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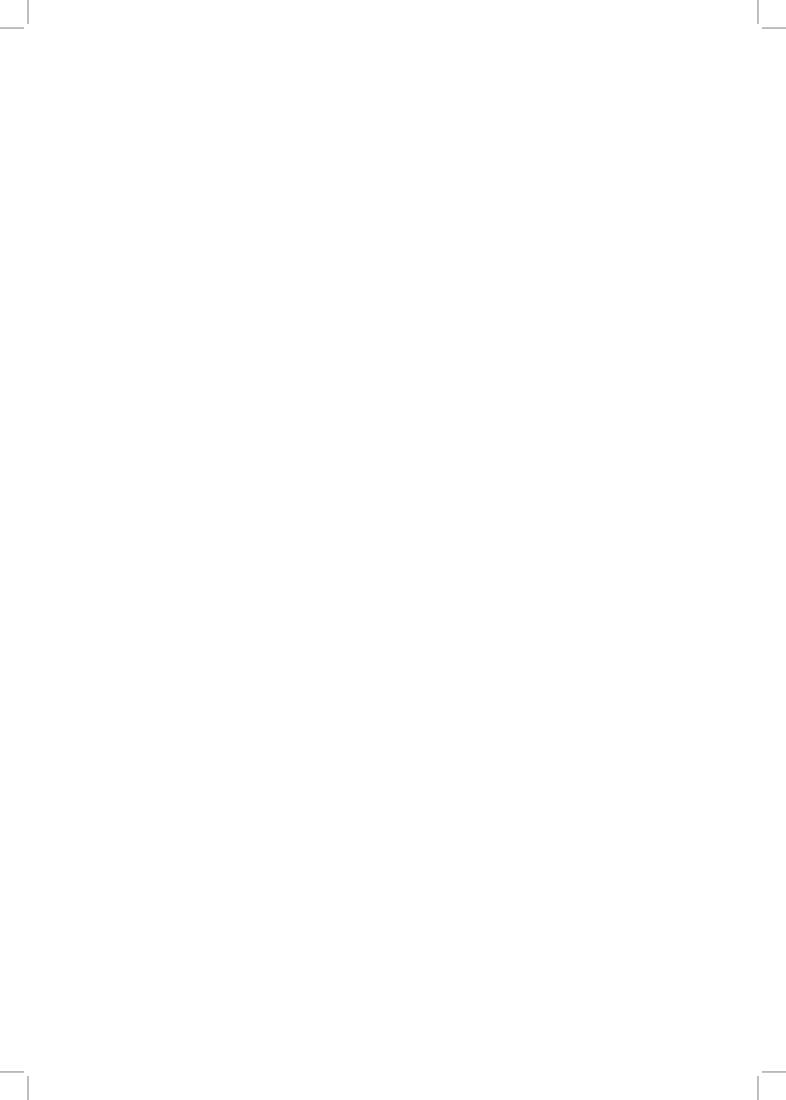
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Unit	Title	Grammar	Listening	Reading
Unit 1	Enjoying work	Present simple, present continuous and past simple	Descriptions of different jobs; different pronunciations of the same letters	A webpage about Professor Magdi Yacoub
Unit 2	Ted Hughes: The Iron Woman	Relative clauses and whose	A talk about the writer Ted Hughes; practising words with the schwa sound	A summary of Ted Hughes's <i>The Iron Woman</i>
Unit 3	Water and food safety	Passive verbs: the infinitive and expressions with <i>It</i>	A discussion about water pollution; stressed syllables in longer words	An article about buying and preparing food safely
Revision A	Revision A	Revision	A quiz about jobs	A webpage about the scientist Louis Pasteur; an article about food safety
Unit 4	School for all	The past continuous and the present perfect	A talk about multiple intelligences; how to say words ending in -ough(t)	An article about problems with learning
Unit 5	Daniel Keyes: Flowers for Algernon	used to and didn't use to	A talk about the author Daniel Keyes; the pronunciation of words ending -s	A summary of Daniel Keyes's Flowers for Algernon
Unit 6	That's amazing	Comparative and superlative forms	A discussion about quiz questions and the answers to the quiz; saying long vowel sounds	A text about mountaineering
Revision B	Revision B	Revision	A job interview	A text about a famous mountaineer; an article about how to stop bullying
Unit 7	Cooperation and tolerance	Adjectives and adverbs	A conversation about sports; silent letters in words	An article about how to be a better person
Unit 8	William Golding: Lord of the Flies	Past tenses	A discussion about the author William Golding; saying short vowel sounds	A summary of William Golding's Lord of the Flies
Unit 9	The Olympics	Present perfect simple and continuous	A conversation about sports events; saying words with diphthongs	A text about the history of the Olympic Games
Revision C	Revision C	Revision	A sports quiz	A text about the Paralympic Games; an article about why we should be tolerant
Unit 10	Where today's food comes from	Reported speech	A conversation about types of farming; intonation in question tags	A text about genetically modified food
Unit 11	Herman Melville: Moby Dick	Past perfect simple and continuous	A talk about the writer Herman Melville	A summary of Herman Melville's Moby Dick
Unit 12	Population, health and the environment	Future continuous and may be + -ing	A radio programme about the future of medicine; saying words starting with the letters <i>br</i> - and <i>pr</i> -	A text about our future environment
Revision D	Revision D	Revision	A discussion about a holiday	A text about modern medicines; an article about being flexible
Unit 13	Keeping safe	Reported questions	A talk about computer health and safety; saying short and long vowel sounds	An article on safety in the home
Unit 14	Rider Haggard: King Solomon's Mines	Prepositions after nouns, verbs and adjectives	A conversation about the author Rider Haggard; stress on compound nouns	A summary of Rider Haggard's <i>King</i> Solomon's Mines
Unit 15	Digital media	Conditionals	A discussion about a social networking site; saying the <i>th</i> sound	A text about young people's use of technology
Revision E	Revision E	Revision	A radio programme about air safety  A summary of Rider Hagg an article about scientific	
Unit 16	Tourism today	have to, must and need to	A discussion about tourism; A text about tourism todal stressing the correct syllable	
Unit 17	Rudyard Kipling: "If"	Participle clauses	A talk about the writer Rudyard Rudyard Kipling's poem If Kipling; saying lists	
Unit 18	Global issues	can/could for ability/ possibility and permission	A conversation about global problems; identifying words that sound similar	A text about climate change
Revision F	Revision F	Revision	A discussion about where to go on holiday	A text about visiting a remote country; an article about lifelong learning

Critical thinking / Values	Speaking	Functions	Writing
The importance of older people and the work of charities; learning about how jobs can help society	Talking about experiences; giving your opinion about charities	Expressing opinions with reasons	An application form
Understanding why people can be unkind; considering the problems of pollution; learning how to look after the environment	Negotiating on the site of a new factory	Negotiating	A formal email negotiating a problem
Water and food safety; learning about the importance of food hygiene and healthy eating	Recommending people to do things	Making recommendations and agreeing or disagreeing	A report about an illness
The problem of pollution; learning about food safety in the kitchen	Project: Deciding how to prevent pollution	Revision	A poster about Hepatitis A
Appreciating the problems of people who are dyslexic or colour-blind; the importance of noting sources when doing research; valuing different educational skills	Interviewing people and giving people advice about which jobs they can do	Giving advice	Writing about an interview
Considering the use of animals in scientific experiments; learning about genes and the importance of medical research	Giving a talk about a writer	Giving a talk	A text about a writer
Considering why people do dangerous things; the importance of being inspired and challenging yourself to do difficult things	Talking about an experience that you are proud of	Expressing certainty and uncertainty; using idioms	An informal email
Considering mountaineering as a sport and ways to protect the environment; preventing bullying	Project: Preparing a talk about answers to a geography quiz	Revision	Writing the results of a survey
Understanding the importance of tolerance	Discussing sports; Project: Choosing jobs at a magazine	Asking for and giving advice	An advertisement for a magazine
The importance of leadership and cooperation; learning to cooperate; achieving your potential	Giving opinions about leadership and making rules for an island	Giving opinions and making rules	A set of rules
The importance of honesty, fairness and cooperation in sport; the importance of sport to keep you healthy	Discussing possible Olympic sports	Making suggestions, agreeing and disagreeing	A questionnaire
Appreciating the achievements of people with disabilities; understanding why intolerance can be dangerous	Project: Planning where to locate a new school and hospital	Revision	A report about sports teams
Considering the advantages and disadvantages of GM food; learning about farming and healthy eating	Project: Understanding healthy eating	Giving advice and instructions	A magazine article
Considering the problems of ambition; the importance of thinking flexibly	Recommending a book to read	Making recommendations and giving reasons	A book review
Understanding the problems of climate change; understanding how we can improve our health and the environment	Describing your worries and reassuring people	Saying you are worried and reassuring	A description of the effects of climate change
Appreciating the importance of medicines; how thinking flexibly can be helpful	Project: Looking at healthy and unhealthy food	Revision	A news article
Thinking about how to avoid accidents; learning to protect yourself and other people	Persuading people do to things	Persuading	Instructions to help prevent a fire
Understanding and appreciating the differences between nationalities; being tolerant of other people	Asking people for help	Asking for help and agreeing to help someone	An email asking for help
Thinking about the possible disadvantages to social networking sites; the importance of technology	Warning people about possible dangers	Giving warnings	An email giving a warning
Appreciating the importance of a family's history; learning about the importance of new inventions	Project: Finding out about the Egyptian Knowledge Bank (EKB)	Revision	A talk
Appreciating what makes a place popular with tourists; understanding the importance of tourism	Choosing a destination for a holiday	Making compromises and coming to an agreement	A formal email
Looking at what makes a successful person; the importance of improving yourself throughout life	Talking about a dream job	Talking about dreams and ideals	A text about a famous poet
Understanding the possible affects of global warming; understanding the global problems of pollution and energy use	Asking people questions about climate change	Asking for, accepting and refusing permission	An essay about climate change
Appreciating why some countries want to protect their culture; appreciating the importance of lifelong learning	Project: Preparing a talk about an endangered animal	Revision	A report about job skills



## Introduction

#### This Introduction contains the following sections:

The aims of the course

The developing learner

The role of the teacher

The course components

Ongoing assessment

#### THE AIMS OF THE COURSE

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

#### The approach

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

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

As students are expected to acquire learning tools and not simply to ingest rules, standards are valuable and effective supports for good learning. This is because standards express clear expectations for what all students should know and be able to do. Teachers become aware that language is a means by which students achieve wider goals, and is not an end

in itself. In this context, rote learning as a framework for linguistic progress becomes ineffective because it is insufficient to help students to achieve those wider educational standards.

When teachers apply standards-based curricula, language learning is more purposeful and practical than in most other forms of curricula. "Standards communicate shared expectations for learning and provide a common language for talking about the process of learning and teaching. As a result, community leaders and business people become more effective partners in, and monitors of, young people's education." (El-Naggar, et al., 2003, p.144) <sup>1</sup>

#### THE DEVELOPING LEARNER



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

#### Extending learners' linguistic knowledge

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

<sup>&</sup>lt;sup>1</sup> Ministry of Education, Egyptian Standards of Education, Vol. 2, Ministry of Education, 2003.

#### Taking account of learner development

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

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

#### Pointing learners towards the right direction

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

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

#### Taking into account individual differences in learning styles

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

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

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

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

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

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

#### THE ROLE OF THE TEACHER

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

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

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

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

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

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

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

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

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

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

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

#### **Teaching a communicative course**

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

#### Preparation, planning and monitoring

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

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

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

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

#### Using your own initiative

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

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

#### Classroom language: mother tongue or English?

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

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

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

#### Other considerations

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

#### **Classroom management**

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

#### Whole class

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

#### Individual students working alone

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

#### Pair work

Students work with a partner to complete tasks. This gives essential practice of oral skills such as when learners engage in discussion activities, exchange ideas and opinions, or complete exercises which involve exchanging information. It is a very natural form of communication. It can also be used in activities when students need to help each other, for example when planning writing tasks.

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

#### Cooperation

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

#### Language accuracy or language fluency?

When teaching a communicative course, you have to decide whether to focus on language accuracy or language fluency. When learning and practising speaking English, we want students to speak accurately and correctly, but we also want them to speak naturally and at a reasonable speed. These two things can contradict each other. If a student is trying to structure a sentence correctly, trying to remember vocabulary and trying to pronounce words carefully, he or she might hesitate and speak slowly to give lots of thinking time. Conversely, if a student is interested in what he or she is saying and speaking quickly, then the number of language errors will probably increase. Generally, try to balance accuracy

and fluency. When practising and presenting new language, it is perhaps more important to stress accuracy. During oral activities when students are making use of language in a more life-like activity, you should stress fluency more, and be prepared to tolerate errors more (and intervene in the lesson less!). In this way you encourage students to be more responsible for their own learning.

#### **Correcting mistakes**

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

#### THE COURSE COMPONENTS

The components of Hello! English for Secondary Schools, Year Two are as follows:

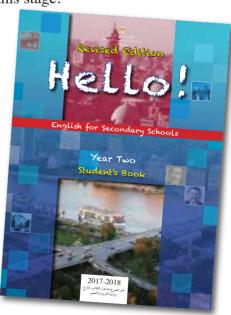
- 1 One Student's Book
- 2 One Workbook
- 3 An audio CD
- 4 The Website: www.newhelloforegypt.com
- 5 A Course Reader
- 6 A Teacher's Guide

#### 1 The Student's Book

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

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

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



- give opportunities to review recent language.
- expose students to a range of interesting and educationally valuable topics.

#### Format and content

- The Student's Book consists of six modules on a structural and communicative syllabus covering a range of topics intended to motivate and interest students. Each module consists of three units, and at the end of each module there is a Revision unit. There is therefore a total of twenty-four units, twelve of which are to be covered in the first term and twelve in the second term.
- The second unit in each module focuses on a literary work, either prose or poetry. New language is introduced in the context of a series of subjects which engage the attention of the learners and which are a worthwhile and lasting contribution to the learners' broader intellectual and moral education.
- Photographs, graphics and life-like illustrations are used to contribute to an attractive and colourful design which will appeal to the maturity of students of this age.
- The first page of each main unit starts with an Objectives box which summaries the objectives of the unit for the students and gives teachers an opportunity to outline the structures, functions and lexical content contained in the unit. The Objectives box gives students a useful checklist against which to monitor their progress at the end of a unit and to help them as they come to revise for their end of term examinations.
- All units cover the four language skills listening, speaking, reading and writing and practise many key sub-skills such as reading for the main ideas of a text, listening to identify the purpose of an oral text, and note taking.
- All units contain tasks which, by their variety, take into account different learning styles and which encourage students to develop independent learning strategies and habits and critical thinking skills.
- At the end of the book, there is a Grammar Review section. This highlights key structures introduced in the book and can act as an aid to revision.

#### Unit format and content

- Each main unit contains five pages, each of which fulfils a different function.
- Each five-page main unit in the Student's Book is complemented by a four-page unit in the Workbook. The Workbook is used in every lesson except lesson 3, which requires more time for the Student's Book lesson. Each unit has five lessons. Workbook references are given at the end of each relevant Student's Book page.
- With its unit Objectives box, mentioned above, the first page of a main unit contains a listening activity within the unit theme. These listening texts enable students to hear English spoken in a variety of different situations. Each listening activity is followed by a *Focus on sounds* activity. These are designed to highlight areas of English which students might find difficult, and help them to improve their aural understanding and pronunciation skills.
- The second page of a unit in the Student's Book focuses on the target language and grammar presented in the unit. Grammar is taught in context, so this page opens with

examples of the target language found in the listening text. Students are then asked to infer grammatical rules themselves with the aid of the Grammar Review section if required. They discuss questions about the grammar point using the examples presented in the first exercise. Students then practise the new language, firstly in a controlled way in pair work exercises, and finally in a freer way by completing sentences in a manner of their choice. This page finishes with a section, highlighting the structure of the new language point.

- The third page is a reading activity. It begins with opening discussion points for students to consider in pairs and then sets activities for students to read the text both for gist and for detail. Students will also work on vocabulary in the text, usually presented in a *Focus on vocabulary* box. These boxes help students to develop their dictionary skills, either by asking them to look up the words, or by working out meaning from context.
- The fourth page of the unit develops Critical thinking skills. It is designed to encourage students to think for themselves about the topic introduced in the reading text. It contains activities which encourage students to debate the topic and practise language which will help to express their ideas.
- The final page concentrates on communication skills and develops students' skills in talking or writing about a topic in English. The Communication skills pages encourage students to become more independent learners. These pages focus on functional language: and often contain a *Focus on functions* box. This box focuses on functional language, sometimes presented in short audio conversations. Students are encouraged to use this new functional language in a speaking activity. The page finishes with a *Research* exercise. Students are encouraged to use libraries, books at home or the Internet in their research. This task is then followed with a writing exercise in the Workbook where students can report on their findings.
- Within the units, there are a number of additional features. There are a number of *Focus* on boxes, which highlight an area of language which has occurred in that lesson. This could be collocations, idioms or compound nouns. *Skills for life* boxes can also be discussed in class. They are for students to consider and connect their learning in class to their emotional development outside the classroom.
- After each group of three main units are the Revision units. These also have five pages. They are designed to revise and consolidate the language learnt in the preceding units. They can also be used as an additional tool to assess the progress of the students and identify any extra work that needs to be done on a particular language element.
- The Revision units also end with a project: designed to encourage students to work independently to develop their research skills.

#### 2 The Workbook

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

The general aims of the Workbook are to:

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



#### Format and content

In order to correspond with the Student's Book, there are eighteen core units and a Revision unit after every third unit, giving a total of twenty-four units in all. The Workbook is used in conjunction with the Student's Book in every lesson except the Reading lesson.

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

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

#### Unit format and content

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

- a variety of grammar practice exercises
- a variety of writing tasks and activities
- dictionary exercises
- pictures, photographs and topics to comment on and discuss.

The Revision units differ from those found in the Student's Book as they follow the format of the Practice Tests. Like the Practice Tests, they are specifically designed to allow students to become more familiar with the testing format and content structure of the GSEC Examination before students sit the exam at the end of the course. However, Revision unit exercises can be done in pairs or as a class so that students become confident at completing the exam-type tasks.

#### 3 The Course CD

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



#### 4 The Website

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

#### 5 The Reader: Gulliver's Travels

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

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

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

#### 6 The Teacher's Guide

#### **Book format and content**

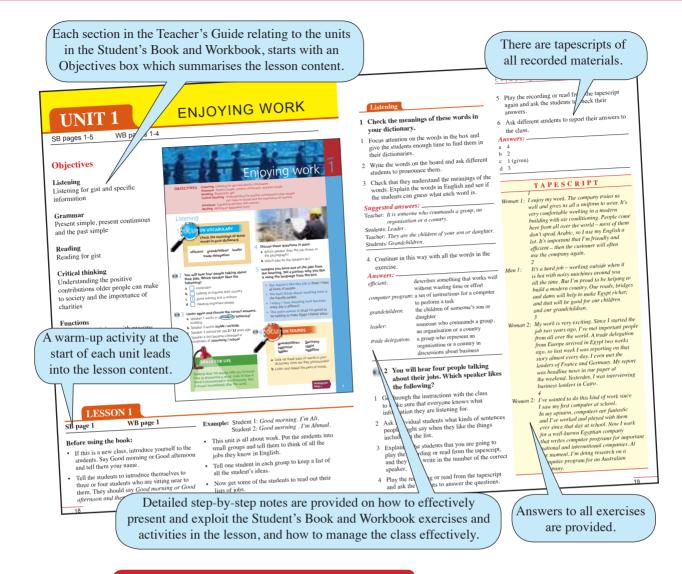
The book begins with a scope and sequence table which summarises the language content of the course, unit by unit, and this general introduction to the course, which includes a background to the methodological approach, descriptions of the published materials, and notes about useful and effective techniques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

The main part of the guide consists of detailed notes on how to exploit the material and tasks presented in the Student's Book and Workbook effectively.

The Teacher's Guide contains the answer keys to the Practice Tests which are located in the Workbook.



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



#### ONGOING ASSESSMENT

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

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

# **Check Your English**

## Check your English

1

#### **A Language Functions**

#### 1 Finish the following dialogue:

Hazem and Amir are near a museum in Cairo.

**Hazem** I met a tourist today. He came from Manchester.

Amir I don't understand. 1 <u>Can you say that again, please?</u>

Hazem He came from Manchester. It's a city in England. He asked me the way to the

Amir 2 Then what happened?

**Hazem** Then I took him there. It wasn't far. In my opinion, we should always help tourists

Amir 3 *I agree*. . They are important for Egypt.

**Hazem** Could you do me a favour?

Amir 4 What is it? / Certainly.

**Hazem** Could I borrow your camera? I want to take a photo of the museum before I go

Amir 5 That's not a problem / No problem. . Here you are

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

- 1 A friend feels ill at school. You think he/she should tell the teacher.
  - In my opinion, you should tell the teacher / I advise you to tell the teacher.
- 2 A friend wants to borrow your phone, but you need to make a phone call yourself.

No, I'm afraid you can't. I need to make a phone call.

- 3 Your little brother/sister asks you why you have air conditioning.
  - The reason that we have air conditioning is because it keeps us cool.
- 4 Your little brother/sister has won a poetry prize.

You've done very well. / That's excellent.

- 5 Your neighbours are making a lot of noise and you are trying to go to sleep.
  - I'm sorry to bother you, but could you make less noise, please?
- 6 You make a cake for your grandparents. They say it is the best cake they have ever had! I'm glad you like it. / That's kind of you to say so.
- **7** You want to know if your friend is doing anything next Saturday.

Do you have any plans for next Saturday?

- 8 A friend asks you to return the book you borrowed.
  - I promise I will (return it) tomorrow.
- **9** A friend says that the film you have just watched was very boring. You think the same.
  - I'd go along with that. / I agree. / You're right.

10 You are going to walk in the desert next week. Your teacher knows a lot about deserts and you want his/her advice.

Could you give us some advice?/Can I ask your advice about walking in the desert?

#### **B Vocabulary and Structure**

3 Choose the corr	ect answer from a,	b, c or d:	
1 Hamdi	very happy	if he wins the race.	
ill be	<b>b</b> is	<b>c</b> would be	<b>d</b> be
2 Mona's grandr	mother	in Cairo for 50 ye	ears.
a live	<b>b</b> have lived	<b>C</b> has lived	<b>d</b> is living
3 He began	English v	when he was five.	
a learn	<b>b</b> learning	<b>c</b> learns	<b>d</b> learned
4 Look at the clo	ouds. I think it	rain.	
is going to	<b>b</b> will be	c going to	<b>d</b> can
<b>5</b> You	your hands be	fore you eat.	
a wash	<b>b</b> must wash	c must to wash	<b>d</b> washing
6 If Tarek hadn't	gone to England, he	wouldn't	his English cousins.
a meet	<b>b</b> met	Chave met	<b>d</b> meeting
7 In August, it be	ecomes very hot as so	on as	sun comes up.
<b>a</b> the	<b>b</b> a	<b>c</b> an	<b>d</b> some
8 Before we wer	nt to Luxor, we	a week in	Aswan.
a have spent	had spent	<b>c</b> spend	<b>d</b> spending
9 Fareeda said th	nat she	near the school.	
(a) lived	<b>b</b> live	<b>c</b> living	d to live
10 This bridge	20 year	rs ago.	
a is built	<b>b</b> built	<b>O</b> was built	<b>d</b> build
11 I live near the a	airport and the noise	can be difficult to pu	ıt
ap with	<b>b</b> out	<b>c</b> up	<b>d</b> off
12 The football pl	ayer had to leave the	game because he ha	ad an
(a) injury	<b>b</b> interest	c interview	<b>d</b> inventor
13 Basel cut his ha	and and went to hosp		
a treat	treatment	<b>c</b> development	<b>d</b> hurt
14 Magda does n	ot like animals so she	always	visiting the zoo.
a adapts	<b>b</b> applies	<b>c</b> arranges	<b>avoids</b>
15 The children ha	ad an	_ this morning, but	they are friends again now.
argument	<b>b</b> arrangement	<b>c</b> adventure	<b>d</b> advantage
16 I'd like to buy	the writer's new book	as soon as it comes	·
<b>a</b> up	<b>b</b> off	c on	<b>d</b> out
17	from tourists' visits	s to Egypt is importa	int for the country.
(a) Income	<b>b</b> Intelligence	<b>c</b> Interviews	<b>d</b> Journeys
18 The house is m	nade of glass, metal ar	nd other	
a marbles	<b>b</b> materials	<b>c</b> machines	<b>d</b> meteorites

1	19	Leila's English has i	eally	and her sp	beaking is much better now.
		a increased	<b>b</b> improved	c influenced	d <b>d</b> inherited
2	20	It is often	in the	e desert: you can't	hear anything.
		a second	<b>b</b> noisy	<b>C</b> illent	<b>d</b> voice
4	Re m	ewrite the followi leaning:	ng sentences	s using the word(	s) in brackets, to give the same
	1	This is my book. (b	elong)		
		This book bel	ongs to me.		
	2 I feel tired when I go to bed late. (if)  _ I feel tired if I go to bed late.				
	3	We went home wh	nen the teache	er said that we coul	ld. (as soon as)
		We went home	e as soon as	s the teacher sai	d that we could.
	4	Life in the city can <u>Urban life can</u>			
	5	Mona has a new se	chool. She enj	joys it very much. (t	aken to)
		Mona has a n	ew school	She (really) has	s taken to it.
	6	You cannot go into	those garder	ns. ( <i>illegal</i> )	
		It is illegal to	go into tho	se gardens.	
	7	The blue team lost	to the red tea	am. ( <i>beat</i> )	
		The red team b	eat the blue	team. / The blu	e team were beaten by the red team
	8	That writer has wo	n four or five	awards. (several)	
		_That writer ho	is won seve	ral awards.	
5	E	nd and correct the	n mistakos in	the following se	ntoncos:
٦		What advise did yo		-	interices.
	i		-		
	2	As far up I'm conce			
		as			
	3	Do not leave dirty	dishes in the k	kitchen or they will	attract <u>flutes</u> .
	4	We need to make decision	a <u>decide</u> : do v	we go by train or by	bus?
	5	There are many wa	ays that we ca	n cut <u>polluted</u> in ou	ur cities.
	6	The picture on this	new televisio	n is <u>hero</u> -quality. It'	s very good.
	7	Please can you <u>translate</u>	nsport this tex	t into English?	
	8	In some countries, frozen	the ground is	freeze in the winte	er.

#### **C Reading Comprehension**

#### 6 Read the following passage, then answer the questions:

Today, there are many exciting programmes on television and many people look forward to watching them each week. About 150 years ago, however, there was no television, so what did people do? In England, people bought magazines to read. These were less expensive than books and many of Britain's best writers wrote for them. The writers wrote a part of the story each week.

Just like today's television *series*, the stories usually ended at an exciting event, so that people wanted to know what happened next. To find out, they had to buy the next week's magazine. Famous British writers such as Wilkie Collins, Elizabeth Gaskell, Thomas Hardy and Robert Louis Stevenson all wrote first for magazines. Charles Dickens was perhaps the most successful. When his stories came out, around 40,000 magazines were sold a month.

- 1 Why did many famous writers write for magazines?

  Because many people bought them so that they could read stories.
- 2 Why did the parts of the magazine stories end at an exciting event?

  So that people wanted to buy the magazine the next week to see what happened next.
- 3 Why do you think that Charles Dickens was so successful?

  Suggested: People liked his stories because they were very exciting.
- 4 Do you think that writers will write for magazines in the future? Why/Why not? Suggested: No, because not many people buy magazines today. It would be better to write for the internet.
- 5 What do you think the word series means?
  - a news
  - **b** films
  - oa number of programmes about the same thing
  - d children's programmes
- 6 What does the underlined word them refer to?
- magazines
- **b** books
- television programmes
- d Britain's writers

#### **D** Writing

- Write a paragraph of about ONE HUNDRED (100) words on ONE (1) of the following:
  - a what I would like to learn at school this year
  - **b** a great work of engineering

Stuaents	own answers	

## UNIT 1

### **ENJOYING WORK**

SB pages 1-5

WB pages 1-4

#### **Objectives**

#### Listening

Listening for gist and specific information

#### Grammar

Present simple, present continuous and the past simple

#### Reading

Reading for gist

#### **Critical thinking**

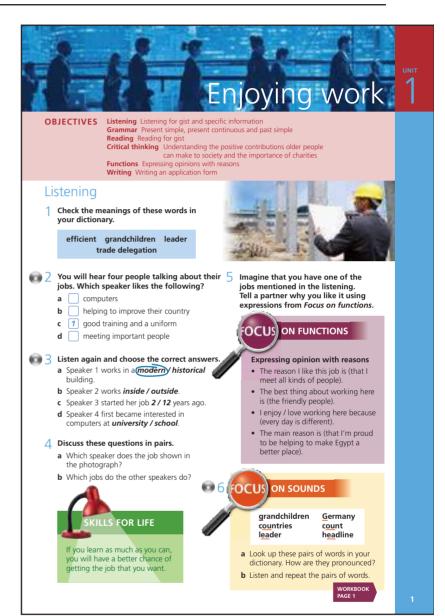
Understanding the positive contributions older people can make to society and the importance of charities

#### **Functions**

Expressing opinions with reasons

#### Writing

Writing an application form



#### LESSON 1

SB page 1

WB page 1

#### Before using the book:

- If this is a new class, introduce yourself to the students. Say *Good morning* or *Good afternoon* and tell them your name.
- Tell the students to introduce themselves to three or four students who are sitting near to them. They should say *Good morning* or *Good afternoon* and then *I'm* ...

**Example:** Student 1: *Good morning. I'm Ali.* Student 2: *Good morning. I'm Ahmed.* 

- This unit is all about work. Put the students into small groups and tell them to think of all the jobs they know in English.
- Tell one student in each group to keep a list of all the students' ideas.
- Now get some of the students to read out their lists of jobs.

#### Listening

#### 1 Check the meanings of these words in your dictionary.

- 1 Focus attention on the words in the box and give the students enough time to find them in their dictionaries.
- 2 Write the words on the board and ask different students to pronounce them.
- 3 Check that they understand the meanings of the words. Explain the words in English and see if the students can guess what each word is.

#### **Example:**

Teacher: It is someone who commands a group,

an organisation or a country.

Students:

Teacher: They are the children of your son or

daughter.

Grandchildren. Students:

4 Continue in this way with all the words.

#### Answers: \_

efficient: describes something that works well

without wasting time or effort

grandchildren: the children of someone's son or

daughter

leader: someone who commands a group,

an organisation or a country

trade delegation: a group which represents an

> organisation or a country in discussions about business

#### 2 You will hear four people talking about their jobs. Which speaker likes the following?

- 1 Go through the instructions with the class to make sure that everyone knows what information they are listening for.
- 2 Explain that you are going to play the recording or read from the tapescript, and they must write in the number of the correct speaker.
- 3 Play the recording or read from the tapescript and ask the students to answer the questions.
- 4 Ask different students to report their answers to the class Play the recording again if necessary.

#### Answers: \_

- 4
- b 2
- d 3

#### TAPESCRIPT

Woman 1: I enjoy my work. The company trains us well and gives us all a uniform to wear. It's very comfortable working in a modern building with air conditioning. People come here from all over the world – most of them don't speak Arabic, so I use my English a lot. It's important that I'm friendly and efficient – then the customer will often use the company again.

2

*Man 1: It's a hard job – working outside when it's* hot, with noisy machines around you all the time. But I'm proud to be helping to build a modern country. Our roads, bridges and dams will help to make Egypt richer, and that will be good for our children and our grandchildren.

Woman 2: My work is very exciting. Since I started the job two years ago, I've met important people from all over the world. A trade delegation from Europe arrived in Egypt two weeks ago, so last week I was reporting on that story almost every day. I even met the leaders of France and Germany. My report was headline news in our paper at the weekend. Yesterday, I was interviewing business leaders in Cairo.

Woman 3: I've wanted to do this kind of work since I saw my first computer at school. In my opinion, computers are fantastic and I've worked and played with them ever since that day at school. Now I work for a well-known Egyptian company that writes computer programs for important national and international companies. At the moment, I'm doing research on a computer program for an Australian company.

#### 3 Listen again and choose the correct answers.

- 1 Make sure that the students understand the instructions and focus their attention on the sentences.
- 2 Play the recording or read the tapescript again.
- Ask the students to compare their answers with another student.
- 4 Ask pairs to report their answers to the class.

#### Answers:

- b outside
- c 2

d school

#### 4 Discuss these questions in pairs.

- 1 Ask the students to look at the picture and to speculate about what the person might do.
- 2 Students work in pairs and agree which speaker does the job shown in the picture.
- 3 Ask a pair to report their answer to the class.
- 4 Tell the students to continue working pairs and ask them to decide which job each of the speakers does. Answers may vary. If the students don't know the name of a particular job, encourage them to describe what kinds of things the job involves.
- 5 Ask different pairs to report their answers to the class and explain any new vocabulary.

#### Skills for life

- 1 Ask the students to read the Skills for life box.
- 2 Encourage the students to say what kinds of things they can learn, for example, school subjects, computing, languages, cooking, art etc.

#### Answers: \_

- a Speaker 2: engineer
- b Speaker 1: hotel receptionist
  - Speaker 3: journalist
  - Speaker 4: computer programmer
- 5 Imagine that you have one of the jobs from the listening. Tell a partner why you like it using expressions from *Focus on functions*.
- 1 Ask the students which of the jobs they would prefer to do and write the popularity of each job on the board.
- 2 Make sure that the students understand the instructions and read through the expressions in Focus on functions with the class.
- 3 Put the students into small groups and tell them to choose one of the jobs of the four speakers on the recording. Encourage them to say why they like the job using the expressions.
- 4 Allow enough time for each of the students in the groups to have their turn. Go around the class, monitoring and helping with vocabulary.

5 Ask some students to talk about their jobs to the whole class and to say why they like it.

#### 6 Focus on sounds

- 1 Focus attention on the pairs of words in the run on copy.
- 2 run on copy the students to look up the words in their dictionaries to check pronunciation. Ask the students to look for letters which look the same but sound different in the different words.
- 3 Play the recording and get the students to repeat the words.
- B Listen and repeat the pair of words.

#### TAPESCRIPT

grandchildren, Germany countries, count

leader, headline

# Enjoying work 1 Write what you would say in each of the following situations. a A friend wants to know what job you would like to do when you leave school. I'd like to be an engineer. b A friend asks you why you'd like to be a doctor. C Your teacher asks you why you enjoy learning English.

Answer the questions using words from the box.

d A relative wants to know the best thing about your school.

efficient grandchildren leader trade delegation

a What can a company send when it needs people to speak for it at a meeting?

It can send, a trade delegation.

- **b** What do we call the children of our children?
- c What do we call something or someone that is working very well?
- d What do we call the person who is in charge of a group of people?
- 3 Match the words with the same sound. Check in your dictionary.
  - a keen 1 boys
    b news 2 a mean
    c noise 3 head
    d company 4 England
  - e dead 5 uniform
    f good 6 Egypt
    g genius 7 country
- 4 Now work in pairs and say the pairs of words in Exercise 3.



- c I enjoy learning English because it will help me to get a good job.
- d The best thing about my school is the teaching.

## 2 Answer the questions using words from the box.

- 1 Focus the students' attention on the words in the word box.
- 2 Ask different students to pronounce the words aloud and ask if they can explain what the words mean.
- 3 Read through the questions. Allow enough time for the students to use the words to answer the questions. Go around the class, monitoring and helping.
- 4 Ask different students to report their answers to the class.

#### Answers: -

- b We call them our grandchildren.
- c We call it (them/him/her) efficient.
- d We call the person a leader.

## 3 Match the words with the same sound. Check in your dictionary.

- 1 Ask the students to read the words in the first column aloud and then the words in the second column.
- 2 Give the students enough time to match each word in the first column with the word with the same sound in the second column.

#### **WORKBOOK**

#### page 1

## 1 Write what you would you say in each of the following situations.

- 1 Ask the students to read the four situations and to imagine the questions.
- 2 Ask them to think of what they might say in response to their questions.
- 3 Tell them to write their answers in the space provided.
- 4 Get some of the students to read out their ideas to the class. Answers will vary.

#### Suggested answers:

b The main reason is that I want to help people

#### Answers:

4	1 Little Well St				
1	c	2	a		
3	e	4	f		
5	b	6	g		
7	d				

## 4 Now work in pairs and say the pairs of words in Exercise 3.

- 1 Ask the students to work in pairs. Student 1 says a word from the first column and Student 2 says the word with the same sound from the second column.
- 2 Then Student: says a word from the second

column and Student 1 says the word from the same sound from the first column.

#### **Example:**

Student 1: Keen. Student 2: Mean. Student 2: Country.

Student 1: Company, etc.

#### **LESSON 2**

SB page 2

WB page 2

#### Grammar

#### The simple present, present continuous and past simple

- 1 Underline all the verbs in these sentences from the listening text. Which tense is each sentence?
- 1 Ask the students to read the sentences. and remind them that they all come from the listening text lesson 1.
- Focus attention on the example sentence and the verbs that have been underlined.
- 3 Put the students into pairs and task them to underline the verbs in the remaining sentences.
- 4 Ask the students to read the sentences and decide which time period each sentence refers to: present or past.
- Ask different pairs to report their answers to the class and write the tenses on the board next to the verbs.

#### Answers:

- interviewed = past simple
- work; writes = simple present
- 'm doing = present continuous

#### 2 Choose the correct verbs to complete these sentences.

- 1 Read through the sentences with the class and make sure that they understand the instructions.
- 2 Ask the students to answer the questions individually. Ask them to refer to the Focus on grammar box if they are uncertain. Go around

Grammar The present simple, present continuous and past simple

Underline all the verbs in these sentences from the listening text. Which tense is each

- I <u>started</u> the job two years ago. During that time, I met some very important people
- **b** Yesterday, I interviewed business leaders
- Now I work for a well-known Edyntian company that writes computer programs.
- d At the moment I'm doing research on a computer program for an Australian company
- Choose the correct verbs to complete these sentences.
  - a Omar never smokes smoking. That is why he is / was always fit
  - **b** When I was eight, I saw / see a programme about a famous Egyptian doctor on television.
  - c We make / are making a card for my brother. Do you want / You wanted to help
  - d We had / have a meeting at work yesterday
  - e My sister *enjoys / enjoying* working with children. At the moment, she trains / is training to be a primary school teacher.
- 3 Complete these questions, then ask your partner.
  - a What do you do
  - **b** How often do you
  - c When was the last time you
  - **d** What are you doing



#### OCUS ON GRAMMAR

The present simple and present continuous

- We use the present simple to talk about facts and personal habits: The earth **goes** around the sun. Adel usually **visits** his relatives on Friday.
- We use the **present simple** to talk about present repeated actions:
- Amr travels to work by train every day. We use the present simple after some time conjunctions to talk about future events: As soon as / After / When I arrive, I'll go to the shops.
- We use the **present continuous** to talk about something happening around now Maya **is playing** tennis at the moment. She **is practising** for a competition.
- Note the difference between the present simple and the present continuous I usually read short stories. (not necessarily now)
- I'm reading a short story. (I'm doing this action now.)
- We use the present continuous to talk about future arranged actions: We are travelling to London tomorrow. (We arranged this before.)
- to) to talk about future plans or intended

I'm going to spend the weekend in my village. (This is my plan or decision.)

#### The past simple

- We use the past simple to refer to an action which started and ended in the past: My uncle was in hospital last month. (He isn't there now.) I lived in Tanta two years ago. (I no longer
- We use the **past simple** to refer to past habits: Ali always walked to work when he was young. (Ali used to walk to work when he was young.)
- We use the past simple to refer to one event following another in the past Yesterday, I went to the club and met my friends.

the class, monitoring and helping.

- Go through the answers with the class by asking different students to read the sentences out loud.
- Ask students to explain their choices and explain any difficulties with reference to the Focus on grammar box. They can also refer to the Grammar review on page 121.

