we could all hear her.
- There was a **surprising** / **surprisingly** end to the film, but I won't tell you what happened!
- The footballer played **brilliant** / **brilliantly** today. He scored three goals!
- The children are very **quiet** / **quietly**. What are they doing?
- Mona did **terrible** / **terribly** in her exam. She was ill that day.
- The questions are very difficult; I can **hard** / **hardly** answer most of them although I studied **hard** / **hardly**.

2 Complete the sentences with these words.

bit extremely quite totally ~~very~~

- Take a book to read on the bus because it's a *very* long journey.
- The exam was a/an difficult, but not too difficult. I think I passed.
- It's hot in the desert in August, sometimes up to 50C.
- It's cold outside today, so wear a jacket.
- This book's brilliant. You must read it!

Reading

3 Complete the film review with these words.

brave brilliant ~~constantly~~ enjoyable
hostile powerful ~~surprisingly~~ talented

4 Read the review again and answer the questions.

- Why does the reviewer say the film is surprisingly good? *He did not expect to like it.*
- How do we know that Saroo comes from a poor family?
- In what ways is Saroo brave when he is a child?
- In the second half of the film, how do we know that Saroo has done well?
- Why do you think the reviewer will always remember the film?

Writing

5 Write about 180 words about a film you have seen or a book you have read that was very powerful.

- Say why it was powerful.
- Try to use different adjectives and adverbs.



I don't expect to like films about children who get lost, but the film *Lion* was ① *surprisingly* good. It's about a family in India who are ② trying to find enough work to live well. One day, five-year-old Saroo goes to a town with his older brother, but when his brother doesn't return from a job, Saroo climbs onto a train and becomes lost. The story is about the ③ boy as he tries to live in a city where the people are often ④ and unfriendly. I found the second half of the film less ⑤, although it is still good. Saroo is now a ⑥ student of 25. He has a good life with a kind family who took him to Australia, but he wants to find out what happened to his brother and family in India. The story is very ⑦ and I'll always remember it. The acting was totally ⑧ and I definitely recommend it.

11 Lesson 3

Language

1 Complete the conversation with these expressions.

agree disagree ~~Not really~~ Personally prefer

Injy: What kinds of books do you like reading, Lina?
Science fiction?

Lina: ① *Not really*..... Stories about space are boring.
②....., I like historical stories,
because they teach you about the past.
What do you ③....., Injy?

Injy: My favourite stories are horror stories. They're really
exciting and I love frightening films!

Lina: I ④..... I hate feeling scared.
You like romantic stories as well, don't you?

Injy: I used to like them, but they're all the same: a boy meets a girl and they get married! You like
romantic stories too, don't you Lina?

Lina: Some, but I ⑤..... with you. They're all the same!



2 Listen and check your answers to Exercise 1.

3 Listen again and answer the questions.

- 1 How do science fiction books make Lina feel? *They make her feel bored.*
- 2 Why does Lina prefer historical stories?
- 3 How do horror stories make Injy feel?
- 4 How does Lina feel about horror stories?
- 5 Why doesn't Injy like romantic stories?
- 6 Does Lina dislike all romantic stories?

Writing

4 Read the statements, then write your own opinions about them. Use some of these expressions.

I agree / disagree with you because ... I'm not sure. I think ...
Personally, I like ... They make me feel ...

- 1 Most films that are made today are much too long.
.....
- 2 I prefer reading stories online to buying books at a bookshop.
.....
- 3 You cannot believe historical films and stories.
.....
- 4 What is science fiction today will be science fact in the future.
.....
- 5 Children should never watch horror films because they are not nice.
.....

Vocabulary

1 Complete the sentences with these words.

amazing ~~annoying~~ awful cheerful hilarious powerful stupid upset

- 1 I found the music in this film quite *annoying*. It was too loud.
- 2 Free Solo is an film about a man who climbs a big mountain without using any equipment!
- 3 The two brothers in this film are very different. One is and is always smiling, the other is always and never stops crying!
- 4 The animation in this film was The animals looked like they were drawn by a child!
- 5 This story was I couldn't stop laughing when they fell in the water!
- 6 Like most films about war, this film was very It is hard to forget the terrible things that happened.
- 7 The problem with many action films is that people always do things. For example, they might jump from high areas thinking they can fly!

Reading

2 These two film reviews are mixed up. One is a good review and one is a bad review. Can you put them in the correct order?



(A)	(B)
<p>a <input type="checkbox"/> The music is brilliant and the scenery on the island is beautiful. I would definitely recommend this film.</p> <p>b <input type="checkbox"/> At first, the hotel owner is very hostile to the man, but when he realises he's both kind and talented, he lets his daughter marry him. Then it also becomes a romantic story!</p> <p>c <input type="checkbox"/> If you like musicals, then you'll love the film <i>We met in Greece</i>. It's about a man who travels to a Greek island and meets the daughter of a hotel owner.</p>	<p>a <input type="checkbox"/> The young man is terrible at farming, and makes lots of mistakes all the time. I'm not sure why this was supposed to be funny. Personally, I thought the man was annoying!</p> <p>b <input type="checkbox"/> The farmer is a kind man and some of the acting was quite good, but most of the film was too stupid to enjoy. I would not recommend this film.</p> <p>c <input type="checkbox"/> Some comedies are hilarious, but I didn't think that <i>Visit to a farm</i> was funny at all. It's about a young man from the city who goes to help on his uncle's farm one summer.</p>

Writing

3 Write 180 words about a film or TV programme. It can be a film you liked very much or didn't like at all.

- Introduce the film
- Say what happens in the film
- Say if you would or would not recommend the film and why
- Try to include different adjectives and adverbs

.....