#### Answers: \_

- saw
- are making; Do you want
- enjoys; is training

22

	ı		

1		omplete the sentences with the correct
		rm of the word in brackets.  I bought (buy) my new camera last week.  I (take) a photo of you now!
	b	My father (work) in a bank in the city centre. He (start) there 15 years ago.
	c	The company (have) an important meeting last month. A trade delegation (come) from their office in Japan.
	d	I (be) so tired last night that I (fall) asleep at half past eight.
		At the moment we(do) a history project at school. It(be) very interesting.
	f	It(not often rain) in Egypt. It(be) usually hot and sunny, so we need air conditioning in many of our buildings.
	g	Huda's grandmother (live) in Alexandria at the moment. She (move) there two months ago.
	h	I (eat) Japanese food for the first time last week, but I (prefer) Chinese food.
2	A	sk questions using these words and the correct verb tense.
Ī	а	when/you first meet/your best friend?
		When did you first meet your best friend?
	b	do/wear/school uniform?
	c	what/do/three o'clock yesterday afternoon?
	d	what/you do/last weekend?
3	a	ow answer the questions in Exercise 2 about yourself.  I first met my best friend when we were both about three years old.
	C	
	d	

## 3 Complete these questions, then ask your partner.

- 1 Focus attention on the question stems and explain that there are no correct answers.
- 2 Students work in pairs. Encourage them to think of different ways to complete the questions.
- 3 Tell the students to address the questions to their partner and to make a note of the answers before swapping roles.
- 4 Ask different students to demonstrate their questions and answers to the class.

Students' own answers

#### **WORKBOOK**

page 2

## 1 Complete with the correct form of the word in brackets.

- 1 Remind the students of the present and past tenses they have reviewed recently: the past simple, the simple present and the present continuous.
- 2 Give the students enough time to complete the sentences with the verbs in the correct tenses. Go around the class, monitoring and helping.
- When they have finished, students compare their answers with a partner.
- 4 Ask different students to report their answers to the class.

#### Answers: -

- a bought (given); am taking
- b works; started
- c had; came
- d was: fell
- e are doing; is
- f doesn't often rain; is
- g is living; moved
- h ate; prefer

## 2 Ask questions using these words and the correct verb tense.

- 1 Focus attention on the example question and review the use of auxiliary verbs.
- 2 Remind the students to write full questions and give the students enough time to write them. Go around the class, monitoring and helping.
- 3 Ask different students to report their answers to the class.

#### Answers: -

- b Do you wear a school uniform?
- c What did you do at three o'clock yesterday afternoon?
- d What did you do last weekend?

## 3 Now answer the questions in Exercise 2 about yourself.

- 1 Make sure that the students understand the instructions.
- 2 Focus attention on the questions that the

students have completed and ask them to think about how they will answer

- 3 Give the students enough time to write their answers. Go around the class, monitoring and helping.
- 4 Ask different students to read out their answers to the class.

Students' own answers

#### **LESSON 3**

SB page 3

#### Reading

#### 1 Check the meanings of these words in your dictionary.

- 1 Focus attention on the words in the box and give the students enough time to find them in their dictionaries.
- 2 Write the words on the board and ask different students to pronounce them.
- 3 Check that they understand the meanings of the words. Explain the words in English and see if the students can guess what each word is.

#### **Example:**

Teacher: Change your ideas or

behaviour because of a new situation.

Students: Adapt.

Continue in this way with all the words.

#### Answers: \_

to change your ideas or behaviour

because of a new situation

free of charge: without having to pay any

money

to leave your job and stop working at

the end of your career

foundation: an organisation that gives money

surgeon: a doctor who does operations

in a hospital

a medical operation to put an organ transplant:

into another person's body

medical care (drugs, exercise, etc.) to treatment:

> cure a patient with an illness or injury. free of charge: without having to pay

any\_money

#### Reading

#### ON VOCABULARY

Check the meanings of these words in your dictionary.

adapt free of charge foundation retire surgeon transplant treatment

#### Discuss these questions in pairs.

- a What do you already know about Professor Magdi Yacoub? What would you like to know?
- **b** Read the article quickly. Were your ideas mentioned? Did it answer your questions

#### Read the article again and put the sentences in the order that they happened.

- a He retired as a surgeon.
- **b** 1 He lived in many places around Egypt.
- c He worked at a university in the United States.
- He studied medicine at university.
- He became a doctor
- He researched new treatments.
- g He headed a foundation, which started the AHC

#### Professor Magdi Yacoub

Professor Magdi Yacoub is a world-famous heart surgeon. He was born in Egypt in Belbis in 1935, the son of a surgeon who worked in different places around the country. The family had to move every few years, so Yacoub learned to adapt to living in different places and enjoyed meeting different people.

When his aunt died because of a heart problem, Yacoub decided to become a heart surgeon. He studied medicine at Cairo University and became a doctor in 1957. In the 1960s, he taught at Chicago University in the United States and worked with many of the world's best heart surgeons.

Now Yacoub had the qualifications and experience to do great things. In 1973, he became a heart surgeon at Harefield Hospital in England. While he was there, Harefield

#### ON COLLOCATIONS

#### Complete these sentences with the correct form of make or do

- a Professor Magdi Yacoub was one of the first surgeons to do transplant operations.
- b Professor Magdi Yacoub was part of parts from human cells.
- c He believes his work can difference in people's lives.
- a lot of important work every day.



became the most important transplant centre in the country

In the early 1980s, he was part of the team which did the first British heart transplant operation. At this time, Yacoub travelled thousands of kilometres in small planes to find healthy hearts

Yacoub became Professor of Heart Surgery at London University in 1986. Although he **retired** as a surgeon in 2001, Yacoub continued to research new treatments. He is now the head of the Magdi Yacoub Heart Foundation, which is one of the largest charity organisations in Egypt.

In 2009, Yacoub's foundation opened The Aswan Heart Centre Project (AHC). This meant that many Egyptian patients with heart problems, including small babies, could have heart operations **free of charge**.

#### 2 Discuss these questions in pairs.

- Focus attention on the picture and the article about Professor Magdi Yacoub. Ask the students to tell you what they know about him.
- 2 Write the students' ideas on the board. To get them started, ask simple questions such as What does he do? Where was he born? and so on.
- 3 Ask the students what other things they would like to know about the professor and write their ideas on the board.
- Ask the students to read the article quickly, and explain that they should ignore any unknown words at this stage. Ask them if the things they thought they knew before were correct and if they found out about the other things they wanted to know.

adapt:

retire:

<sub>иміт</sub> 1

#### Critical thinking

- Read this quotation from the article about Professor Magdi Yacoub and answer the questions.
  - **a** What kind of people has Professor Yacoub helped in his life?
  - **b** What differences has he made to their lives?
  - **c** Why do you think Professor Yacoub chose to open a heart centre in Aswan?

In 2009, Yacoub's foundation opened The Aswan Heart Centre Project (AHC). This meant that many Egyptian patients with heart problems, including small babies, could have heart operations free of charge.

#### Answer the following questions.

- a When was Professor Magdi Yacoub born? He was born in 1935.
- **b** What did his father do?
- c Who has Professor Magdi Yacoub helped since he retired?
- **d** Why do you think Professor Yacoub's father had to work in different places in Egypt?
- e How do you think Professor Yacoub felt when his team did the first heart transplant?
- **f** Why did Professor Yacoub not stop working when he retired?



#### Now discuss these questions in pairs.

- a People usually retire in Egypt at the age of 60. Do you think this is necessary? Why / Why not?
- **b** How can people who work in their 70s or 80s help society? Give reasons.
- **c** What are people's main reasons for continuing to work when they are older?
- **d** Can older people offer anything that younger people do not have? Give examples.



#### Discuss these questions with a different partner.

- a What roles do charities play in Egypt? What do they do?
- **b** Why do you think that charities around the world are important? Use expressions from Focus on functions.

#### OCUS ON FUNCTIONS

#### **Expressing opinion with reasons**

- I think / believe charities are important because
- In my opinion / view, charities do an excellent job, as they ...
- If you ask me, people should give more money to charity so that

WORKBOOK

WAS THEATHY CONTROL

4

#### Students' own answers

# 3 Read the article again and put the sentences in the order that they happened.

- 1 Go through the sentences a-g with the students and explain the new words in bold.
- 2 Give the students enough time to read the article and then put the sentences in the correct order. Go around the class, monitoring and helping.
- 3 Ask the students to compare their answers with a partner.
- 4 Ask different pairs to report their answers to the class.

#### Answers: \_\_

a	5 etc.	c	4 etc.
d		e	3
f	6	g	7

## 4 Complete these sentences with the correct form of *make* or *do*.

- 1 Ask the students to read through the sentences.
- 2 Give the students enough time to write the correct form of the verb *do* or *make* to complete.
- 3 Ask different students to report their answers to the class.

#### Answers:

b	made	c	make	
d	has done			

#### **LESSON 4**

SB page 4

WB page 3

#### Critical thinking

- 1 Read this quotation from the article about Professor Magdi Yacoub and answer the questions.
- 1 Read through the quotation and the questions with the class.
- 2 Put the students into pairs and give them enough time to discuss the questions. Go around the class, monitoring and helping.
- Ask different pairs to report their answers to the class.

#### Suggested answers:

- a Professor Yacoub has helped many people in many countries with heart problems. He has also travelled all over Egypt and helped many people with heart problems there, too. Now, his foundation is helping more people with heart problems.
- b He has saved people's lives and given people the chance to live a normal life by doing heart transplants.
- c He wanted to help people who did not have much money, so the operations are free of charge.

#### 2 Answer the following questions.

- 1 Read through the questions with the class.
- 2 Ask the students to work in pairs and tell them to take turns asking and answering the questions. Explain that they should write down their partner's answers.
- 3 Go around the class, monitoring and helping.

#### Answers: \_

- b His father was a surgeon.
- c He has helped many Egyptian patients with heart
- d Suggested: He was a surgeon and probably had to work in different hospitals around the country.
- Suggested: He probably felt very proud and very happy to help people.
- f He believed he could make a difference to other people's lives.

#### 3 Now discuss these questions in pairs.

- 1 Ask the students to read the questions and make sure that they all understand them.
- 2 Put the students into pairs and ask them to take turns asking and answering the questions. Go around the class, monitoring and helping. Take note of any interesting answers that you hear.
- 3 Ask different students to report their answers to the class. Choose some of the students who were giving interesting answers.

#### Suggested answers: -

- a Students' answers
- b Older people have a lot of experience, which they can share.
- They like seeing people. They like feeling useful. They think they can make a difference to society.
- d They have more experience. They often have more knowledge. They are sometimes calmer and more patient.

#### 4 Discuss these questions with a different partner.

- 1 Before starting this activity, make sure the students know what a charity is. Ask them to think of some and write suggestions on the board.
- 2 Put the students into different pairs and explain that they can use the language in the Focus on functions box to help them.

3 Go through the expressions in the box with the class. You may want to do one or two examples using the language to make it clear to the students what to do.

#### **Example:**

Teacher: I think charities are important because they help people who are poor and don't have much money. In my opinion, charities do an excellent job as they work all over the world.

- 4 Give the students enough time to discuss the questions. Go around the class, monitoring and helping.
- 5 Ask different students to report their answers to the class.

#### Suggested answers: —

- Students' own answers.
- In my opinion, charities are more important than ever as we have more and more problems with diseases and food shortages, etc. I believe that we need them more than ever and the help they can provide is very important. If you ask me, people should give more money to charity so that they can help more people.

1 Match to make sentences about Professor Magdi Yacoub.



- a Professor Yacoub did not spend his childhood in one place because
- b He decided to be a heart surgeon after
- . He went to Europe and America because
- d In the 1970s.
- e He was a member of the team of doctors
- f When he retired in 2001.
- q The Aswan Heart Centre Project
- 1 he began working in an important heart hospital in Britain.
- 2 he continued to research new treatments.
- 3 does operations free of charge.
- he wanted to get work experience
- his aunt died of a heart problem.a his father had to work in different parts
- of Egypt.

  that did the first heart transplant operation in Britain.
- 2 Choose the correct verbs.
  - Surgeons **do/make** operations on people in hospitals.
  - **b** My brother is an engineer. He has a very difficult decision to *do/make* next week.
  - c My sister, who works for a famous charity, believes that her work does/makes a difference to people's lives.
  - **d** Everyone **does/makes** mistakes when they're learning something new.
  - e It's been more than 35 years since surgeons did/made the first heart transplant operation
  - f I want to walk to the park because I haven't done/made any exercise today.
  - g Did you *do/make* a cake for your sister's
  - h There's a factory in our town which does/makes parts for cars and buses.



3

- 3 Give the students enough time to match the sentences and to check their answers with a partner.
- 4 Ask different students to report their answers to the class.

$\boldsymbol{A}$	nswers:	
b	5	c 4
d	1	e 7
f	2	g 3

#### 2 Choose the correct verbs.

- 1 Give the students enough time to choose *do* or *make* to complete each sentence.
- 2 Ask different students to report their answers to the class.

#### Answers: \_

- b make etc.
- c makes etc.
- d makes
- e did
- f done
- g make
- h makes

#### **WORKBOOK**

#### page 3

## 1 Match to make sentences about Professor Magdi Yacoub.

- 1 The students may need to refer to the text on page 3 of the Student's Book, but encourage them to try and answer without doing this.
- 2 Make sure that the students understand the instructions and you may choose to review how they might find the correct answers. For example, if the students see the word 'because', they might guess that they need to find an explanation of some kind.

#### **LESSON 5**

#### SB page 5 WB page 4

#### **Communication skills**

#### 1 Read about three jobs and discuss the questions below.

- 1 Read through the questions and the three advertisements and help them with any vocabulary.
- 2 Put the students into pairs and give them enough time to discuss the questions. Go around the class, monitoring and helping.
- 3 Ask some of the students to report their answers to the class.

#### Answers: \_

- Yes. Surgeons help many people by making them better. Architects help people to live in better buildings. Accountants can help people with their money.
- Students' answers

#### 2 When you fill in a job application form, you have to answer questions about yourself. Match the headings 1-8 with the correct questions a-h.

- 1 Focus attention on the headings and questions. Explain the word ability and the term *marital status*.
- 2 Tell the students that the headings in the first column represent the headings of application form. Refer to the form in exercise 3 below if necessary. Explain that they should match these with the questions that would follow in an interview.
- 3 Give the students enough time to match the words in the first column with the correct questions in the second column.
- 4 Ask different students to report their answers take over the class.

	s Completing an application form	
	Read about the ads for jobs and discuss the questions below.	
Surgeon needed at Central Hospital	<ul><li>a Do people who do jobs like these help society? How?</li><li>b Which of these three jobs would you most like to do? Why?</li></ul>	
This is a full-time job starting in May. Two years' experience needed.	When you fill in a job application form, you have to answer questions about yourself. Match the headings 1–8 with the correct questions a–h.	
Email us at centralhospital@here.org	1 Surname a Are you married or single?	
	2 First name b 1 What is your family name?	
Full-time architect	3 Date of birth c Where do you live?	
with international	4 Nationality d When were you born?	
Company You will work on projects planning a	<b>5</b> Address <b>e</b> What degree(s) do you have?	
new school and designing an important	<b>6</b> Education <b>f</b> What is your first name?	
city centre office building. Training will be given on the job.	<b>7</b> Qualifications <b>g</b> Which country are you from?	
Phone for an interview: 08954 740927	8 Marital status h What special abilities do you have?	
Part-time Accountant needed at University of Science	Now ask your partner questions a-h above and complete this form with their answers.	
(10—15 hours a week).		
If you have a qualification in maths or some accounting experience, apply in	Title Mr/Mrs/Miss	
writing to: P.O. Box 43, Cairo.	Surname	
	First name	
	Marital status	
<b>S</b>	Date of birth	
	Date of birth  Nationality	ı
		ı
	Nationality	١
	Nationality	
A Resparch the follows	Nationality Address Education	
4 Research the follow about jobs	Nationality Address Education	
about jobs	Nationality Address Education Onalifications	
about jobs	Nationality Address Education Onalifications	
about jobs	Nationality Address  Education  Qualifications	
about jobs	Nationality Address  Education  Qualifications	
about jobs  Find out which jobs are now most needed and:  • what people do in them	Nationality Address  Education  Qualifications  WORKBOOK	
about jobs	Nationality Address Education Qualifications	5

- 1 (given)
- 5 etc.
- 3 etc.
- 6
- f 2
- 4 g
- 7 h

1 1

#### Read and complete this application form.

- a Write down the job that you chose to do in Student's Book Exercise 1.
- b Complete this job application form for the job with your own details. Use some of the language from the box.

I would like to do this job because
I am very interested in
I think I would be good at this job

because ...
I have some experience in ...

	25 El-Ahram Street, Roxy
	Application Form
	A Personal details
	Surname First name
	Home address
	Telephone number
	Marital status
	Date of birth
	Education
	Qualifications
	B Why would you like to do this job? (Write 50 words)
	(Write 50 words)
•	What would make you good at the job? (Write 50 words)
	- (write 50 words)
Ρ	lease return to the address above.

#### 2 Check and correct your writing.

- a Read what you have written very carefully. Look particularly for mistakes in the information you have given in parts B and C.
- **b** Correct the mistakes and write a final draft if necessary

# 3 Now ask your partner questions a-h above and complete this form with their answers.

- 1 Ask the students to work in pairs and explain that they have to complete the form by asking their partner the questions from exercise 2.
- 2 Go through the form with the class and make sure they are clear what questions they need to ask for each part of the form.

#### **Example:**

Teacher: What is your title? Mr, Mrs or Miss?

What is your surname?

What is your first name?

- 3 Student 1 asks the questions and completes the form about Student 2. After they have finished, they can swap roles. Go around the class, monitoring and helping.
- 4 Ask different students to report their partner's answers.

#### Students' own answers

## 4 Research the following about jobs

- 1 Read the instructions as a class and make sure that the students understand the task
- 2 Discuss different options for research with the class, such as looking at job advertisements in newspapers or online.
- 3 Encourage students to do the research in class if you have time, or they can do this as part of their homework.
- 4 Take in their work to mark.

#### **WORKBOOK**

page 4

#### 1 Read and complete this application form.

- 1 The students may need to review the jobs advertised in the Student's Book on page 5.
- 2 Go through the phrases in the box and ask the students to think about how they would use these expressions to describe their job.
- 3 Give students time to complete the application form.

Students' own answers

#### 2 Check and correct your writing.

- 1 Give the students enough time to read through their applications and make any necessary corrections.
- 2 Ask the students to place their application forms face up on their tables. Ask them to go around the room to read what the other students in the class wrote.
- 3 Ask them to find out how many other students in the class chose the same job that they chose.

Students' own answers

# Assessment

# **Listening Task**

# Target element: vocabulary and language from the unit

Write these gapped sentences on the board and ask the students to read through them. Tell the students that you are going to play the recording for Exercise 2 on page 1 of the Student's Book again. Remind them that they will hear four people talking about their jobs. Tell the students to complete the gapped sentences with the missing words by listening carefully to the four speakers. (writes)

1	The companyus al	us well and l a uniform to wear. (trains,
	gives)	,
2	But I'm proud to modern	be helping to a . (build, country)
3	Leven	the leaders of France and

4 Now I work for a well-known Egyptian company that \_\_\_\_\_ computer programs for important national and international companies. (writes)

# **Speaking Task**

*Germany. (met)* 

# Target element: job language in context

In Lesson 5, Workbook page 4, Exercise 1, the students each filled out an application for a job. Organise the students to work in pairs and tell them to show each other their application forms so each student knows what job the other applied for. Write the following questions on the board and explain that the students are going to interview each other about the job they applied for.

- 1 What is your name?
- 2 How old are you?
- 3 What is your nationality?
- 4 What is your marital status?
- 5 Why would you like the job?
- 6 What would make you good at the job?
- 7 Do you have any questions?

Student 1 now interviews Student 2 about his/her job and then Student 2 interviews Student 1 about his/her job. Move around and listen to the interviews. Ask the most confident students to perform their interviews in front of the class.

# **Reading Task**

# Target element: language from the unit

Tell the students to look again at the text about Professor Magdi Yacoub on page 3 of the Student's Book. Ask them to write six sentences about Professor Magdi Yacoub. Three of the sentences should be true and three of the sentences should be false. Ask the students to work in pairs and tell them to give each other their sentences to read. They should write T by the sentences they think are true and F by sentences they think are false. Afterwards, they can give the sentences back for their answers to be checked.

# **Writing Task**

# Target element: tenses used in the unit

Write these sentences on the board and ask the students to copy and complete them. Get some of the students to read out their completed sentences to the class while the rest of the class listen. (Suggested answers in brackets).

Yesterday at 2 o'clock, I was. ... (doing a maths test.)

**Yesterday afternoon, I...** (went home by bus.)

I often visit ... (my cousins in Port Said.)

**Today, I'm ...** (enjoying the English lesson.)

Last week, my family ... (went to the park.)

# UNIT 2

# TED HUGHES:THE IRON WOMAN

SB pages 6-10

WB pages 5-8

# **Objectives**

# Listening

Listening for gist and for specific information

### Grammar

Relative clauses and whose

# Reading

Reading for detailed information

# **Critical thinking**

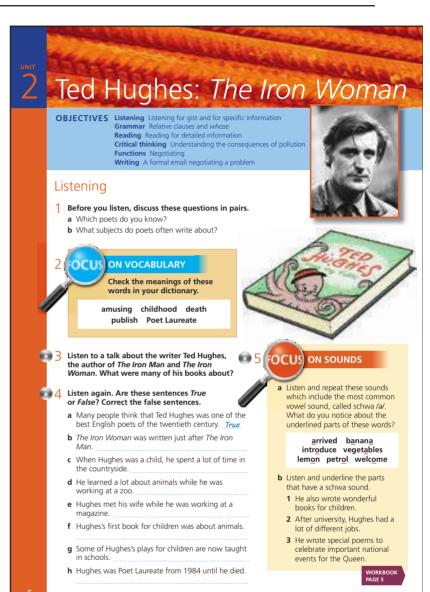
Understanding the consequences of pollution

## **Functions**

Negotiating

# Writing

A formal email negotiating a problem



# **LESSON 1**

SB page 6

WB page 5

# Before using the book:

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

# Listening

# 1 Before you listen, discuss these questions in pairs.

- 1 Ask the students if they know any poets and offer suggestions. Write the names on the board.
- 2 Ask the students about the poems written by the poets on the board and any other poems they know. Give examples when necessary. Write the different topics on the board.

# Suggested answers:

- a Ahmed Rami, Ibrahim Nagi, Abbas Al Akkad, Hafez Ibrahim, William Shakespeare, Dante (Alighieri), Geoffrey Chaucer, William Wordsworth, John Keats, T.S. Eliot, John Milton, William Blake, etc.
- b Great achievements and adventures, amusing stories, feelings: love, happiness, fear, etc.

# 2 Check the meanings of these words in your dictionary.

- 1 Write the words on the board. Say them aloud and get the students to repeat them.
- 2 Get the students to look up the words in their dictionaries.
- 3 Make sure that they understand the meaning of the words. Tell them you are going to give a simple explanation of a word and the students must tell you what word it is.

# **Example:**

Teacher: *Being funny or entertaining*. Students: *Amusing*.

4 Continue in this way with all the words in the exercise.

### Answers: -

amusing: describes something that is funny or

entertaining

childhood: the time in your life when you are a child

death: the end of life

publish: put writing online or print something

written in a book

Poet Laureate: a poet who is asked to write poems for

important events by the Queen of Britain

# 3 Listen to a talk about the writer Ted Hughes, the author of *The Iron Man* and *The Iron Woman*. What were many of his books about?

1 Tell the students to look at the pictures and read the rubric.

- 2 Explain to the students that you are going to play the recording and they must listen for specific information.
- 3 Afterwards, go through the answers with the class.

#### Answers: -

Many of Ted Hughes's books were about nature.

# TAPESCRIPT

Voice: Ted Hughes is a British writer. A lot of people think that Ted Hughes was the best English poet of the twentieth century. Not many people know that he also wrote wonderful books for children.

The most famous of these is The Iron Man, which was written in 1968 and was later made into a film. The Iron Woman was written many years later, in 1993. In The Iron Woman, the Iron Man appears again and helps the Iron Woman to save the earth from the dangers of pollution.

Ted Hughes was born in 1930 in Yorkshire, which is in the north of England. During his childhood, he spent a lot of time in the countryside and was interested in animals and birds. He also loved writing. He started writing poems when he was at school.

After university, Hughes had a lot of different jobs. He worked as a gardener, a teacher and in a zoo, where he learned a lot about animals. He started to work for a magazine. Hughes met his wife, who also worked at the magazine, at this time. His wife, whose name was Sylvia Plath, was a famous American poet.

It was after their first child, Frieda, was born that Hughes's first book of poems for children was published. It came out in 1961 and was called Meet My Folks. The poems that were in the book describe each member of the family in an amusing way.

Hughes enjoyed reading his poems to his children. One of them is a story about a dragon that wants to visit the Queen of England! Hughes also wrote several plays for children, and some of them are now taught in English schools.

The books which people liked most were often about nature. Ted Hughes was also Britain's Poet Laureate from 1984 until his death in 1998. This was a time when he wrote special poems to celebrate important national events for the Queen.

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

- 1 Get the students to read the sentences first.
- 2 Make sure that they understand all the sentences.
- 3 Explain that you are going to play the recording again and the students must write True or False for each sentence.
- 4 Afterwards, explain that the students have to write correct sentences for the sentences that were false.
- 5 Get them to compare their answers with another student.
- 6 Go through the answers with the class and elicit the correct answers for the false sentences.

- b False. The Iron Woman was written many years after The Iron Man.
- c True d True e True
- f False. Hughes's first book was about a family.
- h True

# 5 Focus on sounds

### A Listen and repeat these sounds.

- 1 Ask the students to look at the words in the box.
- 2 Ask the students to listen for the underlined vowel sound.
- 3 Now play the recording and get the students to repeat the words.
- 4 Ask different students to read out the words.
- 5 Ask the students to repeat the underlined vowel sound. Ask different students to repeat the sound.

### Answers: \_

a They all have a schwa sound.

## TAPESCRIPT

Voice: arrived banana introduce vegetables lemon petrol

welcome

### **B** Listen and underline the parts that have a schwa sound.

- 6 Ask the students to look at the sentences 1–3 and write them in their notebooks. While they are doing this, you can write the sentences on the board
- Tell the students to listen for the schwa sound.
- 8 Now play the recording and get the students to underline the parts of the sentences that have the schwa sound.
- Ask the students to compare answers with a partner.
- 10 Underline the correct parts of the sentences on the board.

#### Answers: \_

- b 1 He also wrote wonderful books for children.
  - 2 After university, Hughes had a lot of different
  - 3 He wrote special poems to celebrate important national events for the Queen.

# TAPESCRIPT

- He also wrote wonderful books for children.
- After university, Hughes had a lot of different jobs.
- He wrote special poems to celebrate important national events for the Oueen.

# Ted Hughes: *The Iron Woman*

1	Match these wo	ords a-d with th	neir me	eanings.
	a amusing	1 the end	of som	eone's life
	<b>b</b> childhood	2 prepare	a book	to be put in the shops for people to buy
	c death	3 a funny		
	d publish	4 the time	when	you are a child
2	Complete these	sentences with	ı word	s from Exercise 1.
_	a My cousin tells	very <u>amusir</u>	<u>19</u> S	tories. They always make me laugh!
	b Hassan's grand	father wrote po	etry unt	il his in 2016.
	c Your story is ve	ery good. I think	someor	ne should it!
	d Khadeeja had a was twelve.	a very interesting	J	She lived on an island until she
3	Match to make	sentences abou	ıt Ted I	Hughes.
	a Many people ti	hink that Ted Hu	ghes	1 worked at the magazine.
	<b>b</b> During his child	dhood,		celebrate important national events for the Queen.
	c The woman wh	no Hughes marri	ed also	were mostly about nature.
	d The books whi	ch people liked r	nost	4 a was the best English poet of the twentieth century.
	e Ted Hughes wr	ote special poem	ns to	5 he spent a lot of time in the countryside.
88	- Williams	and the last	-	A STATE OF THE PARTY OF THE PAR
8	2013/6	NO. INC.	300	
90	2-10	-	100	
8	No and			2 7 1
100		A research	意	13
67	SLADIL PAG		75.	
		EMPS CHAIL		-
0	N. Mary	-	- 12	A SEMPRING SECTION ASSESSMENT
4	Circle the word	in each group	that ha	s the schwa sound. Check in your dictionary.
	a (arrive)	ant	arm	
	<b>b</b> childhood	housework	maga	nzine
	c married	massive	mem	ory
	d nature	noisy	netba	all
	e learned	publish	peace	eful

# **WORKBOOK**

page 5

# 1 Match these words a-d with their meanings.

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

Δ	ns	147	01		
4 L	ILD	"	CI	<b>D</b> •	

- 1 c
- 2 d
- 4 b

# 2 Complete these sentences with words from Exercise 1.

- 1 Ask the students to read through the sentences and answer any queries.
- 2 Ask the students to work individually to complete the sentences.
- 3 Ask the students to compare their sentences in pairs before reporting their answers to the class.

# Answers: \_

- b death
- c publish
- d childhood

# 3 Match to make sentences about Ted Hughes.

- 1 Ask the students to read through the sentences.
- 2 Ask the students to work individually to complete the sentences.
- 3 Ask the students to compare their sentences in pairs before reporting their answers to the class.

### Answers:

- b 5
- c 1
- d 3
- e 2
- 4 Circle the word in each group that has a schwa sound. Check your dictionary.
- 1 Ask the students to complete the task individually.
- 2 Give the students enough time to check their dictionaries and to say the words to themselves.
- 3 Ask the students to compare their sentences in pairs before reporting their answers to the class.

### Answers: \_

- b magazine
- c memory
- d nature
- e learned

# LESSON 2

# SB page 7

# WB page 6

# Grammar

## Relative clauses and whose

- 1 Circle the relative pronouns in these sentences from the listening. Underline the relative clauses.
- 1 Ask the students to read the sentences, and remind them that they all come from the listening text in the previous lesson.
- 2 Read the example sentence, and check that students understand which type of word is a relative pronoun. Students can work in pairs.
- 3 Ask the students to circle the pronouns.
- 4 Read the example sentence again, and check that students understand that the relative clauses follow the relative pronouns and contain new information.
- 5 Students read the sentences again and underline the relative clauses.
- 6 Go through the answers with the class.

#### Answers:

- b who also worked at the magazine
- c whose name was Sylvia Plath
- d (that)were in the book
- e which people liked
- f when he wrote special poems for the Queen.

# 2 Now complete the sentences about relative clauses.

1 Tell the students to read through all the sentences. Focus attention on the key words take over each sentence.

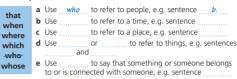
# **Example:**

- a people
- b time
- c place
- d things
- e (something/someone) belongs
- 2 Ask students to review the uses of relative pronouns in the previous exercise. They can work in pairs.
- 3 Give students enough time to complete the sentences and check the answers.

### Grammar Relative clauses and whose

- Circle the relative pronouns in these sentences from the listening.
   Underline the relative clauses.
  - a He worked in a zoo, where he learned a lot about animals.
  - **b** Hughes met his wife, who also worked at the magazine, at this time.
  - c His wife, whose name was Sylvia Plath, was a famous American poet.
     d The poems that were in the book describe each member of the family.
  - e The books which people liked most were often about nature
  - f This was a time when he wrote special poems for the Queen

#### Now complete the sentences about relative clauses.





#### 3 Study these sentences and answer the questions.

- 1 My cousin, who is 30 this weekend has bought a house in Port Said.
- 2 The house that he bought is very modern.
- **3** The person who he bought it from moved to Cairo.
- a In which sentence do the underlined words give us information that we do not need to understand the meaning?
- **b** In which two sentences do the underlined words help us to understand who or what the sentences are about?
- 4 Complete these sentences using a relative clause.
  - a The Hawk in the Rain was Ted Hughes's first book. It was published in 1957. The Hawk in the Rain, which was published in 1957, was Ted Hughes's first book.
  - **b** My friends have never visited Egypt. They are coming to Cairo this weekend.
  - c Hassan's uncle travels all over the world. His home is in Alexandria.
  - d 2015 was very hot. My brother started university then.

WORKBOOK PAGE 6

# OCUS ON GRAMMAR

#### Relative clauses and whose

- Type 1 relative clauses give necessary information about a person or thing. We use who/that for a person, and which/that for a thing:
- Ted Hughes is the man who was Poet Laureate from 1984 to 1998.
- I like the book which gives us information about modern Egypt.
- Use whose to show possession or relationship:
   She's the teacher whose youngest daughter is in my class.
- Use where for places and when for time. Alex is the city where I spend my summer holiday.
  - **Note:** We can use a preposition before whose, where or which. We can't use a preposition before who or that. This is the hotel in which (not that) you were staying.
- Type 2 relative clauses (with commas) give us more information about a person or thing:
   Ted Hughes, who was an English poet, loved nature.
   The hotel, which is very new, is expensive.

Note: In type 2, that can't be used instead of who / whom / which:
The room, which (not that) is very large, overlooks the Nile.

4 Go through any problems with the class.

#### Answers:-

- b when; f
- c where; a
- d which/that; d/e
- e whose; c

# 3 Study these sentences and answer the questions.

- 1 Tell the students to read through all the sentences and explain anything they don't understand. You can also refer them to the *Focus on grammar* box.
- 2 Ask the students to answer the questions. You could ask them to work in pairs or small groups to do this.
- 3 Check answers with the class.

7

1	Find and correct the mistakes in the sentences (some are correct).  a The hotel, where was on a mountain, had fantastic views from the bedrooms.					
		n, had fantastic views from the bedrooms.				
	<b>b</b> Mr Ali is the man who's house is next to					
	c Aswan is a city who my family always e	Aswan is a city who my family always enjoy visiting.				
d I remember the time when I first saw the school where I would spend the next ter of my life.						
	e Mona is the girl who father was a famo	Mona is the girl who father was a famous footballer.				
	f Dubai is the city where there is the wor	ld's biggest shopping centre.				
2	Match to make sentences.					
_	a What is the name of the teacher	1 when we usually have lunch.				
	b Dalia is my friend	where Ola went when she was ill.				
	c One o'clock is the time	3 a who used to teach us maths?				
	d That is the hospital	4 which you did last week?				
	e Is this the homework	5 whose sister lives in London.				
3	Complete the sentences with the corre	ect relative pronoun.				

The oldest hotel in England

Summer is a time a when many people like to visit the small English city of Exeter, b many tourists like to stay the night. For that reason,

wast the Small registricity of Exeter, **D**many tourists like to stay the night. For that reason,
Exeter has many hotels. The Royal Clarence Hotel in
Exeter, **c** was built in 1769, was one
of the oldest hotels in England. However, in 2016
there was a huge fire **d** destroyed this
historic hotel. Sally Potter, **e** is the
manager of the Old Hall in the north of England, now
thinks that her hotel is the oldest in England.



4 Complete these sentences with your own ideas.

- a Summer is a time
- b The park is the place
- c My best friend is someone
- d The teacher is someone whose
- e A computer is something
- f This is the beach

4 Establish the difference between additional information (Sentence 1) that can be removed, and information that is necessary to understand who or what is being described (Sentences 2 and 3).

# Answers:

- a sentence 1
- b sentences 2 and 3

# 4 Complete these sentences using a relative clause.

1 Go through the example with the class and focus attention on how the additional information has been included with the use of commas.

- 2 Ask the students to transform the other sentences using the correct relative pronoun.
- 3 As they do this, go around the class checking that everyone is using the correct relative pronoun.
- 4 Check the answers with the class. If they have any problems, refer them to the *Focus on grammar* box or the Grammar review on page 121.

### Answers:-

- b My friends, who are coming to Cairo this weekend, have never visited Egypt.
- c Hassan's uncle, whose home is in Alexandria, travels all over the world.
- d My brother started university in 2015, when it was very hot.

# **WORKBOOK**

page 6

# 1 Find and correct the mistakes in the sentences (some are correct).

- 1 Ask the students to read through the sentences and help them with any queries.
- 2 Give the students enough time to complete the sentences. Go around the class, monitoring and helping.
- 3 When they have finished, ask the students to compare their answers with a partner.
- 4 Ask different students to report their answers to the class.

### Answers: -

- b Mr Ali is the man whose house is next to the school.
- c Aswan is a city which my family always enjoys visiting.
- d Correct
- e Mona is the girl whose father was a famous footballer.
- f Correct

# 2 Match to make sentences.

- 1 Ask the students to read through the sentences.
- 2 Ask the students to work individually to complete the sentences.

3 Ask the students to compare their sentences in pairs before reporting their answers to the class.

# Answers: 1 c 2 d 4 e 5 b

# 3 Complete the sentences with the correct relative pronoun.

- 1 Ask the students to read through the text and help them with any questions.
- 2 Give the students enough time to write their answers.
- 3 Ask different students to report their answers to the class.

# Answers: b where c which d which/that e who

# 4 Complete these sentences with your own ideas.

- 1 Ask the students to work individually to complete the sentences. Go around, monitoring and helping with ideas.
- 2 Allow the students to compare their sentences in pairs.
- 3 Ask different students to report their answers to the class.

#### Suggested answers: -

- a when I go to the beach.
- b where I like to read.
- c who is always there to help me.
- d lessons I enjoy.
- e which/that costs a lot of money.
- f where I first leaned to swim.

# LESSON 3

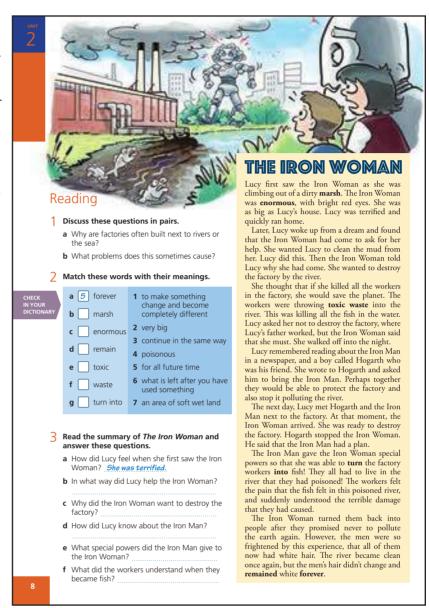
SB page 8

# Reading

# 1 Discuss these questions in pairs.

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

Students' own answers



## 2 Match these words with their meanings.

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

#### 

# 3 Read the summary of *The Iron Woman* and answer these questions.

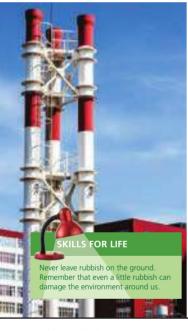
- 1 Ask the students to look at the picture and speculate about the story.
- 2 Go through the questions with the class to make sure everyone understands what information is required, and answer any queries.

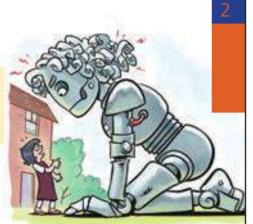
## Critical thinking

Read this quotation from *The Iron*Woman and answer the questions.

The Iron Woman wanted to destroy the factory by the river. She thought that if she killed all the workers in the factory, she would save the planet. The workers were throwing toxic waste into the river. This was killing all the fish in the water.

- a Do you think that the Iron Woman would save the planet if she destroyed the factory? Why / Why not?
- **b** Do you think that it was right that she turned the factory workers into fish? Why / Why not?
- c Do you think that the workers now want the river to remain clean forever? Why / Why not?





#### 2 Answer the following questions

- **a** Why did Lucy not want the Iron Woman to destroy the factory?
- **b** Why are factories important? Do they all cause pollution?
- c What would you do if there was a large factory that was polluting the air or water in your area?

# Work in small groups and discuss the following.

- a The expression "give someone a taste of their own medicine" means to do something bad to someone because they have done something bad to you, so that they learn from the experience. In what way did the Iron Woman give the workers a taste of their own medicine?
- **b** Can you think of a situation when a person that you know gave someone else a taste of their own medicine?
- c If a friend was unkind to you, what would you do? Would you be unkind to them, too? Or would you try to find out why they were being unkind?

### Discuss these questions in pairs.

- **a** Do you think that pollution from factories is better or worse than it was in the past? Why?
- **b** How can we make sure that our rivers have clean water?

7

- 3 Tell the students to underline the part of the text that gives them the answer.
- 4 Give the students plenty of time to read the text. Go around, monitoring and helping.
- 5 Check answers with the class. Check which parts of the text students have underlined before addressing any mistakes.
- 6 Follow up by asking the students what they thought about the story.