.....

.....

.....

11

Drama



Act IV, Scene vii-Act V, Scene iii

1 Complete the sentences using words from the word box.

~~cage~~ equal invade starve battle
suffered took control of trust

- 1 My grandmother kept a small yellow bird in a *cage*.....
- 2 If animals don't get enough to eat during the long winter, they might
- 3 In the past, many countries tried to their neighbours, so they needed strong borders!
- 4 I see my sister as my I am the same as her in many ways.
- 5 I always my friends. They always do the right thing.
- 6 We all after the walk over the mountains. My feet really hurt!
- 7 Who the company after Mr Atef retired?

2 Put the events from Act IV, Scene vii in the correct order.

- a Edmund plans to use Albany to help him win the battle with the French.
- b 1 Lear asks his daughter, Cordeila, to forgive him.
- c Regan wants Edmund to help her take power from Goneril.
- d Edgar shows Albany a letter.
- e Albany is not happy when Edmund sends Lear to prison.
- f Edmund helps to win the battle against King Lear and the French.
- g Albany tells Regan that the French army have invaded.

3 Read the quotations and answer the questions.

- 1 "Your sisters have been cruel to me. You have a good reason to be cruel to me, but they do not."
Why does Lear say this to Cordelia?

.....
.....
.....

- 2 "The French are not here to help Lear. I think we have been too cruel to the King." What does this tell us about Albany?

.....
.....
.....

- 3 "I've told both sisters that I'll help them to win more power. Now they do not trust each other."
What does this tell us about Edmund?

.....
.....
.....

- 4 "I see kind Edmund as an equal. He led our soldiers well today in battle. I think he can call himself equal to you." What does this tell us about Regan?

.....
.....
.....

4 Match to make collocations.

- | | | | |
|---|-------|---|--------------------|
| 1 <input checked="" type="checkbox"/> c | blow | a | at someone |
| 2 <input type="checkbox"/> | feel | b | power from someone |
| 3 <input type="checkbox"/> | go | c | a trumpet |
| 4 <input type="checkbox"/> | laugh | d | sorry for someone |
| 5 <input type="checkbox"/> | take | e | into battle |

5 Complete the sentences from the story with a word from Exercise 4, then answer the questions.

- Let's plan what to do with the officers. Then we can go into *battle*.
Who will Albany and his officers do this against?
- your trumpet so I know what has happened.
What will Edgar know if Albany does this?
- He's old, and his age will make the soldiers who see him sorry for him.
Why does this worry Edmund?
- Don't at me, but is it possible that you're my daughter, Cordelia?
Why does Lear think she might do this?
- Edmund, help me to power from my evil sister.
What does Regan promise him if he does this?

6 Answer the questions.

- Why do you think that Lear kneels before Cordelia?
.....
- Why does Regan not want Goneril to talk to Edmund?
.....
- What does *This* refer to when Edgar says "This is a bitter pill to swallow"?
.....
- Why does Edmund say he sent Lear to prison?
.....
- What do Regan and Goneril both want Edmund to do?
.....

7 Do you think Edmund will choose to help Goneril, Regan or both of them? Why? Write a paragraph giving your reasons.

.....

.....

.....

.....

UNIT 12

Lesson 1

Achievements and goals

Vocabulary

1 Match the word with the correct definition.

achievable measurable relevant specific ~~set one goal~~ time-bound

- | | |
|--|---|
| 1 when there are not many objectives to meet
.....
<i>set one goal</i> | 2 when an objective is very clear and detailed
..... |
| 3 when a goal is related to the plans of an individual person | 4 when an objective has to be met by a specific date |
| 5 when a goal is not impossible and you reach it | 6 when you can test a goal and see if it has been completed correctly |

2 Read the texts below and answer the questions.

- | | |
|--|--|
| 1 Who wants to feel different in the future?
..... | 2 Who tries to achieve their goal every day?
..... |
| 3 Who has spent money to reach their objective?
..... | 4 Who has been using technology to help achieve their goal?
..... |

Tarek

Ever since I saw my cousin playing the guitar last year, I've wanted to learn too. This year I have some more time, and so I'm going to do it! I bought a guitar last month and I'm going to classes once a week. I've set myself one goal which is to be able to play one song by next month. My father says he's sure I can do it. I practise the song every day for twenty minutes, and this also helps me relax after studying and revising for all my exams.



Salma

I want to be a newsreader when I'm older, so I know I have to get over my fear of speaking in public. The presentations I have to give at school are useful, but they still make me very nervous. I've been talking in front of the mirror and recording myself on video talking in front of the camera. I then watch myself and correct the things I don't like. By doing this once a week, I hope that by this time next month I won't feel nervous when I have to give a presentation in school about the future of the internet. Wish me luck!



3 Read the texts again and complete the SMART grid below for each person.

	Tarek	Salma
Specific: What do they want to achieve?	<i>Play one song</i>	
Measurable: How can they check their progress?		
Achievable: How will they know they have reached their goal?		
Relevant: Why is the goal important?		
Time-bound: What time limit do they have?		

Language

1 Read the sentences, then choose the correct options to complete the rules.

Cairo is a capital city **which** has over 20 million inhabitants.