### Answers: -

- b Lucy cleaned the mud from the Iron Woman.
- c The Iron Woman thought she would save the planet.
- d Lucy had read about the Iron Man in a newspaper.
- e He gave her the power to turn the factory workers into fish.

f They understood the damage they had caused (by polluting the river).

# **LESSON 4**

SB page 9

WB page 7

# Critical thinking

# 1 Read this quotation from *The Iron Woman* and answer the questions.

- 1 Read through the quotation and the questions with the class.
- 2 Put the students into pairs and give them time to discuss their answers.
- 3 Go around, monitoring and helping with vocabulary and ideas.
- 4 Ask different pairs to share their answers and encourage them to give reasons for their opinions.

# Suggested answers: \_

- a No, we don't think that the Iron Woman would save the planet if she destroyed the factory. It's only one factory and there are thousands of factories around the world doing the same thing, so it wouldn't make much difference.
- b We think that it was a good idea to change the factory workers into fish because now they can understand how the fish feel in a polluted river.
- c We think that the workers want the river to stay clean forever because they can remember what it felt like to be a fish in the polluted river.

# 2 Answer the following questions.

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

### Answers:

a Her father worked in the factory.

b and c Students' own answers

# 3 Work in small groups and discuss the following.

- 1 Go through the questions with the class, making sure everyone understands them, and ask the students to think about their answers.
- 2 Put the students into small groups and ask them to share their ideas. Encourage them to discuss any different ideas they have, giving reason for their opinions. Go around the class, monitoring and helping.
- 3 Ask any students with good discussion points to report them to the class and encourage further discussion in the class.

# Suggested answers: \_

The Iron Woman made the workers in the factory suffer from their pollution in the same way that the fish had suffered.

b and c Students' own answers

# 4 Discuss these questions in pairs.

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

Students' own answers

# **WORKBOOK** page 7

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

- 1 Explain that the students must choose the correct answer from a, b, c or d to complete each sentence.
- 2 Check answers with the class.

Answers:		
2	b etc.	3 c etc.
4	b etc.	5 d
6	d	
_		

- 2 Rewrite the following sentences using the word(s) in brackets, to give the same meaning.
- 1 Ask the students to read through the sentences.

<ol> <li>There is very littl</li> </ol>	e	from the factory, so	it is not bad for the e	nvironmen
a (waste)	<b>b</b> wave	<b>c</b> weight	d wildlife	
2 My cousin says t	hat she loves Caird	and wants to live th	nere	
a ever	b forever	c long time	d never	
	waves when we go in our seats for th	ot on the boat so the ne journey.	captain told us to	
a remember	<b>b</b> remind	c remain	d return	
4 The ground near	r the river is very so	oft and wet because	there is a	there
a mass	<b>b</b> marsh	c maze	d marlin	
5 In the newspape modern hotel.	er, it says that they	want to turn the old	factory	a
a in	<b>b</b> on	c off	d into	
6 It is very dangerd be	ous to go up some 	volcanoes because t	he gases from them ca	an
a traditional	b tobacco	c popular	d toxic	
d The small café n	ext to the school is	s now an expensive r	estaurant. (turn into)	
Complete these s	entences with th	e correct preposition	ons.	
by for into	up -with-		The same	
a Lucy lived <u>wit</u>	h her parents n	ear a bin factory	17.1	20
b One night, Lucy			12 4 7 10	LI DE
	•		Color man	100
The Iron Womar			- 200-110	
		the river.	Charle Street	-
e The workers we	re throwing toxic v	vaste the i	river.	
Write a naragran	h about which ki	nd of pollution is a	warst for poople an	d why
Write a paragrap	h about which ki	nd of pollution is v	vorst for people, an	d why.
Write a paragrap	h about which ki	nd of pollution is v	vorst for people, an	d why.

- 2 Give the students enough time to rewrite each sentence. Go round and help them if necessary.
- 3 Ask different students to report their answers to the class.

#### Answers: \_

- b Do not touch those chemicals because they are toxic.
- c The waste from some factories will stay in the ground forever.
- d The small café next to the school (was/has been) turned into an expensive restaurant.

# 3 Complete these sentences with the correct prepositions.

- 1 Ask the students to work individually to complete the sentences.
- 2 Ask to compare their sentences in pairs, before

Communication skills Negotiating

1 You work for a business that needs to build a chemical factory. There are two possible locations for the factory. First, read the two possible plans.

Pla

Ad

It

Work in groups of three. Read your situation and decide on the best place to build the factory.

Student A The factory makes a lot of things. These must be taken quickly to shops around the country. The most important thing is to have good transport.

**Student B** The owners of the factory do not have a lot of money. The most important thing is to find a place that is not very expensive.

Student C You do not want the factory to damage the environment. The most important thing is to build a factory that does not cause much pollution.

3 Now negotiate with the other students and make a final decision on where to build the factory. Use expressions from Focus on functions.

# OCUS ON FUNCTIONS

#### Negotiating

Surely the best place for the factory is ...
The reason for doing this is (that) ...
If you (put the factory) there, it would ...
Although ... is a good idea, we must / mustn't forget that ...

I agree that is a good reason, but ... / However, ...

# Plan 1: Build a new factory near the city

#### Advantages:

- It will be easy to find people to work in the factory.
- There is another factory nearby that will take away the chemical waste for you.

#### Problems:

- It is expensive to build there and any pollution would be bad for many people.
- The city traffic is very bad so it is not easy to drive there.

# Plan 2: Build a new factory in the desert

#### Advantages:

- · It is very cheap to build there.
- It is a long way from any towns, so any pollution will not damage people's health.

#### Problems:

- It might not be easy to find people to work in
  the factory
- There is nowhere to easily take chemical waste.



reporting their answers to the class.

### Answers: -

- b up
- c for
- d by
- e into

# 4 Write a paragraph about which kind of pollution is the worst for people, and why.

- 1 Spend a few minutes discussing the topic of the paragraph with the class.
- 2 As the students write their paragraphs in 80-100 words, go around monitoring and helping. Remind them to use relative clauses when possible and to use time

- words and phrases they have learned in this unit.
- 3 The finished paragraphs might make a good display for the classroom, or you could take in their work to mark.

Students' own answers

# LESSON 5

SB page 10

WB page 8

# **Communication skills**

- 1 You work for a business that needs to build a chemical factory. There are two possible locations for the factory. First, read the two possible plans.
- I Go through the instructions with the class and make sure everyone knows what they have to do.
- 2 Focus attention on the two plans and set a reasonable amount of time for them to read through the texts individually.
- 3 Check that students understand the advantages and disadvantages of each option.
- 2 Work in groups of three. Read your situation and decide on the best place to build the factory.
- 1 Go through the instructions with the class and make sure everyone knows what they have to do.
- 2 Put the students into groups of three: Students A, B and C. The can now read their situations. Go round and help them with any queries. They can work on their own at this stage.
- 3 Now negotiate with the other students and make a final decision on where to build the factory. Use expressions from *Focus on functions*.
- Go through the instructions with the class and make sure everyone knows what they have to do. Focus attention on the *Focus on functions* box. Explain that this gives a list of expressions that will be useful when negotiating.
- 2 In their groups, students take turns discussing

their concerns and their preferred option for where to put the factory. Encourage the students who are listening to ask questions and challenge the speaker.

- 3 Set a reasonable amount of time for the students to conclude their discussion.
- 4 Go around the class monitoring and helping. Make sure they use the expressions from the *Focus on functions* box correctly.
- 5 Ask the groups to explain their choices to the class.
- 6 You could end with a class vote on the best location for the factory.

# 4 Research the following about pollution.

- 1 Go through the instructions with the class and make sure they understand what they have to do.
- 2 Encourage students to use the library or the internet to find this information. They can do this for homework. You can take in this work in the next lesson.

# **WORKBOOK**

page 8

# 1 Complete the email with the correct words.

- 1 Ask the students to read through the email first and help them with any queries.
- 2 Give the students enough time to complete the email.
- 3 Ask different students to report their answers to the class.

# Answers: \_

- b would
- c place
- d reason
- e mustn't

### 2 Read the situation and write an email.

1 Read through the situation with the class and help them with any queries.

Complete the email with the correct words.



To: Mr Kamal Subject: New Hotel

Dear Mr Kamal,

I was interested to read the plans for your company to build a new hotel in Green Park. You said that you have chosen this location because it is near the city centre I a \_\_\_agree\_\_ that this is a good reason.

However, the park is very popular with local families. If you built the hotel there, it b\_\_\_\_ mean that the families would not be able to go there any more. Surely the best c\_\_\_\_ for the hotel is next to the bus station. The d\_\_\_\_ for this is that there is a lot of space and it is also very near the city centre.

Although a new hotel is a good idea, we e\_\_\_\_\_\_ forget that children in the area need parks to play in and for exercise. We don't want to lose our parks.

I hope that you agree with my ideas. I look forward to hearing from you.

Yours, Karim Al-Sobky

? Read the situation and write an email.

#### Situatio

The traffic is very bad in your city and there are plans to build a new road to help the situation. One plan is to build the road next to your school because this will take cars very quickly into the city. The other plan is to build the road next to the railway line, but this is a longer road.

- a Plan an email negotiating where to put the road.
- Say that you understand why they have planned to build a road by the school.
- · Explain what problems this plan might have.
- Suggest the other plan as a better choice.
- Give your reasons for this.
- Give a summary of your ideas
- End the email.
- **b** Write your email in 100–150 words.

2	Remind the students of the discussion they had in Exercise 3 in their Student's book.

- 3 Go through the paragraph plan with the class and make sure everyone understands what they have to do. They are going to negotiate, but in an email.
- As the students write their emails in 100-150 words, go around the class monitoring and helping. The finished emails might make a good display for the classroom, or you could take in their work to mark.

### Students' own answers

# Assessment

# Listening Task

# Target element: vocabulary and language from the unit

Write these gapped sentences on the board and ask the students to read through them. Tell the students that you are going to play the recording for Exercise 3 on page 6 of the Student's Book again. Remind them that they will hear a talk about Ted Hughes. Tell the students to complete the gapped sentences with the missing words by listening carefully. (The answers are in brackets below.)

I	Ted Hughes was the best English
	of the twentieth (poet, century)
2	The most famous of these is The Iron Man,  was written in 1968 and was later  into a film. (which, made)
3	Ted Hughes was born in 1930 in Yorkshire, is in the north of England. (which
4	He worked as a, a teacher, and in
	a zoo, he learned a lot about animals. gardener, where
5	The poems were in the book
	describe each member of the family in an way. (that, amusing)

# Target element: language in context

**Speaking Task** 

Use Student's Book page 10. Organise the students to work in pairs. Explain that the students are going to interview each other about their choice of where to put the factory. First, match pairs so that one wants to build the factory using Plan 1 and one wants to build the factory using Plan 2.

Student 1 interviews Student 2 about his/her plan and then Student 2 interviews Student 1 about his/her plan. Move around and listen to the interviews. Ask the most confident students to perform their interviews in front of the class.

# **Reading Task**

# Target elements: language from the unit

Tell the students to look again at the extract from *The Iron Woman* on page 8 of the Student's Book. Ask them to write six sentences about the story. Three of the sentences should be true and three of the sentences should be false.

Ask the students to work in pairs and tell them to give each other their sentences to read and decide which are true and which are false. They should write *T* by the sentences that they think are true and *F* by sentences that they think are false. Afterwards, they can give the sentences back for their answers to be checked:

# Writing task

# Target element: grammar used in the unit

Write these sentences on the board and ask the students to copy and complete them. Get some of the students to read out their completed sentences to the class while the rest of the class listen. (The suggested answers are in brackets below.)

- 1 My dad is someone who ... (always makes me laugh.)
- **2 My computer is something that ...** (I use to write my homework.)
- **3 My school is a place where ...** (I have met my best friends.)
- **4 My best friend is someone whose ...** (hobbies are the same as mine.)
- **5** My birthday is a time when ... (I spend time with my family.)
- **6 My phone is something which ...** (I use every day.)

# UNIT 3 WATER AND FOOD SAFETY

SB pages 11-15 WB pages 9-12

# **Objectives**

# Listening

Listening for gist; listening for detail

#### Grammar

The passive infinitive and expressions with *It* 

# Reading

Reading for gist; reading for detail

# **Critical thinking**

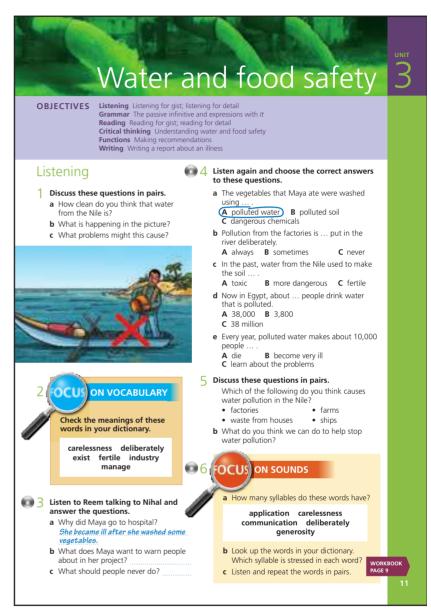
Understanding water and food safety

### **Functions**

Making recommendations

## Writing

Writing a report about an illness



# LESSON 1

# SB page 11 WB page 9

# Before using the book:

- Ask students to tell you why water is important. What do we use it for? Put their ideas on the board.
- Now ask them where we get water from. Ask them if we can drink any water. Elicit from them that not all water is safe to drink because it can be dirty.

# Listening

# 1 Discuss these questions in pairs.

- 1 Put the students into pairs and ask them to discuss the questions. Go around the class, monitoring and helping.
- 2 Ask the pairs to report back to the class on their discussions.

## Suggested answers: -

a and b Students' own answers

This might pollute the river and make the water unsafe.

# 2 Check the meanings of these words in your dictionary.

- 1 Write the words on the board. Say them aloud and ask the students to repeat them.
- 2 Get the students to look up the words in their dictionaries.
- 3 Make sure that they understand the meaning of the words. Tell them you are going to give a simple explanation of a word and the students must tell you what word it is.

### **Example:**

Teacher: *It is a failure to give enough thought and attention to something important.* 

# Answers:

carelessness: a failure to give enough thought and

attention to something important

deliberately: describes doing something intentionally;

on purpose

exist: to be a real thing; to live or be present in

the world

fertile: able to support the growth of plants,

animals or ideas

industry: the production of goods, especially in

factories

manage: be responsible for a business or

department, be in charge



# 3 Listen to Reem talking to Nihal and answer the questions.

- 1 Go through the instructions with the class to make sure that everyone knows what information they are listening for.
- 2 Play the recording and ask the students to answer the questions.
- 3 Play the recording a second time and ask the students to check their answers.

### Answers: -

- b She wants to warn people about the dangers of water from the Nile.
- c They should never drink dirty water from the Nile, and be careful not to wash fruit or vegetables using dirty water as well.

# TAPESCRIPT

Reem: Did you read this report in the newspaper, Nihal? It's about a girl called Maya who was very ill.

Nihal: Oh dear. What happened?

Reem: It is believed that she became ill after she washed some vegetables. She lives on a farm near the Nile and she used water from the river to wash them. The water was not clean.

Nihal: What happened to the girl?

Reem: She was taken to hospital. She nearly died, but now she is better. However, she wants to warn people about the dangers of water from the Nile.

Nihal: What does she want us to know?

Reem: She did a school project about pollution in the Nile and she sent it to a newspaper. This is what her report says. It is thought that waste which is put into the river by factories is often so poisonous that it kills the fish. Sometimes the pollution is put in the river deliberately and sometimes through carelessness. Maya says that you must never wash food using water that may be filled with toxic chemicals.

Nihal: That's very sad. The water from the Nile used to make the soil fertile. Farmers liked the Nile floods because the soil helped their vegetables to grow.

Reem: That's true. Her report says that we need water for farms, for industry and for drinking. To get enough water, we have to use water from the Nile. The problem is that each year, there are more and more people who need more and more water. Now, it is said that in Egypt, about 38 million people drink polluted water. It is believed that 10,000 people become very ill every year as a result.

*Nihal:* What can we do about the problem?

Reem: I hope that the Nile's water will be managed better in the future, so it won't be so polluted.

But the most important thing is that we should all be taught about the dangers that exist today. Never drink dirty water from the Nile, and be careful not to wash fruit or vegetables using dirty water as well.

Nihal: That's good advice. Thanks, Reem.

# 4 Listen again and choose the correct answers to these questions.

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

### Answers: \_

- b Betc.
- c Cetc.
- d C
- e B

# 5 Discuss these questions in pairs.

- 1 Go through the questions with the class and make sure they understand them.
- 2 Put the students into pairs to discuss the questions. Go around the class, monitoring and helping with vocabulary.
- 3 Ask different pairs to report their discussion to the class.

# Answers: \_

- a They all do.
- b Students' answers

# 6 Focus on sounds

# A How many syllables do these words have?

- Remind students that a syllable is a single vowel sound, or beat within a word.
   Demonstrate by counting out the syllables in the first word, *application*, and getting agreement on the number of syllables it contains.
- 2 Put the students into pairs an ask them to agree on the number of syllables in each word.
- 3 Write the words on the board and ask different pairs for their answers.

### Answers:

Tittswers.	
application	4
carelessness	3
communication	5
deliberately	5
generosity	5

# B Look up these words in your dictionary. Which syllable is stressed in each word?

- 4 Put the students into pairs and ask them to find the words in their dictionaries. Explain that the phonetic transcription in the dictionary sometimes includes information on where the stress in placed. If their dictionaries do not contain this information, ask the students to repeat the words to each other and agree on which syllables are stressed in each word.
- 5 Allow enough time for students to repeat the words and come to an agreement. Go around the class, monitoring and helping.
- 6 Ask different pairs for their answers and underline the stressed syllables on the words on the board.

### Answers:

application carelessness communication deliberately generosity

7 Play the recording and ask different students to repeat the words.

# TAPESCRIPT

application carelessness communication deliberately generosity

# Water and food safety 3

- Complete these sentences using the first and last a Sara's father manages a hotel near the beach. It has belonged to his family for many years
- b The soil near the Nile is usually very f\_

letters of the missing words.

- which is why there are many farms there. c I hope that heart disease is a problem that will not
- \_t in the future
- d There is little pollution in the city because it doesn't have any i\_
- ? Rewrite the following sentences using the word(s) in brackets, to give the same
  - a This is not a river, it's a canal that people made. (man-made)
  - This is not a river, it's a man-made canal
  - **b** People who are not careful can sometimes start fires. (carelessness)
  - Mr Ahmed manages a team of ten people. (manager)
  - d Did he fall in the river or did he want to jump in? (deliberately)
- 3 Answer the questions.
  - a What man-made problems exist in your city?
  - b Why is it important that farmers have fertile soil?
  - c Which industries are important in your area?
- 4 Use your dictionary to do the following.
  - a Find words with two, three, four and five syllables
  - b Check that you understand what the words mean
  - c Which syllable is stressed in each word?
  - d Write a sentence using each word.

# **WORKBOOK**

page 9

# 1 Complete these sentences using the first and last letters of the missing words.

- 1 Remind the students that the words all come from the new vocabulary on page 11 of the Student's Book.
- 2 Ask the students to work individually to complete the sentences.
- 3 Check answers with the class.

#### Answers: -

- 2 fertile
- 3 exist
- 4 industry

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

- Ask the students to read through the sentences and check they understand
- Ask the students to work individually to rewrite the sentences.
- Ask the students to compare their sentences in pairs before reporting their answers to the class.

- b Carelessness can sometimes start fires.
- Mr Ahmed is a manager of ten people.
- Did he fall in the river or did he jump in deliberately?

# 3 Answer the questions.

- Ask the students to work individually to answer the questions.
- Ask the students to compare their sentences in pairs before reporting their answers to the class.

# Suggested answers: \_

- Pollution from traffic is a problem in my
- Fertile soil helps the farmers to grow more food.
- The car industry is important in my area.

# Use your dictionary to do the following.

- Ask the students to complete the task individually.
- 2 Give the students enough time to check their dictionaries and find suitable words. Go around the class, monitoring and helping with pronunciation.
- 3 Ask the students to compare their sentences in pairs before reporting their answers to the class.

Students' own answers

# LESSON 2

# SB page 12 WB page 10

# Grammar

# Passive verbs: The passive infinitive and expressions with *It*

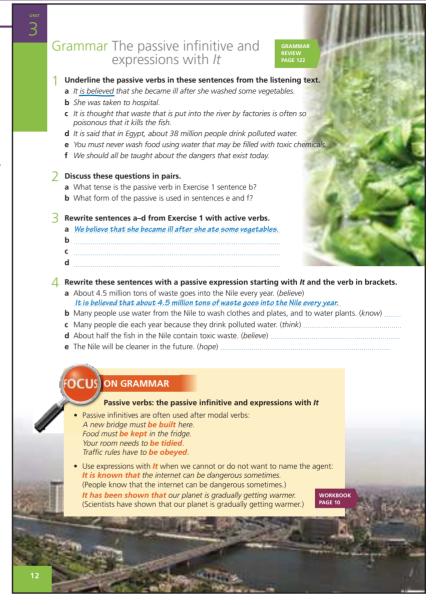
- 1 Underline the passive verbs in these sentences from the listening text.
- 1 Ask the students to read the sentences, and remind them that they all come from the listening text in the previous
- 2 Read the example sentence and ask the students if they know who believes that Maya became ill after she washed some vegetables (we don't know who).
- 3 Ask the students how they recognise the passive voice, and check comprehension by asking for the tense of the verb. Revise the basic structure of the passive voice: *be* + past participle.
- 4 Ask the students to find the passive verbs in the remaining sentences. They can do this in around, monitoring and helping.
- 5 Check the answers with the class.

# Answers:

- b She was taken to hospital.
- c It is thought that waste that is put into the river by factories is often so poisonous that it kills the fish.
- d It is said that, in Egypt, about 38 million people drink polluted water.
- e You must never wash food using water that may <u>be</u> filled with toxic chemicals.
- f We should all <u>be taught</u> about the dangers that exist today.

# 2 Discuss these questions in pairs.

- 1 Ask the students to answer the questions. They can do this in pairs.
- 2 Check the answers with the class. If the students need more help with the passive voice, go through the *Focus on grammar* box or the Grammar Review on page 122.



#### Answers:

- a past simple
- b passive infinitive

# 3 Rewrite sentences a-d from Exercise 1 with active verbs.

- 1 Read the instructions and make sure the students understand the task.
- 2 Students read the sentences a-d from Exercise 1. They can work in pairs to rewrite the sentences.
- 3 Go around and help if necessary.
- 4 Check the answers as a class.

1 Complete the table with active or passive sentences.

Active	Passive
a Farmers plough the fields every year.	The fields are ploughed every year.
b We grew these apples in our garden.	These apples were grown in our garden.
c The storm nearly destroyed our village.	
d	The students were thanked for their help.
e Nobody read this book.	
f	This newspaper is bought by over a million people a day.
g They repaired my computer in half an hour.	
h	The car was damaged by a van near the station.
i More than twenty thousand people watched the match.	
j	This email was sent two weeks ago.

- 2 Rewrite these sentences using a passive expression starting with It.
  - a We believe that two cars were hit in the accident.
    - It is believed that two cars were hit in the accident
  - **b** We know that one of the passengers was injured.
  - c We think that he was taken to the nearest hospital.
  - d We don't know how serious his injury is.
  - e We hope that he will get better soon.
- Rewrite these sentences using passive verbs.
  - a We can see all of the city from the top of that tower.

    All of the city can be seen from the top of that tower.
  - **b** You should take off your shoes before entering the building.



- c You must not take photographs inside this building.
- **d** The teachers could punish you if you break the school rules.
- e Would you like us to show the new student around the building?

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#### Answers: -

- b People/They took her to hospital.
- c People/They think that waste that factories put into the river is often so poisonous that it kills the fish.
- d People/They say that in Egypt, about 38 million people drink polluted water.

# 4 Rewrite these sentences using a passive expression starting with *It* and the verb in brackets.

- 1 Read the instructions and make sure students understand that they need to add new introductory phrases.
- 2 Students can work in pairs to rewrite the sentences.

- 3 Go around the class and help if necessary.
- 4 Check the answers as a class. If the students need more help with the passive voice, go through the *Focus on grammar* box or the Grammar Review on page 122.

#### Answers: -

- b It is known that many people use water from the Nile to clean clothes, to wash plates and to water plants.
- c It is thought that many people die each year because they drink polluted water.
- d It is believed that about half the fish in the Nile contain toxic waste.
- e It is hoped that the Nile will be cleaner in the future.

# **WORKBOOK**

# page 10

- 1 Complete the table with an active or passive sentence.
- 1 Ask the students to read through the sentences and help them with any queries.
- 2 Give the students enough time to rewrite the sentences. Go around the class, monitoring and helping.
- 3 When they have finished, ask the students to compare their answers with a partner.
- 4 Ask different students to report their answers to the class.

#### Answers: -

- c Our village was nearly destroyed by the storm.
- d They thanked the students for their help.
- e This book has been read by nobody. / This book has never been read (by anybody).
- f A million people buy this newspaper a /every day.
- g My computer was repaired in half an hour.
- h A van near the station damaged the car.
- i The match was watched by more than twenty thousand people.
- j They sent this email two weeks ago.

# 2 Rewrite these sentences using a passive expression starting with *It*.

1 Ask the students to read through the sentences

and help them with any queries.

- 2 Ask the students to work individually to complete the sentences.
- 3 Ask the students to compare their sentences in pairs before reporting their answers to the class.

### Answers: -

- b It is known that one of the passengers was injured.
- c It is thought that he was taken to the nearest hospital.
- d It isn't known how serious his injury is.
- e It is hoped that he will get better soon.

# 3 Rewrite these sentences using passive verbs.

- 1 Ask the students to read through the sentences.
- 2 Ask different students to report their answers to the class.

### Answers: -

- b Your shoes should be taken off before entering the building.
- Photographs should not be taken inside this building.
- d You could be punished if you break these rules.
- e Would the new student like to be shown around the building?

# LESSON 3

# SB page 13

# Reading

# 1 Discuss these questions in pairs.

- 1 Ask the students to look at the picture and elicit what the woman is doing. Ask the students to discuss what problems there can be with selling cheese like this. Go around, monitoring and helping with vocabulary and ideas.
- 2 Write the students' ideas on the board.

# Suggested answers: -

b Insects may land on the cheese and spoil it. The cheese may contain chemicals or germs that are bad for us.





- Discuss these questions in pairs.
- a What is the woman in the picture selling?
- **b** What problems might there be with the food here?

# ON VOCABULARY Check the meanings of the words in your dictionary.

 $\begin{array}{cccc} \text{artificial} & \text{fine } (\textit{v}) & \text{expiry} & \text{label } (\textit{n}) \\ \text{make sure} & \text{manufacture } (\textit{v}) \\ \text{properly} & \text{reliable} \end{array}$ 

- Read about food safety and check your answers to Exercise 1.
- 1 Now answer these questions.
  - a What is the aim of the food safety organisations? It is to make sure that all the food that you buy is safe to eat.
  - **b** What information can a label on food give you?
  - **c** What can happen to the owners of shops that sell old food?
  - d What problems might there be with bread?
  - e Where should you buy food from? ....
  - **f** What is the problem with some food that is sold on the streets?
- Which of the words in bold from the article mean the following?
  - a the thing that you are hoping to achieve
  - what the food is made of .....
  - c not cooked ...
  - **d** trust someone or something ...

# **Know what you eat**

When you buy food from a shop, it is not always easy to know where the food has come from. There are now food safety organisations whose **aim** is to **make sure** that all the food that you buy is safe to eat.

Labels on the food may have a list of ingredients, so you know if they are natural or artificial. The labels should say when the food was manufactured and give an expiry date saying when it should be eaten by. Owners of shops that sell food that has gone past its expiry date can be fined. Never eat food later than the expiry date or it might make you very ill.

The food safety organisations cannot check all the food that is sold. For example, when you buy fruit and vegetables such as oranges, potatoes and tomatoes, you might not know if they were grown using chemicals that may be bad for you. Was your bread baked in a place that was clean, or was it full of germs?

You must be very careful with meat and cheese. You should always buy fresh meat and cheese, so make sure that they have not been in the shop for too long unless they are kept cool. Cheese should also be covered when it is taken to the shops, so that insects cannot land on it. It is always best to buy food from a reliable shop or market, where you know that you can count on your food being both tasty and healthy. You must also be careful when you buy cooked food from the street. Meat that is raw or not properly cooked can make you very ill if you eat it.

- Read again. Are these sentences *True* or *False*? Correct the false sentences.
  - a Food safety organisations check that all the food that we buy is safe to eat. False.

    They cannot check all the food that is sold.
  - **b** Only healthy, natural food has labels on it.
  - c Fruit and vegetables are always good for
  - ${\bf d}$  Bread is not always baked in a clean place
  - **e** Some cheese that is sold in shops is not fresh.
  - f Milk is an artificial ingredient.

n

# 2 Check the meanings of these words in your dictionary.

- 1 Write the words on the board. Say them aloud and get the students to repeat them.
- 2 Get the students to look up the words in their dictionaries.
- 3 Make sure they understand the meaning of the words. Tell them you are going to give a simple explanation of a word and the students must tell you what word it is.

### **Example:**

Teacher: *It means to punish someone by making them pay money.* 

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### Students: Fine.

4 Continue in this way with all the words in the exercise.

### Answers: -

artificial: not natural, but made by people

fine: punish a person, group, or business by

making them pay money

expiry: the end of a period of time in which

something can be used

label: a piece of paper that gives information

about a product

make sure: check that something has been done or is

true

manufacture: make a lot of something using machines properly: done in a correct or satisfactory way

reliable: describes something that can be trusted to

work well or be safe

# 3 Read about food safety and check your answers to Exercise 1.

- 1 Ask the students to read the text. Go round and help them with any queries.
- 2 Now put the students into pairs and ask them to compare their answers to those for Exercise 1.
- 3 Ask some of the students to report their answers to the class.

# 4 Now answer these questions.

- 1 Go through the questions to make sure everyone understands what information is required.
- 2 Give the students plenty of time to read the text again. Go around, monitoring and helping if necessary.
- 3 Check answers with the class.
- 4 Follow up by asking the students what they think about the advice in the text.

#### Answers: -

- b A label can include a list of the natural and artificial ingredients, say when the food was manufactured, and give an expiry date.
- c They can be fined.
- d Bread might be full of germs.
- e We should buy food from a reliable shop or market.
- f Meat that is raw or not cooked properly can make you very ill.

# 5 Which of the words in bold from the article mean the following?

- 1 Ask the students to read the sentences that contain the words in bold, and ask them to decide what parts of speech they are.
- 2 Tell the students to guess the meaning of the words, using the context of the sentence or paragraph to help them. They can check their answers in a dictionary.
- 3 Check answers with the class.

#### Answers: \_

- b ingredients
- c raw
- d count on

# 6 Read again. Are these sentences *True* or *False*? Correct the false sentences.

- 1 Get the students to read the sentences first.
- 2 Explain that they can read the article again. Students must write *True* or *False* for each sentence.
- 3 Explain that the students have to write correct sentences for the sentences that were false.
- 4 Get them to compare their answers.
- 5 Go through the answers with the class and elicit the correct answers for the false sentences.

### Answers: -

- b False.
- False. Fruit and vegetables may have been grown using chemicals that are bad for you.
- d True
- e True
- f False.

# **LESSON 4**

# SB page 14 WB page 11

# 1 Read this quotation from the article on page 13 and discuss the questions.

- 1 Ask the students to read the short text from the article in the last lesson.
- 2 Now put the students into pairs and get them to discuss the questions.
- 3 Ask some pairs to say their answers aloud to the rest of the class.

# Suggested answers: \_

- a Some people don't have enough money to throw food away. Sometimes they may feel that the expiry date isn't important.
- b All food should have an expiry date, so we can be safe. / Some foods don't need an expiry date because it's easy to see when it's not good to eat.

# 2 Look up these words in your dictionary.

- 1 Give students time to look up the words.
- 2 Ask students to say each word aloud and check their pronunciation. Then ask them to explain what each word means.

# Answers:

carbonated water: water containing small amounts of

air

caffeine: a chemical in coffee, tea and other

drinks that makes you feel more

active

flavor: the particular taste of a food or

drink

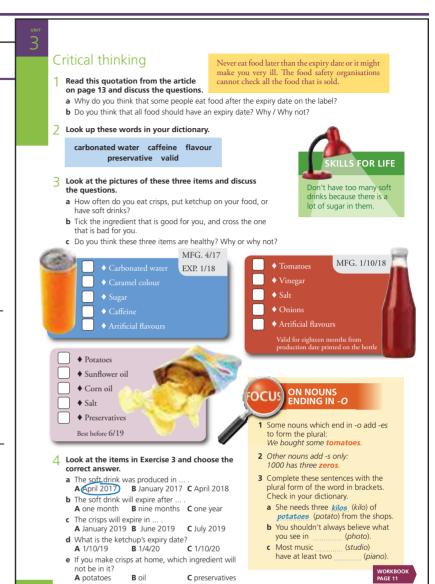
preservative: something which stops food from

going bad

valid: allowed to be used

# 3 Look at the pictures of these three items and discuss the questions.

1 Give students time to read the three labels and check that they understand the information.



- 2 Students can work in pairs to discuss the three questions. Go round and monitor and help them with any queries.
- 3 Check their answers as a class. You might want to point out that some of the ingredients can be good for you in small amounts, for example, sunflower oil.

# Suggested answers: \_

- a Students' answers
- b Carbonated water √ Caramel colour x Sugar x Caffeine x Artificial flavours x

Tomatoes √ Vinegar x Salt x Onions √ Artificial flavours x

Potatoes √ Sunflower oil x Corn oil x Salt x

Preservatives x

# 4 Look at the items in Exercise 3 and choose the correct answer.

- 1 Students read the labels again and choose the correct answers from. You might need to help them with the first answer. Point out that MFG stands for *manufacturing* (when it was made) and that EXP stands for *expiry*.
- 2 They can check their answers in pairs, then check them as a class.

Answers:				
b				
c	C			
d	В			
e	C			

# 5 Focus on nouns ending in -o

- 1 Read through the explanation and ask students to think of more examples.
  Write a list on the board.
- 2 Read through the instructions and make sure that the students know what to do.
- 3 Encourage students to use their dictionaries to check the spelling of plural nouns.
- 4 Check the answers with the class.

#### Answers

b photos studios / pianos

# **WORKBOOK** page 11

# 1 Find and correct the mistakes in the following sentences.

- 1 Give the students enough time to correct the sentences.
- When they have finished, ask the students to compare their answers with a partner.
- 3 Ask different students to report their answers to the class.

### Answers: \_

- b Don't take flowers from the park or you might be **fined**.
- c Please make sure that you are not late for the lesson tomorrow.
- d The factory **manufactures** hundreds of children's toys.
- e You can always **count** on my brother. He always does what he says.

# 2 Answer these questions.

- 1 The students may need to read the text on page 13 of the Student's Book again.
- 2 Give the students enough time to answer the questions and compare their answers with a partner. Go around the class, monitoring and helping.
- 3 Ask different students to report their answers to the class.

# Suggested answers: \_

a Some food has an expiry date so we know when it is not good to eat.

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- b You should never eat meat such as chicken when it is raw.
- c If chicken (meat) is red, it is not cooked properly. Other meat should look brown when it is cooked.
- d The ingredients, so that you know what you are eating, and an expiry date, so that you know if the food is fresh.
- e Students' own answers

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

- 1 Ask students to read the sentences first.
- 2 They can work individually, and then compare their answers with their partner's.
- 3 Check answers as a class.

### Answers: -

1	a	2	c
3	d	4	b

### 4 Choose the correct words.

- 1 Give the students enough time to choose the correct plurals of words ending in -o.
- 2 When they have finished, ask the students to compare their answers with a partner.
- 3 Ask different students to report their answers to the class.

# Answers: -

- a potatoes
- b kilos; pianos
- c radios; studios
- d volcanoes

# Communication skills Making recommendations

1 Listen to three people talking and answer these questions.

- **a** What is the subject of their conversation? Avoiding unhealthy foods.
- **b** Which of these recommendations do the
  - Make unhealthy foods very expensive.Design a poster so that people know about the problem.
  - Make a video.
  - Make a television advertisement.

2 Listen again and circle the expressions you hear that are used to make recommendations and to agree or disagree with recommendations.

# FOCUS ON FUNCTIONS

## Making recommendations

- a I'd suggest making unhealthy foods very expensive. (I'd recommend making unhealthy foods very expensive.) Why don't we make unhealthy foods very expensive?
- **b** We might even include photos. / We could even include photos. / Let's include photos.
- c What we should / can do is ... / What we really should do is ... / What we can't do is ... /
- **d** We could think about making a video. / We should think about a video. / I recommend making a video.
- e We should try those two things. / Let's try those two things. / Why don't we try those two things?

#### Agreeing with recommendations

- f There's a good idea. / That's a good idea / That's an idea.
- g I like that idea. / I love that idea. / I'd like that idea.
- **h** Great thinking, Rami. / Good idea, Rami. / Good thinking, Rami.

#### Disagreeing with recommendations

i I'm not sure how we'd do that. / We can't do that. / That wouldn't work



- Work in groups of three. Choose one of these subjects and make recommendations, using expressions from Focus on functions.
  - How can people be persuaded to stop buying food that is unhealthv?
  - How can people be persuaded to keep the
     Nile clean?





 what can happen to people who have the illness

how people can avoid getting the illness

WORKBOOK PAGE 12

# LESSON 5

# SB page 15 WB page 12

## **Communication skills**

# 1 Listen to three people talking and answer these questions.

- 1 Explain that the students are going to listen to a conversation and they should answer the questions. Read through the options in part b.
- 2 Play the recording and ask the students to summarise the topic in pairs.
- 3 Ask the students to report their answer to the class.

# Answers: \_

b Design a poster so that people know about the problem.  $\sqrt{\text{Make a video.}} \sqrt{\text{Make a vide$ 

## TAPESCRIPT

Leila: When I went to the park yesterday, I saw a lot of school students eating pizza and having soft drinks.

People often take a picnic and eat in Riham:

Leila: Yes, but the students all had crisps and sweets, too. I was surprised that they

were eating so much fat, salt and sugar.

Huda: That's really unhealthy. They will make

themselves ill.

Riham: I know, Huda, but what can we do

about it?

Leila: Well, we could make some

> recommendations – you know, perhaps write an article in the school magazine.

Do you think that many people would Huda:

read it?

Leila: I don't know, Huda, but I think we

should try, don't you?

Huda: Yes.

Leila: OK, you too, let's discuss some ideas.

Well, for a start, I'd recommend making Riham:

unhealthy foods very expensive. Then people won't want to buy it.

Huda: Hmm, I'm not sure how we'd do that,

> Reham, but perhaps we could try designing a poster showing people how

healthy food is good for you.

Leila: That's a good idea, Huda. We might

even include photos showing how good

healthy food can look.

Huda: I like that idea, Leila. What we really

should do is persuade people, to make them see what happens if you eat

unhealthy food.

Or we could think about making a Riham:

> video showing the difference between a fit, healthy person doing sport, and an unhealthy person who doesn't want to

do any exercise.

Good thinking, Riham. Let's try those Leila:

two things: a poster and a short video.

Agreed?

Riham & Huda: Yes, let's do it.

- 2 Listen again and circle the expressions you hear that are used to make recommendations and to agree or disagree with recommendations.
- Direct the students' attention to the Focus on functions box and ask different students to read out the options for the recommendations.
- 2 Explain that the students should only circle the expressions that they hear.
- 3 Play the recording again and allow students enough time to complete the task.
- Repeat for agreeing and disagreeing with recommendations.
- Check the answers with the class.

#### Answers: \_

- b We might even include photos.
- What we really should do is ...
- We could think about making a video.
- Let's try those two things.
- That's a good idea.
- I like that idea.
- Good thinking, Rami.
- I'm not sure how we'd do that.
- 3 Work in groups of three. Choose one of the subjects and make recommendations, using expressions from Focus on functions.
- 1 Go through the questions with the class and make sure everyone understands them.
- Ask the students to think about their answers and give them plenty of time. They can use the pictures to help then with ideas for the first subject. Ask them what other things they could do to eat more healthily.
- Put the students into small groups and ask them to share their ideas. Encourage them to discuss any different ideas they have, giving reason for their recommendations. Go around the class, monitoring and helping.
- Ask groups with good discussion points to report them to the class.

Students' own answers

# 4 Research information about illness.

- 1 Go through the instructions with the class and make sure they understand what they have to do.
- 2 Encourage students to use the library or the internet to find this information. They can do this for homework.

# WORKBOOK

page 12

- 1 Complete the sentences with expressions making or responding to recommendations.
- 1 Give the students enough time to complete the sentences.
- 2 Ask different students to report their answers to the class.

#### Answers:

- a idea; let's
- b recommend; thinking
- c could; Great

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

- 1 Read through the situations with the class. Remind the students of the discussion they had in Exercise 3 in their Student's book.
- 2 Ask the students to write their answers. Go around the class monitoring and helping.
- 3 Ask the students to compare their answers with a partner.
- 4 Ask different students to report their answers to the class.

# Suggested answers: \_

- a I'd suggest reading this book. It's really good.
- b That's a good idea.
- c Why don't you take him/her to the museum?
- d We should try (shop). It's not very expensive.

1	Complete the sentences with expressions making or responding to recommendations.				
	could Good idea let's recommend should thinking				
	<b>a A</b> When do you think we should revise for the test?				
	<b>B</b> What we really <u>should</u> do is make a plan.				
	A Yes, I like that				
	B OK,do that now.				
	<ul> <li>b A I'm worried about not having enough money while I'm on holiday.</li> <li>B I'd keeping a note of everything that you spend and checking how</li> </ul>				
	much you have left at the end of each day.				
	<b>A</b> Good				
	<b>A</b> Why don't we get fit?				
	<b>B</b> Great thinking, but what can we do?				
	A We go for a run every day.  B idea.				
	<b>b</b> iuea.				
2	Write what you would say in each of the following situations.				
	a A friend has asked you to recommend a good book to read while he/she is on holiday				
	<b>b</b> A friend has recommended a way to revise for a test which you think is very good.				
	A menu has recommended a way to revise for a test which you think is very good.				
	c A friend wants to take a foreign visitor to interesting places in your town during his/he				
	stay and has asked you for some ideas.				
	d You and your friend need some new clothes. The friend has asked you to recommend				
	shop that is not too expensive.				
3	Write a short report about the illness you researched in the Student's Book.				

# 3 Write a short report about the illness you researched in the Student's Book.

- 1 Remind the students of the research they did for Exercise 4 in their Student's Book. Make sure everyone understands what they have to do.
- 3 As the students write their paragraphs using 100 150 words, go around the class monitoring and helping. The finished paragraphs might make a good display for the classroom, or you could take in their work to mark.

# Assessment

# **Listening and Speaking**

# Target element: vocabulary and language from the unit

Write these gapped sentences on the board and ask the students to read through them. Tell the students that you are going to play the recording for Exercise 3 on page 11 of the Student's Book again. Remind them that they will hear Reem talking to Nihal. Tell the students to complete the gapped sentences with the missing words by listening carefully (The answers are given below in brackets):

1	It is that she became ill after she washed some (believed, vegetables)
2	She did a school project about in the Nile and she sent it to a (pollution, newspaper)
3	Sometimes the pollution is put in the river and sometimes through deliberately, carelessness
4	We need water for farms, for and for drinking. (industry)
	We should all be taught about the dangers that today. Never drink water from the Nile. (exist. dirty)

## **Reading Task**

## Target element: language in context

Tell the students to look again at the article *Know What You Eat* on page 13 of the Student's Book. Ask them to write six recommendations about food. Three of the sentences should be good ideas and three of the sentences should be bad ideas.

Ask the students to work in pairs and tell them to give each other their sentences to read and decide which are good and which are bad ideas. They should write *G* by the sentences they think are good and *B* by sentences they think are bad. Afterwards, they can give the sentences back for their answers to be checked.

# **Writing Task**

# Target element: passive verbs

Write these sentences on the board and ask the students to rewrite them in the passive. Get some of the students to read out their completed sentences to the class while the rest of the class listen. (The answers are given below in brackets).

- 1 **They must put labels on food.** (Labels must be put on food.)
- 2 **People need to manufacture the food in a factory.** (The food needs to be manufacture in a factory.)
- 3 **They have to bake the bread in a bakery.** (Bread has to be baked in a bakery.)
- 4 **People should buy healthy food from a reliable shop or market.** (Healthy food should be bought from a reliable shop or market.)
- 5 **They can give the food an expiry date.** (The food can be given an expiry date.)

# **Revision A**

SB pages 16-20

WB pages 13-16

# **LESSON 1**

SB page 16

# Listening

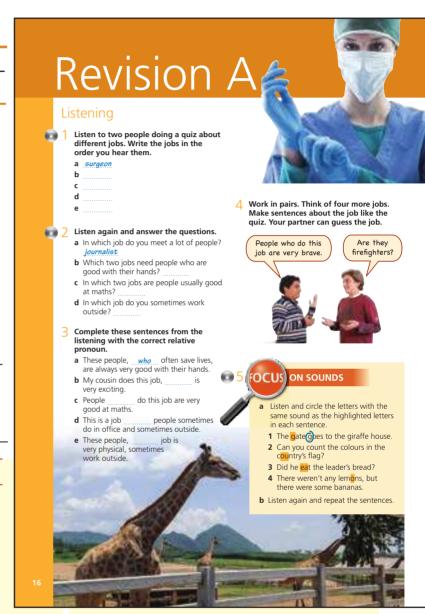
- 1 Listen to two people doing a quiz about different jobs. Write the jobs in the order you hear them.
- 1 Focus attention on the picture of a surgeon and ask the class to describe what the job involves.
- 2 Make sure that the students understand the task.
- 3 Play the recording and give the students enough time to write down the jobs.
- 4 Ask different students to report their answers to the class.

#### Answers: -

- b journalist
- c accountant
- d engineer
- e builder

# TAPESCRIPT

- Boy 1: Let's do this quiz. It is about people's jobs. Can you tell me the job I'm describing?
- Boy 2: OK. What's the first one?
- Boy 1: These people, who often save lives, are always very good with their hands.
- Boy 2: Do they work in a hospital?
- Boy 1: Yes, they do.
- Boy 2: Are they surgeons?
- Boy 1: Yes, they are.
- Boy 1: Number 2. My cousin does this job, which is very exciting. People who do this job meet a lot of people
- Boy 2: Do these people work in a school?
- Boy 1: No, they don't. There's a photo of someone doing this job. Look.
- Boy 2: Is that person interviewing someone?
- Boy 1: Yes, he is.
- Boy 2: Is he a journalist?
- Boy 1: Yes, he is.



- Boy 1: OK, now number three. People who do this job are very good at maths.
- Boy 2: Do these people work in a school?
- Boy 1: No, they don't.
- Boy 2: Do they work in an office?
- Boy 1: Yes, they do.
- Boy 2: Are they accountants?
- Boy 1: Yes, they are!
- Boy 1: Number four. This is a job which people sometimes do in office and sometimes outside.
- Boy 2: Do you need to be intelligent to do this job?
- Boy 1: Yes, you do. People who do this job are usually good at maths but they are also good at drawing.

- Boy 2: Are they engineers?
- Boy 1: Yes, they are.
- Boy 1: The last one. These people, whose job is very physical, sometimes work outside.
- Boy 2: Do they work with animals?
- Boy 1: No, they don't.
- Boy 2: Are they good with their hands?
- Boy 1: Yes, they are.
- Boy 2: Are they builders?
- Boy 1: Yes, they are.

# 2 Listen again and answer the questions.

- 1 Ask the students to read through the questions, and remind them that questions b and c require two answers each.
- 2 Tell the students that you are going to play the recording again and ask them to make notes. You can play the recording twice if required.
- 3 Give the students enough time to write down their answers individually.
- 4 Ask different students to report their answers to the class.

# Answers: \_

- b surgeon, builder
- c accountant, engineer
- d builder
- 3 Complete these sentences from the listening with the correct relative pronoun.
- 1 Ask the students to read through the sentences.
- 2 Review the example sentences and check that the students remember what kinds of words pronouns are.
- 3 Give the students enough time to write down their answers individually.
- 4 Ask different students to report their answers to the class.

### Answers: -

- b which
- c who
- d which/that
- e whose

# 4 Work in pairs. Think of four more jobs. Make sentences about each job like the quiz. Your partner can guess the job.

- 1 Organise the students into pairs and ask them to write down their jobs, so they can't change their minds.
- 2 Read the example. If necessary, think of a job and rehearse with one or two students so that they understand what to do.
- 3 Give the students time to quiz each other. Go around the class, monitoring and helping. Take note of any interesting descriptions.
- 4 Ask some students to repeat their clues for the class.

### Students' own answers

# 5 Focus on sounds

### A Listen and circle the letters with same sound.

- 1 Go through the sentences with the students and make sure that the students understand which sounds they are listening for.
- 2 Play the recording twice, or more if necessary, and give the students enough time to circle their answers.
- 3 Ask different students to report their answers to the class.

#### Answers

- 2 Can you count the colours in the country's flag?
- 3 Did he eat the leader's bread?
- 4 There weren't any lemons, but there were some bananas.

# TAPESCRIPT

- 1 The gate goes to the giraffe house.
- 2 Can you count the colours in the country's flag?
- 3 Did he eat the leader's bread?
- 4 There weren't any lemons, but there were some bananas.

# B Listen again and repeat.

- 4 Play the recording again. Pause after each sentence and allow students to repeat what they hear.
- 5 Ask students to read the sentences again and check their pronunciation.

# LESSON 2

# SB page 17

## Grammar

# 1 Look at the pictures. Write what people with this job do and what this person is doing now.

- 1 Focus attention on the example sentences and the structures used in both.
- 2 Make sure that the students understand the instructions Give them time to write their answers individually.
- 3 Ask different students to report their answers to the class. Answers may vary.

# Suggested answers: -

- Surgeons operate on people to make them healthy again. Anwar is washing his hands
- c Engineers design machines, roads and bridges. Ahmed is looking at some plans.
- d Accountants check the money that people and businesses spend. Habiba is talking on the telephone.
- 4 Ask students to discuss the final question in pairs. Go round and monitor while they are talking.
- 5 After a few minutes, ask students to share their ideas with the class. You could have a class vote to find out which job is most popular.

# 2 Complete the sentences with the correct forms of the verbs in brackets.

- 1 Ask the students to read through the text.
- 2 Make sure that the students understand the instructions and give them time to write their answers individually.
- 3 Ask different students to report their answers to the class.

#### Answers: doesn't know (given) asked h live d decided C f phoned e left has to h had to walked j drove



Work in pairs. Complete these sentences with a relative clause.

- **a** My childhood was a time when ...
- **b** My favourite shop is a place where ...
- **c** The last lesson we had at school was a subject which ...
- d My grandfather, whose children ..
- e My best friend is a person who ...

My childhood was a time when I played with my dolls and toys.

17

# 3 Work in pairs. Complete these sentences with a relative clause.

- Organise the students into pairs and make sure they understand the instructions. Ask a student to read the example answer.
- 2 Give the students time to discuss and write down their answers.
- 3 Ask pairs to report their answers to the class.

### Suggested answers: -

- a My childhood was a time when I went to school.
- b My favourite shop is a place where I can find the clothes that I like.
- c The last lesson we had at school was a subject which I'm very good at.
- d My grandfather, whose children all live near us, likes playing games with us.
- e My best friend is a person who works very hard.

k are waiting

# Reading

Complete the article about the French scientist Louis Pasteur with the correct

> body help intelligent publish surname when which who

### Louis Pasteur, 1822-1895, Scientist

Louis Pasteur was a famous scientist, who was born in 1822 into an ordinary French family. It is said that Louis did not do very well when he first went to school. However, he was very (a) intelligent and his life changed when he had a new chemistry teacher. From that time, he was very excited by the subject and he did very well in his exams easily. After school, he went to study

It is believed that this was a time ( he did a lot of research. Then, in 1854, he became Professor of Chemistry at the University of Lille in the north of France. Part of his work there was to help companies with their problems. For example, he showed a food company that the germs in milk could be killed by boiling it and cooling it again. This made the milk, diseases, safe to drink. He also showed that people could catch diseases from other carried germs. He also work which explained how our might be infected in three different ways: through the air, through our skin and through the food we eat. Later, he discovered ways of stopping diseases from passing from person to person.

In 1888, he started a special school for the study of diseases. The school took its : it was called the name from his g Pasteur Institute, Pasteur died in 1895, at the age of 72. It is thought that his discoveries us all to live healthier lives.



#### Answer the questions

- a When did Louis begin to feel excited by chemistry?
  When he had a new chemistry teacher.
- **b** What did he do when he went to study
- c What did he show a food company?
- d What was the problem with milk before
- e What did the work which he published explain?
- f What was started in 1888?
- g What was the year of Louis's death?
- h How do his discoveries help us?

# **?** Discuss these questions in pairs.

- a Which charities do you know that help people to stay healthy?
- **b** What kinds of things do these charities do to help people?
- c How can richer countries help poorer countries with their health problems?
- d Why is it important for countries to work with each other in doing medical research? Think of one or two reasons.

Ask different students to report their answers to the class.

#### Answers: \_

b when c which d who e published f bodies g surname h helped

# Answer the questions.

- Go through the questions with the class and make sure that they know which information they need to find.
- Give the students enough time to read through the text again and write their answers.
- Ask different students to report their answers to the class.

### Answers:

- b He did a lot of research.
- c He showed them how he could make milk safe to drink.
- d It could carry diseases.
- e It explained how our bodies might be infected.
- f A special school for the study of diseases.
- h They have helped us to live healthier lives.

# Discuss these questions in pairs.

- Ask the students to read through the questions.
- Put the students in pairs to discuss their answers to the questions and go around, helping as necessary. Encourage students to give reasons for their opinions.
- Ask the groups to report back to the class and encourage a class discussion.

Reading

# 1 Complete the article about the French scientist Louis Pasteur with the correct form of these words.

- 1 Focus attention on the picture and ask the students if they know anything about Louis Pasteur. Write any correct information on the board.
- 2 Ask the students to read through the text quickly to see if any of the information they mentioned is included in the text. Answer any questions.
- Ask the students to read the text more carefully and complete the sentences in pairs. Go around the class, monitoring and helping.

#### Answers:

- a Students' own answers
- Students' own answers
- They can give them medicines or advice about new medicines. They can help to train their doctors.
- Scientists from different countries can help each other to do research. They may have different ideas which will help find new medicines. The governments of each country can help to pay for the research, too.

# **Communication skills**

- 1 Look at the photographs which show forms of pollution. Discuss in pairs. Which one shows the biggest problem? Use some of these expressions.
- 1 Focus attention on the photographs and ask a student to read the captions.
- 2 Ask the students to decide which form of pollution is the worst. Remind them to use the phrases in the box and tell them there are no right or wrong answers. Encourage the students to justify their answers.
- 3 Give the students enough time to discuss the topic and go around the class, monitoring and helping. Take note of any interesting points.
- 4 Ask different students to report their opinions to the class.

### Students' own answers

- 2 Work with another partner.
- 1 Ask the students to work with a different partner.
- 2 Make sure that the students understand the instructions and use the expressions in the box.
- 3 Give the students enough time to discuss the questions. Go around the class, monitoring and helping. Take note of any interesting points.

# Students' own answers

- 3 Work in groups of four. Take turns to tell the other pair in your group about how you plan to stop one form of pollution.
- 1 Ask each pair to work with another pair and discuss their recommendations.
- 2 Give the students enough time for everyone to take a turn speaking. Go around the class, monitoring and helping.

# Students' own answers

4 A charity has given you some money to help stop one form of pollution. What will you spend the money on? Negotiate with the other groups in the class. Use some of these expressions.

# Communication skills Project

Look at the photographs which show forms of pollution. Discuss in pairs. Which one shows the biggest problem? Use some of these expressions.

I think / believe that .. In my opinion / view . If you ask me, ...

#### Work with another pair.

- **a** Choose one form of pollution. How could you help stop the pollution?
- **b** Take turns to make recommendations. Your partner can agree or disagree. Use some of these expressions.

I'd suggest / recommend ...
Why don't we ...?
We could think about ...
Let's try ...
That's a good idea. / I like that idea.
We can't do that. / That wouldn't work.

- Work in groups of four. Take turns to tell the other pair in your group about how you plan to stop one form of pollution.
- 4 A charity has given you some money to help stop one form of pollution. What will you spend the money on? Negotiate with the other groups in the class. Use some of these expressions.

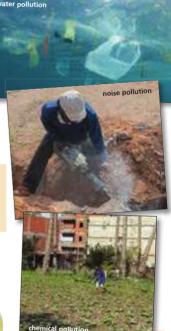
Surely the best thing to do is ...
The reason for this is that ...
If you spend the money on this, it would ...
Although ... is a good idea, we mustn't forget that ..
I agree that is a good reason, but ...

Have a class vote. What will you spend the money





Revision



- 1 Help manage the negotiations between the groups and encourage each group to justify their choices. Encourage use of the expressions in the box.
- 2 Aim to reduce the number of options to two or three possibilities and write them on the board before moving forward to the next exercise.

# Students' own answers

- 5 Have a class vote. What will you spend the money on?
- 1 Focus attention on the options on the board and have a class vote.
- 2 Mark the scores for the vote on the board next to the options and declare the winning proposal.

#### **EXTRA READING**

ON VOCABULARY

Check the meanings of these words in your dictionary

avoid chop (v) chopping board cloth cool (v) multiply prepare spread (v)

Work in pairs and do the quiz

- 1 What do you do before you start to prepare food?
- a I put all the food I need on the table b I wash my hands.
- 2 What do you do before you eat fruit?
- a I wipe it with a cloth, the b I wash the fruit carefully.
- 3 You find some yoghurt in the fridge that is past its expiry date. What do you do?

  a I eat it if it smells OK. b I don't eat it.
- 4 What do you use to clean the kitchen?
  - a I use the same cloth every day. b Lusually use a new cloth
- Do you think that you are more likely to be ill if you answered mostly a or mostly b to each question in the quiz? Why?
- 4 Read about food safety and check your answers
- 5 Read the text again and answer these questions.
  - a Why should you not chop vegetables on the same board that you use to chop meat?
  - **b** Why should you not keep raw meat or fish at the top of the fridge?
  - c What should you do with raw chicken?
  - d What can happen if you put hot food in a fridge?
  - **e** What should you always do after you have prepared food?

# **PROJECT**

- a Use the internet or the library to find our about Hepatitis A.
  - . How do people get it from food and drink?
- · How can you avoid getting it?
- b Work in small groups. Make a poster giving advice about how to avoid Hepatitis A

# Food safety

It is believed that even a clean kitchen usually has about 100,000 times more germs than a bathroom, and most of the germs come from food. So how can you avoid becoming ill when there are so many

- First, always wash your hands with hot water and soap before you prepare any food. It is best to wash fruit and vegetables, too, but don't use soapy water or dirty water. Always use clean
- Never **chop** vegetables on the same **chopping board** that you use for raw meat. Use a different board, because raw meat often has a lot of germs on it.
- When you buy raw meat or fish, keep it in a bag at the bottom of the fridge or freezer, where it cannot touch or drip on other food. Before you cook chicken, you should always wash it in water and vinegar so that you don't spread any
- · Always cook meat at the correct temperature because meat that is not well cooked can make you very ill. You should wait for cooked food to **cool** before you put it in the fridge. If you put hot food in the fridge, it can help germs to **multiply**. A fridge should always be below 5°C, but do not keep food past its 'best before' date even in the fridge.
- Finally, clean all the areas where you have prepared the food. Try to use a new, clean cloth or wash your cloth very well: thousands of germs can live in old or the control of the c

Follow this advice and you will have no health problems in the kitchen!

### Students: Avoid.

Continue in this way with all the words in the exercise.

#### Answers:

make sure that something avoid:

bad does not happen

chop(v): cut something, especially

food, into small pieces

chopping board: a flat piece of wood or

plastic that is used to chop

cloth: a piece of material that is

used for cleaning or drying

become or make a little cool (v):

multiply: increase greatly in number prepare: make something ready to

use or eat

spread (v): affect a larger area or more

people

# Work in pairs and do the quiz.

- Ask the students to read through the quiz quickly and check that they understand all of the questions.
- Give the students time to ask and answer the questions in pairs. Go around the class, monitoring and helping. You might want to give them a time limit to complete the task.
- 3 Do you think that you are more likely to be ill if you answered mostly a or mostly b to each question in the quiz? Why?
- 1 Give the students enough time to discuss the questions in pairs or small groups. Go around the class, monitoring and helping.
- 2 Ask different pairs or groups to report their answers to the class. Encourage them to give a reason for their answers.
- Find out how many students answered mostly a and how many answered mostly b. They can check their answers after Exercise 4.
- 4 Read about food safety and check your answers to Exercise 3.
- 1 Give the students plenty of time to read the text.

# Extra reading

# 1 Check the meanings of these words in your dictionary.

- 1 Write the words on the board. Say them aloud and get the students to repeat them.
- 2 Get the students to look up the words in their dictionaries.
- Make sure they understand the meaning of the words. Tell them you are going to give a simple explanation of a word and the students must tell you what word it is.

### **Example:**

Teacher: Make sure that something bad does not happen.



Go around the class, monitoring and helping.

- 2 When they have finished, students can compare their answers in pairs.
- 3 Check their answers as a class.

### Answers:

You are more likely to be ill if you answered mostly a.

# 5 Read the text again and answer these questions.

- 1 Give time for students to read the questions and help them with any queries.
- 2 Students ask and answer the questions first so that they know the information they are looking for.
- 3 Give students time to read the text again. They can compare answers in pairs.
- 4 Go over their answers as a class.
- 5 Ask students if they want to be more careful next time they are in the kitchen.

#### Answers.

- a Because raw meat often has a lot of germs on it.
- b Because it may touch or drip on other food.
- c You should always wash it in water and vinegar (so that you don't spread any germs).
- d It can help germs to multiply.
- e You should clean all the areas where you have prepared the food using a new or clean cloth.

## 6 Project.

- 1 Ask students if they have heard about a disease called Hepatitis A. Explain that in today's project, they are going to learn about it.
- 2 Read the instructions and make sure students understand the task.
- 3 Encourage the students to spend time researching the information. They can do this in class if they have access to the internet or a library, or they could do this for homework.
- 4 When they have the information they need, they can work in small groups to make a poster. Encourage them to find photos to use with it. Go round and monitor, offering help as necessary.

5 Students can display their posters to the class when they have finished.

Students' own answers



# Revision A



# **A Language Functions**

# Finish the following dialogue: A journalist is interviewing a hotel manager about her work. What is the best thing about working at the hotel? The best thing about working here is meeting people from all around Manager 1the world. **Journalist** Yes, it must be interesting meeting people from all around the world. Why do you think that tourists like to come to the beaches in Egypt? Manager 2 In my opinion/If you ask me, tourists like the weather. Journalist Yes, the weather is usually very good! 3 Why did you open a new restaurant at the hotel last week? We opened a new restaurant because tourists don't always want to walk into Manager town to find restaurant. **Journalist** It is said that the city wants to build a high tower near the beach. 4 What do you think Manager I disagree with the plan. Tourists want to see the beach and the sea, not high buildings. **Journalist** Thank you for your time. Where would you suggest that I eat lunch? 5 I'd recommend the fish in the restaurant. It's very frish. Journalist: I like that idea. I will certainly try the fish. Write what you would say in each of the following situations:

- 1 You meet a tourist and you would like to know their nationality. Which country are you from?
- 2 A friend asks you why you like playing tennis. It is mostly because it keeps you healthy. The main reason is that it keeps me healthy./The reason I like tennis is that it keeps me healthy.
- 3 A friend suggests buying fruit at a shop, but you think it would be best to buy it from the market because it is less expensive.
  - Surely the best place to buy fruit is at the market. The reason for that is that it is less expensive.
- 4 Your phone is broken and a friend suggests opening it to repair it. You don't think that this will help.

That wouldn't work.

### **B Vocabulary and Structure**

**?** Choose the correct answer from a, b, c or d: 1 If you want to do this job, please can you complete this .

•			
a ability	<b>b</b> abroad	<b>(</b> application	<b>d</b> accident

2 My grandmother has four children and twelve

<b>a</b> grandchildren <b>b</b> grandfather <b>c</b> gra	andchild <b>d</b> graduate
--	----------------------------

form?





3	Ola spent most of she was sixteen.	· her	living on a farm,	but she moved to Cairo when			
	a child	<b>b</b> childhood	<b>c</b> character	<b>d</b> family			
4	Don't touch the ch	nemicals. Some of	them are	and can make you very ill.			
(	<b>a</b> toxic	<b>b</b> waste	<b>c</b> amusing	<b>d</b> dirty			
5	Most people	when	they are over 60 year	ars old.			
	a manage	<b>b</b> stop	retire	<b>d</b> return			
6	Ali is very sorry th an accident.	at he broke the wi	indow, but he didn't	do it It was			
	a carelessly	<b>b</b> definitely	<b>c</b> efficiently	deliberately			
7	My aunt needs a l	heart	because her he	art is very weak.			
	a transport	<b>b</b> industry	<b>c</b> delegation	<b>d</b> transplant			
8	I don't want to dr	ive my old car very	far because it is no	t			
	<ul><li>a artificial</li></ul>	<b>(b</b> reliable	<b>c</b> fertile	<b>d</b> amusing			
9	Karim	at the school	ol two years ago.				
	a start	<b>b</b> starting	started	<b>d</b> is starting			
10	We can't play ten	nis today because	it				
	a rains	<b>b</b> rained	<b>c</b> is raining	<b>d</b> rain			
11	Ahmed is a boy _	I n	net at my first schoo	I.			
(	<b>a</b> who	<b>b</b> whose	c which	<b>d</b> where			
12	The 1970s was a	time	traffic pollution	began to be a problem.			
	a which	<b>b</b> where	c that	<b>d</b> when			
13	It	_ that the populat	ion of the world is m	nore than seven billion.			
	a believes		<b>o</b> is believed				
14	We should all	abou	ut the problems of cl	4-			
		_	c are taught	d be taught			
15	My uncle	my famil					
	a visited		s visiting				
16	Nour,	father is a su	ırgeon, is my best fri	end.			
(	<b>a</b> whose	<b>b</b> which	<b>c</b> that	<b>d</b> who			
1 Fi	nd and correct th	e mistakes in the	e following senten	ces:			
•			_				
	When he became ill, he was sent to the nearest hospital for treat.  When he became ill, he was sent to the nearest hospital for treatment.						
2	This is the boy which mobile was found in the playground.						
	This is the boy whose mobile was found in the playground.						
3	Check the expert date before you eat that cake or it might not be good for you.						
	Check the expert date before you eat that cake or it might not be good for you.						
4	Everybody bought the book after it was punished in the spring.						
-	Everybody bought the book after it was published in the spring.						
5	Asyut is the city which my parents were born. Asyut is the city where my parents were bo						
	A new bridge must be building here. A new bridge must be built here.						



### **C Reading Comprehension**

### 5 Read the following passage, then answer the questions:

In 1957, scientists said that nothing could live in the waters of the River Thames, which is the river that runs through London. The river was polluted by the waste which came from hundreds of homes. Waste from factories, some of which was full of poison, also ran into the river. Things began to change in the 1990s and now the river is very clean. It is thought that about 125 kinds of fish live in the river today. It is a place where many birds and animals visit, including dolphins and even whales. Today the river faces a different problem. Although there is not so much chemical waste in the water, there is more and more plastic which people have dumped into the Thames. This can be very dangerous for animals, which often eat the plastic because they think it is food.

- 1 What was the problem with the River Thames in the past?
  - Nothing could live in it because it was very polluted.
- 2 Which do you think is worset, chemical pollution or plastic? Why?
  - Suggested: Chemical pollution, because nothing can live in it.
- 3 What do you think the word dumped means?

### Put carelessly in

- 4 What do you think that people should do about the plastic in the River Thames? Suggested: They should be taught not to dump it in the Thames, and people should remove the plastic that is there.
- in the River Thames in the 1990s.
- (a) Fish started to live
- **b** Nothing lived
- c Pollution was worst
- d Plastic pollution started
- 6 What does the underlined word which refer to?
  - a the factories

b the river

- the waste from factories
- d the waste from homes

### Answer only THREE (3) of the following critical thinking questions:

1 Why do you think that the Magdi Yacoub Heart Foundation opened a centre in Aswan, not in Cairo?

Because his father was a surgeon and his family had to move every few years.

- 2 Why do you think that Professor Magdi Yacoub had to travel in planes to find healthy hearts?
  - Suggested: Because they could be in any part of the country and he needed to find them very quickly.
- 3 Why do you think that the men's hair remained white forever in *The Iron Woman*? Suggested: Perhaps it reminded them of what they had done in the past, and helped to stop them wanting to pollute the river in the future.
- 4 Do you think that the Iron Woman was dangerous or helpful to the people who worked at the factory? Why?
  - Suggested: She was nearly dangerous because she wanted to destroy the factory, but in the end, she was helpful because she changed the way they treated the environment.
- 5 Why do you think that some shop owners try to sell food that is later than its expiry date and how can we stop them?
  - Suggested: Some shop owners do not worry about people's health. They just want to sell all their food so they can get more money. We can stop them by fining them.





### D The Novel

### 7 Answer the following questions:

1 What job did Lemuel Gulliver train to do?

He trained to be a surgeon.

2 Why was Gulliver able to study and learn different languages?

Because there was not much work for him to do on the ship so he had time to study.

- 3 Why do you think that it was important that Gulliver showed people they could trust him? They were probably very frightened of him because he was so big. If they didn't trust him, they probably would try to kill him or make him leave their land.
- 4 How do we know that the little people were intelligent?

  They had carriages and medicines to help Gulliver. They were just like us, only smaller.
- 5 Do you think that the little people were kind to Gulliver when he first arrived at the capital city? Why/Why not?

  Suggested: They were not very kind. They fastened his leg using chains and people came to look at him like an animal in a

Seeing that I was angry, the guards quickly arrested the six people who had done this. They tied their hands together and pushed them towards me, perhaps thinking that I could punish them. They all looked very worried.

6 Why did the guards arrest the men?

Because they had shot arrows at Gulliver.

- 7 Do you think that the guards were cruel to the men?

  <u>Suggested: Yes, because they probably thought that Gulliver would hurt them or maybe kill them.</u>
- 8 What do you think that Gulliver will do to the men? Suggested: He will hurt them/help them.

### **E** Writing

### Write a paragraph of about ONE HUNDRED (100) words on ONE (1) of the following:

- a a job that you would like to do when you finish your education
- **b** the importance of eating healthy food

Students' own answers

### **F** Translation

### A Translate into Arabic:

- 1 At the moment, I'm doing research on a computer program for an Australian company. في هذه اللحظة، أقوم بعمل بحث على برنامج كمبيوتر لشركة استرالية.
- 2 My uncle, who is 40 next week, lives in Alexandria.

عمّى، الذي سيبلغ (من العمر) 40 الأسبوع القادم، يعيش في الإسكندرية.

**B** Translate ONE (1) sentence only into English:

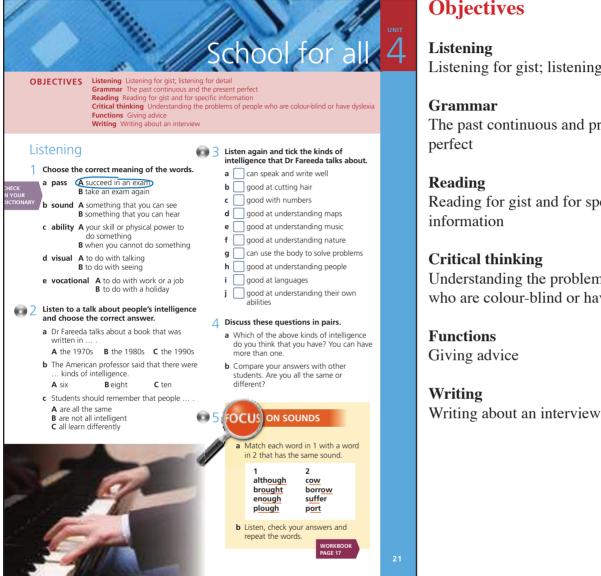
- 1 . يجب دامًّا أن تكون اللُّحوم مغطَّاة عندما تُنقل إلى المحلّات . Meat should always be covered when it is taken into shops .
- 2 اليوم هناك صحفي يُجري مقابلات شخصية مع قادة رجال الأعمال في القاهرة . Today, a journalist is interviewing business leaders in Cairo.

# UNIT 4

# SCHOOL FOR ALL

SB pages 21-25

**WB** pages 17-20



## **Objectives**

Listening for gist; listening for details

The past continuous and present

Reading for gist and for specific

Understanding the problems of people who are colour-blind or have dyslexia

## **LESSON 1**

SB page 21

WB page 18

### Before using the book:

- Write the word *intelligent* on the board. Ask the students what they think makes a person intelligent.
- Now write athlete, astronomer, doctor, mechanic, manual worker on the board. Ask the students if they think that you need to be intelligent to do all of these jobs/professions. Encourage them to say why.

### Listening

### 1 Choose the correct meaning of the words.

- Tell students to read the options and to focus on the small differences in meaning between the two options before choosing their answers.
- 2 Allow plenty of time for the students to make their choices. They can check in a dictionary.
- Ask different students to report their answers to the class. Ask different students what part of speech each word is, and ask them to offer example sentences with the words included.

Answers: -

b B c A d B e Α

# 2 Listen to a talk about people's intelligence and choose the correct

- 1 Ask the students to read through the questions carefully.
- 2 Ask the students what they expect to hear about and who will be mentioned in the talk.
- Play the recording and allow students time to compare their answers with a partner. If necessary, play the recording or read from the script again.
- 4 Ask different students to report their answers to the class.

Answers: -

a B

В

c C

### TAPESCRIPT

Interviewer: In yesterday's programme, I was talking to a teacher about how we learn at school.

We're going to look at learning again today. With us is a professor from Cairo University, Dr Fareeda. She has given many talks about an important book. The book is about people's intelligence. Do you want to tell us about the book, Dr?

Yes, I do, thank you. The book was written Doctor: by an American professor. Many people have studied it since it was written in the 1980s.

*Interviewer: So it is still very important for us today?* 

Doctor: That's right. I was working in my first job as a teacher when I first read the book, and

it changed the way I taught. I always called a person intelligent when they studied hard and passed their exams. But the professor has taught me that people do not all learn in the same way.

Interviewer: So he thought that people were intelligent in different ways?

Doctor:

That's right. He said that people could be intelligent in eight different ways. For example, some people have problems reading and writing. That does not mean they aren't intelligent. These people might be intelligent because they are good with numbers. We are all different. Another kind of person is intelligent because they are good at understanding visual things such as maps and pictures. And another is intelligent because they are good at understanding sounds and music.

Interviewer: While I was preparing for today's programme, I heard one of your talks. You said that people can be intelligent because they understand plants, animals and the weather, too. Is that right?

Yes, that's right. Some people are intelligent Doctor: because they can use their body to do things, too, for example, surgeons or people

learning vocational skills, such as builders. Others can understand people and how they're feeling. And finally, some people are intelligent because they can understand

their own abilities.

Interviewer: Have schools been wrong to teach everyone

in the same way, then?

It would be very difficult to teach everyone Doctor:

in a different way. However, it's important for students and teachers to remember that we're not all the same. People all learn in

different ways.

Interviewer: Thank you professor. That was very

interesting.

### 3 Listen again and tick the kinds of intelligence that Dr Fareeda talks about.

- 1 Go through the choices with the class. Emphasise that the task is about the kinds of intelligence talked about in the conversation.
- Play the recording again and ask the students to choose their answers. Repeat as necessary. You might want to point out that only seven of the eight types of intelligence are talked about. (Being good at languages is a kind of intelligence, but it is not talked about in the conversation.)
- Allow the students to compare their answers in pairs before checking with the class.

Answers: -

c √ d √ e f  $\sqrt{}$ h g

### School for all 4 1 Choose the correct answer from a, b, c or d. 1 Hove the of birds singing in the morning c noisy a sound b soup d voice The teacher thinks that Amal has the to become a doctor when she's older. **b** ability c adapt d good 3 All of the students \_\_\_ the exam, so the teacher was very pleased. a past b passed by c passed 4 Karim would like to learn a \_\_\_\_\_ skill so he can be a mechanic. a vocational b visual c study 5 I remember things better when I study \_ \_\_\_\_\_ things such as maps and a virtual b seeina c see d visual 7 Answer the questions. a What is the best way to pass your exams? b What is a disability? What is your favourite sound? d Which of these jobs does not need vocational skills: baker mechanic nurse professor? Complete these pairs of words which have the same vowel sound, using these letters. Then say the words aloud. ort ough ough ought ow ow uff a although borrow 4 Now say these words. Are the underlined sounds the same as sound a, b, c or d in Exercise 3 thought r<u>ough</u> sl<u>ow</u>

## 4 Discuss these questions in pairs.

- 1 Put the students into pairs to discuss the questions. Go around the class, monitoring and helping with vocabulary.
- 2 Ask different pairs to report their discussion to the class.

### Students' own answers

# 5 Focus on sounds

# Match each word in 1 with a word in 2 that has the same sound

- 1 Make sure that the students know that they should only compare the sounds of the underlined parts of the words.
- 2 Encourage the students to say the words out

- loud to each other in pairs when making their choices.
- 3 Go around the class, correcting pronunciation when necessary.
- 4 Play the recording and encourage students to repeat the words they hear individually and chorally.
- 5 Ask students to say the pairs of words to the class, paying attention to their pronunciation.

# Answers: although – borrow brought – port enough – suffer plough – cow

TAPESCRIPT							
although	borrow						
brought	port						
enough	suffer						
plough	cow						

# WORKBOOK page 17

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

- 1 Ask the students to read through the sentences. Remind the students to think about the kind of word that is needed for each sentence: verb, noun, adjective, etc.
- 2 Give the students enough time to choose their answers.
- 3 Check answers with the class.

Answers:									
2	b	3	c	4	a	5	d		

### 2 Answer the questions.

- 1 Ask the students to work individually to answer the questions. Remind them to write complete sentences.
- 2 Ask the students to compare their answers in pairs before reporting their answers to the class.

### Suggested answers: -

- a The best way to pass your exams is to study hard and listen to your teacher.
- b A disability is a problem that limits the way some people can live.
- c My favourite sound is the sound of an old piano.
- d You need academic skills to be a professor not vocational skills.

- 3 Complete these pairs of words which sound the same, using these letters. Then say the words aloud.
- 1 Ask the students to complete the task individually.
- 2 Give the students enough time to say the words to themselves.
- 3 Ask the students to compare their answers in pairs before reporting their answers to the class.

### Answers: \_

- b enough; suffer
- brought; port
- plough; cow
- 4 Now say these words. Are the underlined sounds the same as sound a, b, c or d in Exercise 3?
- 1 Ask the students to complete the task individually. Give the students enough time to say the words to themselves. They can check in a dictionary if necessary.
- 2 Ask the students to compare their answers in pairs before reporting their answers to the class.

### Answers: -

thought c rough b slow a

# **LESSON 2**

SB page 22 WB page 18

### Grammar

### The past continuous and the present perfect

- 1 Underline all the verbs in these sentences from the listening text. Which are in the past continuous and which are in the present perfect?
- 1 Ask the students to read the sentences and remind them that they come from the previous listening text. Then refer students to the Focus on grammar box which revises the uses of the
- 2 Read and review the example sentence with the correct underlined verb.
- Ask the students to do the same with the

Grammar The past continuous and the present perfect

Underline all the verbs in these sentences from the listening text. Which are in the past continuous and which are in the present perfect?

- **a** In yesterday's programme, I <u>was talking</u> to a teacher about how we learn at school.
- **b** She has given many talks about an important book.
- c Many people have studied it since it was written in the 1980s.
- d The professor has taught me that people do not all learn in the same way.
- e While I was preparing for today's programme, I heard one of your talks.
- f Have schools been wrong to teach everyone in the same way?