- A This sentence uses **which** to give essential / non-essential information.
- B We *must* / *don't have to* use commas in this sentence to identify the relative clause.
- C We *can* / *can't* replace 'which' in this sentence with 'that'.

The River Nile, **which** is 6,695 km long, is thought to be the longest in the world.

- D This sentence uses **which** to give *essential* / *non-essential* information.
- E We *must* / *don't have to* use commas in this sentence to identify the extra information.
- F It is *possible* / *not possible* to replace 'which' with 'that' in this type of sentence.

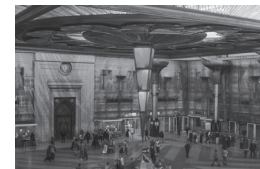


2 Read the text and complete the gaps with the words in the box. Listen to check your answers.

who which when whose where whom

Cairo from a visitor's view

Cairo, **1** *which* is the capital city of Egypt, is a place which offers the visitor a wide range of experiences. Therefore, depending on **2** you talk to, they will give you a very different picture of the city.



Last year was a time **3** I decided to fit in as many difference experiences as possible and so I visited Cairo. I was lucky enough to be invited by a friend **4** family lived there and wanted to show me everything the city had to offer. My friend Fares, with **5** I had shared a flat in my first year at university, travelled with me by train to the city. It was at the Ramses Railway station **6** I had my first sight of the magnificent architecture the city has to offer. However, this was not the only surprise which the city had for me. In my next blog post I will tell you about all the wonderful people **7** I will never forget and the places **8** will forever live in my memory.

3 Rewrite the sentences using the word given in brackets. Use defining or non-defining relative clauses.

- 1 Sir Arthur Conan Doyle invented Sherlock Holmes. He was a doctor by profession. (**who**)
Sir Arthur Conan Doyle, who was a doctor by profession, invented Sherlock Holmes.
- 2 I study four languages. It is a lot for me to learn. (**which**)

- 3 My local tennis club was on television yesterday. I learned to play tennis at the club. (**where**)

- 4 In the summer holidays seaside towns are usually very busy. Most people take their holidays then. (**when**)

- 5 The young man is an excellent athlete. Eissa jogged with him yesterday. (**whom**)

- 6 Judy often travels abroad with her family. Her father works for a multinational company. (**whose**)

12 Lesson 3



Reading

1 Read the text quickly and complete the gap in the title with the best word from the options below.

- 1 global 2 minor 3 local

2 Match the definitions with the underlined words in the text.

- 1 to walk on your hands and knees
.....
- 2 to discover something usually by accident
.....
- 3 different clothes which you can wear together
.....
- 4 a synonym for 'variety'
- 5 bags, hats and shoes which match with clothes

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

- 1 All the inventions in the text are very useful.
- 2 Groups of teenagers have been helped to promote their ideas.
- 3 The solutions aim to help people in many cities.
- 4 The young people do not get any money for their products.
- 5 A secondary effect of the ideas is to help the environment.
- 6 The new creations provide complex solutions to local problems.

Real solutions

to problems

We all know the importance of new inventions to make life easier. However, not all inventors have been successful in finding good solutions to everyday problems. Some of the craziest ideas include mini umbrellas to attach to your shoes or even a sleepsuit made for babies to clean the floor as they crawl around the house! However, luckily enough there are also young people today who are creating and selling real solutions for problems their local community experiences.

Several teenagers from Aswan have been trained to produce and sell their ideas in order to help those that live in their area. The inventions include a range of useful solutions. One of the tastiest options by Azhar is a fruity dessert for those who are breaking fast and don't want to eat dairy products.

Eman has created a collection of clothes with a complete range of matching accessories so those in her neighbourhood do not have to go to several different shops to get the perfect outfit. The unique selling point of these ideas is that they are offering practical solutions to real problems, and also help to reduce pollution, as their customers do not need to use cars or buses to travel outside their neighbourhoods.

The training project, which is a **joint effort** between governmental and non-governmental organisations, has been a great success amongst both boys and girls. The hope is that it will produce more entrepreneurs who will create real solutions for those common problems we come across every day.

Writing

4 Think about common problems in your local area. Choose one of the problems and try to think of a solution. Use the headings below to help you write your suggestion. Write about 180 words.

- What is your idea?
- How environmentally friendly is it?
- How much will it cost?
- How useful will it be for communities?
- How easy is it to make?

.....

.....

.....

.....

.....

Listening



2.42 1 Listen to the science report about an invention. Decide if the sentences are *true (T)* or *false (F)*.

- 1 Deena has been interested in experiments since she was a child.
- 2 None of her family have any experience with science.
- 3 Deena wants her invention to be available to many people.

2.43 2 Listen again and answer the following questions.

- 1 How old was Deena when she carried out her first experiment?
- 2 What nationality are Deena's parents?
- 3 How old was Deena when she first worked in a laboratory?
- 4 What does Deena's invention do?
- 5 What percentage of people die from loss of blood due to terrible injuries?
- 6 Which two groups of people are happiest about the discovery?
- 7 How will her invention benefit people around the world?
- 8 How much will Deena's invention cost for each patient?

2.44 3 Complete the sentences with the correct word from the box. Listen and check your answers.

which whose when where who whom

- 1 This is the programme that brings you detailed information about the latest inventions aim at improving the lives of everyone.
- 2 At the age of 15, she heard that losing blood was the second most common cause of deaths in hospitals, Deena Mousa decided to work on finding a solution.
- 3 It all started at the age of 5 when Deena, parents are Egyptian, carried out her first experiment on plants.
- 4 At the age of fifteen, and with the help of her father, works in a lab, Deena gained access to the necessary equipment to start her research.