2 Choose the correct verbs to complete these sentences

- a I was wanting have wanted to be a doctor since I was / have been ten.
- **b** Ali *has waited / was waiting* at the bus stop when it started to rain.
- c My sister is a teacher. She has always enjoyed / was always enjoying working with children. In yesterday's lesson, they have painted / were painting flowers.
- d We have had / were having a meeting at work when suddenly all the office lights went out / have gone out.
- e What have you done / were you doing at five o'clock yesterday afternoon?
- 3 Complete these questions using the past continuous or the present perfect. Then ask your partner.
  - a Have you ever
  - **b** How long have you c What were you doing
  - d Where have you

Have you ever been to Aswan?

OCUS ON GRAMMAR

The past continuous and the present perfect

Past continuous: was / were + infinitive

- We use the past continuous to talk about something we use the past continuous to talk about sometime that happened for a period of time in the past (when another action happened or interrupted it): I was doing my homework when the phone rang. While we were playing football, the bell rang.
- We use the past continuous to talk about an action that happened at a particular time: I was revising my lesson at 6 p.m. yesterday.

While = As + subject + past continuous: knocked on the door.

Present perfect:

We use the **present perfect** to talk about actions that started in the past and are still in progress or haven't

I have lived in Cairo for ten years. (I am still living there.)

Yasmine hasn't finished her homework yet. (She is

We use the present perfect to talk about past experiences:

I've been to London, but I've never been to Paris. This is the best book that I've ever read

- We use the **present perfect** to talk about actions that happened (in the past) and still have an effect now: I've lost my money. (Now I have no money.)
  Ali is happy because he has passed his exam
- Note the difference between since and for: I've lived in Cairo for ten years / a long time / two months, etc. I **have lived** in Cairo **since** 2007 / last vear / I was a

Note how to replace the past simple with

caught fish when I was in Hurghada.

I haven't caught any fish since I was in Hurghada.

remaining sentences. They can do this in pairs.

Check the answers as a class.

### Answers:

- In yesterday's programme, I was talking to a teacher about how we learn at school. (past continuous)
- b She has given many talks about an important book. (present perfect)
- Many people have studied it since it was written in the 1980s. (present perfect)
- d The professor has taught me that people do not all learn in the same way. (present perfect)
- e While I was preparing for today's programme, I heard one of your talks. (past continuous)
- Have schools been wrong to teach everyone in the same way? (present perfect)

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4

1		omplete the sentences with the past continuous or resent perfect form of the verbs in brackets.
	a	Ahmed's uncle was selling (sell) fruit in the market yesterday. He (work) there for ten years.
	b	Hala (use) her new camera yesterday. She (already take) 300 photos with it.
	c	Mona phoned her cousin while she (travel) to Cairo.
	d	Nawal (live) in Port Said since she was ten years old.
	е	What (you do) at five o'clock yesterday afternoon?
	f	Fawzi (be) to Luxor but he (never be) to Aswan.
	g	I am trying to be healthy. I (not eat) ice cream for one month.
2	Α	sk questions using these words and the correct verb tense.
_	а	ever/be/in a plane? Have you ever been in a plane?
	b	What/do/three o'clock last Saturday?
	c	ever/eat/Chinese or Japanese food?
	d	How many different places/live?
	е	Who/working with/last English lesson?
3	N	ow answer the questions in Exercise 2 about yourself.

a <u>Y</u>	. I have. I flew to Aswan last year with my family.	

18

# 2 Choose the correct verbs to complete these sentences.

- 1 Read the first example with the students and ask them to explain why the present perfect is correct
- 2 Students read the remaining sentences and choose the correct verbs. They can work in pairs.
- 3 Go round and monitor as they are working. If they need further help, they can refer to the *Grammar review* on page 122.
- 4 Check the answers as a class.

- 4			
4	nc	1410	rs:
$\boldsymbol{\Lambda}$	113	we	10.

- b was waiting
- c has always enjoyed / were painting
- d were having / went out e were you doing

## 3 Complete these questions using the past continuous or the present perfect. Then ask your partner.

- 1 Go through the instructions with the class. Ask a student to read the example speech bubble and elicit a suitable answer.
- 2 Allow students enough time to ask and answer the questions. Go round and monitor and take a note of any interesting answers.
- 3 Choose a few pairs who gave interesting answers to demonstrate their conversations to the rest of the class.

Students' own answers

## **WORKBOOK**

### page 18

- 1 Complete the sentences with the past continuous or present perfect form of the verbs in brackets.
- 1 Ask the students to read the example sentence and elicit the correct answer for the second part (*has worked*). Encourage students to say why these answers are correct.
- 2 Students work in pairs to complete the remaining sentences.
- 3 Ask different students to report their answers to the class.

### Answers: \_

- a has worked
- b was using / has already taken
- c she was travelling
- d has lived
- e were you doing
- f has been / has never been
- g have not eaten

# 2 Ask questions using these words and the correct verb tense.

- 1 Ask the students to read through the prompts and the example question.
- 2 Ask the students to work individually to complete the questions.

3 Ask the students to compare their answers in pairs before reporting them to the class.

### Answers: -

- b What were you doing at three o'clock last
- c Have you ever eaten Chinese or Japanese food?
- d How many different places have you
- Who were you working with in the last English lesson?

## 3 Now answer the questions in Exercise 2 about yourself.

- 1 Ask the students to read the example answer and make sure they are clear that this answers the first question in Exercise 2.
- 2 Give the students enough time to write their answers.
- 3 Ask different students to report their answers to the class. Ask one student to read the questions from Exercise 2 and another to answer.

### Suggested answers: -

- b I was shopping with my mother.
- Yes, I have. / No, I haven't.
- I have always lived in Cairo, so I have only lived in one place.
- I was working with Amal / Amira.

## **LESSON 3**

SB page 23

### Reading

## 1 Check the meanings of these words in your dictionary.

- 1 Write the words on the board. Say them aloud and get the students to repeat them.
- 2 Get the students to look up the words in their dictionaries.
- 3 Make sure they understand the meaning of the words. Tell them you are going to give a simple explanation of a word and the students must tell you what word it is.

### **Example:**

Teacher: It describes someone who doesn't

want to work or make an effort.

Students: Lazy

4 Continue in this way with all the words in the exercise.

Reading

### ON VOCABULARY

Check the meanings of these words in your dictionary

develop dyslexia lazy overcome potential support (n) triumph colour-blind

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

- a My little brother is always lazy hot. He doesn't want to do anything!
- **b** Hala's cousin always does very well in her exams. She has the \_\_\_\_\_\_ to go to a very good university.
- c Ahmed's grandfather is nearly 90 and needs the of his family every day.
- d Very small babies need milk to grow and
- e Mona is trying to h reading a book about them. her fear of insects. She's

#### Read the article and answer the questions in pairs.

- a Do children always develop in the same way? No, they don't
- **b** What problems do people with dyslexia have?
- c Are people with dyslexia very intelligent?
- d Who can help people with dyslexia become
- e Why is life difficult for people who are colour-blind?
- f What did John Dalton study?
- a How can people overcome their problems?

ON EMPHASISING INFORMATION **OCU**s

> We can use In truth / In fact / Actually to emphasise a fact that is not expected or is surprising. Choose the correct words in these sentences

- a It was very hot today. In fact/ However, it was the hottest day of
- **b** Hala did not study for her test, so / actually she didn't pass it.
- c The new restaurant is amazing. In truth **However**, the food there is better than the food in my favourite restaurant.
- d Hassan looks 25. So / Actually, he is 18.

lazy:

## **Problems with** learning

School is really important for all children. However, children do not all **develop** or learn in the same way and many students have to **overcome** problems. What is easy for most students might be a triumph for others.

About ten percent of people in Egypt have something called **dyslexia**. People with something called **dyslexia**. People with dyslexia find it very difficult to read. In the past, people thought that students with dyslexia were lazy and did not want to learn. Other people thought that they were not intelligent

Actually, people with dyslexia are usually very Actually, people with dyslexia are usually very intelligent in other ways. For example, they are often very good at learning vocational skills such as fixing or making things. Some very famous people had or have dyslexia, including Albert Einstein and the film-maker Steven Spielberg. Today, special teachers can often help people with dyslexia to be very successful. successful.

Another common problem is being colour-Another common problem is being colour-blind. People who are colour-blind cannot see colours in the way that most people do. This can make it very difficult for them to read maps and traffic signs. It can also be difficult to prepare food. For example, they cannot always see when meat is cooked.

Of course colour-blind people can be very intelligent. In fact, the first person to study being colour-blind was an Englishman called Deing Colour-billio was all Engishiniar Language. John Dalton, who was born in 1794. He realised he was colour-blind when people laughed at him for wearing strange-coloured clothes. Although he could not tell the difference between blue, pink and other colours, he became a teacher and a brilliant scientist.

People are all different and have different reopie are all different and nave different problems in their lives. In truth, everyone has the **potential** to do amazing things if they work hard to overcome their problems, and if they are given the right help and support.

### Suggested answers:

develop: grow and change

a condition which causes people to have dyslexia:

difficulty with reading and writing describes someone who doesn't

want to work or make an effort overcome:

successfully deal with a problem and

the ability or quality necessary for potential:

future success

control it

help, kindness or assistance when needed support:

triumph: a great success or achievement colour-blind: not able to see the difference between

particular colours

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

1 Tell the students to read through all the sentences.

4

### Critical thinking

Read this quotation from the text on page 23 and discuss the questions.

About ten percent of people in Egypt have something called dyslexia. This means that they find it very difficult to read words. In the past, people thought that students with dyslexia were lazy and did not want to learn. Other people thought they were not intelligent. Actually, people with dyslexia are usually very intelligent in other ways.

- a About how many people in Egypt have dyslexia?
- **b** In your opinion, why did people think that students with dyslexia were lazy?
- c Are people with dyslexia intelligent?
- **d** Why do you think that people with dyslexia are often good at jobs that need vocational skills?

### Discuss these questions in pairs.

- **a** Why do you think that some students have special teachers?
- **b** Look at the picture below. What do you think it would be like if you could not read?

3 Work in groups and discuss these questions.

a Why might the following be a problem for people who are colour-blind?• Buying fruit from the market



- 2 Ask the students to think about what kinds of words they need to use in each sentence. They can work in pairs.
- 3 Give students enough time to complete the sentences and check the answers.
- 4 Go through any problems with the class.

### Answers:

- b potential
- c support
- d develop
- e overcome

# 3 Read the article and answer the questions in pairs.

1 Ask the students to read the questions before they read the article, so they know which information they need to find out.

- 2 Allow plenty of time for the students to read the text and answer the questions in pairs. Ask them to underline the parts of the text that give them the answers. Go around the class, monitoring and helping with vocabulary.
- 3 Students can discuss their answers in pairs.
- 4 Ask different pairs to report their answers to the class.

### Answers: -

Read the following and answer the

Experts think that some colour-blind people have an advantage over other people. They say that colour-blind

people can often see the difference between, for example, something that

is dark green and bright green. People who are not colour-blind will just see

green. As a result, colour-blind people might be better at finding things in a

a Why do you think that colour-blind people

b Why do you think that colour-blind people

might be useful for scientists studying

might be useful to the army?

insects, birds and animals?

c Can you think of other possible

- b They find it very difficult to read.
- c Yes, they are usually very intelligent.
- d Special teachers can help them to become successful.
- e Because they cannot see colours in the way that most people do, so they find it difficult to read maps and traffic signs and prepare food.
- f He studied being colour-blind.
- g By working hard, if they are given the right help and support.

# 4 Focus on emphasising information

- 1 Read through the explanation and the first sentence as an example. Ask the students whether the second sentence emphasises the first or contradicts it. (*It emphasises it.*)
- 2 Allow plenty of time for the students to choose the correct words. Go around the class, monitoring and helping.
- 3 Ask different students to report their answers to the class.

### Answers: -

b so c In truth

d Actually

## **LESSON 4**

SB page 24

WB page 19

### Critical thinking

# 1 Read this quotation from the text on page 23 and discuss the questions.

1 Read through the text from the article on Student's Book page 23 and the questions with the class.

- 2 Put the students into pairs and ask them to discuss their answers.
- 3 Ask different pairs to report their answers to the class. For questions b and d, accept any answer that is grammatically correct and seems to reflect a considered opinion. Any interesting opinions can become the subject for further class discussion.

### Answers: \_

- a About ten percent
- b Suggested: Because they found it difficult to read. People did not understand that this was a condition so they thought they were being lazy.
- c They are usually very intelligent.
- d Suggested: Because people with dyslexia do not have a problem with using their hands, for example making or fixing things.

## 2 Discuss these questions in pairs.

- 1 Read the questions with the class. Make sure they understand them.
- 2 Direct the students' attention to the picture and ask them to describe what is happening in it.
- 3 Ask the students to do the exercise in pairs. Go around the class, monitoring and helping.
- 4 Ask different students to share their answers and encourage them to give reasons for their opinions.

### Suggested answers: —

- a Some students have special teachers because they have problems to overcome.
- b I think it would be very difficult if I couldn't read. I would need to look at the pictures on the signs to know what was sold in shops and it would be dangerous because I wouldn't be able to follow any instructions on the road signs.

# 3 Work in groups and discuss these questions.

- 1 Ask the students to discuss the questions in pairs. Go around the class, monitoring and helping.
- 2 Ask different students to share their answers and encourage them to give reasons for their opinions.

### Suggested answers: —

- Students might not know the difference between some fruit, or if some fruit was old or ready to eat.
   They might not know which colour clothes look good or strange together. They might not know which football team was which.
- b We can try to understand the problems they face. For example, maps could use different signs and words and not just different colours to show different places.

# 4 Read the following and answer the questions.

- 1 Read through the text and the questions with the class.
- 2 Put the students into pairs and ask them to discuss their answers. Go around the class, monitoring and helping.
- 3 Ask different pairs to report their answers to the class.

### Suggested answers: —

- a Colour-blind people might be able to see things better in jungles or other environments. They might be able to see the differences in army uniforms more easily.
- b Colour-blind people might be able to see small differences between insects, birds or animals that other scientists wouldn't see.
- A colour-blind person might be able to see details in a colour picture of photo that other people cannot see.

a develop	words a–f with their meanings 1–6.  1 succeed in controlling a problem
<b>b</b> lazy	abilities that might make someone successful or useful
c overcome	help that you give to a person or people
d potential	4 a to grow or change over time
e support	5 an important success
f triumph	6 not liking work or doing things that are difficult
Rewrite the fo	ollowing sentences using the word(s) in brackets, to give the g.
a I think that T	Tarek is clever enough to become a doctor. (potential)
_1 think the	at Tarek has the potential to become a doctor.
<b>b</b> Soha has dy	slexia, so it was amazing that she came top in the writing exam. (triumph)
c Nawal's fath	er died when she was young, but her mother gets a lot of help from her ily. (support)
d Walid's your	nger brother does not like sports. He always does nothing. (lazy)
e This city has	really grown and become better in the last ten years. (develop)
f Manal is tryi	ng to stop her fear of flying. (overcome)
Actually	However -In-fact In truth  ed our history lesson yesterday. a
interest  Mona b  Dina c	
interest  Mona b  Dina c	, filstory is now my lavourite subject.
interest  Mona b  Dina c	
Mona b Dina c d Answer the q	
Mona b Dina c d  Answer the q a Which job w	uestions.
Mona b Dina c d Answer the q a Which job w	uestions. vould you like to do when you finish studying?

19

# **WORKBOOK**

### page 19

# 1 Match these words a-f with their meanings 1-6.

- 1 Explain that the students must choose the correct meaning for each word.
- 2 Give the students enough time to complete the matching.
- 2 Check answers with the class.

Answ	ers: _		
1	c	2	d
3	e	5	f
6	b		

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

- 1 Ask the students to read through the sentences and the example answer.
- 2 Give the students enough time to rewrite each sentence.
- 3 Ask different students to report their answers to the class.

### Answers: -

- b Soha has dyslexia, so it was a triumph that she came top in the writing exam.
- c Nawal's father died when she was young, but her mother gets a lot of support from her father's family.
- d Walid's younger brother does not like sports. He is (always) lazy.
- e This city has really (grown and) developed in the last ten years.
- f Manal is trying to overcome her fear of flying.

### 3 Complete the conversation with the correct phrase to emphasise information.

- 1 Ask the students to work individually to complete the sentences.
- 2 Ask the students to compare their sentences in pairs, before reporting their answers to the class.

### answers: -

- b In truth
- c Actually
- d However

### 4 Answer the questions.

- 1 Give the students enough time to read the questions and write their answers.
- 2 Ask different students to report their answers to the class.

Students' own answers

## LESSON 5

SB page 25 WB page 20

### Communication skills

- 1 You are going to interview a person about their skills and abilities. Work in pairs and use the prompts below to make questions that you can ask someone.
- 1 Go through the instructions with the class. Discuss when and why people go for interviews, their purpose, and how people usually feel about them.
- 2 Focus the students' attention on the example question and ask them to describe how it has been transformed with the addition of verbs, pronouns, etc.
- 3 Give the students plenty of time to form questions in pairs. Go around the class, monitoring and helping.
- 4 Ask different pairs to report their answers to the class.

### Answers: \_

- b Do you speak English or other languages?
- Are you kind and patient?
- Do you like sports? d
- Did you pass your exams last year?
- Are you good at making things? f
- Do you like animals?
- Are you good at science? h
- Do you like working outside?
- Are you good at history?

### 2 Work in different pairs.

- 1 Ask the students to work with a different partner and explain that they are going to interview each other.
- Remind the students to make a note of their partner's responses and give them enough time to complete each interview. Go around the class, monitoring and helping.
- 3 Ask individual students to describe the skills and abilities of their partner to the class.

Students' own answers



- 3 Look at the answers to the interview. Give your partner advice about which job they can do. Use expressions from the Focus on functions and the jobs below, or choose a different job.
- 1 Focus the students' attention on the list of jobs and ask them what skills and abilities they require.
- Focus students' attention on the Focus on functions box. Ask different students to provide an example of how each stem could be completed.
- 3 Make sure that the students understand the instructions and allow plenty of time for students to review their partner's responses and

INU ✓

2	b Why you don't take the bus? c I advise you leave early. The road is busy after eight o'clock d I really wouldn't to walk to the museum because it's too far e If you asked me, you should go to the park with your friend  Complete the advice for the following people. Which jobs should they do?  accountant mechanic sports-teacher vet waiter
2	d I really wouldn't to walk to the museum because it's too far e If you asked me, you should go to the park with your friend  Complete the advice for the following people. Which jobs should they do?
2	e If you asked me, you should go to the park with your friend  Complete the advice for the following people. Which jobs should they do?
2	Complete the advice for the following people. Which jobs should they do?
2	
	accountant mechanic sports teacher vet waiter
	a "I am very fit and I like being outside. I don't want to work in an office! I like working with children, too."
	If I were you, <u>I would be a sports teacher.</u>
	<b>b</b> "I am very good at maths and I like working with numbers. I don't mind working in an office."
	I advise you
	c "I like working with people of all ages. I am always friendly and polite and I am good languages."
	If you ask me, you should
	d "I'm not very good at maths or English, but I am very good with my hands. I am good repairing things."
	Why don't you
	e "I like science and I enjoy finding out how the body works. I like working outside and really like animals."
	In my opinion, you should
3	Interview four people.
	a Interview four people in your class about what they are good at and what they like doin
	<b>b</b> Make a note of their answers.
	c Give advice to each of the four people, saying which job they would be good at.
	d Think about why they would be good at this job.
4	Write about the interviews. Write what your friends told you in Exercise 3 abov then write your advice to them and explain your reasons. Write about 150 word

to offer advice. Go around the class, monitoring and helping.

4 Ask different students to repeat their advice and explain why they made it.

Students' own answers

### Skills for life

Ask a student to read the *Skills for life* box. Ask the students why it is important to make a note of this information (because you need to be able to check that the information is reliable and accurate).

### 4 Research the following about jobs

1 Read the instructions as a class and make sure students are clear about the task.

- 2 Students can do the research as part of their homework. They can write up their results at home.
- 3 Take in their work to mark. You can display the best ones on the classroom wall.

### **WORKBOOK**

page 20

- 1 Find and correct the mistakes in the following sentences that give advice.
- 1 Ask the students to read through the sentences and the example answer.
- 2 Give the students enough time to correct the mistakes.
- 3 Ask different students to report their answers to the class.

### Answers: \_

- b Why don't you take the bus?
- c I advise you to leave early.
- d I really wouldn't like/want to walk to the museum because it's too far.
- e If you ask me, you should go to the park with your friend.

# 2 Complete the advice for the following people. Which jobs should they do?

- 1 Read through the situations with the class and the example answer. Ask students to explain which key words give this answer (fit, being outside, working with children).
- 2 Give the students enough time to complete their answers and compare them with their partner.
- 3 Ask different students to report their answers to the class.

### Answers: —

- b to be an accountant.
- c be a waiter.
- d be a mechanic.
- e be a vet.

### 3 Interview four people.

1 Ask the students to write down their questions and remind them to make a note of the answers they receive.

- 2 Set a time limit for each interview. Remind the class when there is only a minute left so they can finish their interviews before moving on to the next. Go around the class, monitoring and helping.
- 3 Ask different students to explain the advice they offered.

### Students' own answers

- 4 Write about the interviews. Write what your friend told you in Exercise 3 above, then write your advice to them and explain your reasons. Write about 150 words.
- 1 Remind the students of the interviews they had in Exercise 3. Ask them to read through their notes.
- 2 As the students write their paragraphs, go around the class monitoring and helping.
- 3 The finished paragraphs might make a good display for the classroom, or you could take in their work to mark.

Students' own answers

### Assessment

### **Listening Task**

# Target element: vocabulary and language from the unit

Write the questions below on the board and ask the students to read through them. Tell the students that you are going to play the recording for Exercise 3 on page 21 of the Student's Book again. Remind them that they will hear a talk about intelligence. Tell the students to answer the questions in full sentences by listening carefully. (The answers are given below in brackets.)

- 1 Who wrote a book about people's intelligence? (An American professor wrote it.)
- 2 What might people who have problems reading and writing be good at? (These people might be good with numbers.)
- 3 What did the interviewer hear when she was preparing for today's programme? (She heard one of Dr Fareeda's talks.)
- 4 What do surgeons and builders use to do things? (They use their bodies.)
- 5 Why do schools usually teach everyone in the same way? (Because it would be very difficult to teach everyone in a different way.)

## **Speaking Task**

### Target element: language in context

In Lesson 5, Workbook page 20 Exercise 4, the students wrote a paragraph about their advice for other students. Organise the students to work in pairs. Explain that the students are going to take turns interviewing each other about their choice of career. Move around and listen to the interviews. Ask the most confident students to perform their interviews to the class.

### Reading Task

### Target element: language from the unit

Tell the students to look again at the article "Problems with learning" on page 23 of the Student's Book. Ask the following questions about the text. Ensure that students answer in full sentences. (The answers are given below in brackets.)

- 1 Why do some people find it very difficult to read? (Because they have dyslexia.)
- 2 Which famous people had this problem? (Albert Einstein and Steven Spielberg had dyslexia.)
- 3 What does it mean if you are colour-blind? (You cannot see colours in the way that most people do.)
- 4 What can be difficult for colour-blind people to read? (It can be difficult for them to read maps and traffic signs.)
- 5 When did John Dalton know that he was colourblind? (When people laughed at him for wearing strange-coloured clothes.)
- 6 What did John Dalton become? (He became a teacher and a brilliant scientist.)

### Writing task

# Target element: expressions used to emphasise information

Write these sentences on the board and ask the students to copy and complete them. Get some of the students to read out their completed sentences to the class while the rest of the class listen. (Suggested answers below in brackets.)

I love sport. In fact, ... (I play a sport every day.)

My sister studied hard for the exam, so ...(she did very well.)

They say the new café is great. In truth ... (it's not as good as the old one.)

My brother looks 16. Actually, he ... (is only 13.)

I wanted to get to school early. However, ...(I missed the bus and was late!)

# UNIT 5

# DANIEL KEYES: FLOWERS FOR ALGERNON

SB pages 26-30

WB pages 21-24

## **Objectives**

### Listening

Listening for gist and for specific information

### Grammar

used to and didn't use to

### Reading

Reading for gist and for detail

### **Critical thinking**

Understanding the problems of scientific research

### **Functions**

Giving a talk

### Writing

Writing a text about a writer



## **LESSON 1**

SB page 26

WB page 21

### Before using the book:

- Ask students to tell you the name of their favourite authors and to say why they like them.
- Elicit types of book from the students (adventure, mystery, detective, science fiction, etc.). Then ask students to say what types of book their favourite authors write.

### Listening

### 1 Discuss this question in pairs.

- 1 Put the students into pairs and ask them to discuss the question.
- 2 Ask the pairs to report back to the class on their discussions.

### Students' own answers

# 2 Check the meanings of these words in your dictionary.

- 1 Write the words on the board. Say them aloud and get the students to repeat them.
- 2 Get the students to look up the words in their dictionaries.
- 3 Make sure they understand the meaning of the words. Tell them you are going to give a simple explanation of a word and the students must tell you what word it is.

### **Example:**

Teacher: A country's armed forces at sea.

Students: Navy

4 Continue in this way with all the words in the exercise.

### Answers: \_

comic: a magazine that tells stories with pictures navy: a country's armed forces at sea psychology: the scientific study of the human mind spare time: the time when you can do what you like

# 3 Listen to an interview about the author Daniel Keyes. Which of the following helped him to get ideas for his novel *Flowers for Algernon*?

- 1 Go through the options with the class to make sure that everyone knows what information they are listening for. Tell them that all of the options will be mentioned but they should only select the things that helped the author to get his ideas.
- 2 Play the recording or read the tapescript and ask the students to tick the correct answers.
- 3 Play the recording a second time and ask the students to check their answers.

### Answers:

a  $\sqrt{\phantom{a}}$  c  $\sqrt{\phantom{a}}$  d  $\sqrt{\phantom{a}}$ 

### TAPESCRIPT

Journalist: In today's programme, we are talking

about the author Daniel Keyes, who wrote the story Flowers for Algernon. With me today is Professor Higgins from Manchester University. So, Professor, what can you tell us about Daniel Keyes as a boy?

Professor: Daniel Keyes was born in New York in 1927.

As a boy, he used to work in a bakery from four until seven in the morning, before he went to school. You'll notice that the main character in Flowers for Algernon also works in a bakery.

Journalist: That's interesting. What did he do when he finished school?

Professor: After school, he spent some time in the navy and then studied psychology at university. Many of his novels are also about psychology. For example, Flowers for Algernon asks the question: how does your intelligence affect your character and how people treat you?

Journalist: Did he use to write novels at university?

Professor: No, he didn't. After university, he taught
English at a secondary school. He
also taught students who found it very
difficult to read. This was another experience
he used in Flowers for Algernon. The main
character also goes to a school because he
cannot read.

Journalist: So when did he start writing stories?

Professor: While he was a teacher, he also used to write in his spare time. Flowers for Algernon was published as a short story in a magazine in 1959. He later wrote it as a complete novel in 1960.

Journalist: Was it successful?

Professor: It was very successful. It was also made into a film called Charly in 1968. The story also became a television film and a play.

Journalist: Did he write any other novels?

Professor: Yes. Eight of his books were published, but none of them was as successful as Flowers for Algernon. When he was younger, he also used to write for comics, although he didn't use to use his own name in the comics: he called himself Kris Daniels. He died in 2014, aged 86.

Journalist: Thank you, professor.

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

Read the example sentence with the class.

Remind the students that all of the sentences

- contain factual errors. Emphasise that the mistakes may seem to be small.
- 2 The students can work in pairs. Remind the students that they can make notes when they listen but their final answers should be full sentences.
- 3 Play the recording again and ask the students to write their answers. Repeat as necessary.
- 5 Allow the students to compare their answers in pairs.
- 6 Ask different students to report their answers and write them on the board.

### Answers: -

- b Daniel studied psychology at university.
- c After university, Daniel taught English at a secondary school.
- d He wrote stories while he was a teacher, in his spare time.
- e *Flowers for Algernon* was made into a film called *Charly*.
- f Daniel called himself Kris Daniels for his comics.

## 5 Focus on sounds.

### a Listen ... and complete the table

- 1 Ask the students to look at the words in the box.
- 2 Ask the students to repeat the example words aloud so they can hear the differences and understand which column represents each sound.
- 3 Now play the recording and tell the students to put the words into the correct column.
- 4 Ask different students to read out the words in each column
- 5 Ask the students to work in pairs and to repeat the words to their partners.

### Answers: -

/s/: books, students /z/: films, magazines,

/iz/: sentences, stories

### TAPESCRIPT

Voice: authors books comics experiences films magazines sentences stories students

# Daniel Keyes: Flowers for Algernon

1	Nantale Alexanderia	Ale Ale sis and a sister
ı	Match the words wi	1 the scientific study of the mind
	b navy	2 a magazine that tells a story using pictures
	c psychology	3 time when you are not working or studying
	d spare time	4 the people and ships that a country has to protect it at sea
2	Answer the question	ns.
	a Which comics have	you read? Which is your favourite and why?
	<b>b</b> Would you like to s	tudy psychology? Why/Why not?
	c What do you like to	o do in your spare time?
	d What do people in	the Egyptian navy wear?
3		to answer these questions.  or magazine. What is a comic character?  clogist do?
	c What does the adje	ctive <i>naval</i> mean?
	d What is a spare tyre	e and why do cars have them?
4	Complete the table, new words?	then say the words to your partner. Can you add any
	accidents author	comics computers diseases experiences trains trucks voices
	/s/	/z/ /iz/
	comics	authorsexperiences
		<del></del>
		<del></del>

## **WORKBOOK**

page 21

### 1 Match the words with their meanings.

- 1 Ask the students to read through the definitions.
- 2 Give the students enough time to choose their answers.
- 3 Check answers with the class.

### Answers: \_

1 c 3 d

4 b

### 2 Answer the questions.

1 Ask the students to work individually to answer the questions. Remind them to write complete sentences.

### Grammar used to and didn't use to

- 1 Underline the verbs which refer to the past in these sentences from the listening text.
  - **a** As a boy, he <u>used to work</u> in a bakery from four until seven in the morning.
  - **b** He also used to write in his spare time.
  - c He also used to write for comics
  - d He didn't use to use his own name in the comics.
  - e He died in 2014, aged 86.

#### Discuss these questions in pairs.

- a Which of the underlined verbs refer to things which happened once?
- **b** Which of the underlined verbs refer to things that happened more than once, but do not happen now?
- c How are the past verbs in the sentences below different from the past verbs in sentences a-c above? 1 Did he use to write novels at university?
  - 2 He didn't use to call himself Daniel Keyes in the comics
- 3 Look at these pictures of a city 100 years ago and now. Compare people's lives using used to.





People used to walk or travel by horse and carriage, but now they travel by car or but

In pairs, discuss your life in the past using used to and the following ideas.

home school games family holidays

When I was young, we used to live in Luxor, but now we live in Cairo.

## ON GRAMMAR

used to and didn't use to

Use *used to* + infinitive to talk about things that you often did in the past but that y do not do now, or to talk about things that were different in the past: I <u>used to play</u> with my toys when I <u>was young</u>. (I no longer do this now.) My uncle <u>used to be</u> a taxi driver. (Now, he is not a taxi driver.) That hotel used to be an office.

Note: Use used to to express habits in the far past, not yesterday or last week

My father used to walk to work when he was young. (not last week) In the negative and in questions, use did/didn't + use to:

She didn't use to like tennis. Now she loves it. Did your grandfather use to work in a bank?

**Note:** am/is/are + used to are followed by nouns or gerunds to express present habit I am used to eating vegetables every day.

The noise doesn't bother me. I'm used to it

2 Ask the students to compare their answers in pairs before reporting their answers to the class.

### Students' own answers

- 3 Use your dictionary to answer these questions.
- 1 Ask the students to complete the task individually.
- 2 Give the students enough time to check their dictionaries and to consider their answers.
- 3 Ask the students to compare their answers in pairs before reporting their answers to the class.

### Suggested answers:

a A person who is amusing / makes you laugh.

- b A psychologist studies how people's minds work.
- It describes anything that is related to the
- d A spare tyre is an extra tyre. Cars have them so they can be used when there is a problem.

## 4 Complete the table, then say the words to your partner. Can you add any new words?

- Ask the students to complete the task individually at first.
- Give the students enough time to check their dictionaries for additional words and to say the words to themselves.
- 3 Ask the students to compare their answers in pairs before reporting their answers to the class.

### Answers: -

/s/ accidents, trucks. Suggested: boats, cats /z/ computers, trains. Suggested: actors, birds /iz/ diseases, voices. Suggested: activities, fences

## LESSON 2

#### SB page 27 WB page 22

### Grammar

### used to and didn't use to

- 1 Underline the verbs which refer to the past in these sentences from the listening text.
- Ask the students to read the sentences, and remind them that they all come from the listening text in the previous lesson.
- 2 Read the example sentence and ask them to do the same with the remaining sentences. They can do this in pairs.
- 3 Check their answers as a class. You can point out that in sentence d, the s in use to is pronounced s, but in use (his own name) it is pronounced z.

### Answers:

- b He also used to write in his spare time.
- c He also used to write for comics.
- He didn't use to use his own name in the comics.

e He died in 2014, aged 86.

### 2 Discuss these questions in pairs.

- 1 Ask the students to answer the questions. They can do this in pairs.
- 2 Check the answers with the class. If the students need more help, go through the *Focus on Grammar* box or the *Grammar Review* on page 122.

### Answers: \_

- a died
- b used to work, used to write, used to write, didn't use to use
- c 1 is a question, 2 is negative: in these sentences, we used use to, not used to.

# 3 Look at these pictures of a city 100 years ago and now. Compare people's lives using *used to*.

- 1 Focus students' attention on the two pictures and ask them to read the example.
- 2 Ask the students to work in pairs to compare the pictures in the same way, using *used to*. Go around the class, monitoring and helping with vocabulary.
- 3 Ask different pairs to report their answers to the class.

### Suggested answers:

People used to wear hats, now they don't. People used to buy and read newspapers, now they use mobile phones.

There used to be small buildings and factories, now there are no factories but there are tall offices.

Many people used to go to the shops, now there are not many people in the streets.

There didn't use to be electric lights, now there are.

# 4 In pairs, discuss your life in the past using *used to* and the following ideas.

- 1 Go through the instructions with the class and make sure that everyone understands what they have to do. If necessary, demonstrate with a confident student.
- 2 Put the students into pairs and ask them to take turns making statements about themselves.
- 3 As they do this, go around the class, helping with vocabulary where necessary.

5

### 1 Complete these sentences with the correct form of *used to*.

- **b** My brother doesn't want to be a fireman now. When he was a boy, \_
- My sister likes going to bed early now. When she was little, \_\_\_
- d "I haven't always lived in Egypt." "Where did you \_\_\_\_\_
- e I don't go swimming every weekend now. When I was younger \_

#### 2 John Pool's life changed when he got a good job. Write sentences about the changes in his life.

	Before	After
Car	<ul><li>a small, 10-year-old car</li><li>b repair it himself</li></ul>	big, new car best mechanic in town
House	c small flat (2 bedrooms) d no television	large house (5 bedrooms) two televisions
Holidays	e camping f once a year	best hotels three times a year



a	<u>John</u>	Pool	used	to	drive	a	small,	ten-year-old	car,	but	now	he	drives	a b	oig,
	new	car.													

new car.			_
He			

C	
d	

## 3 Rewrite the verbs in bold in these sentences using the correct form of *used to* if possible.

a Last week, my brother worked for 20 hours. In the past, people worked much longer hours.

Last week, my brother worked for 20 hours. In the past, people used to work much longer hours.

- b My father lived in Alexandria when he was a boy. When he got married, he moved to Cairo.
- **c** When I first **met** Lisa, she **wore** glasses, but last year she **stopped** wearing them.
- d I know you went abroad for your holidays last year, but where did you go when you were a child?

22

### Suggested answers: \_

When I was young, I used to go to the primary school, but now I go to a different school.

When I was young, I used to play games with my toys, but now I play games on the computer.

When I was young, my family used to take me to the park, but now they don't. I go with my friends.

When I was young, we used to go on holiday to my

When I was young, we used to go on holiday to my grandparents. Now we usually go to the beach.

## **WORKBOOK**

page 22

# 1 Complete these sentences with the correct form of *used to*.

1 Ask the students to read through and complete

### Reading

#### 1 Discuss these questions in pairs.

- a What problems might people have if they cannot read or write?
- **b** Do you think people are born intelligent? Why / Why not?

# 2 OCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

cage (n) fool (n) maze normal promote tease

Read the summary of *Flowers for Algernon*. Who is Algernon, and what happens to Algernon?

# 4 Read the summary again. Put the sentences in the order in which they happened from 1–8.

- **a** Charlie suddenly understood that he was like a laboratory animal.
- **b** The scientists operated on Charlie and he slowly became more intelligent.
- c 1 The people at the bakery laughed at Charlie because they knew he was
- **d** Algernon was not clever any more.
- e Charlie went with Dr Strauss and Professor Nemur to a meeting with other scientists.
- f Charlie was promoted because he helped the bakery produce more
- **g** Dr Strauss and Professor Nemur showed Charlie a mouse which was now very clever.
- h Charlie's teacher told him about Dr Strauss and Professor Nemur.



# Flowers for Algernon

Charlie Gordon was 32 and worked in a bakery in New York. The manager **promoted** him because he was clever. Charlie had found out how to increase the amount of bread that the bakery produced.

Charlie had worked at the bakery for a long time. When he first started there, the other workers always talked to him, but now they didn't. Why was this? A few weeks earlier, Charlie had been very different. The workers used to tease him because they knew that he was not clever. He used to sweep the floor and do the jobs that nobody else wanted to do. People had always laughed at Charlie because they thought that he was a fool, but he did not use to realise that they were often cruel to him. Now, however, he understood what they said to him. Why had he changed?

Charlie had always wanted to be clever. A few months before, Charlie had started going to a special school for adults after work. One day, the teacher at the school told him about Dr Strauss and Professor Nemur. The teacher said that they could help him learn even more.

The next day, Charlie visited Dr Strauss and Professor Nemur. They said that they wanted to use him in an experiment to become clever.

They took Charlie to a laboratory where scientists asked him to find the way through a maze. It was too difficult for Charlie. The scientists then showed him a mouse called Algernon. They put Algernon in the maze and the mouse ran through it in just a few seconds. Dr Strauss said that Algernon used to be a normal mouse. Then they did an operation on it and it became very clever. They wanted to do the same operation on Charlie. He agreed.

operation on Charlie. He agreed.

After the operation, Charlie slowly became more and more intelligent. Dr Strauss and Professor Nemur were delighted with his progress. They took him to a meeting with other scientists in a different city, but Charlie now understood more about science than they did. He was angry with the men. He realised that they were treating him like a laboratory animal, so he took Algernon from its cage and returned to New York.

At home, Charlie began to study Algernon carefully. He realised that the mouse was not clever any more. It had become a normal mouse again. Would the same thing happen to him?

3 Ask different students to report their answers to the class.

### Suggested answers: \_

- b He used to repair it himself, but now it is repaired by the best mechanic in town.
- c He used to live in a small flat with two bedrooms, but now he lives in a large house with five bedrooms.
- d He didn't use to have a television, but now he has two televisions.
- e He used to go camping, but now he stays in the best hotels.
- f He used to go on holiday once a year, but now he goes three times a year.

# 3 Rewrite the verbs in bold in these sentences using the correct form of *used to* if possible.

- 1 Ask the students to read through the sentences and help them with any queries.
- 2 Remind the students that we can only use *used to* with repeated and/or habitual actions.
- 3 Give the students enough time to write their answers. They can compare their answers in pairs.
- 4 Ask different students to report their answers to the class.

### Answers: \_

- b My father used to live in Alexandria when he was a boy. When he got married, he moved to Cairo.
- c When I first met Lisa, she used to wear glasses, but last year she stopped wearing them.
- d I know you went abroad for your holidays last year, but where did you use to go when you were a child?

# the class. Answers: —

- b he used to want to be a fireman.
- c she didn't use to like going to bed early.

the sentences, like the example.

Ask different students to report their answers to

- d use to live?
- e I used to go swimming every weekend.

## 2 John Pool's life changed when he got a good job. Write sentences about the changes in his life.

- 1 Ask the students to read through the table.
- 2 Ask the students to work in pairs to complete the sentences.

## LESSON 3

### SB page 28

### Reading

## 1 Discuss these questions in pairs.

- 1 Ask the students to read and answer the questions in pairs.
- 2 Go around, monitoring and helping with

28

2

vocabulary and ideas.

3 Discuss their answers as a class.

Students' own answers

- 2 Check the meanings of these words in your dictionary.
- 1 Write the words on the board. Say them aloud and get the students to repeat them.
- 2 Get the students to look up the words in their dictionaries.
- 3 Make sure they understand the meaning of the words. Tell them you are going to give a simple explanation of a word and the students must tell you what word it is.

**Example:** 

Teacher: It's someone who doesn't

behave in an intelligent way.

Students: Fool.

4 Continue in this way with all the words in the exercise.

Students' own answers

### Answers:

cage: a container for animals that's made of wire or

metal bars

fool: someone who doesn't behave in an intelligent

way

maze: a series of paths and fences designed as a

puzzle

normal: describes something that's typical, usual, as

expected

promote: give someone a better job or a higher rank

tease: make fun of someone or to provoke them in

an amusing way

# 3 Read the summary of *Flowers for Algernon*. Who is Algernon, and what happens to Algernon?

- 1 Ask the students to read the text quickly and help them with any queries.
- 2 Now put the students into pairs and ask them to compare their answers.
- 3 Ask some of the students to report their answers to the class.

Answers: \_

Algernon is a mouse. He becomes very clever after an operation but then he becomes normal again.

- 4 Read the summary again. Put the sentences in the order in which they happened from 1–8.
- 1 Go through the questions with the class to make sure that everyone understands what they need to do. They should also remember that the summary starts in the middle of the story, not at the beginning.
- 2 Give the students plenty of time to read the text again. Go around, monitoring and helping with vocabulary.
- 3 Check answers with the class.

Answers: \_

- a 6
- b 4
- d 8
- e 5
- 1 /
- g 3
- h 2

## **LESSON 4**

### SB page 29 WB page 23

### Critical thinking

Read this quotation from the summary of Flowers for Algernon and discuss these questions in pairs.

Dr Strauss and Professor Nemur were delighted with his progress. They took him to a meeting with other scientists in a different city, but Charlie now understood more about science than they did. He was angry with the men. He realised that they were treating him like a laboratory animal.

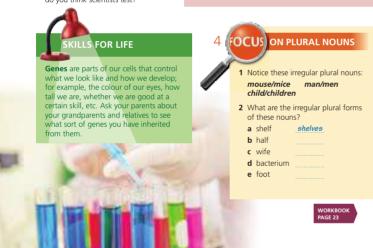
- a Why do you think that Dr Strauss and Professor Nemur showed other scientists what they had done with Charlie?
- **b** Why did Charlie now understand more about science than they did?
- c Why do you think that Charlie felt like a

### 2 Discuss these questions in pairs.

- a Do you think that Dr Strauss and Professor Nemur were right to do an operation on Charlie to make him more intelligent? Why / Why not?
- **b** There are many people who find it very difficult to learn. How do you think that we should help these people?
- Read the following and discuss the questions in pairs.
  - a Do you think that it is right that scientists test medicines using animals? Why / Why not?
  - **b** How do you think that scientists could test medicines if they were not allowed to use animals?
  - **c** What other products, beside medicines do you think scientists test?



In the past, scientists used to do experiments using a lot of different animals. Fewer animals are used today. However, many mice are still used to test medicines and the safety of other products that are used by humans. Scientists say that this is because we share 95% of our **genes** with mice. Without these tests, we would not have many of the medicines that we can safely use today.



## Critical thinking

# 1 Read this quotation from the summary of *Flowers for Algernon* and discuss these questions in pairs.

- 1 Read through the quotation and the questions with the class.
- 2 Put the students into pairs and give them a few minutes to discuss their answers.
- 3 Go around, monitoring and helping with vocabulary and ideas.
- 4 Ask different pairs to share their answers and encourage them to give reasons for their opinions.

### Suggested answers: \_

- a They were proud of their success.
- b The operation was successful, so now Charlie was

- very intelligent. He was probably more intelligent than the scientists.
- c Because Dr Strauss and Professor Nemur showed him to other scientists, as if he were a laboratory animal.

### 2 Discuss these questions in pairs.

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

### Answers: \_

- a Students' own answers.
- b There are special teachers who can help these people. We must also understand that they might have problems, and not laugh at them or tease them.

# 3 Read the following and discuss the questions in pairs.

- 1 Go through the questions with the class, making sure everyone understands them, and ask them to think about their answers.
- 2 Put the students into pairs. Encourage them to discuss any ideas that they have, giving reason for their opinions. Go around the class, monitoring and helping.
- 3 Ask any students with good discussion points to report them to the class and encourage further discussion in the class.

### Students' own answers

### Skills for life.

- 1 Ask the students to read the *Skills for life* box.
- 2 Ask the students to find out about their genes for homework and to report back in the next lesson.

### 4 Focus on plural nouns

- 1 Read the instructions and make sure they understand what they have to do.
- 2 Put the students into pairs to complete the exercise. Go around the class, monitoring and helping.

2 Ask different pairs to report their answers to the class. Encourage students to think of more irregular plural nouns.

### Suggested answers:

- b halves
- c wives
- d bacteria
- e feet.

## **WORKBOOK**

page 23

# 1 Complete the sentences with these words.

- 1 Read through the sentences and give the students enough time to complete them.
- 2 Ask different students to report their answers to the class.

### Answers: \_

- b promote
- c normal

d cage

e teases

- f fool

### 2 Answer the questions.

- 1 Ask the students to read through the sentences.
- 2 Give the students enough time to write their answers.
- 3 Ask different students to report their answers to the class.

### Suggested answers: \_

- a Sometimes people put animals in cages to keep them safe in a zoo, or to protect people.
- b No, the weather has not been normal this year because it was very wet in the spring.
- c I don't like it when people tease me.

### 3 Rewrite the sentences in the plural.

- 1 Ask the students to work individually to complete the sentences. Remind them to make as many nouns as possible plural.
- 2 Ask the students to compare their sentences in pairs, before reporting their answers to the class.

### Answers: \_

- b Are there any books on the shelves?
- c The football players visited the restaurant(s) with their wives.
- d I put my feet into the hot water.
- e Can I have some potatoes, please?
- f We cut the cakes into halves.

•	age	TOOI	maze	normai	promote	teases	
а	The o	hildren	love goi	ng into the	e <u>maze</u> . The	ey like getti	ing lost!
						v job, so th	ey are going to
				a manage			6 415
							for this month.
							ig lion in a li's favourite football team
		n't win		iys	ni	m when A	is lavourite lootball team
	l was			I didn	't buy the b	ook last we	eek when it was half the price
			uestions				
а	Why	do peo	ple some	etimes put	animals in o	ages?	
b	Has t	he wea	ther bee	n normal t	his year? Sa	y why/why	not.
c	How	do you	feel whe	en people	tease you?		
			women ook on th	0 0	od in the s	hops.	
c	The f	ootball	player vi	sited the r	estaurant w	ith his wife	
d	l put	my foo	ot into the	hot wate	er.		C. 10.
е	Can	l have a	potato,	please?			C. T.
f	We c	ut the	cake into	half.			-
w	rite a	n paraq	ıraph ab	out why	animals sh	ould or sh	ould not be used in
sci	ientii	fic exp	eriments	i			

# 4 Write a paragraph about why animals should or should not be used in scientific experiments.

- 1 Remind the students of the discussion they had in Exercise 3 in their Student's book.
- 2 As the students write their paragraphs using 100–120 words, go around the class monitoring and helping. Remind them to use *used to* and *didn't use to* when possible and to use words and phrases they have learned in this unit. The finished paragraphs might make a good display for the classroom, or you could take in their work to mark.

Students' own answers

## LESSON 5

### SB page 30

### WB page 24

### Communication skills Giving a talk

- You are going to talk about a famous writer. Choose a writer you like and make notes to answer these questions.
- a What is the writer's name and nationality?
- b Is he or she living now?
- c If the answer to b is No, when and where did the writer use to live?
- **d** What is the writer's most famous book?
- e What is this book about?
- f What else did this person write?
- g What do you like about this writer?
- Use the example to make notes about your writer's life and work
- 3 Work in small groups
  - a Plan a talk about your writer using the expressions from Focus on functions
  - **b** Take turns to tell the other students in the group about the writer you have chosen. Use the notes you have made in Exercise 2 above and the expressions from Focus on functions
  - c After each student has snoken, other students in the group who know this writer can sav what they think of him or her

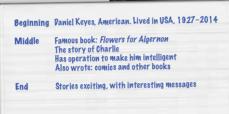


Hello, and welcome to my talk about ... / I'm delighted that you have come to my

I'm going to start by talking about . In the next part of my talk, I'll tell you

I'll finish by telling you about ... / To conclude.









how the first vaccination was discovered

## **Communication skills**

- 1 You are going to talk about a famous writer. Choose a writer you like and make notes to answer these questions.
- 1 Focus attention on the questions and help with any queries.
- 2 Make sure that the students have access to resources with which to find the information they need. Go through the options for research with the class. Set a time limit.
- 3 Give the students plenty of time to find the information they need and to answer the questions. Go around the class, monitoring and helping.
- 4 Do not check any answers at this stage but

make sure that everyone has had the chance to answer the questions.

### Students' own answers

### 2 Use the example to make notes about your writer's life and work.

- Focus attention on the sample notes and go through the instructions with
- Set a reasonable amount of time for the students to rework their notes.
- Go around the class monitoring and helping.

### Students' own answers

### 3 Work in small groups.

- Go through the instructions with the class and make sure everyone knows what they have to do. Focus attention on the Focus on functions box. Explain that this gives a list of expressions that will be useful when developing their talk.
- 2 Put the students into groups of three or four and tell them to take turns listening and speaking. Encourage the listeners to ask the questions to find out anything they don't understand.
- Go around the class monitoring and helping. Make sure that every student has the opportunity to give their talk. Take note of any particularly interesting talks.
- 4 Get some students to demonstrate their talks to the class.

### 4 Research the following about a kind of medicine

- Go through the instructions with the class and make sure they understand what they have to do.
- 2 Encourage students to use the library or the internet to find this information. They can do this for homework. You can take in this work in the next lesson.

## **WORKBOOK**

page 24

# 1 Complete the talk with these words.

- 1 Give the students enough time to read and complete the text.
- 2 Ask different students to report their answers to the class.

### Answers:

- b delighted
- c talking
- d talk
- e finish

# 2 Put the sentences about Daniel Keyes in the correct order.

- 1 Read through the sentences with the class.
- 2 Remind the students of the listening they heard in Exercise 3, page 26 of their Student's books. Play the recording again or refer to the tapescript if necessary.
- 3 Give the students enough time to put the summary into the correct order. Ask the students to compare their answers with a partner when they have finished.
- 4 Ask different students to report their answers to the class.

### Answers: \_

- a 5
- b 4
- c 2
- d 7
- e 3
- h 6

# 3 Now write an article about the writer you discussed in groups.

- 1 Remind the students about the writers they discussed in groups in their Student's Books in Lesson 5, page 30.
- 2 Tell the students that they should use the same paragraph plan as in Exercise 2 of the Workbook, following the chronology of the author's life.
- 3 Give the students enough time to write their

5 5

1 Complete the talk with these words.

on today. I'll

delighted finish talk talking Welcome

a <u>Welcome</u> to my talk about science. I'm b \_\_\_\_\_ that you have all come today. I'm going to start by c \_\_\_\_\_ about what scientists used to do 100 years ago.

In the next part of my d \_\_\_\_\_\_, I'll tell you about what scientists are working

by telling you about the science of the future

Put the sentences about Daniel Keves in the correct order.



- a His most famous book, Flowers for Algernon, was published as a short story in a magazine.
- b He later taught English at a secondary school and wrote stories in his spare time.
- c When he was a boy, he used to work in a bakery before he went to school.
- d He wrote other books after this, but none of them was as successful as *Flowers*
- e After he finished school, he studied psychology at university
- f 8 I like the book very much because it makes you think
- g 1 Daniel was born in New York in 1927.
- h It is about a man who has an operation to make him very clever.

### 3 Now write an article about the writer you discussed in groups.

- a Plan your article using the notes you made in the Student's Book.
- b Write a first draft quickly in 100–120 words
  - Use the text about Daniel Keyes in Exercise 2 above to help.
  - Include some examples of used to if you can.
- c Read what you have written carefully. Look for mistakes in grammar, vocabulary and punctuation. Check spellings in your dictionary.
- d Correct any mistakes and write the final article.

24

paragraph. Go around the class, monitoring and helping.

- 4 Encourage students to let their partner read through their paragraphs and to discuss any corrections they think are necessary.
- 5 As the students write their paragraphs using about 100–120 words, go around the class monitoring and helping. The finished paragraphs might make a good display for the classroom, or you could take in their work to mark.

Students' own answers

## Assessment

### **Listening Task**

# Target element: vocabulary and language from the unit

Use Exercise 3 on page 26 of the Student's Book. Write the questions below on the board. Remind them that they will hear an interview about Daniel Keyes. Students listen and answer in full sentences. (The answers are given below in brackets.)

- 1 Where did Daniel Keyes used to work when he was a boy? (He used to work in a bakery.)
- 2 What subject did Daniel Keyes study at university? (He studied psychology.)
- 3 What subject did he teach at a secondary school? (He taught English.)
- 4 What did some of his students find it difficult to do? (They found in difficult to read.)
- 5 In what was Flowers for Algernon published as a short story in 1959? (It was published in a magazine.)
- 6 What happened in 1968? (Flowers for Algernon was made into a film called Charly.)
- 7 What did he write with the name Kris Daniels? (He wrote comics.)

### **Speaking Task**

### Target element: language in context

In Lesson 5, Workbook page 24 Exercise 3, the students wrote a paragraph about a writer. Organise the students into pairs. Explain that the students are going to take turns interviewing each other about the writer. Move around and listen to the interviews. Ask the most confident students to perform their interviews in front of the class.

### Reading Task

### Target element: language from the unit

Tell the students to look again at the summary of *Flowers for Algernon* on page 28 of the Student's Book. Write the following character list on the board: Charlie, the bakers, Dr Strauss and Professor Nemur, the manager of the bakery, Algernon.

Now write the following sentences on the board. In pairs, students decide who did or said the action. (Answers below in brackets.)

- 1 They did an operation on Charlie. (Dr Strauss and Professor Nemur)
- 2 They teased Charlie. (the bakers)
- 3 It ran through a maze in a few seconds. (Algernon)
- 4 He understood more about science than the scientists. (Charly)
- 5 He promoted Charly because he was clever. (the manager of the bakery)

### **Writing Task**

### Target element: grammar used in the unit

Write these sentences on the board and ask the students to copy and complete them with the correct form of *used to*. Get some of the students to read out their completed sentences to the class. (Suggested answers below in brackets.)

- 1 When I was younger, I didn't ... (used to like going to bed early.)
- 2 Ten years ago, my mum ... (used to take me to school every day.)
- 3 In the past, my granddad ... (used to live in France.)
- 4 My best friend didn't ... (use to like playing tennis, but now he/she loves it.)
- 5 When my dad was a boy, he ... (used to go swimming every week.)
- 6 My school didn't ... (use to have as many teachers as it does now.)

# UNIT 6

# THAT'S AMAZING

SB pages 31-35

WB pages 25-28

## **Objectives**

### Listening

Listening for gist and for specific information

### Grammar

Comparative and superlative forms

### Reading

Reading for gist and distinguishing fact from opinion

### **Critical thinking**

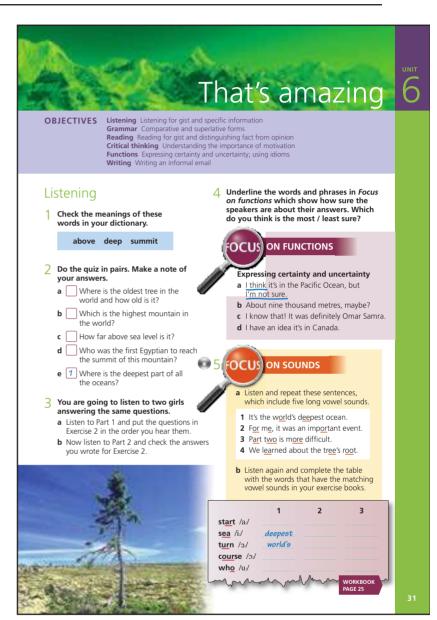
Understanding the importance of motivation

### **Functions**

Expressing certainty and uncertainty; using idioms

### Writing

Writing an informal email



## LESSON 1

SB page 31

WB page 25

### Before using the book:

- Ask students how many mountains and oceans they can name. Put their ideas on the board.
- Can the students give you any interesting information about any of the places they named? For example, where are they, how big are they, have they visited them, etc?

### Listening

# 1 Check the meanings of these words in your dictionary.

- 1 Write the words on the board. Say them aloud and get the students to repeat them.
- 2 Get the students to look up the words in their dictionaries.
- 3 Make sure they understand the meaning of the words. Tell them you are going to give a simple explanation of a word and the students must tell you what word it is.

### **Example:**

Teacher: This describes something that is over the

top of something.

Students: Above.

4 Continue in this way with all the words in the exercise.

### Answers: -

above: describes something that is over the top of

something

deep: describes something that goes a long way

down from the surface

summit: the top of a mountain

# 2 Do the quiz in pairs. Make a note of your answers.

- 1 Go through the questions with the class and make sure that everyone understands them.
- 2 Put the students into pairs and ask them to do the quiz. Explain that they can guess the answers. Set a time limit and go around the class, monitoring and helping with vocabulary.

# You are going to listen to two girls answering the same questions.

# a Listen to part 1 and put the questions in Exercise 2 in the order you hear them

- 1 Go through the instructions with the class to make sure that everyone knows that they should put the questions in the order they hear them.
- 2 Play part one of the recording and ask the students to number the questions. Play it a second time if necessary.
- 3 Ask different students to report their answers to the class.

### Answers: \_

- a 5
- b 2
- c 3
- d 4

# b Now listen to part 2 and chek the answers you wrote for Exercise 2.

- 5 Tell the students that they are going to hear the second part of the recording.
- 6 Ask the students to check their answers to the questions in Exercise 2.
- 7 Ask different students to give the correct answers to Exercise 2.

### Answers: \_

- a Sweden, 10,000 years old,
- b Mount Everest.
- c 8,850 metres.
- d Omar Samra.
- e The Mariana Trench in the Pacific Ocean.

### TAPESCRIPT

### Part 1

Leila: Hi, Abeer. Would you like to do this magazine

quiz with me?

Abeer: Yes. What's the subject?

Leila: It's called "The highest, the deepest and the

oldest." It's about the natural world.

Abeer: Interesting! Let's start.

Leila: OK. First question: Where is the deepest part

of all the oceans?

Abeer: Hmm – that's difficult. Do you know?

Leila: I think that it's in the Pacific Ocean, but I'm not

sure.

Abeer: Does it tell you the answers?

Leila: No, you have to phone a special number to

hear the answers.

Abeer: Next question?

Leila: This has three parts. First, which is the highest mountain in the world? I think Mount Everest

or Mount Kilimanjaro.

Abeer: Mount Everest is higher than Mount

Kilimanjaro!

Leila: I agree. Part two: How far above sea level

is it?

Abeer: About nine thousand metres maybe?

Leila: Hmm – Mount Everest's not as high as that.

It's about seven and a half thousand. OK, third

part: Who was the first Egyptian to reach the summit of this mountain in 2007?

Abeer: I know that! If the mountain is Mount Everest,

it was definitely Omar Samra.

Leila: Yes, it was amazing. We read all the news stories about him in history.

Yes, for me his climb was the most important Abeer:

sporting event of 2007.

OK. Next question. Where is the oldest tree in Leila:

the world and how old is it?

Abeer: I think that it's about five hundred years old, but I'm not sure where it is. Do you know?

Leila: *It's older than that – I think it's about two* thousand years old. I have an idea that it's in

Canada.

Abeer: Let's phone up for the answers.

Leila:

### Part 2

This is Quizline. Here are the answers to "The highest, the deepest and the oldest" quiz.

*Ouestion one: Challenger Deep is the deepest part* of the oceans: it's part of the Mariana Trench in the Pacific. It's over eleven kilometres deep.

Question two, part one: Mount Everest is the world's highest mountain. Part two: Mount Everest is eight thousand, eight hundred and fifty metres above sea level. And part three: the Egyptian climber who reached the summit of Mount Everest in 2007 was Omar Samra.

And finally, the oldest tree in the world is nearly ten thousand years old. It's in Sweden.

## 4 Underline the words and phrases which show how sure the speakers are about their answers. Which do you think is the most / least sure?

- 1 Go through the sentences in *Focus on functions* with the class.
- 2 Give the students enough time to underline the phrases and to check their answers with a partner. Ask them to discuss which is the most/ least sure.
- 3 Ask different students to report their answers to the class.

### Answers: \_

- b About nine thousand metres, maybe?
- c I know that! It was definitely Omar Samra.
- I have an idea it's in Canada.

Most sure: I know that!

Least sure: I'm not sure / maybe?

### 5 Focus on sounds

### b Listen again and complete the table

- Ask the students to listen and repeat the sentences aloud so they can hear the differences and understand which column represents each sound.
- 2 Now play the recording again and ask the students to put the words with the matching vowel sounds into the correct column.
- Ask different students to read out the words in each column

### Answers: \_

start /a:/: Part sea /i:/: me: tree's turn /3/: learned

course /3/: For; important; more

who /u:/: two; root

### TAPESCRIPT

- It's the world's deepest ocean.
- For me, it was an important event.
- Part two is more difficult.
- We learned about the tree's root.

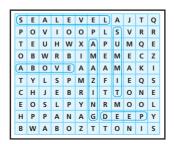
### That's amazing 6 1 Find the words in the puzzle to match the definitions. S E A L E V E L A J T Q a the normal height of POVIOOPLSVRR the sea Sea. level. T E U H W X A P U M Q E b verv surprising O B W R B I M E M E C Z c in a higher position A B O V E A A A M A K I d describes something that T Y L S P M Z F I E Q S is a long distance from C H J E B R I T T O N E the top to the bottom, E O S L P Y N R M O O L for example of water H P P A N A G D E E P Y e the top of a mountain B W A B O Z T T O N I S Complete these sentences with words from Exercise 1. a There are 14 mountains which are more than 8,000 metres above sea level **b** This side of the swimming pool is too \_\_\_\_ to stand up in. c I couldn't believe how beautiful the island was. It was absolutely \_ d The tea is in the cupboard the table. of this mountain is covered with snow for most of the year Write what you would say in each of the following situations. Someone asks you which city is the capital of Britain. What do you reply? I know that! It's definitely London **b** Someone asks you how long the River Nile is. What do you answer? c A tourist asks you which is the second largest city in Egypt. What do you say? d Your younger brother or sister asks you how old the Pyramids at Giza are. What do

# **WORKBOOK**

page 25

# 1 Find the words in the puzzle to match the definitions.

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



### Answers: -

- b amazing
- c above
- d deep
- e summit

# 2 Complete these sentences with words from Exercise 1.

- 1 Ask the students to work individually to complete the sentences.
- 2 Ask the students to compare their answers in pairs before reporting their answers to the class.

### Answers: -

- b deep
- c amazing
- d above
- e summit

# 3 Write what you would say in each of the following situations.

- 1 Ask the students to complete the task individually. Remind them to use the expressions from Exercise 4, page 31 in the Student's Book.
- 2 Give the students enough time to consider their answers. Go around the class, monitoring and helping as necessary.
- 3 Ask the students to compare their answers in pairs before reporting their answers to the class.

### Suggested answers: \_

- b I think it's about seven thousand kilometres long, but I'm not sure. (It is 6,850 km)
- c Alexandria, maybe? (This is correct.)
- d I have an idea that they're about four and a half thousand years old. (This is correct.)

## LESSON 2

### SB page 32 WB page 26

### Grammar

## Comparative and superlative forms

- 1 Choose the correct words in these sentences from the listening text.
- 1 Ask the students to read the sentences, and remind them that they all come from the listening text in the previous lesson
- 2 Give the students enough time to make their choices. They can refer to the *Focus on Grammar* box for help if necessary.
- 3 Ask different students to report their answers to the class.

### Answers: \_

- b higher
- c as
- d more
- e most
- f oldest
- 2 Make sentences using comparative or superlative forms to compare these mountains.
- 1 Go through the table with the class to establish the qualities of each mountain.
- 2 Ask the students to make sentences using the prompts and the words and phrases in the box. Go around the class, monitoring and helping.
- 3 Check the answers with the class. If the students need more help with comparatives and superlatives, they can refer to the *Grammar review* on page 122.

### Answers:

- a Mount Fuji is more beautiful than The Matterhorn.
- b Annapurna is less beautiful than The Matterhorn.
- c Annapurna is the most dangerous mountain.
- d Annapurna is not as popular as Mount Fuji.
- e Mount Fuji is the least dangerous mountain.
- f The Matterhorn is the most popular mountain.

Grammar Comparati

### Grammar Comparative and superlative forms

- 1 Choose the correct words in these sentences from the listening text.
  - a Challenger Deep is the **deeper deepest** part of all the oceans.
  - b Mount Everest is higher / highest than Mount Kilimanjaro.
  - c Mount Everest is not as high as / than that.
  - d Part two is more / most difficult than part one
  - e For me, his climb was the more / most important sporting event of 2007.
  - f The older / oldest tree in the world is nearly 10,000 years old.

2 Make sentences using comparative or superlative forms to compare these mountains.

less the least more the most not as as	A.	4	The		A.	
Name	Annapurna (Nepal)	Mount	Fuji (Japan)	The Matt	erhorn (Switzerland/Ita	ł
Beauty	•	• • •		• •		
Danger	• • •	•		• •		
Popularity	•	• •		• • •		
a Mount Fuji / Matterhorn Mount Fuji i the Matter	s more beautiful than	3	Now match t meaning.	he phrases	which have the same	
<b>b</b> Annapurna	beautiful / the		a more diff	icult	1 more boring	
Matterhorn c Annapurna	/ dangerous		<b>b</b> the most	unpopular	2 less modern	
· Ailiapuilla /	uarigerous			l	2 1	

## OCUS ON GRAMMAR

e Mount Fuji / dangerous

f The Matterhorn / popular

d Annapurna / not popular / Mount Fuji

Comparative and superlative forms

 Use comparative adjectives to compare two people, places or things. The comparative form of short adjectives ends in -er. Use more / less for longer adjectives: My brother is taller than me.

d less interesting

e the least formal

the most informal

the least popular

thin  $\rightarrow$  thinner  $\rightarrow$  the thinnest

easy  $\rightarrow$  easier  $\rightarrow$  the easiest nice  $\rightarrow$  nicer  $\rightarrow$  the nicest

- The first book was more / less interesting than the second book.
- Use superlative adjectives to compare more than two people, places or things. The superlative form
  of short adjectives ends in -est. Use the most / the least for longer adjectives:
  Today is the hottest day of the year.
  The maths test was the most / the least difficult test that I took.
  Note:
- You can also use not as ... as ... to compare things:
   Your sister is not as tall as you.
   Adel is as careful as Ahmed.

WORKBOOK

same meaning.

3 Now match the phrases which have the

- 1 Read the instructions and make sure students understand them.
- 2 Give the students enough time to match the phrases.
- 3 Ask different students to report their answers to the class.

### Answers:

- 1 d
- 2 c
- 4 e
- 5 b

им 6

#### Make sentences using comparative or superlative forms.

a Climbing/dangerous/cycling. dangerous/ the world

Climbing is more dangerous than cycling. Climbing is the most dangerous sport in the world.

b Pacific Ocean/deep/Indian Ocean. deep/ the world.



c Nile/long/Mississippi. long/the world

d Mount Everest/high/Mount Kilimanjaro. high/the world

### 7 Find and correct the mistakes in the following sentences.

a That's least interesting book I've ever read.

That's the least interesting book I've ever read.

- **b** The most tall building in our city is the Central Bank.
- c English is more easier to learn than Chinese.

### 3 Ask questions using these words and the correct superlative.

a old/building/your town

What is the oldest building in your town?

- b big/city/your country
- c beautiful/building/your town
- d popular/food/your family

### 4 Now answer the questions in Exercise 3.

- a The oldest building in my town is the museum
- b \_
- `.-

26



page 26

# 1 Make sentences using comparative or superlative forms.

- 1 Ask the students to read through the example and prompts.
- 2 Give the students enough time to write the sentences. Go around the class, monitoring and helping.
- 3 When they have finished, ask the students to compare their answers with a partner.
- 4 Ask different students to report their answers to the class.

#### Angworg.

- b The Pacific Ocean is deeper than the Indian Ocean. The Pacific Ocean is the deepest ocean in the world.
- The Nile is longer than the Mississippi.
   The Nile is the longest river in the world.
- d Mount Everest is higher than Mount
   Kilimanjaro. Mount Everest is the highest
   mountain in the world.

# 2 Find and correct the mistakes in the following sentences.

- 1 Ask the students to work individually to correct the sentences.
- 2 Ask the students to compare their sentences in pairs before reporting their answers to the class.

### Answers: -

- b The tallest building in our city is the Central Bank.
- c English is easier to learn than Chinese.

# 3 Ask questions using these words and the correct superlative.

- 1 Ask the students to read through the example and the prompts.
- 2 Give the students enough time to write their questions.
- 3 Ask different students to report their answers to the class.

### Answers: \_

- b What is the biggest city in your country?
- c What is the most beautiful building in your town?
- d What is the most popular food in your family.

### 4 Now answer the questions in Exercise 3.

- 1 Give the students enough time to write their answers that are true for them.
- 2 Ask different students to report their answers to the class.

### Suggested answers: —

- b The biggest city in my country is Cairo.
- c The most beautiful building in my town is the main mosque.
- d The most popular food in my family is chicken with

## LESSON 3

### SB page 33

### Reading

# 1 Check the meanings of these words in your dictionary.

- 1 Write the words on the board. Say them aloud and get the students to repeat them.
- 2 Get the students to look up the words in their dictionaries.
- 3 Make sure they understand the meaning of the words. Tell them you are going to give a simple explanation of a word and the students must tell you what word it is.

### **Example:**

Teacher: It means a strong desire to

achieve something.

Students: Ambition.

4 Continue in this way with all the words in the exercise.

### Answers:

ambition: a strong desire to achieve

something

challenge: something that needs a lot of

skill and motivation to achieve

conquer: climb a mountain successfully lifelong: describes something that exists

throughout someone's life

mountaineer: someone who climbs mountains

professional: describes a job in which you

receive money for doing something that many people do

as a hobby

slightly: describes something that is

done to a small degree

toddler: a very young child who is learning to walk

## 2 Discuss this question in pairs.

- 1 Ask the students to think about the question and to discuss it in pairs.
- 2 Ask different students to report their answers to the class. Write all their opinions on the board and lead a class discussion. They can check their answers in the next task.
- 3 Read the article quickly. Does it include any of the reasons that you discussed in Exercise 2?

Ask the students to read the text quickly.

### Reading

# OCUS

### ON VOCABULARY

Check the meanings of these words in your

ambition challenge (n) conquer lifelong mountaineer professional (adj) slightly toddler

2 Discuss this question in pairs.

Why do people climb mountains like Mount Everest?

3 Read the article quickly. Does it include any of the reasons that you discussed in Exercise 2?

## Why do they do it?

A question which people often ask mountaineers is "Why do you climb mountains?" The most common answer is "Because they are there." But this does not tell us the real reasons why people choose this exciting but dangerous hobby.

Professional mountaineers climb for money, but for many others, climbing a great mountain is a lifelong ambition. For example, Omar Samra, the Egyptian who reached the summit of Mount Everest in 2007, says that he had wanted to climb mountains since he was a toddler. He even had photos of Mount Everest on his bedroom walls. But Omar does not just climb for himself. He always takes an Egyptian flag with him and leaves it on the mountains.

Some mountaineers say that their hobby is no different from other hobbies, but most people do not understand this because the hobby is so dangerous. Since 1922, Mount Everest has been climbed by more than 4,000 people, but more than 200 of these climbers lost their lives. So perhaps we should ask a slightly different question: "Why do people climb dangerous mountains?" Many mountaineers say the answer is easy: they think that most people want to conquer something during their life. A dangerous mountain is a challenge; when someone has climbed it, they have reached their goal and they feel fantastic.

The Italian climber Reinhold Messner was the first mountaineer in the world to climb the 14 mountains which are over 8,000 metres high. What is even more amazing is that he was the first man to reach the summit of Mount Everest without the use of oxygen bottles!

#### 4 Read the article again and discuss these questions in pairs.

- a Why do you think that people often ask mountaineers, "Why do you climb mountains?"

  Because they cannot understand why anyone wants to do something so dangerous.
- $\boldsymbol{b}\,$  Who do you think pays professional climbers? Why do they pay them?
- c Why do you think that Omar Samra leaves an Egyptian flag at the summits of the mountains he climbs?
- **d** Why do you think that the Italian climber wanted to climb 14 different mountains?

### 5 Discuss in pairs.

- **a** Which of these sentences are facts (F) and which are opinions (O)?
  - 1 F Professional mountaineers climb for money.
- 2 Since 1922, Mount Everest has been climbed by more than 4,000 people.
- They think that most people want to conquer something during their life.
- 4 When someone has climbed it, they feel fantastic
- **b** Make a statement of fact about mountains **c** Express an opinion about mountaineers.
  - 2 Now put the students into pairs and ask them to look for the reasons that people climb mountains and compare them to the reasons they discussed in Exercise 2.
  - 3 Ask different students to report their answers to the class. Add any new answers to the list on the board.

### Answers: -

Reasons: Because they are there, for money, as a lifelong ambition, as a hobby, and because most people want to conquer something (a challenge).

# 4 Read the article again and discuss these questions in pairs.

1 Go through the questions with the class to make

3:

### Critical thinking

- 1 Answer the following questions about the article on page 33.
  - a Why do professional mountaineers climb mountains? They climb them for money.
  - **b** When did Omar Samra climb Mount Everest?
  - c How many people have climbed Mount Everest since 1922?
  - **d** Why do you think that Omar Samra had photos of Mount Everest on his bedroom walls?
  - What do you think are the main causes of accidents on mountains?
  - **f** Why do you think that the Italian climbed Mount Everest without oxygen?
- Read what some mountaineers have said about climbing, then discuss the questions.

Mount Everest is amazing, but it's a frightening mountain. I still want to climb after my accident but I am more nervous of the really big mountains now. I don't want to go away and leave home for months either.

- **a** Why do you think that people want to climb even after an accident?
- **b** Why do you think that this climber does not want to be away from home for months?

Mount Everest is a very dangerous mountain.
There is no room for mistakes. Big mountains
take lives. The dangers have never changed only the equipment has changed.

- c What does this climber mean when he says There is no room for mistakes?
- **d** How do you think climbing equipment has changed? Do you think mountaineering is safer now?

It is not the mountain we conquer but ourselves.

e What does this mean?

I've always been inspired by stories of great explorers and all the men who were motivated by something greater than themselves. For me, this has always been national pride.

f What does the speaker mean by national pride?

### Discuss these ideas in pairs.

- a Would you like to climb a mountain like Mount Everest? Why / Why not?
- **b** If you could interview a successful mountaineer, what questions would you ask him or her?



Think about which school subject

inspires you and which jobs it can

jobs are often very successful

sure everyone understands what information is required, and help them with any queries.

- 2 Give the students plenty of time to read the text again. Go around, monitoring and helping with vocabulary.
- 3 Ask different students to report their answers to the class.

### Suggested answers: \_

- b People that make climbing equipment, and manufacturers of products that want to be associated with mountain climbing. They pay them to get good publicity.
- c Because he is proud of his country. He wants his achievement to be shared by all Egyptians.
- d Because it was a new and different challenge.

### 5 Discuss in pairs.

- 1 Ask the students to read through the questions. Make sure that everyone understands the difference between a fact and an opinion.
- 2 Give the students enough time to complete the task and to write their statements in pairs. Go around the class, monitoring and helping.
- 3 Ask different pairs of students to report their answers to the class.

### Answers: -

- a 2 F
  - 3 O
  - 40
- b Suggested: Omar Samra reached the summit of Mount Everest in 2007.
- c Suggested: We think that mountaineers are very brave.

## **LESSON 4**

SB page 34

WB page 27

### Critical thinking

- 1 Answer the following questions about the article on page 33.
- 1 Read through the questions with the class, and allow students to look back at the text on page 33 for reference.
- 2 Note that questions a–c can be answered with facts, while questions d-f call for speculation.
- 3 Put the students into pairs and ask them to discuss their answers.
- 4 Ask different pairs to report their answers to the class.

### Answers: \_

- b 2007
- c 4,000
- d Suggested: I think that it was because Omar Samra's ambition was always to climb Mount Everest.
- e Suggested: Falling from the mountain, maybe?
- f Suggested: Because it seemed like an amazing challenge.

# 2 Read what some mountaineers have said about climbing, then discuss the questions.

- 1 Read through the questions with the class and help them with any queries.
- 2 Ask the students to read the short texts and do the exercises in pairs.Go around the class, monitoring and helping.
- 3 Ask different students to share their answers and encourage them to give reasons for their opinions.

### Suggested answers: \_

- a Because it is an even greater challenge.
- b Perhaps he has a family and he/she misses them.
- c He means that making one mistake could be very dangerous. He could die.
- d I have an idea that the equipment is smaller, lighter and safer than before. I think that climbing is definitely safer now.
- e It means that we don't conquer the mountain. We only conquer our own fear.
- f The ability of an entire country to share in the achievement of one person or a small group.

### 3 Discuss these ideas in pairs.

- 1 Review what the students understand about the challenges of being mountaineer.
- 2 Ask the students to discuss their answers in pairs. Go around the class, monitoring and helping.
- 3 Ask different students to share their answers and encourage them to give reasons for their opinions.

### Students' own answers

### Skills for life

- 1 Ask the students what things inspire them.
- 2 Ask the students to read the *Skills for life* box.
- 3 Ask the students how many examples they can think of people who have had successful careers doing something they enjoy. They could be famous people or friends and family.

	Match these words a-f	with their meanings 1–6.	
	a challenge	1 a little	
	<b>b</b> conquer	2 doing a sport or activity as your job	
	c lifelong	3 a child who has just started walking	
	d professional	4 continuing through your whole life	
	e slightly	5 a something difficult or new that needs effort or skill	
	f toddler	6 get control over a problem or a feeling	
2	Complete these sentence	ces with the words from Exercise 1.	
	a I don't remember what It was so long ago.	it was like being a <u>toddler</u> .	200
	b Ola's cousin is a plays in competitions al		
	c My brother has had a _ a doctor.		
	d Climbing would be a re I don't like heights.		
	e I can't swim. I wish I co of water.	uld my fear	
	f I'm only o turn off the fan.	cold. You don't have to	
3	Which of these sentence opinion sentence, write	es are facts (F) and which are opinions (O)? For each	
	a O I think that mounta	aineers are incredibly brave people.	
	Mountaineers need to	be very fit.	
		was the first man to climb Mount Everest.	
	b Sir Edmund Hilary		
		d Sea is the most beautiful sea in the world.	
	c I think that the Rec		
	c I think that the Rec	d Sea is the most beautiful sea in the world.	
	c I think that the Rec d It is possible to clim e To me, Mount Ever	d Sea is the most beautiful sea in the world.  nb mountains without oxygen.	
	c I think that the Rec d It is possible to clim e To me, Mount Ever f Children should be	d Sea is the most beautiful sea in the world.  The mountains without oxygen.  The section of the sea of the se	

## **WORKBOOK**

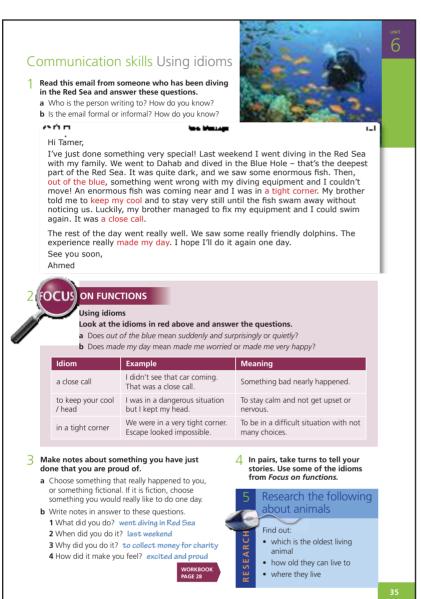
page 27

# 1 Match these words a-f with their meanings 1-6.

- 1 Explain that the students must choose the correct meaning for each word.
- 2 Give the students enough time to complete the task.
- 3 Check answers with the class.