Writing

4 Use the internet to research and write about another Egyptian invention. Use the following headings to help you.

- What is it?
- Who invented it?
- Why?
- How much does it cost?
- What are the benefits?

.....

.....

.....

.....

.....

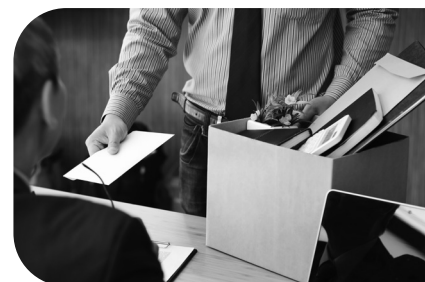
12 Drama

Act V, Scene iii

1 Match the words in the box with their definitions.

murderer a liar laws ~~resign~~
stretcher tear up treason trick

- 1 when you decide to stop working in a job you do this *resign*
- 2 something you can use to carry an ill person
- 3 a crime against your country
- 4 rules that everyone must follow in your country
- 5 someone who does not tell the truth
- 6 to fool someone into doing something
- 7 destroy paper and pull it into small pieces
- 8 someone who kills someone else with a motive



2 Complete the sentences with the correct word from Exercise 1.

- 1 They had to use a *stretcher* to carry the injured footballer off the pitch.
- 2 The manager had to when it was clear he was and hadn't told the truth.
- 3 The job of the police is to make sure we obey the of the country.
- 4 The spy was arrested on suspicion of
- 5 My brother is always trying to me into doing his homework!
- 6 The author decided to her first story because she wasn't happy with it.
- 7 That criminal is a; he killed the old woman and stole her jewellery.

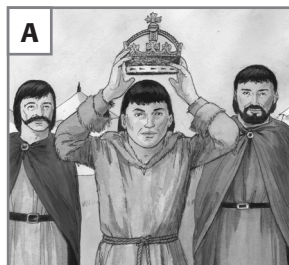


3 Match to make collocations.

- | | |
|-------------|--------------------------------|
| 1 punish | a of doing something |
| 2 trick | b someone for something |
| 3 be guilty | c someone into doing something |
| 4 prove | d someone for something |
| 5 arrest | e something to someone |
| 6 stop | f someone from doing something |

4 Put the pictures in the order in which they happened in the story. Then write a short summary about what is happening in the picture.

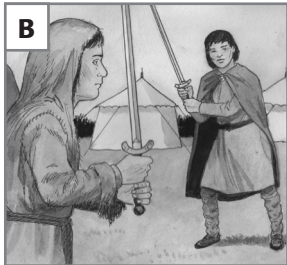
- 1 C 2 3



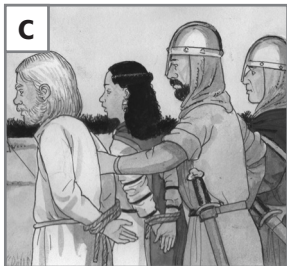
.....

.....

.....



.....



In this scene, Edmund is telling his soldiers to take King Lear and Cordelia to prison. He has done this because he believes Goneril and Regan will become the queens. He thinks that he will become powerful if he helps them.

5 Read and decide if the sentences are true (T) or false (F). Correct the false sentences.

- 1 Regan wants Edmund to fight Albany. T
- 2 Goneril gave poison to Regan.
- 3 Edgar wants to fight Albany.
- 4 The two brothers feel bad about their past actions.
- 5 Edgar's father died happily.
- 6 Edmund saves Cordelia before he dies.
- 7 Goneril, Regan and Edmund go to a different city.
- 8 After King Lear dies, Albany becomes King.

6 Write your answers to these questions.

- 1 Who is your favourite character in the play? Explain why.

- 2 Who is your least favourite character in the play? Explain why.

- 3 Did you expect such a dramatic end to the play? Why / Why not?

- 4 What message do you think this final part of the play gives us?

- 5 What lessons does the play teach us?

Units 10–12



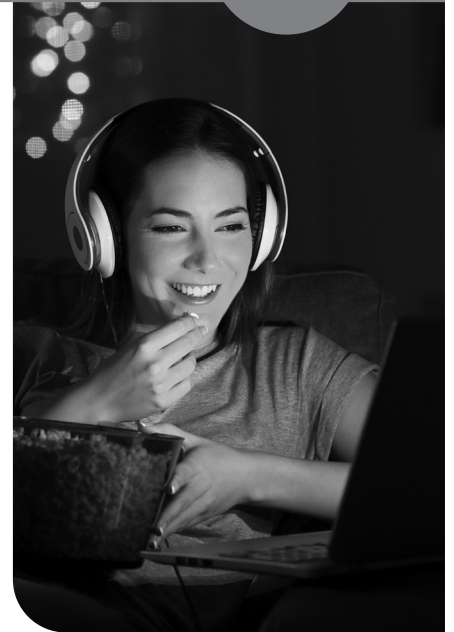
1 Choose the correct words to complete the sentences.