### Answers: \_

- 1 e 2 d
- 3 f 4 c
- 6 b



2 Complete these sentences with the words from Exercise 1.

- 1 Give the students enough time to complete each sentence.
- 2 Ask different students to report their answers to the class.

#### Answers: \_

- b professional
- c lifelong
- d challenge
- e conquer
- f slightly

- 3 Which of these sentences are facts (F) and which are opinions (O)? For each opinion, write a fact.
- 1 Ask the students to work individually to mark the sentences fact or opinion.
- 2 Ask the students to compare their sentences in pairs, before reporting their answers to the class.

#### Answers/Suggested answers:

- b F
- c O: The Red Sea is the warmest seas in the world.
- d F
- e O: Most people climb Mount Everest from Nepal.
- f O: One in five British adults can't swim.
- g O: Factories can cause pollution.
- h F

## LESSON 5

SB page 35

WB page 28

#### Communication skills

- 1 Read this email from someone who has been diving in the Red Sea and answer these questions.
- 1 Focus attention on the questions and make sure that the students understand what information they need to find.
- 2 Give the students enough time to read through the email in pairs. Ask them to underline the parts of the text that gives them the answers.
- 3 Ask the students to report their answer to the class.

#### Answers:

- a Tamer: The email is addressed to Tamer.
- b Informal: It has contractions, idioms and short, simple sentence structures.

# 2 Look at the idioms in red above and answer the questions.

- 1 Direct the students' attention to the idioms in the text and how they are used.
- 2 Encourage the students to look at the context of the idioms to get an idea of what they mean. Are they positive or negative?

- 3 Give the students enough time to make their choices.
- 4 Ask different students to report their answers to the class.

#### Answers: \_

- a suddenly and surprisingly
- b made me very happy

# 3 Make notes about something you have just done and that you are proud of.

- 1 Ask the students to imagine they have achieved something that they are proud of. Encourage them to use their imaginations and remind them that it does not have to be real.
- 2 Give the students enough time answer the questions. They can do this individually.
- 4 In pairs, take turns to tell your stories. Use some of the idioms from *Focus on functions*.
- 1 Go through the examples of the idioms in the *Focus on functions* box.
- 2 Now ask the students to review their notes and to think of how they might explain the story of their achievement. Encourage them to use some of the idioms.
- 3 Put the students into pairs and ask them to tell their stories. Go around the class, monitoring and helping.
- 4 Ask some pairs to demonstrate their discussion in front of the class. Praise students who use the idioms correctly.

#### Students' own answers

### 5 Research the following about animals

- 1 Go through the instructions with the class and make sure they understand what they have to do.
- 2 Encourage students to use the library or the internet to find this information. They can do this for homework. You can take in this work in the next lesson.

6

- Read about the apostrophe, then insert the missing apostrophes in this email to a friend.
- a Apostrophes are used for two reasons:
- to show that something belongs to or is related to someone:

This is Ahmed's house. (= This is the house which belongs to Ahmed.)

 to show that a letter or letters are missing. Apostrophes are often used in short verb forms:



Ahmed's my best friend. You'd like him. (= Ahmed is my best friend You would like him.)

**b** Write in the five apostrophes missing in the email below.

a Suddenly, out of the blue, the wind started to blow us towards some trees. I thought we were about to hit them, but the pilot told us to keep our heads. He said that everything would be OK.  b 1 Here I am in South Africa and I love it! Im writing to tell you about something I did yesterday that Im very proud of – it really made my day.  c See you soon, Peter d What happened was I went up in a hot air balloon with my family. We took off at four o'clock in the afternoon so the sun wasnt too hot.  e You should try going up in a balloon. Youd love it.  f The flight lasted nearly two hours. It was amazing seeing the animals below us. We even saw our pilots house.  g He was right, of course, and we were safe, but it was a close call!	Hi David	d
did yesterday that Im very proud of – it really made my day.  c See you soon, Peter  d What happened was I went up in a hot air balloon with my family. We took off at four o'clock in the afternoon so the sun wasnt too hot.  e You should try going up in a balloon. Youd love it.  f The flight lasted nearly two hours. It was amazing seeing the animals below us. We even saw our pilots house.	а	thought we were about to hit them, but the pilot told us to keep our heads. He
d What happened was I went up in a hot air balloon with my family. We took off at four o'clock in the afternoon so the sun wasnt too hot.  e You should try going up in a balloon. Youd love it.  f The flight lasted nearly two hours. It was amazing seeing the animals below us. We even saw our pilots house.	b 1	9 ,
four o'clock in the afternoon so the sun wasnt too hot.  e You should try going up in a balloon. Youd love it.  f The flight lasted nearly two hours. It was amazing seeing the animals below us. We even saw our pilots house.	С	See you soon, Peter
f The flight lasted nearly two hours. It was amazing seeing the animals below us.  We even saw our pilots house.	d	
We even saw our pilots house.	е	You should try going up in a balloon. Youd love it.
g He was right, of course, and we were safe, but it was a close call!	f	
	g	He was right, of course, and we were safe, but it was a close call!

- 2 Put the sentences in the email into the correct order.
- 3 Read the email again and find the following.
  - a four idioms out of the blue,
  - b language and expressions that show it is informal Hi, I'm writing.
- 4 Write an email to a friend.
  - a Plan your email using the notes you made in Exercise 3 of your Student's Book
    - Think of a first and a last sentence. Think clearly about the order of events in your story.
  - b Write your email in 120–140 words.
    - Read what you have written very carefully. Correct any grammar and spelling mistakes.
    - Check that you have used apostrophes in the right places.

28

# **WORKBOOK**

page 28

### 1 Read about the apostrophe, then insert the missing apostrophes in this email to a friend.

- 1 Read through the instructions with the class and make sure everyone understands the rules for apostrophes.
- 2 Give the students enough time to read through the sentences and to make their corrections in pairs. Go around the class, monitoring and helping.
- 3 Ask different students to report their answers to the class.

#### Answers: \_

I'm writing to tell you ... that I'm very proud of. ... the sun wasn't too hot.

You'd love it.

We even saw our pilot's house.

# 2 Put the sentences in the email into the correct order.

- 1 Read through the sentences from Exercise 1 with the class and help them with any queries.
- 2 Ask the students to put the sentences in the correct order. Go around the class monitoring and helping.
- 4 Ask the students to compare their answers with a partner.
- 5 Ask different students to report their answers to the class.

#### Answers: \_

- a 4
- c 7
- d 2
- e 6
- f 3
- g :

# 3 Read the email again and find the following.

- 1 Give the students enough time to read through the email again and to find the answers in pairs. Go around the class, monitoring and helping.
- 2 Ask different students to report their answers to the class.

#### Answers: \_

- a keep our heads; made my day; a close call
- b ... everything would be OK; ... I love it; I'm very proud of; ... you'd love it

#### 4 Write an email to a friend.

- 1 Remind the students of the notes they made in Exercise 3 in their Student's book.
- 2 Make sure everyone understands what they have to do.
- 3 As the students write their paragraphs using about 120–140 words, go around the class monitoring and helping. The finished paragraphs might make a good display for the classroom, or you could take in their work to mark.

### Assessment

#### **Listening Task**

# Target element: vocabulary and language from the unit

Write these gapped sentences on the board and ask the students to read through them. Tell the students that you are going to play the tape for Exercise 3 on page 31 of the Student's Book again. Remind them that they will hear Reem talking to Nihal. Tell the students to complete the gapped sentences with the missing words by listening carefully. (The answers are in brackets below.)

1	It's called 'The highest, the deepest and' It's about the world.
	(oldest; natural)
2	Where is the part of all the? (deepest; oceans)
3	Who was the first Egyptian to reach the of this mountain in? (summit; 2007)
4	I that it's about five hundred years old, but I'm not where it is. (think; sure)
5	I have an that it's in Canada. (idea)

## Target element: language in context

**Speaking Task** 

In Lesson 5, Workbook page 28, Exercise 4, the students wrote an email about an achievement. Organise the students to work in pairs. Explain that the students are going to take turns interviewing each other about something they have done that they are proud of. Move around and listen to the interviews. Ask the most confident students to perform their interviews in front of the class.

#### **Reading Task**

### Target element: language from the unit

Tell the students to look again at the article "Why do they do it?" on page 33 of the Student's Book. Ask them to write six facts or opinions about climbing. Three of the sentences should be facts and three of the sentences should be opinions. Ask the students to work in pairs and tell them to give each other their sentences to read and decide which are facts and which are opinions. They should write **F** by the sentences they think are facts and **O** by sentences they think are opinions. Afterwards, they can give the sentences back for their answers to be checked.

#### Writing task

#### Target element: grammar used in the unit

Write this table on the board and ask the students to write six comparative or superlative sentences. Get some of the students to read out their completed sentences to the class while the rest of the class listen.

Name	Taj Mahal, Uttar Pradesh, India	Buckingham Palace, London, UK	Palazzo Ducale, Urbino, Italy
Beauty	***	*	**
Age	**	*	***
Popularity	**	***	*

# **Revision B**

**SB** pages 36-40

WB pages 29-32

# Revision B

- 1 Discuss these questions in pairs.
  - a Do you ever read magazines? If so, which ones do you read?
  - **b** What kinds of things can you read about in magazines?
- Listen to a Hala being interviewed for a job and answer the questions.
  - a Which languages can Hala speak? She can speak English and French
  - **b** Which job did she use to do which needed English?
  - c What does the interviewer think of her work?
  - d Which of the following is the job interview for?
    - journalist illustrator
- 📦 🤫 Listen again. Are these sentences True or False? Correct the false sentences.
  - a The magazine is only translated into English. False. It is translated into different languages
  - b Hala has never worked with othe people before
  - c Hala often used to win art competitions
  - d Everyone used to say she should draw as a professional
  - e Hala used to speak English while she was working.
  - f Hala has passed most of her school
  - q Hala definitely has the job
  - h She will receive an email tomorrow

#### Discuss these questions in pairs.

- **a** Why do newspapers and magazines sometimes have paintings as well as photographs?
- **b** What do you think the expression A picture is worth a thousand words means?
- Match to form two-word phrases from the

a school	1 competition
<b>b</b> job	2 newspaper
c local	3 a exam
<b>d</b> art	4 interview

### ON SOUNDS

Short vowels

- Are the underlined vowels in sentences 1–3 long or short? Listen and complete the table.
- 1 Can I ask you some questions?
- 2 I also speak a little French
- 3 Have you passed your exams in those

Long vowels

academics-	ambitions	annlicati		
Listen and say these longer words. Compl the table of plural noun endings.				
	<del>//</del>			

<u>a</u>sk

the table of plural noun endings.					
academics ambitions applications cosmetics minorities societies					
/s/ academics	IzI applications	/iz/ minorities			

# **LESSON 1**

SB page 36

#### Listening

### 1 Discuss these questions in pairs.

- 1 Focus attention on the questions and allow students time to discuss them in pairs.
- Ask the students to share their ideas with the class.

Students' own answers

## 2 Listen to Hala being interviewed for a job and answer the questions.

- 1 Focus attention on the questions and ask the students what kind of information they need to listen for.
- Make sure that the students understand the task.
- Play the recording and give the students enough time to write answers as full sentences.
- Ask different students to report their answers to the class.

#### Answers:

- She used to work as an assistant at a
- He thinks that her drawings are the best that he's seen from anyone they've interviewed that week.
- It is for an illustrator

#### TAPESCRIPT

Interviewer: Hello, thank you for coming to the job interview.

You're welcome. Hala:

*Interviewer: Can I ask you some questions?* 

First of all, have you worked for

a magazine before?

Hala: No, I haven't, but I'd like to.

Interviewer: Our magazines are sold all over the world and they are

translated into different languages. Can you speak any

languages?

Hala: Yes, I can speak English very

well. I also speak a little French.

Interviewer: That's good. We like people to work as part of a team. Do you like working with

other people?

Hala: Yes, I do. I used to work at a local

newspaper. There were only ten people working for it, so we had to work as team.

Interviewer: Why do you think that you would be good

at this job?

When I was at school, I used to win Hala:

most of the art competitions that I entered. Everyone used to say that I was very good at drawing. They advised me to do it as a professional. In my opinion, I would be

very good at the job.

Interviewer: Have you had any other jobs?

Hala: Yes, I have. I used to work as an assistant

at a hotel. We had people from many different nationalities. While I was working, I spoke English most days. That's

why I can speak it well now.

Interviewer: OK. Now, our pictures can be about many

things that are in the news. Sometimes, they are about science or technology. Have you passed your exams in those subjects?

Hala: Yes, I have, and of course, I passed my

art exam. In fact, I passed all my school

Interviewer: That's good. So would you be happy to

draw pictures about science, technology

and other subjects in the news?

Hala: Yes, I'd be happy to.

Interviewer: Why don't you show me some of your

work?

Hala: Of course, I have some here. These

are some of the pictures I drew for the

local newspaper.

Interviewer: In my opinion, these are the best drawings

I've seen from anyone we've interviewed this week. I think you have a lot of

potential.

Hala: Thank you.

Interviewer: Well, thank you very much for coming.

We'll email you tomorrow to tell you if you

have the job.

Hala: Thanks, so [fade]

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

- 1 Ask the students to read through the sentences.
- 2 Tell the students that you are going to play the recording again and ask them to make notes. You can play the recording twice if required.
- 3 Give the students enough time to write down their answers individually.
- 4 Ask different students to report their answers to the class.

#### Answers:

- b False. She worked with ten people at a local newspaper.
- True
- True d
- True
- False. She has passed all of her school exams.
- False. She will know tomorrow. They will email her tomorrow to tell her.
- h True

#### 4 Discuss these questions in pairs.

- 1 Give the students enough time to discuss their answers in pairs. Go around the class, monitoring and helping.
- Ask different pairs to report their answers to the class.

#### Answers: \_

- Suggested: They use pictures to make people laugh or to make people think about subjects. They also sometimes have pictures when there are no photographs of that subject.
- It means that one picture can communicate an idea as well or better than a very long description.

### 5 Match to form two-word phrases from the listening text.

- 1 Ask the students to read through the example and the words.
- 2 Give the students enough time to discuss their answers in pairs.
- Ask different pairs to report their answers to the class.

### Answers:

2 c 4 b 1 d

#### 6 Focus on sounds.

#### a Listen and complete the table

- Go through the sentences with the students and make sure that the students understand which sounds they are listening for.
- 2 Play the recording twice or more if necessary and give the students enough time to write their answers.
- Ask different students to report their answers to the class.

#### Answers: \_

Short vowels	Long vowels
questions	ask
little	you
French	also
exams	speak
subject	passed

#### TAPESCRIPT

- Can I ask you some questions?
- 2 I also speak a little French.
- 3 Have you passed your exams in those subjects?

# LESSON 2

SB page 37

- Rewrite these sentences like the example using the correct form of used to.
- a Today, people usually travel by air when they go abroad.
- In the past, they used to travel by train or ship.
- **b** Today, people communicate with their friends by email or mobile phone
- c Today, ships can sail through the Suez Canal.
- d Today, many students go to university when they leave school
- e Today, babies with heart problems can be treated free



Complete the sentences with the present perfect or past continuous form of the verbs in brackets

- I was washing (wash) my hands when my sister told me that lunch was ready
- h 7einah's father (study) English since he visited New York 20 years ago.
- c I like Chinese food, but I (never eat) Japanese food
- .... (Hala do) at six o'clock yesterday? **d** What
- e Tarek's uncle (work) in the market for 15 years
- f Mona didn't catch the ball because she (not look).

2 Look at the information about five birds and make sentences using superlative forms

	B	-	2	1	
	1 Spix's Macaw	2 Ostrich	3 Red Junglefowl	4 Andean Condor	5 Bee Hummingbird
Common	•	• • • •	• • • •	• •	• • •
Size	• •	• • • •	• • •	• • • •	•
Long wings	• • •	• • • •	• •	• • • •	•

- a Bird 5 (size) Bird 5 is the smallest bird
- **b** Bird 1 (common)
- c Bird 4 (long wings)
- d Rird 2 (size)
- 4 Now compare the birds using these words.
  - a Bird 1 / bird 4 (big) Bird 1 is not as big as bird 4.
  - **b** Bird 5 / bird 3 (common)
  - c Bird 3 / bird 1 (long wings)
  - d Bird 4 / bird 2 (small)

#### 5 Answer the questions.

- a Have you seen any of the birds in the pictures?
- **b** Which is the biggest bird you have seen?
- c Which is the smallest animal you have seen?
- **d** Which is the fastest animal in the world, a kind of cat or a bird?
- e Which is the most common bird in your area?

## b Listen and say thes longer words. Complete the table of plural noun ending.

- Now focus on part b. Go through the words with the students and make sure that the students understand which sounds they are listening for (the plural endings).
- 2 Play the recording twice or more if necessary and give the students enough time to write their
- Ask different students to report their answers to the class.

#### Answers: -

/s/: cosmetics /z/: ambitions

/iz/: societies

# Grammar

- 1 Rewrite these sentences like the example using the correct form of used to.
- 1 Focus attention on the example sentence and review the use of used to. (Students can refer to the Focus on grammar box on page 27.)
- 2 Make sure that the students understand the instructions and give them time to write their answers individually.
- Ask different students to report their answers to the class.

#### Suggested answers: —

- b In the past, they used to communicate by writing letters.
- In the past, they didn't use to sail through the Suez Canal. They used to sail around
- In the past, many students didn't use to go to university.
- In the past, people used to pay for the babies to be treated.
- 2 Complete the sentences with the present perfect or past continuous form of the verbs in brackets.
- Focus attention on the example and review the use of the present perfect and past continuous if necessary. (Students can refer to the Focus on grammar box on page 22.)
- 2 Make sure that the students understand the instructions and give them time to write their answers individually.
- Ask different students to report their answers to the class.

#### Answers: -

- b has studied
- have never eaten
- was Hala doing d
- has worked e
- was not looking

## 3 Look at the information about five birds and make sentences using superlative forms.

- 1 Ask the students to read through the
- 2 Make sure that the students understand the instructions. Remind them to use superlatives in their sentences. (Students can refer to the Focus on grammar box on page 32.)
- 3 Give the students enough time to write their answers individually.
- 4 Ask different students to report their answers to the class.

#### Answers: -

- b Bird 1 is the least common.
- Bird 4 has the longest wings.
- Bird 2 is the biggest bird.

### 4 Now compare the birds using these words.

- 1 Make sure that the students understand the instructions. Remind them to use comparatives in their sentences.
- 2 Give the students enough time to write their answers individually.
- 3 Ask different students to report their answers to the class.

#### Answers

- b Bird 5 is not as common as bird 3.
- Bird 3 does not have as long wings as bird 1.
- d Bird 4 is smaller than bird 2.

#### 5 Answer the questions.

- 1 Organise the students into pairs and make sure they understand the instructions.
- 2 Give the students time to discuss and write down their answers.
- Ask different pairs to report their answers to the class.

#### Answers: -

Students' own answers

d A kind of bird (The Peregrine Falcon. The cheetah is the fastest land animal.)

Students' own answers

evision

#### Reading

- Discuss this question in pairs. What do you know about Mount Everest?
- Read about a famous climber and complete the text with these words.

challenge environment greatest high keep motivation mountaineer skills used to waste

#### Zed Al Refai

mountains around the world.

These are fantastic achievements, but Zed Al Refai now has a new ambition. He wants to make people realise how important it is to look after nature. He has travelled to many places around the world, and he has seen the damage that people can do to the d . He wants everyone to save water, recycle .. energy. He believes that we can all help to protect nature if we try. what they can and not (e)

live in the USA and spent his holidays walking in the mountains. He believes that to climb a mountain, you have to have the right 9 succeed. You also need to be able to by your head when things become difficult. It is always a company to the company of the c falling and from the sun, snow and ice.

Today, Zed Al Refai also helps young people to become mountaineers. He believes that the sport will be more popular in the future because it helps people to stay fit and healthy. He loves watching young people going on their first climb, and coming back with new () and as stronger people

- 3 Read the text again and choose the correct answer.
  - a How many of the world's highest mountains has Zed Al Refai climbed? A 3 B all of them C 23 D 46
  - **b** What is Zed Al Refai's new ambition?
    - A To climb more mountains.
    - school **C** To help protect the environment. **D** To go to the USA.
  - c What does he say mountaineers need to have, as well as a strong body?
  - A energy B money C dangers D motivation
  - d Which of the following dangers is not mentioned in the article?
    - A cold weather **B** not being able to breathe
  - C falling from a mountain D the sun e What does Zed Al Refai think will happen in the future?
  - A Climbing will be easier.

    B There will be more young climbers
  - C Everyone will be stronger.

    D Mountains will disappear.

  - f How can climbing help young people? A It keeps them fit.
  - C It helps them to travel
- **B** It makes them brave D Both A and B

# Discuss these questions in

- a In what ways do you help to protect the environment
- **b** Why do you think that it might be difficult for some young people to try mountaineering?
- c Would you like to try mountaineering? Why / Why not?

I always take my rubbish home after I go to the beach or the park



# LESSON 3

SB page 38

### Reading

#### 1 Discuss this question in pairs.

Ask the students what they know about Mount Everest and write their answers on the board.

#### Students' own answers

- 2 Read about a famous climber and complete the text with the correct form of these words.
- Focus attention on the picture and ask the students if they know anything about Zed Al Refai. Write any correct information

#### Communication skills Project

- Work in pairs. Can you do this geography quiz? Use some of these expressions in vour answers
  - I think it's ..., but I'm not sure.
  - I know that! It's definitely ...
  - I have an idea that it's ...
  - Is it ..., maybe?
  - a Which is longer, the Nile or the Amazon?
  - **b** Which is bigger, Egypt or France?
  - c Which has a longer coast, Brazil or
  - d Which has the higher mountain, Egypt or England?
  - Which has the bigger population, India or China?
- You are going to give a talk about one of the answers in Exercise 1. Discuss which would be the best subject for a talk. Use some of these expressions.
  - · If you ask me, we should ..
  - In my opinion, we should ...
  - Why don't we ...?
  - I really would/wouldn't ...
- Find information so that you can give a talk about the answer you chose. Then give a talk, using some of these expressions.
  - Hello, and welcome to my talk about ...
  - I'm delighted that you have come to my talk about ...
  - I'm going to start by talking about ...
  - I'll finish by telling you about ...





### 3 Read the text again and choose the correct answer.

- 1 Go through the questions with the class and make sure that they know what information they need to find.
- 2 Ask the students to underline the parts of the text that give them the answer. This will make it easier to assess any mistakes later.
- 3 Give the students enough time to read through the text again and write their
- 4 Ask different students to report their answers to the class.

#### Answers: \_

b	C	c	$\Gamma$
d	В	e	В

f Α

### 4 Discuss these questions in pairs.

- 1 Ask the students to read through the questions.
- 2 Put the students in small groups to discuss their answers to the questions and go around, helping as necessary. Encourage students to give reasons for their opinions.
- Ask the groups to report back to the class and encourage a class discussion.

Students' own answers

on the board.

- 2 Ask the students to read through the text quickly.
- 3 Ask the students to read the text more carefully and complete the sentences in pairs. Go around the class, monitoring and helping.
- 4 Ask different students to report their answers to the class.

#### Answers:

- b mountaineer
- f
- motivation g
- h keep

- highest
- environment
- waste e
- used to
- i challenge
- skills

Remind them to use the phrases in the box.

2 Focus attention on the quiz questions and check

4 Give the students enough time to discuss the

# LESSON 4

SB page 39

#### **Communication skills**

- questions and go around the class, monitoring and helping. Take note of any interesting points.
- Ask different students to report their opinions to the class.

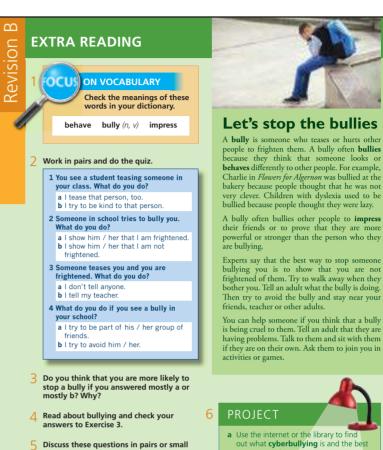
#### Answers:

- a The Nile: (6,695 km) The Amazon is longer. (6,400 km)
- Egypt (Egypt: 1.01 million km2 / France: 643,801 km2)
- c Greece (Greece: 13,676km / Brazil: 7.491km)
- d Egypt (Egypt, Mount Catherine: 2,629m / England, Scafell Pike: 978m)
- China (China: 1.4 billion / India 1.3 billion)
- 2 You are going to give a talk about one of the answers in Exercise 1. Discuss which would be the best subject for a talk. Use some of these expressions.
- Make sure that the students understand the instructions and remind them to use the expressions in the box.
- 2 Give the students enough time to do the task in pairs. Go around the class, monitoring and helping. Take note of any interesting points.
- Ask different pairs to report their choices to the class.

#### Students' own answers

- 3 Find information so that you can give a talk about the answer you chose. Then give a talk, using some of these expressions.
- 1 Ask each pair to discuss their choice. You might want to give them time to research information if you have the resources in class.
- 2 Give the students enough time to prepare their
- 3 Students work in pairs and give each other their talks. Go around the class, monitoring and helping.
- Ask different pairs to give their talks to the class.

Students' own answers



- out what **cyberbullying** is and the best ways to avoid it.
- **b** Do a survey in your class or with people you know. Find out how many people have been cyberbullied. What happened? How did they feel?
- c Now write about what the people have told you. Write three or four quotations like the ones on Student's Book page 34.

LESSON 5

SB page 40

### Extra reading

a Have you ever seen people being bullied?

**b** How do you think people feel if they are

c What problems do you think that bullies

d How would you help someone if you

e Where might people be bullied outside

thought they were being bullied?

What happened?

might have in their lives?

- 1 Check the meanings of these words in your dictionary.
- 1 Write the words on the board. Say them aloud and get the students to repeat them.
- 2 Get the students to look up the words in their dictionaries.
- Make sure they understand the meaning of the words. Tell them you are going to give a simple explanation of a word and the students must tell you what word it is.

### **Example:**

Teacher: It means make someone admire

someone or something.

Students: Impress.

4 Continue in this way with all the words in the

exercise.

Answers: -

behave: bully (n, v):

do or say things in a particular way someone who uses their strength or

power to hurt or frighten others/frighten someone or threaten to hurt them, especially if they are weaker of smaller

than you

impress: make someone admire someone or

something

### 2 Work in pairs and do the quiz.

- 1 Ask the students to read through the quiz quickly and check that they understand all of the questions.
- 2 Give the students time to ask and answer the questions in pairs. Go around the class, monitoring and helping. You might want to give them a time limit to complete the task.
- 3 Do you think that you are more likely to stop a bully if you answered mostly a or mostly b? Why?
- 1 Give the students enough time to discuss the questions in pairs or small groups. Go around the class, monitoring and helping.
- 2 Ask different pairs or groups to report their answers to the class. Encourage them to give a reason for their answers.
- 3 Find out how many students answered mostly a and how many answered mostly b. They can check their answers after Exercise 4.

# 4 Read about bullying and check your answers to Exercise 3.

- 1 Give the students plenty of time to read the text. Go around the class, monitoring and helping.
- 2 When they have finished, students can compare their answers in pairs.
- 3 Check their answers as a class.

#### Answers

You are more likely to stop a bully if you answered mostly b.

# 5 Discuss these questions in pairs or small groups.

- 1 Give time for students to read the questions and help them with any queries.
- 2 Students ask and answer the questions in their pairs or groups. Go around the class, monitoring and helping.
- 3 Go over their answers as a class. Make students aware that bullying is always wrong and encourage students to always tell a teacher or an adult if they are being bullied, or know someone who is being bullied.

#### Answers: \_

- a Student's own answers
- b They feel very sad and they might feel frightened.
- c They may not be happy at home. They may have problems learning things at school.
- d Students' answers
- People can also be bullied at home, at work or online.

### 6 Project.

- 1 Read the instructions and make sure students understand the task.
- 2 Encourage the students to spend time researching the information. They can do this in class if they have access to the internet or a library, or they could do this for homework.
- 3 Students can also do the survey either in class, or for homework with people they know.
- 4 Students write what they have found for homework. Take it in to mark in the next lesson. You can also display the best work in the class.

Students' own answers

# Revision B

# REVISION

۱	Langu	age Functions				
1	Finish	Finish the following dialogue:				
•	Dina and Maya are talking about tomorrow's English lesson.					
	Dina	I'm giving a talk tomorrow, but I don't know what the talk should be about.				
	Maya	You know London really well. 1 Why don't you give a talk about London?				
	Dina	That's a good idea. How should I start the talk?				
	Maya	You should say something like this: 2 <i>I'm going to start by talking about my last visit to London</i> .				
	Dina	Yes, I'll start by talking about my last visit there. Then I can give some facts.  Let's see what you already know. 3				
	Maya	About six million, maybe?				
	Dina	Actually, it is eight million.4 <u>Do you know the name of the rivwe?</u> .				
	Maya	It's definitely the Thames.				
	Dina	Good. Now I should look on the internet for some more facts. Do you want to help me?				
	Maya	5 If you ask me, we should both give the talk				
2	1 You not	what you would say in each of the following situations:  are with a friend in the desert without much water. Tell your friend to stay calm and get upset, then you will be OK.  p your head, then we will be OK.				
		neone asks you what an <i>oak</i> is. You are sure that it is a tree.				
		now that. It's definitely a tree.				
		are going to give a talk about amazing facts. First, you want to thank the people or are listening.				
	abo	r delighted that you have come to/Thank you for coming to my talk out amazing facts.				
		iend is ill at school. You think that it is important that he/she should tell the teacher.				
		vally would tell the teacher./If I were you I would tell the teacher./				
_		y don't you tell the teacher?				
3 \	/ocab	ulary and Structure				
3		se the correct answer from a, b, c or d:				
	1 1_	a book when the teacher came into the room.				
	a re	ead <b>b</b> am reading <b>c</b> was reading <b>d</b> reads				
	2 Mag	gdy in Luxor since 2015.				
	a v	vas living <b>b</b> lived <b>c</b> live <b>d</b> has lived				

before he moved to Cairo? **C**use to live

d use live

3 Where did Hassan \_

**b** lived

a used to live

REVISION

4	Dubai	a fishing village	200 years ago.		
	a use to be	<b>b</b> used to	<b>C</b> used to be	<b>d</b> use be	
5	The Qasr al-Nil Brid	dge is not	the 6th Octob	oer Bridge.	
	as long as	<b>b</b> the long as	c long as	d as long	
6	The writer's new b	ook is his	book.		
	a popular	<b>b</b> most popular	c most	<b>d</b> more	
7	I can't go shopping	g with you now beca	use I	_ my homework yet.	
	a didn't finished	<b>b</b> haven't finished	c was finishing	d am finishing	
8	I'm excited because	e this is the first time	e I t	he zoo.	
	a visited	<b>b</b> was visiting	have ever visited	d d have never visited	
9	Work hard and I ar	m sure that you will _	all y	our exams.	
	a compass	<b>b</b> pass	c pass by	d password	
10	Mona's brother has	s the	_ to be a very good	footballer.	
	a able	<b>b</b> reliable	<b>a</b> bility	<b>d</b> actually	
11	They caught the m	nouse and put it in a r	metal	·	
	a calendar	<b>b</b> age	cage	<b>d</b> canal	
12	The weather is very	y hot today. This is no	ot f	or January.	
	a noisy	<b>b</b> normal	c noon	<b>d</b> nuts	
13	Be careful in the sv	wimming pool becaus	se the water is very $_{ extstyle -}$		
	<b>a</b> deep	<b>b</b> dull	<b>c</b> dry	<b>d</b> dye	
14	The book is on the	shelf	the desk.		
	a up	<b>b</b> high	<b>C</b> above	<b>d</b> out	
15	People who have _	find	it very difficult to rea	ad.	
	a colour-blindness	<b>b</b> intelligence	<b>c</b> psychology	dyslexia	
16	His cousin has	to climb	b the highest mount	ain in Africa.	
	an ambition	<b>b</b> an expression	<b>c</b> a summit	d a situation	
4 Fi	nd and correct the	e mistakes in the fo	llowing contances	•	
			_	become a very good doctor	
	one day.	about mountaine and i	ne nas ene porrae. e	s seeding a very good doctor	
Tarek knows a lot about medicine and he has the potential to become a very good doctor.					
					2
	This is a very good book. In fact, it is the best book I have ever read.				
3	a lot of sunshine to help him.				
Hala's grandfather is nearly 90 and his family need to give him a lot					
	support to help him each day.				
4		as Ahmad. They both			
_	•	ful as Ahmad. The	-		
		ed to drive a taxi? Dic			
6		or this programme, I l e, I heard one of t		lks. While I was preparing for	

#### **C Reading Comprehension**

#### 5 Read the following passage, then answer the questions:

Today, most people who live in cities live in tower blocks. These are tall buildings which contain many homes. It is believed that the first tower blocks were built in the ancient city of Shibam in Yemen in the sixteenth century. The city's houses and its 500 tower blocks are made from mud *bricks*. Some of the tower blocks are over 30 metres high and have 11 floors. Each floor is a home for one family. The tower blocks were built in this way to protect the city's citizens, who felt safe higher above the ground.

Shibam has been a city for more than 2,000 years, although most of its houses were built around 500 years ago. For this reason, people sometimes refer to Shibam as "the oldest tower block city in the world". It is definitely the earliest example of a town where the architects built into the sky instead of on the ground. In fact, Shibam's tower blocks are the tallest mud brick buildings in the world and the first tower blocks in the Middle East.

REVISIO B

- 1 What is special about the city of Shibam?
  - Its tower blocks are the tallest mud brick buildings in the world and the first tower blocks in the Middle East.
- **2** Why did the city's citizens feel safer in the tower blocks?
  - Because they were higher above the ground, so this could protect them.
- 3 What do you think are the disadvantages to living in one of the tower blocks in Shibam?

  <u>Suggested: They are very old, so they probably do not have many modern things such as air conditioning.</u>
- 4 Do you think that there will be more or fewer tower blocks in the future? Why?

  Suggested: There will probably be more, because they take up less space than normal houses. The population is getting bigger so we need more houses, so people will probably build up into the sky instead of along the ground.
- 5 What does the underlined word its refer to?
  - a the citizens b the tower blocks the city's d the families
- 6 What do you think bricks are?
  - a material used for buildingb a kind of plasticd a kind of wood

#### Answer only THREE (3) of the following critical thinking questions:

- 1 In addition to reading, what other problems do you think people with dyslexia have to overcome?
  - Suggested: People often think they are lazy or that they are not clever.
- 2 Why can it be a problem to pick tomatoes when you are colour-blind?
  - Suggested: Because you may not know if the tomatoes are ready to pick. They should be red, not green.
- 3 Why do you think that Dr Stauss and Professor Nemur took Charlie to lots of meetings with other scientists?
  - Suggested: They wanted to show the other scientists how clever they were / that they had been successful with their experiment.
- 4 Why do you think that Omar Samra always takes an Egyptian flag with him when he climbs mountains?
  - Suggested: He is proud to be Egyptian and wants people to know where he comes from.
- 5 Why do you think that mountaineers want to climb dangerous mountains?
  - Suggested: It is a challenge. They want to prove that they can climb them. It would not be a challenge if the mountain was easy to climb.



#### D The Novel

#### 7 Answer the following questions:

1 Why do you think that the King of Lilliput decided to make Gulliver a bed?

He realised that Gulliver was kind after he allowed the prisoners to go instead of punishing them, so he was kind to Gulliver in return.

2 How do we know that the King is not very rich?

He was worried that they could not afford to give Gulliver enough food and drink.

3 Gulliver had two things that the King had never seen before. What were they? They were a gun and a watch.

4 Why did Gulliver have to hold up his arm a few centimetres from the ground?

So that the soldiers could jump over his arms to show what expert riders they were.

5 Do you think that Gulliver was right to agree to Skyresh Bolgolam's promises? Why/Why not?

<u>Suggested: Yes, because he did not want to do any damage to the city or its</u>

people. However, he was probably wrong to agree to fight for the King in a war.

He introduced a law that said that everyone should break their eggs at the smaller end. People who opened an egg at the larger end would be punished.

6 Why did the King's grandfather introduce this law?

Because he had cut his finger when opening an egg at the larger end.

7 What happened to the people who took part in the rebellions against this law?

They were unsuccessful so they ran away to Blefuscu.8 Lilliput lost thirty thousand soldiers as a result of the rebellions. What do you think the author

He is saying that the reasons for war are often ridiculous.

#### **E Writing**

#### Write a paragraph of about ONE HUNDRED (100) words on ONE (1) of the following:

a a school subject that inspires you

is saying about the reasons for war?

b the differences between your town now and five years ago Students' own answers

#### **F** Translation

#### A Translate into Arabic:

1 Daniel Keyes didn't use to use his own name in his comics.

دانيال كيز لمر يعتد أن يستخدم إسمه في رواياته/ قصصه

2 The history test was the most difficult test that I have done.

إختبار التاريخ أصعب إختبار أديته

**B** Translate ONE (1) sentence only into English:

- قريبي لديه القابلية / الإمكانات ليصبح عالمًا ممتازًا .

My cousin has the potential to become a very good scientist.

- لمر أكن معتادًا لعب التنس، لكنني الآن ألعبه كل أسبوع

I didn't use to play tennis, but now I play it every week.

# UNIT 7

# **COOPERATION AND TOLERANCE**

SB pages 41-45

WB pages 33-36

# **Objectives**

### Listening

Listening for gist and for detailed information

#### Grammar

Adjectives and adverbs

#### Reading

Reading for gist and specific information

### **Critical thinking**

Discussing the benefits of cooperation and tolerance

#### **Functions**

Asking for and giving advice

#### Writing

Writing an advertisement for a magazine



# **LESSON 1**

SB page 41

WB page 33

#### Before using the book:

 Get the students to think about the situations in which they need cooperation and tolerance. Explain the two concepts to the students. Draw three columns on the board with the following headings:

**Cooperation Tolerance Consequences** 

- Ask the students to work in small groups to describe situations and give them enough time to discuss their answers.
- Ask students from each group to share their answers and complete the first two columns on the board.
- Ask the students to describe the advantages and disadvantages of cooperation and tolerance in the situations and make notes in the third column.

### Listening

# 1 Check the meanings of these words in your dictionary.

- 1 Write the words on the board. Say them aloud and get the students to repeat them.
- 2 Get the students to look up the words in their dictionaries.
- 3 Make sure they understand the meaning of the words. Tell them you are going to give a simple explanation of a word and the students must tell you what word it is.

#### **Example:**

Teacher: This means a choice that you

make after thinking about different

possibilities.

Students: Decision.

4 Continue in this way with all the words in the exercise.

#### Answers: \_

combination: a mixture of things that are put together decision: a choice that you make after thinking

about different possibilities

individual: describes something that is intended for

one person

prove: show or demonstrate that something is

true

#### 2 Discuss these questions in pairs.

- 1 Ask the students to look at the pictures and to discuss whether they are team sports.
- 2 Tell the students to work in pairs and go around the class, monitoring and helping.
- 3 Ask a pair to report their answer to the class. Encourage students to say as much as they can about each sport.

#### Answers: -

Hockey: team sport Tennis: individual sport Badminton: individual sport Volleyball: team sport

# 2 Listen to a conversation about sports and answer these questions.

1 Make sure that the students understand the instructions and focus their attention on the sentences.

- 2 Play the recording or read the tapescript.
- 3 Ask the students to compare their answers with another student.
- 4 Ask pairs to report their answers to the class.

#### Answers: -

- a basketball; football; hockey
- b Team sports

#### TAPESCRIPT

Ali: They're starting lots of sports at our sports centre soon. I can't decide what to try. Which sport do you think I should choose?

Omar: They're all really exciting sports, but it depends on why you want to do sport.

Ali: What do you mean?

Omar: Well, do you want to keep fit, or to prove how good you are at something, or just to meet other people?

Ali: I don't really know. It's a combination of all three, but the main reason is because I want to do something with other people of my own age.

Omar: OK, the answer is quite easy, isn't it?

Ali: Is it?

Omar: Yes. You see, sports like squash are individual sports – you have to beat the person you are playing on your own.