- 1 We expected cold, wet weather in England, but it was *surprisingly* hot and sunny.
A quietly **B** surprisingly **C** powerfully **D** easily
- 2 What is the _____ of the information you used to write your essay?
A name **B** source **C** way **D** type
- 3 My cousin is very _____. She can dance, sing and speak four languages!
A sustainable **B** hostile **C** powerful **D** talented
- 4 Don't try to revise everything at the same time, but _____ a goal to revise one thing a day.
A set **B** get **C** take **D** score
- 5 The teacher said that my answer to the exam question was not _____. I wrote about the wrong book!
A easy **B** measurable **C** relevant **D** achievable
- 6 If you want to find out some information on the internet, use a good _____ engine.
A channel **B** search **C** electric **D** machine
- 7 _____ are very important to nature because they help plants to produce seeds.
A Honeybees **B** Flies **C** Honeycombs **D** Animals
- 8 What _____ is that TV programme on tonight?
A scene **B** correspondent **C** channel **D** canal
- 9 The tourists were tired this morning because they _____ to the top of a high mountain yesterday afternoon.
A had taken **B** took **C** have been taken **D** had been taken
- 10 You've worked as an investigator for many years now, _____?
A didn't you **B** weren't you **C** haven't you **D** have you
- 11 Don't talk loudly because the children are _____ asleep.
A often **B** still **C** first **D** not
- 12 The footballer, _____ face is often on TV, scored three goals today.
A who **B** that **C** whom **D** whose
- 13 We made a cake from a recipe _____ we found online.
A that **B** who **C** what **D** whom
- 14 The village, _____ my grandparents were born, is near the Nile.
A what **B** that **C** which **D** where
- 15 Before Ali went to Canada in the winter, he _____ snow.
A doesn't **B** would see **C** had never seen **D** has not seen
- 16 This action film is incredibly exciting, _____?
A hasn't it **B** wasn't it **C** doesn't it **D** isn't it

2 Complete the text with the words in the box.

brilliant constantly horror ~~interviewed~~ reviewed

Last week, my school visited the offices of a famous online newspaper. We had spent time with the editor and two photographers before we met a famous reporter! He had ① *interviewed* many famous people, both in Egypt and around the world. The person I found most interesting was a journalist who reviews films for the newspaper. She had ② two of my favourite films: a science fiction film, which is about a robot that goes wrong; and a ③ film called *Alone!* which is ④ scary! The journalist, who is only 25, is ⑤ watching new films, but she says she never gets bored of her job. I think her job is totally ⑥ and I would love to do something like that one day. That would be amazing, wouldn't it?



3 Complete the sentences with the correct form of the words in brackets.

- 1 The students knew how to do the experiment because they (show) by their teacher.
- 2 We couldn't see the birds, but we could hear them calling to each other (loud) in the trees.
- 3 The students said that the musical was very (enjoy).
- 4 Those goals are not really (achieve) unless you practise incredibly hard.
- 5 When we got to the shop, it (already close), so we had to go home again.
- 6 The house by the sea needed to be decorated again, although it (paint) just a year before.
- 7 I thought I (lost) my keys, but I found them in my jacket pocket.
- 8 They didn't like the horror film because it was too (frighten).

4 Translate the following into Arabic.

Reading daily newspapers has become an old-fashioned habit. Nowadays, we have access to great websites that provide us with recent news and current events all over the world.

.....

.....

.....

5 Translate the following into English.

لكل واحد منا أهداف في الحياة يسعى إلي تحقيقها، ولكن لا بد أن تكون هذه الأهداف ممكنة التحقيق وواقعية بقدر المستطاع حتي لا نصاب بالإحباط إذا لم ندرکها.

.....

.....

.....

6 Read the text and answer the questions.

We all love to hear about entrepreneurs, don't we? Especially when a talented entrepreneur invents something that can help the planet. That is what Carvey Ehren Maigue did in 2020 when he invented a way to produce electricity from old fruit and vegetables.

Carvey, who works at Mapua University in the Philippines, had worked on his idea for many years before it was successful, and for a time he was not sure if it was achievable. He knew that waste from fruit and vegetables contributes to nearly 50 per cent of all the food that people waste each year. So, incredibly, he invented a new type of solar panel using material that is made from this type of waste.

Carvey realised that usual solar panels, which need constant sunlight to produce electricity, could be improved. He found that some light – called ultraviolet light – hits the ground even on

cloudy days. He discovered this when he had been outside on a cloudy day. He was wearing special sunglasses that go darker when the sun comes out, but he realised that they went darker even though it was cloudy.

So he invented a material using old fruit and vegetables which could use ultraviolet light, like the sunglasses. This light is then used to produce electricity. Another advantage to Carvey's invention is that his solar panels can go on the side of buildings, not only on the top of roofs or standing in fields in the countryside, which can take up a lot of space. Because his panels can go on the side of buildings, they can be used in any town or city.

Carvey's brilliant invention won an important award in 2020. Hopefully, we can see his solar panels in all our cities one day.

- 1 Carvey Ehren Maigue invented a
 - A new type of sunglasses
 - B way to remove fruit and vegetables from the ground
 - C new type of solar panel
 - D new type of electricity
- 2 The word *contributes* means
 - A takes away
 - B helps towards
 - C pays for
 - D buys
- 3 Carvey's invention is made from
 - A old rubbish
 - B glass
 - C old sunglasses
 - D old fruit and vegetables
- 4 Carvey's invention is able to
 - A use ultraviolet light to produce electricity
 - B produce ultraviolet light
 - C turn old fruit and vegetables directly into electricity
 - D make buildings from old fruit and vegetables



- 5 How did Carvey realise that ultraviolet light is always there?
.....
- 6 In what ways are Carvey's solar panels better than usual solar panels? Mention two things.
.....
- 7 Carvey spent long years in his invention. What do you think he did during all these years?
.....
- 8 If you were in Carvey's place, what more improvements would you make to his invention?
.....

7 Find and correct the mistakes in the following sentences.

- 1 *Salah El-din* is a famous historic film.
.....
- 2 A fact maker is someone who checks the facts in reports before they are sent to an editor.
.....
- 3 My brother prefers watching science fraction films.
.....
- 4 Your sister hates horror films, does she?
.....
- 5 Kamel tried hardly to solve the problem that he faced. He always depends on himself.
.....
- 6 A newsreader is a person who collects and tells the news for newspapers, radio or TV.
.....
- 7 The team are playing terrible today, they're going to lose.
.....
- 8 The workers of the company usually get an increase in salary when they achieves high profiles.
.....
- 9 Alexandria is the city which I usually spend the summer holiday.
.....
- 10 Camels are amazing animals what can live for days without water.
.....

8 Write an essay of about 180 words on one of these topics:

- 1 A news report to your favourite news website on a topic of your choice.
 - 2 Your goals in life.
-
.....
.....
.....
.....
.....
.....
.....
.....

1

Practice Exercises 1

1 Choose the correct answer

- 1 I am going to my brother up from the airport when he arrives.
A pick **B** stand **C** leave **D** sit
- 2 I love this sports club because all my favourite sports are here.
A difficulties **B** obstacles **C** facilities **D** drawbacks
- 3 When you travel abroad, you might before you get used to the new style of life.
A hide **B** hike **C** struggle **D** trouble
- 4 I'm sorry I can't go to your party. I to the dentist that afternoon.
A am going **B** go **C** went **D** going
- 5 A technician the air conditioner before we move into the new house.
A has checked **B** will have checked **C** had checked **D** was checking
- 6 By this time next week I all my exams.
A am finishing **B** finished **C** have finished **D** will have finished
- 7 The police were on the of the car accident in minutes.
A vision **B** sight **C** scene **D** view
- 8 Ali to loud music and it's so annoying to all of us.
A is always listening **B** always listened **C** will have listened **D** is never listening
- 9 The Cairo Metro network is now a lot bigger, and the work is in progress.
A intention **B** expansion **C** suggestion **D** destruction
- 10 This man is a ; he betrayed his friends.
A reliable **B** loyal **C** traitor **D** believer
- 11 Which test by next week?
A will you have had **B** had you had
C will you have **D** you are going to have
- 12 In the play I watched yesterday, the hero was for power; he tried to replace the king.
A angry **B** thirsty **C** hungry **D** lazy
- 13 By the end of next summer, scientists a vaccine for COVID-19. Who knows?
A will have discovered **B** might have discovered
C will discover **D** might discover
- 14 High-tech systems were used to build this 21st century public system. This helps people to travel easier than before.
A opinion **B** amusement **C** transport **D** transplant
- 15 I think the workers that project before the end of next month; the task is really difficult.
A won't finish **B** haven't finished
C will have finished **D** won't have finished
- 16 This digital camera to my friend Mai.
A belongs **B** is belonging
C belong **D** have belonged

2 Fill in the gaps with one word.

Dear Mum,
 How are you? I'm ① a great time here in London! There are lots of new things to do and see. I can't believe that by Friday I will ② been here for two weeks already!
 Please don't worry, I'm ③ well. My host family are great! This afternoon we're ④ to the cinema together to watch a science fiction film. It's all about how life ⑤ have changed by the year 2080 and it says that we will have ⑥ a cure for all diseases!
 Lots of love,
 Taha

3 Translate the following into Arabic.

It is very important for teenagers to set a clear goal for their life. Setting goals helps them take control of their lives and get maximum results.

.....

4 Translate the following into English.

يوجد الكثير من المزايا و العيوب في السفر للخارج، من أحد المزايا هو أن المرء يستطيع إكتساب الخبرات و الإلمام بالثقافات الأخرى، و من أهم العيوب هو عدم مشاركتهم في مشروعات التنمية ببلدهم.

.....

5 Read the text and answer the questions.

Taxis to the moon

In 1969, newspaper headlines told us that walking on the moon was possible. Since then, scientists have continued their research to create high-tech machines to advance space exploration. Because of this, news reporters are now telling us that we may all have the chance to visit the moon one day.

Only twenty-four humans have ever visited the moon, but by 2024 a Japanese businessman called Yusaku Maezawa will have become number twenty-five. The only problem is that the rocket he will travel in has not been built yet.

Yusaku will be travelling in a high-tech rocket, known as the Big Falcon Rocket, which will have seven engines and will be able to carry one hundred passengers. Once it has been built the 118 metre-high rocket will eventually carry passengers around the Moon allowing space travel for anyone who can pay the price of the flight.

The cost of the flight might be a problem to anyone who isn't Yusaku, who is thought to be paying over £52 million for his flight!

1 In the future we will...

A have the opportunity to travel to the moon

B see a Japanese businessman build a rocket

C see one-hundred people travel into space every day

D be able to go to the moon without a rocket

2

Practice Exercises 2

1 Choose the correct answer.

- 1 We need to do our best to the variety of species on our planet.
A preserve **B** cure **C** heal **D** remain
- 2 My cousin got a to study in the United States.
A money **B** present **C** scholarship **D** cash
- 3 I have an artistic eye and would like to be a when I'm older.
A newsreader **B** volunteer **C** nurse **D** photographer
- 4 A lot of benefits can from voluntary work for people of any age.
A raise **B** arise **C** rise **D** arouse
- 5 I wish I more for this test; I can't answer a lot of questions.
A study **B** had studied **C** have studied **D** studied
- 6 I think pollution in large cities is worse than it used to be.
A exactly **B** almost **C** far **D** as
- 7 There's only a small difference. This phone is bigger than that one.
A slightly **B** far **C** as **D** more
- 8 Ashraf was surprised to discover that he to a higher position in the company.
A has been promoted **B** was promoting
C had been promoted **D** had promoted
- 9 By the end of next month, we into a new flat.
A have moved **B** will move
C were moving **D** will have moved
- 10 My uncle is a/an He collects and tells the news for newspapers, radio or TV.
A newsreader **B** photographer **C** interviewer **D** reporter
- 11 I finally finished reading the novel you me.
A were lending **B** have lent **C** had been lent **D** had lent
- 12 It is important to know the of each piece of news, and to make sure it is true.
A end **B** source **C** result **D** reason
- 13 Travelling by plane is than travelling by train.
A the most comfortable **B** comfortable
C much more comfortable **D** much comfortable
- 14 It is a/an task to participate in keeping the environment clean.
A charging **B** useless **C** challenging **D** obvious
- 15 There are a lot of of wild animals in African forests.
A spares **B** species **C** spices **D** sparks
- 16 My father to go to work by car, but now he does.
A didn't use **B** used **C** isn't used **D** uses

2 Fill in the gaps with one word.

Can technology save the planet?

There are many high-tech solutions which we can use ① order to solve environmental problems. Before movement-sensitive cameras or flying drones had ② invented the problem of counting wild animals or controlling illegal hunters ③ to be slow and expensive. Thanks to this technology, the photographs and videos taken may often lead ④ the arrest of those who hurt animals and allows conservationists to preserve many ⑤ which are in danger of extinction. The use of this wireless technology is very valuable as it allows conservationists to protect far ⑥ biodiversity than they used to without it. Consequently, more of our planet is being protected than ever before thanks to technology!

3 Translate the following into Arabic.

Small businesses are the backbone of the country's economy. Almost half of the private sector workforce is employed by small businesses. We will always need doctors, lawyers and accountants, but we will need entrepreneurs too.

.....

4 Translate the following into English.

من المهم الاستماع الى الاخرين باهتمام حتى لو لم تتفق مع الاراء المطروحة. فلك حق الاعتراض بأسلوب مناسب ولكن في النهاية عليك احترام اراء الاخرين.

.....

5 Read the text and answer the questions.

Teenagers to the rescue

In October 2020 a film about the world-famous environmental activist Greta Thunberg was released. The film follows the life of this Swedish teenage activist, who, since she was fifteen, has been fighting against climate change. In September 2019 she spoke angrily to politicians in the United Nations and she has travelled all over the world giving talks and encouraging people to change their habits. Greta may be the latest young person to be in the news, but she is not the first or only one.

Before Greta had been heard of, a 12-year-old girl from Vancouver, Severn Cullis-Suzuki, had spoken at a United Nations conference in 1992 and warned the world about the dangers of rising temperatures and the problems that will arise from not preserving our planet's rich biodiversity. In 2010 Severn was also the main character in a film about her protests.

The list of teenage activists who are fighting for the conservation of our planet is very long. While being in the headlines helps to spread the message, it is not necessary to be famous in order to make a change. There are approximately 3 billion people under the age of 25 living today and all of them have the ability to make changes in their habits and those of their families which may lead to a small change in the environment. These three billion small changes will go a long way to making the planet a better place.

1 According to the passage, many teenagers around the world have...

- | | |
|--|---|
| A made films about their lives. | B tried to encourage environmental change. |
| C spoken in the United Nations. | D been in the news. |

Practice Exercises 3

1 Choose the correct answer.

- 1 I am keen on high-tech gadgets and the future. I love watching films.
A action **B** horror **C** science fiction **D** historical
- 2 Don't worry, your goal is ; you can realize your ambition.
A removable **B** curable **C** achievable **D** unbelievable
- 3 There are some good comedies on at the moment. The last one we watched was?
A hilariously **B** miserable **C** cheerfully **D** hilarious
- 4 Being rich and famous by the age of 18 is not a very goal for everyone.
A motivated **B** time-bound **C** set **D** achievable
- 5 Look over there! That is the girl mother is a company manager.
A who **B** whose **C** where **D** when
- 6 My sister can hardly swim, ?
A can't she **B** doesn't she **C** can she **D** does she
- 7 The market by the sea is the place you can buy really fresh fish.
A where **B** when **C** which **D** that
- 8 That horror film was scary; I will never let you choose a film to watch again!
A not **B** such **C** a bit **D** quite
- 9 Before travelling to Italy, Salma on a quick visit to Spain.
A had been **B** is **C** has been **D** will be
- 10 My brother is a/an for a local newspaper. He likes his work very much.
A interviewer **B** buyer **C** journalist **D** reader
- 11 Young people need encouragement in order to succeed in life. *Encouragement* is a synonym for
A settlement **B** reinforcement **C** replacement **D** amusement
- 12 I didn't know what to Amani, so I didn't contact her.
A had happened **B** will have happened
C has happened **D** been happening
- 13 My uncle had new visions of ruling the company when he was promoted.
A in **B** out **C** for **D** over
- 14 He no longer smokes as he
A used **B** used to **C** uses **D** is used to
- 15 is the variety of plant and animal life in the world or a particular habitat .
A Biology **B** Biodiversity **C** Diversity **D** Biochemistry
- 16 I my report by this time next week.
A will finish **B** had finished **C** have finished **D** will have finished

2 Fill in the gaps with one word.

Smart goals get smarter

Dreams are free and we all dream of achieving a goal in life, ① we? Have you ever written down your goals and set a time by ② you plan to achieve your dream? If we want to take control ③ our lives, we need to plan ahead carefully. Completing your list of things to do is very enjoyable, ④ it? Using the SMART acronym is a great way to bring yourself ⑤ bit closer to your dreams. However, the acronym, ⑥ has been used in business for many years, has been updated to make it more flexible. Experts have added the need to Evaluate and Re-adjust (or change) your objectives as they change over time which mean your dreams will now be even SMARTER!

3 Translate the following into Arabic.

Modern means of communication greatly enable us to get in touch with each other in no time. However, the worst disadvantage is that they weaken actual social contact.

.....

4 Translate the following into English.

لقد أسهمت التكنولوجيا الحديثة في الأونة الأخيرة في صناعة وسائل مواصلات صديقة للبيئة، فالآن بإمكاننا استخدام السيارات الكهربائية بالإضافة إلي مترو الأنفاق الذي يُستعمل علي نطاق واسع.

.....

5 Read the text and answer the questions.

The changing face of films

Are you able to concentrate on a film from start to finish? If your answer is 'yes' that is good, but the reason you can do this may not only be your own ability.

A study of films between 1930 and 2010, have shown how popular films have changed. The first big change is the length of the camera shot in the film. The average length of a camera shot is now shorter than it used to be. In the 1930s it was about 12 seconds but in 2010 it was just 2.5 seconds. The second change is also connected to the camera shots. It has been shown that film-makers use a greater mix of shorter and longer camera shots than before.

Another obvious change is the increase in the amount of action in films. Over the years cameras have begun to move more in each scene and are less fixed in one place. The reason for this last change is lighter and more mobile cameras. The improvements in technology also offer one explanation for the final change discovered by the research about how bright each scene is. Digital cameras do not need such bright lights and so the scenes in films can now be a lot darker than they used to be.

So why have these changes happened? The main reason is that technology has enabled film-making to change and improve. As viewers, we have got used to these changes. Now we like these changes because the speed helps to make sure we are paying attention.

- 1 The films we watch today ...
- A** are still the same as they used to be. **B** are different compared to the past.
C will not use cameras in the future. **D** are based on old technology.
- 2 Researchers have found two differences ...
- A** related to the camera shots in films.
B related to how long the films are.
C related to the amount of action in scenes.
D related to the prices of tickets.
- 3 What does the article say is the main reason for the changes?
- A** Technology offers lots of new and exciting options.
B We do not watch as many films as we used to.
C It is difficult for us to concentrate for a long time.
D Film-makers are no longer efficient.
- 4 Which types of films benefit the most from technology, and how do they benefit?
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- 5 Why do you think people are not noticing the changes and improvements in film-making?
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- 6 What other changes do you expect to happen in film-making if the study was done between 2010 and 2030?
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6 Choose one of the two topics. Write about 180 words on one of the topics.

- 1 Write a review about a film you have seen recently. Use adjectives and adverbs to describe the film. Explain why people should watch the film.
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- 2 Think of a business idea to help people in your town or city. Make a plan to make the idea. Include the following information:
- What the idea is and how it will work in your local area
 - Say why it is needed and who you think would buy it
 - Do some research and make a business plan
 - Ask people for their opinions and make changes based on what they say.
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New Hello!

English for Secondary Schools
Year 2

Size 19.5 x 27 cm
Extent 140 pp
Colour 4/4
Grammage 180/70 gm

New Hello English for Secondary Schools course has been developed by a team of experts, using modern methodology and approaches.

The main aim of the course is to equip students with the necessary language, thinking and study skills to communicate effectively in English. It guides students to gain the necessary experience and confidence to apply these skills both inside and outside the classroom and beyond school in their current and future lives.

- *New Hello English for Secondary Schools* complies with the **Ministry of Education framework and standards documentation**.
- Interesting cross-curricular topics are presented through realistic situations.
- Each lesson integrates several of the four skills (**reading, writing, listening** and **speaking**), linked by a topic.
- New language is taught in context, so students develop **learning skills** which they can use throughout their lives.
- There is a focus on preparing students for the modern world as **future employees and citizens** so that they can deal effectively with the challenges of the modern world.
- **Life skills, Values** and **Issues** (such as communication, problem-solving and critical thinking skills, and an awareness of technology) are integrated throughout the course.
- **Audio** and **video** materials to accompany the course can be accessed on the Egyptian Knowledge Bank.
- All audio materials are recorded by native English speakers and provide excellent pronunciation models.
- The course maintains a distinct **Egyptian** focus, with an emphasis on Egypt's place within Africa and the wider world.

The course components

- Student's Book and Workbook (two termly booklets)
- Teacher's Guide
- Audio, accessed digitally via the Egyptian Knowledge Bank (www.ekb.eg)
- Video, accessed digitally via the Egyptian Knowledge Bank (www.ekb.eg)
- A website: www.newhelloforegypt.com