Ali: Yes, I see. And basketball is a team sport.

Omar: That's right. You can't play it on your own – you need a team of five people, and you can't win team games without working very hard with the other people on your team. If you ask me, I think you'd enjoy a team sport like basketball more than an individual sport.

Ali: So do you think that I should choose basketball?

Omar: No, I don't – you need to be extremely tall to be a good basketball player. What other team games can you do at the sports centre?

Ali: There's five-a-side football, but I already play eleven-a-side football. You need to run more in five-a-side football, so after I play it, I feel absolutely exhausted. I think that you do less running in hockey.

Omar: Well, why don't you try hockey? My friend is the captain of a hockey team. He's absolutely brilliant at hockey and he can teach you how to play it.

Ali: Thanks, Omar. I'm definitely going to try hockey.

Omar: A good choice. I think that you'll be really good at hockey. I'm hungry. Let's have a sandwich at the café.

#### UNII /

#### Ali: Good idea.

# 4 Listen again and match the sentences a-d below to the sports they describe.

- 1 Go through the sentences with the class and make sure that they know what to listen for.
- 2 Play the recording again and give the students enough time to answer the questions. They can check their answers with a partner.
- 3 Ask different students to report their answers to the class.

#### Answers:

- b Basketball
- c (Eleven-a-side) Football
- d Hockey
- 5 In pairs, take turns to ask each other for advice about which sport you should do. Use expressions from *Focus on functions*.
- 1 Organise the students into pairs and give them enough time to practise their discussions.
- 2 Go around the class, monitoring and helping. Take note of any interesting discussions.
- 3 Ask different pairs to repeat their discussions for the class.

#### Students' own answers

### 6 Focus on sounds

- 1 Ask the students to look at the words in the box.
- 2 Play the recording and ask the students to note which letters they don't hear.
- 3 Ask different students to report their answers to the class.

#### Answers:

answer right people should sandwich

#### TAPESCRIPT

know answer right people should sandwich

4 Ask the students to look at the words in the second box.

- 5 Play the recording and ask the students to note which letters they don't hear.
- 6 Ask different students to report their answers to the class.

#### Answers: \_

castle	clim <u>b</u>	knock	lam <u>b</u>
listen	science	write	

# TAPESCRIPT

castle	climb	knock	know
lamb	listen	science	write

# Cooperation and tolerance

1 Find four team sports and four individual sports in the puzzle.

В	В	L	S	W	1	М	М	1	Ν	G	0
А	Α	٧	1	0	Н	0	C	K	Ε	Υ	Р
S	D	٧	0	L	L	Ε	Υ	В	Α	L	L
K	М	F	R	В	1	Τ	Ε	L	Ε	1	R
Ε	1	0	Т	Ν	Α	٧	Α	S	Α	Α	Κ
Τ	Ν	0	C	Υ	C	L	1	Ν	G	Н	Ε
В	Τ	В	Ε	В	R	Α	Τ	1	0	Ν	В
Α	0	Α	L	S	Q	U	Α	S	Н	0	Α
L	Ν	L	Α	Ν	Α	1	R	М	Α	Ν	L
L	L	L	F	0	0	Т	В	Α	L	L	Т

Individual sports	
Team sports	



Complete these sentences with the correct words

	club				se depe reason	nds exc prove	iting	
Ali	Th	ney're st	arting l	ots of sp	orts at ou	r sports a _	club	soon. I can't decide what

	to try. Which sport do you think I should b?
Omar	They're all really <b>c</b> sports, but it <b>d</b> on why you want to do sport.
Ali	What do you mean?
Omar	Well, do you want to e fit, or to f how good you are at something or just to g with other people?
Ali	I don't really know. It's a h of all three, but the main i is because I want to do something with other people of my own age.
Omar	OK, the answer is j easy, isn't it?

- 3 Write what you would say in each of the following situations.
  - a A friend wants to cook the family meal this evening, but can't decide what to make. Give advice.

If I were you, I'd cook something they all like.

- $\ensuremath{\mathbf{b}}$  Your friend asks for your advice about where to go on holiday. What do you reply?
- Advise a friend who wants to take a younger brother out for the day but can't decide where to go.
- **d** A friend asks your advice about the best way to keep fit. What do you reply?

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# **WORKBOOK**

page 33

# 1 Find four team sports and four individual sports in the puzzle.

- 1 Ask the students to read through the instructions and make sure they know what they need to do.
- 2 Give the students enough time to find the words.
- 3 Check answers with the class.

#### Answers: -

Individual sports: badminton; cycling; squash Team sports: basketball; football; volleyball; hockey

В	В	L	S	W	1	М	М	1	Ν	G	0
А	Α	٧	1	0	Н	0	C	K	Ε	Υ	Р
S	D	٧	0	L	L	Ε	Υ	В	Α	L	L
K	М	F	R	В	1	Τ	Ε	L	Ε	1	R
Ε	1	0	Τ	Ν	Α	٧	Α	S	Α	А	Κ
Τ	Ν	0	C	Υ	C	L	1	Ν	G	Н	Ε
В	Т	В	Ε	В	R	А	Τ	1	0	Ν	В
Α	0	А	L	S	Q	U	Α	S	Н	0	Α
L	N	L	Α	N	Α	1	R	М	Α	Ν	L
L	L	L	F	0	0	Т	В	Α	L	L	Т

# 2 Complete these sentences with the correct words.

- 1 Ask the students to read through the dialogue.
- 2 Ask the students to work individually to complete the sentences.
- 3 Ask the students to compare their answers in pairs before reporting their answers to the class.

#### Answers: -

- b choose
- c exciting
- d depends
- e keep
- f prove
- g mix
- h combination
- i reason
- j quite

# 3 Write what you would say in each of the following situations.

- 1 Ask the students to complete the task individually. Remind them to use the expressions from page 41, Exercise 5 in the Student's Book.
- 2 Give the students enough time to consider their answers. Go around the class, monitoring and helping.
- 3 Ask the students to compare their answers in pairs before reporting their answers to the class. Answers may vary

#### Suggested answers: —

- b If you ask me, you should go to the Greek islands.
- c Why don't you go to the museum?
- d I really would go swimming

# LESSON 2

#### SB page 42 WB page 43

#### Grammar

#### Adjectives and adverbs

# 1 Underline any adjectives in these sentences from the listening text.

- 1 Ask the students to read the sentences, and remind them that they all come from the listening text in the previous lesson.
- 2 Give the students enough time to make their choices.
- 3 Ask different students to report their answers to the class.

#### Answers: -

- b easy
- d tall, good
- e exhausted

### 2 Now do the following in pairs.

- 1 Focus attention on the task, and give the students enough time to make their choices.
- 2 Remind the students to refer to the Focus on grammar box and the Grammar review for help.
- 3 Ask different students to report their answers to the class.

### Answers: -

- quite; very; extremely; absolutely
- b extremely; absolutely
- c quite
- d really / very

### 3 Now discuss these questions in pairs.

- 1 Read the instructions and make sure students understand them.
- 2 Give the students enough time to discuss the questions. Go around the class, monitoring and helping.
- 3 Ask different students to report their answers to the class.

#### $\boldsymbol{Answers}$ :

- a Sentence 2 is stronger.
- b We cannot add very to enormous because the word already means very big.
- c Ordinary adjectives: angry; frightened; happy;

### Grammar Adjectives and adverbs

- Underline any adjectives in these sentences from the listening text.
  - a They're all really exciting sports.
  - **b** Your decision is quite easy, isn't it?
  - You can't win team games without working very hard with the other people on your team.
  - **d** You need to be extremely tall to be a good basketball player
  - e When I play football indoors, I feel absolutely exhausted.

#### Now do the following in pairs.

- **a** In the first sentence, *really* is an adverb of degree which tells us how exciting the sports are. Circle the other adverbs of degree.
- **b** Which are the two strongest adverbs?
- c Which is the weakest adverb?
- d Which adverbs have the same meaning?

#### 3 Now discuss these questions in pairs.

- **a** What is the difference in meaning between these sentences?
  - 1 It's a very big black horse.
  - 2 It's an absolutely enormous black horse.
- **b** Why do you think we cannot use the adverb *very* with the adjective *enormous*?
- c Complete the table with pairs of words

amazed angry awful bad delighted exhausted frightened furious happy surprised terrified tired

.bad .awful	Ordinary adjectives like <i>big</i>	Extreme adjectives like <i>enormous</i>
	bad	awful

d Now make pairs of sentences using very or absolutely with the adjectives above.

I've got a very bad headache.

I've got an absolutely awful headache.

4 Answer the questions using adjectives from Exercise 3c and one of these adverbs

# absolutely extremely quite really very

- a How do you feel after playing sport?

  I feel quite tired. / I feel absolutely exhausted.
- **b** How do you feel when you hear that you have passed an exam?
- **c** How do you feel if someone breaks something that belongs to you?
- **d** How do you feel if you hear a strange noise in the middle of the night?
- e How do you feel if you hear news that you are not expecting?

# OCUS ON GRAMMAR

#### Adjectives and adverbs

 We use adjectives after the verb be and before nouns: The room is hot.

English is a **useful** language.

In most cases, we form an adverb by adding -ly /-ily to an adjective: quick (adj) —> quickly (adv) terrible (adj) -> terribly (adv) easy (adj) —> easily (adv)

- We use adverbs after verbs or verbs + object: He is a quick runner. He runs quickly. The lesson is easy. I can study it easily.
- We use an adverb before an adjective to give the meaning of very: I'm awfully sorry for being late.

#### Notes:

- With ordinary adjectives, we use extremely / quite / really / very:
   Mr Ahmed is a very good teacher.
- With extreme adjectives, we use absolutely / completely / really:

  Mr. Ahmed is an absolutely amazin

WORKBOOK PAGE 34

surprised; tired

Extreme: amazed; delighted; exhausted; furious; terrified

d Students' own answers

# 4 Answer the questions using adjectives from Exercise 3c and one of these adverbs.

- Remind the students which adverbs of degree go with which adjectives.
- 2 Read through the situations and make sure students understand them. Focus attention on the example sentences and remind the students to write an 'ordinary' and an 'extreme' sentence for each question.

1 Find and correct the mistakes in the following sentences (one is correct).



- a Sara's teacher was absolutely kind to me when she was ill
- b Youssef Hossam is a completely good tennis player.
- Zeinab was quite pleased with her picture
- d The teacher said that their work was very excellent.
- e After the run. Omar felt absolutely very tired
- Write what you would say in each of the following situations using extreme adjectives.



- a You find that you have won a prize for a photograph which you took. You are very pleased.

  I am absolutely delighted to win the prize.
- b Yesterday, you were very surprised to hear that your family is going to live in a different country. What do you tell your friend?
- c You arrive home after a 16-hour train journey. You are very tired.
- **d** Someone has taken your favourite CD. You feel very angry.
- e You caught a fish yesterday. It was very big
- Write a paragraph about a time when you were really happy.

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- 3 Give the students enough time to write their answers in pairs. Go around the class, monitoring and helping.
- 4 Ask different students to report their answers to the class. Answers may vary.

#### Answers: -

- b I feel very happy. / I feel really delighted.
- c I feel really angry. / I feel absolutely furious.
- d I feel quite frightened. / I feel really terrified.
- e I feel very surprised. / I feel quite amazed.

### WORKBOOK

page 34

- 1 Find and correct the mistakes in the following sentences (one is correct).
- 1 Ask the students to read the example and the other sentences.
- 2 Give the students enough time to correct the sentences. Go around the class, monitoring and helping.
- 3 Ask different students to report their answers to the class.

#### Answers

- b Youssef Hossam is a very/really good tennis player.
- c correct
- d The teacher said that their work was absolutely excellent.
- e After the run, Omar felt very tired / absolutely exhausted.

# 2 Write what you would say in each of the following situations using extreme adjectives.

- 1 Ask the students to read through the situations.
- 2 Ask the students to work individually to write their answers. Remind them to take care with tenses and sentence structure.
- 3 Ask the students to compare their sentences in pairs before reporting their answers to the class.

#### Suggested answers: -

- b I was absolutely amazed to hear that my family is going to live in a different country.
- c I'm really exhausted.
- d I'm absolutely furious (that) someone has taken my favourite CD.
- e I caught a fish yesterday. It was absolutely enormous.

# 3 Write a paragraph about a time when you were really happy.

- 1 Ask the students to use their imaginations and remind them to use some of the adjectives and adverbs of degree they have learnt.
- 2 Give the students enough time to write their paragraphs.

Students' own answers

# **LESSON 3**

### SB page 43

#### Reading

### 1 Check the meanings of these words in your dictionary.

- 1 Write the words on the board. Say them aloud and get the students to repeat them.
- 2 Get the students to look up the words in their dictionaries.
- 3 Make sure they understand the meaning of the words. Tell them you are going to give a simple explanation of a word and the students must tell you what word it is.

#### **Example:**

Teacher: It means an aim or

ambition.

Students: Goal.

4 Continue in this way with all the words in the exercise.

#### Answers: -

cooperate: to work with other people to

achieve the same thing

distract: to stop someone giving their

full attention to something

describes something that effective:

works well and has a significant result

an aim or ambition goal:

habit: something that you do regularly,

usually without thinking

rely on: to trust someone or something to do

something

responsibility: a duty to check that something is done

or looked after

teen / teenager: someone between the ages of thirteen

allowing other people to do or say what tolerant:

they want, even though you may not

approve of what they are doing.

independently: not needing to ask people for something

Reading

# ON VOCABULARY Check the meanings of these words in your dictionary.

cooperate distract effective goal habit rely on responsibility teen / teenager tolerant independently

2 Discuss these questions in pairs. Then read the article and check your ideas.

- a Why do you often need to cooperate with other people?
- **b** What bad habits can teenagers sometimes
- 3 Read again and complete these sentences.
  - a Surgeons, doctors and nurses need to work together to help a patient.
  - **b** Always listen to others, even
  - c Do not be distracted by
  - d Teenagers should not always rely on

#### Discuss these questions in pairs.

- a Which of the good habits from the article do you think is most important? Why?
- **b** What do you think that you have the potential to do in the future?

# Teach yourself to be a better person

When you play a team sport, one of the most important things to remember is that you are part of a team. There are many situations in life when groups of people need to cooperate to succeed For example, surgeons, doctors and nurses work together to help a patient.

It isn't always easy to cooperate with other people, especially when you are a **teenager**. It is easy to get into bad **habits**, for example, not communicating with your parents, being late for school, not doing your homework and so on. How can you change these bad habits into good habits?

Train yourself to be tolerant. There are many situations when you need to cooperate with people who are different from you. Tolerance of other people is very important. Remember that you can learn things from many different people. Always listen to others, even if they have different opinions. Communication is extremely important.

Give yourself **goals** in life. What do you want to do and achieve? When you decide to do something, understand why you are doing it and make sure you finish it. Do not be distracted by other things which are less important. Do not stop doing something when it becomes difficult. Tell yourself that you will be successful and you probably will!



An essential good habit is that you should take responsibility for your life. You should not always rely on your parents or other people to do things. You should learn how to make important decisions and not be afraid to work or study independently.

There are lots of books which can give advice to help you to improve your habits. One of these is **Seven Habits of Highly Effective Teens**, by Sean Covey. This book gives many ideas about how teenagers can learn to succeed in life. If you can change your bad habits to good ones when you are a teenager, you will be able to do really . amazing things.

## 2 Discuss these questions in pairs. Then read the article and check your ideas.

- 1 Ask the students to think about the questions and to discuss them in pairs.
- 2 Go around, monitoring and helping with vocabulary and ideas.
- 3 Ask different students to report their answers to the class. Write all their opinions on the board and lead a class discussion.
- 4 Focus attention on the text. Ask the students to read it quickly.
- 5 Remind students to underline the parts of the text that mention any of the ideas they have discussed.
- 6 Give the students enough time to read through

7

#### Critical thinking

- Answer the following questions about the article on page 43.
  - **a** Who works in a team with surgeons? *Doctors and nurses work with them.*
  - **b** What can teenagers train themselves to do?
  - c What is extremely important?
  - d What should you tell yourself?
  - **e** Why shouldn't teenagers always rely on their parents or other people to do things?
  - **f** Why shouldn't teenagers be afraid to work independently?
- Read this quotation from the article and discuss the questions.

Train yourself to be tolerant. There are many situations when you need to cooperate with people who are different from you. Tolerance of other people is very important.

- **a** What could go wrong if a nurse refused to help a doctor?
- **b** Think of other people, like doctors and nurses, who have to work in teams. How do the different members of these teams help each other?
- **c** Why is it difficult for some people to show tolerance towards others?
- **d** How is showing tolerance towards people different from liking them? Give some examples from your personal experience.



a How can people of different ages benefit from cooperating with each other?





**b** How would life be different if family members did not show tolerance towards each other?



c How can neighbours improve their quality of life through tolerance and by cooperating with each other?





Remember that people who show tolerance are often successful because they can work with many different kinds of people.

the text and mark their answers.

7 Ask different students to report their answers to the class.

### Suggested answers: -

- a There are many situations in life when people need to cooperate to succeed.
- b Not communicating with parents, being late for school, not doing their homework.

#### 3 Read again and complete these sentences.

- 1 Go through the parts of the sentences with the class to make sure everyone understands what information is required.
- 2 Give the students plenty of time to read the text again. Go around, monitoring and helping with vocabulary.

- 3 Ask the students to discuss their answers in pairs.
- 4 Ask different students to report their answers to the class.

#### Answers:

- b if they have different opinions.
- c other things which are less important.
- d their parents or other people to do things.

### 4 Discuss these questions in pairs.

- 1 Ask the students to read through the questions.
- 2 Give the students enough time to complete the questions and to discuss their answers in pairs. Go around the class, monitoring and helping.
- 3 Ask different pairs of students to report their answers to the class.

Students' own answers

## **LESSON 4**

SB page 44 WB page 35

### Critical thinking

# 1 Answer the following questions about the article on page 43.

- 1 Read through the questions with the class, and allow students to look back at the text on page 43 for reference.
- 2 Put the students into pairs and ask them to discuss their answers.
- 3 Ask different pairs to report their answers to the class.

#### Answers:

- b They can train themselves to be tolerant.
- c Communication is extremely important.
- d You should tell yourself that you will succeed.
- e Because they need to learn how to make important decisions and not be afraid to work or study independently.
- f Because this is the way to be successful.

# 2 Read this quotation from the article and discuss the questions.

- Read through the questions with the class and make sure the students know what to do.
- 2 Ask the students to read the text and do the exercises in pairs. Go around the class, monitoring and helping.

#### 125

#### Suggested answers: -

- a Someone could become very ill.
- b They support each other professionally.
- c Because they are intolerant; they do not understand other people very well.
- d You don't have to like someone to be tolerant of them. For example, I know someone who plays music that I don't like, but I don't tell them this. I try to understand them and respect that they are different to me.

# 3 Look at the pictures and discuss these ideas in pairs.

- 1 Focus attention on the pictures and the corresponding questions.
- 2 Ask the students to discuss their answers in pairs. Go around the class, monitoring and helping.
- 3 Ask different students to share their answers and encourage them to give reasons for their opinions.

#### Suggested answers: -

- a Younger people can help older people if they are not very strong or need help. Older people can often help younger people because they know about life.
- b People would argue all the time. It would be difficult to live together.
- Neighbours can try not to make too much noise and they can help each other when there are problems or jobs that need doing.

#### Complete the definitions using the first and last letters of the missing words.

- a Something that works well and produces the right results is effective
- **b** If you need or depend on someone or something, you r\_\_\_\_\_y on them.
- c If you take r\_\_\_\_\_y for something, it is your duty to check that it is done or is looked after.
- **d** When people c\_\_\_\_\_e, they work together in order to achieve something they both want.
- e If something d\_\_\_\_\_ts you, it stops you thinking about what you were doing.
- f Your g\_\_\_\_\_l is something that you hope to achieve.
- g A t\_\_\_\_\_r is someone aged between thirteen and nineteen.



#### Now complete these sentences with the correct form of the words from Exercise 1

- a Sami is twelve, so on his next birthday, he will become a <u>teenager</u>.
- b This soap is very \_\_\_\_\_. There was oil on my white shirt, but after I used the soap and water, it was clean.
- c Mr Amr must \_\_\_\_\_ on his car to get to work. There is no train station near his house and there are no buses.
- d I like working in groups because you can learn a lot when people \_\_\_\_\_\_ with
- Hassan tried to revise, but he was \_\_\_\_\_\_ by his younger brothers and sisters, who were playing computer games in the living room.
- f Radwa's \_\_\_\_\_\_ is to go to the best university in the country.
- g We all have a \_\_\_\_\_\_ to look after the environment.

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

- a In most jobs, it is important to work with many different kinds of people. (cooperate)

  In most jobs, it is important to cooperate with many different kinds of people.
- **b** Let's ask Tarek to look after the money because we know he is careful. (*responsible*)
- c Some parents need grandparents to look after young children when they are at work.
- d When I want to listen to my favourite radio programme, my little brother always wants to talk to me (distract)
- e Hamdi really wants to be a pilot when he leaves school. (goal)

л	Military and the state of the s
4	Write a paragraph about the importance of tolerance.

#### Skills for life

- 1 Ask the students about the kinds of people that are difficult to get on with and how they tolerate them
- 2 Ask the students to read the Skills for life box.
- 3 Ask the students to think of examples of tolerance that have worked for them.

# **WORKBOOK**

page 35

# 1 Complete the definitions using the first and last letters of the missing words.

- 1 Make sure that the students understand the instructions and give the students enough time to complete the sentences.
- 2 Ask different students to report their answer to the class.

#### Answers: -

- b rely
- c responsibility
- d cooperate
- e distracts
- f goal
- g teenager

# 2 Complete these sentences with the correct form of the words from Exercise 1.

- 1 Give the students enough time to complete each sentence.
- 2 Ask different students to report their answers to the class.

#### Answers:

- effective c rely
- d cooperate e distracted
- f goal g responsibility



Situation

You and your partner have decided to start a magazine for young people in your school or your local area.

Neither of you has done anything like this before, so you decide to

get a team together to work on the project with you. Before you begin, you need to make some decisions.



- Read this situation, then discuss the questions in pairs.
- **a** Who would you like to read the magazine students, children, adults, older people?
- **b** What are you going to put in your magazine stories, news, pictures, facts, jokes, cartoons, reports on sports, films, books?
- c How often is it going to be published every day, week or month?

Which of these jobs is the most important for the magazine?
Which would you like to do? Discuss with your partner.

Job	Job description
Editor	Decide what should be in the magazine.     Improve the quality of writing.     Find out what the readers want.
Writer	Write news stories, interesting articles and fiction.
Illustrator	Draw pictures and cartoons.
Photographer	Take photographs.
Designer	Decide what the magazine should look like.
Business Manager	<ul><li>Decide on the price.</li><li>Sell the magazine to readers.</li></ul>

3 Now discuss these questions.

- a You can have two more people to work in your team. Which jobs are they going to do? Can anyone do more than one job?
- **b** How are you going to choose the extra people you need?
- c How are you going to make sure your magazine group works really well as a team?



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

- 1 Focus attention on the example sentence and how it has been transformed using the given word in brackets.
- 2 Give the students enough time to rewrite the other sentences in the same way.
- 3 Ask the students to compare their sentences in pairs before reporting their answers to the class.

#### Answers:

- b Let's ask Tarek to look after the money because we know that he is responsible.
- c Some parents rely on grandparents to look after young children when they are at work.
- d When I want to listen to my favourite radio

- programme, my little brother always wants to distract me.
- e Hamdi's goal is to be a pilot when he leaves school.

# 4 Write a paragraph about the importance of tolerance.

- 1 Ask the students to use their imaginations and remind them to use some of the adjectives and adverbs of degree they have learnt.
- 2 Give the students enough time to write their paragraphs.
- 3 Ask different students to read their paragraphs to the class.

Students' own answers

## LESSON 5

SB page 45 WB page 36

#### **Communication skills**

- 1 Read this situation, then discuss the questions in pairs.
- 1 Focus attention on the situation and make sure that everyone understands the instructions.
- 2 Give the students enough time to read through the questions in pairs and to discuss their answers. Go around the class, monitoring and helping.
- 3 Encourage students to take turns speaking and to use the phrases they have learnt to ask for and give advice.
- 4 Ask the students to report their answer to the class.

#### Students' own answers

# 2 Which of these jobs is the most important for the magazine? Which would you like to do? Discuss with your partner.

- 1 Direct the students' attention to the table and begin a class discussion about what each of the jobs involves. Make sure they understand all the job titles.
- 2 Give the students enough time to discuss their answers and encourage them to justify their opinions. Go around the class, monitoring and helping.
- 3 Ask different pairs to report their answers to the class, and discuss any differences of opinion.

#### Students' own answers

#### 3 Now discuss these questions.

- 1 Ask the students to work through the questions in pairs.
- 2 Give the students enough time to discuss their answers and encourage them to justify their opinions. Go around the class, monitoring and helping.
- 3 Ask different pairs to report their answers to the class, and discuss any differences of opinion.

#### Students' own answers

# 4 Research the following about magazines.

- 1 Go through the instructions with the class and make sure they understand what they have to do.
- 2 Encourage students to use the library or the internet to find this information. They can do this for homework. You can take in this work in the next lesson.

# **WORKBOOK** page 36

# 1 You are going to write an advertisement for your magazine for a web page.

- 1 Remind the students of the magazines they developed on page 45 of the Student's Book. Read through the instructions and make sure everyone understands the context.
- 2 Give the students enough time to read through the questions and to discuss their answers in pairs. Encourage the students to justify their opinions.
- 3 Ask different students to report their answers to the class.

#### Students' own answers

# 2 Now write notes about the new team members.

- 1 Remind the students of the jobs they described on page 45 of the Student's Book and focus attention on the questions.
- 2 Ask the students to discuss their answers in pairs. Go around the class monitoring and helping.

1	You are going to write an advertisement for your magazine for a web page.
	This will be read by people who are interested in joining your team. Before you start, write notes in answer to these questions.
	a Who should read your magazine?
	<b>b</b> What can people find in your magazine?
	C How often is it going to be published?
	<b>d</b> What are the jobs of the people already in your team?
2	Now write notes about the new team members.
	a What is the name of the job they can do?
	<b>b</b> What is the person going to have to do in this job?
3	Complete this advertisement on the web page using your notes.

A/	Miles is nation to be in the to 12
We are publishing a new magazine for	Who is going to be in the team?  We already have a
oung people in	· · · · · · · · · · · · · · · · · · ·
We hope that you will be interested in nelping us to produce a really exciting	and a
magazine.	but we are now looking for excellent people to do these jobs:
Who is the magazine for?	people to do these jobs.
We think that hundreds of people will read	
our magazine, but it is mainly written for	This is the kind of work the
	(job title) is going to do:
What is in the magazine?	
We have some absolutely amazing articles,	
such as	
_	
as well as	
How often is it going to be published?	
t is going to come out every	

3 Ask different pairs to report their answers.

Students' own answers

# 3 Complete this advertisement on the web page using your notes.

- 1 Give the students enough time to read through the advertisement and to discuss their answers in pairs. Go around the class, monitoring and helping.
- 2 The finished advertisements might make a good display for the classroom, or you could take in their work to mark.

Students' own answers

## Assessment

### **Listening Task**

# Target element: vocabulary and language from the unit

Write the following phrases on the board, from the recording on page 41 of the Student's Book. Tell the students to copy them down. Explain that you are going to play the recording of the discussion between Ali and Omar again, and the students must listen carefully and complete the sentences. Play the recording at least twice. (The answers are given below in brackets.)

- 1 I can't decide ... (what to try.)
- 2 I want to do something ... (with other people of my own age.)
- 3 You can't play it on your own you need ... (a team of five people.)
- 4 What other team games can you do ... (at the sports centre?)
- 5 Well, why don't you ... (try hockey?)

#### **Speaking Task**

#### Target element: revise key vocabulary

Write the names of the following sports on the board.

tennis

football

cycling

hockey

basketball

#### badminton

Tell the students to choose one of the sports and to make notes describing the sport without naming it. Put the students into small groups and tell them to take turns describing their chosen sport to the group. The other students must listen and name the sport at the end of the description.

### **Reading Task**

#### Target element: language from the unit

Tell the students to look again at the article "Teach yourself to be a better person" on page 43 of the Student's Book. Ask them to write six sentences about tolerance. Three of the sentences should be true and three of the sentences should be false. Ask the students to work in pairs and tell them to give each other their sentences to read and decide which are true and which are false. They should write **F** by the sentences they think are false and **T** by sentences they think are true. Afterwards, they can give the sentences back for their answers to be checked.

#### **Writing Task**

# Target element: language and structures for writing about a job

Tell the students that they need to employ a new person for their magazine. Write the following jobs on the board and ask them to choose one that they don't have already:

Writer

**Editor** 

Illustrator

**Photographer** 

Designer

#### **Business Manager**

Ask the students to write an advertisement for the job for the next edition of the magazine. Ask them to describe the job, the type of person they are looking for, the type of work they will have to do, the hours they will work, etc.

# UNIT 8

# WILLIAM GOLDING: LORD OF THE FLIES

**SB** pages 46-50

WB pages 37-40

# **Objectives**

#### Listening

Listening for detail and to identify points of view

#### Grammar

Past tense verbs

#### Reading

Reading for gist and recognising attitude

### **Critical thinking**

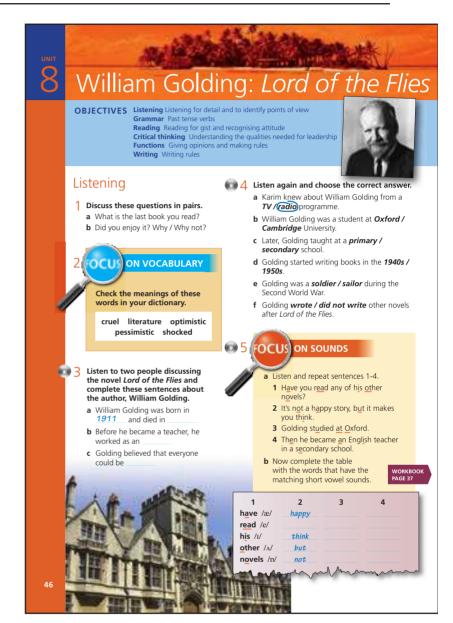
Understanding the qualities needed for leadership

#### **Functions**

Giving opinions and making rules

#### Writing

Writing rules



# LESSON 1

SB page 46

WB page 37

#### Before using the book:

- Ask the students to imagine that they are going to meet a famous author.
- Put them into groups and ask them to discuss what they want to ask him/her.
- Ask students from each group to share their answers.
- Ask the students to describe their favourite author

#### Listening

### 1 Discuss these questions in pairs.

- 1 Focus attention on the questions and ask the students to discuss them.
- 2 Tell the students to work in pairs and go around the class, monitoring and helping.
- 3 Ask different pairs to report their answers to the class.

# 2 Check the meanings of these words in your dictionary.

- 1 Write the words on the board. Say them aloud and get the students to repeat them.
- 2 Get the students to look up the words in their dictionaries.
- 3 Make sure they understand the meaning of the words. Tell them you are going to give a simple explanation of a word and the students must tell you what word it is.

#### **Example:**

Teacher: This means deliberately making people or animals feel pain or sadness.

Students: Cruel

4 Continue in this way with all the words in the exercise.

#### Answers:

cruel: deliberately making people or animals feel

pain or sadness

literature: novels, plays and poems that are thought to

be important

optimistic: describes someone who thinks the future

will be good

pessimistic: describes someone who thinks the future

will be bad

shocked: surprised and upset

## 3 Listen to two people discussing the novel Lord of the Flies and complete these sentences about the author, William Golding.

- 1 Go through the questions with the class to make sure that everyone knows what they should listen for.
- 2 Play the recording and give the students enough time to write their answers. Play the recording again if necessary.
- 3 Ask different students to report their answers to the class.

#### Answers: -

- a 1993
- b actor (in the theatre)
- c cruel

#### TAPESCRIPT

Karim: Have you read any novels by William Golding, Ahmed?

Ahmed: Yes. I've read Lord of the Flies. It's not a very happy story.

Karim: No, but it makes you think, doesn't it?

Ahmed: Yes, it does. Do you know anything about William Golding?

Karim: Yes, I heard a radio programme about him last night. He was born in 1911 and he died in 1993.

Ahmed: What did he do before he was a writer?

Karim: He was an actor in a theatre. That was his first job after he'd finished at Oxford University, where he'd studied English Literature. Then he became an English teacher in a secondary school.

Ahmed: When did he start writing books?

Karim: Not until the 1950s. During the Second World War, Golding was a sailor in the British navy. After the war, he went back to teach in the same school. He was teaching difficult boys there when he had the idea for Lord of the Flies. It was his first novel and came out in 1953.

Ahmed: Why did he write a book about such cruel children?

Karim: That's an interesting question. I read an article which said that Golding was shocked by the things that he'd seen during the war. He saw how cruel people could be.

Ahmed: But Lord of the Flies is about children, isn't it? Karim: Yes, but Golding believed that everyone could be cruel, including children.

Ahmed: That's a very pessimistic thought.

Karim: I agree, but this is why Golding wrote Lord of the Flies.

Ahmed: Have you read any of his other novels?

*Karim: No, I haven't, but many people think* Lord of the Flies *is the best novel that he wrote.* 

# 4 Listen again and choose the correct answer.

- 1 Go through the sentences with the class and make sure that they know what to listen for.
- 2 Play the recording and give the students enough time to answer the questions. They can check their answers with a partner.
- 3 Ask different students to report their answers to the class.

# Answers: b Oxford c secondary d 1950s e sailor f wrote

## 5 Focus on sounds

### a Listen and repeat sentences 1-4.

- 1 Ask the students to look at the sentences 1–4.
- 2 Play the recording and ask the students to repeat the same sentences.
- 3 Play the recording again and ask the students to put the words into the correct column in the table.
- 4 Ask different students to report their answers to the class.

#### Answers: \_

have /æ/ at, an read /e/ Then; secondary his /I/ English other /A/ studied novels /b/ Oxford

# William Golding: Lord of the Flies 8

	a We w	rere <u>shocke</u>	ed_ to hear	that an eartho	quake had	THE REAL PROPERTY.
		ged houses i				FIN
			rabic poems h		ut I don't know	The P
	<b>c</b> Some	people think	c it is	to keep	animals in zoos.	
	is goi	ng to happer	٦.		something bad	-
	e I am a	always	and t	hink life is goi	ing to be good!	
		the follow eaning.	ing sentence	es using the	word(s) in brac	kets, to give the
	a My ur	ncle was a sa	ilor during th	e war. ( <i>navy</i> )		
	My	uncle was i	n the navy o	turing the w	ar.	
	<b>b</b> Goldi	ng found tha	it people coul	d show great	cruelty during th	ne war. (cruel)
	c lam r	not optimistic	about the w	eather this we	eekend. ( <i>pessimi</i> :	stic)
	d What	did you learı	n in the last E	nglish lesson?	(find out)	
3	Match t	o make sen	tences abou	t William Go	lding.	
	a At un	iversity, Gold	ing studied	1 [	what he had s	seen in the war.
	<b>b</b> Before	e he became	a teacher,	2	in the navy.	
	c He be	came a sailo	r	3 (	L English literati	ure.
	d He w	rote his first r	novel	4	he was an act	or.
	e Goldi	ng was shock	ked by	5	after the war.	
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37

#### TAPESCRIPT

- 1 Have you read any of his other novels?
- 2 It's not a happy story, but it makes you think.
- 3 Golding studied at Oxford.
- 4 Then he went to teach in a secondary school.

# **WORKBOOK**

page 37

- 1 Complete the sentences with the correct words.
- 1 Focus attention on the sentences and make sure that the students understand the instructions.
- 2 Give the students enough time to complete the sentences individually.

3 Ask different students to report their answers to the class.

# Answers: b literature c cruel d pessimistic e optimistic

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

- 1 Ask the students to read through the example and the other sentences.
- 2 Ask the students to work individually to complete the sentences.
- 3 Ask the students to compare their answers in pairs before reporting their answers to the class.

# Grammar

### Past tense verbs 1 Underline the verbs in these sentences from the listening text.

1 Ask the students to read the sentences, and remind them that they all come from the listening text in the previous lesson.

Which tense is each verb?

- 2 Give the students enough time to make their choices. Remind the students to refer to the Focus on grammar box for help, or to the Grammar review if required.
- 3 Ask different students to report their answers to the class.

### Answers: -

- b I've read Lord of the Flies. present
- That was his first job after he'd finished at Oxford University. past simple + past
- d He was teaching difficult boys there when he had the idea for Lord of the *Flies.* past continuous + past simple
- It was his first novel and came out in 1953. past simple + past simple

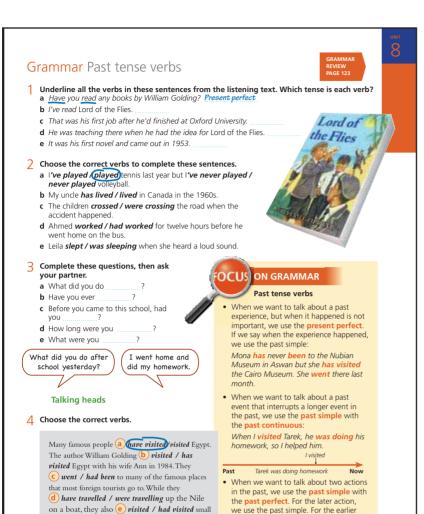
## 2 Choose the correct verbs to complete these sentences.

- Read the instructions and make sure students understand them.
- Students can complete the task individually. Remind the students to refer to the Focus on grammar box for help, or to the Grammar review if required.
- 3 Go around the class, monitoring and helping.
- 4 Ask different students to report their answers to the class.

A	ns	w	er	s:	
4 .	IUS	"	•	ь.	

c

've never played	b	has lived
had worked	d	was sleeping



#### Answers: -

on a boat, they also e visited / had visited small villages where people's lives f were not changing

/ had not changed in many years. After the trip,

Golding 9 wrote / has written a travel book

called An Egyptian Journey. In the book, Golding

h described / was describing some of the things which they i have seen / had seen.

b Golding found that people could be cruel during the

action, we use the past perfect

When I visited Ahmed, he had finished

his work, so we both went to the club. Ahmed finished I visited him

- I am pessimistic about the weather this weekend.
- What did you find out in the last English lesson?

### 3 Match to make sentences about William Golding.

- 1 Give the students enough time to match the sentence halves and to write their answers individually. Go around the class, monitoring and helping.
- 2 Ask the students to compare their answers in pairs before reporting their answers to the class.

$A_{I}$	iswers:						
1	e	2	c	4	b	5	d

# 3 Complete these questions, then ask your partner.

- 1 Focus attention on the first question and read the example in speech bubbles.
- 2 Students then work individually to complete the remaining questions. Go around the class, monitoring and helping. Make sure they use each past tense at least once in their questions.
- 3 When they have finished, students work in pairs. They take turns to ask and answer their questions.
- 4 Ask a few pairs to demonstrate their questions and answers to the class.

#### Suggested answers: -

- a What did you do last Saturday? I went to the park and played tennis with my friends.
- b Have you ever tried Chinese food? Yes, I have. I like it.
- c Before you came to this school, had you met your best friend? Yes, I met him/her at primary school.
- d How long were you playing tennis for last Saturday? I was playing tennis for about an hour.
- e What were you doing at six o'clock yesterday? I was doing my homework at home.

#### 4 Choose the correct verbs.

- 1 Read the first sentence with the class and ask them why *have visited* is the correct answer.
- 2 Students complete the task individually. Go round and monitor as they are working and help them with any queries.
- 3 Ask students to compare their answers in pairs.
- 4 Check their answers as a class.

#### Answers:

b visited c went
d were travelling e visited
f had not changed g wrote
h described i had seen

# **WORKBOOK**

page 38

# 1 Find and correct the mistakes in these sentences (some are correct).

1 Read the first sentence with the class and ask them why *was flying* is the correct answer.

8

## Find and correct the mistakes in the following sentences (some are correct).

a I looked out of the plane window while I had flown to the island.

I looked out of the plane window while
I was flying to the island.

b Walid likes camping, but he has never lit a fire.



c Before Hassan stayed with his cousins, he was never spending time in the country.

d Amal started secondary school after her family has moved to Cairo in 2015.

e Warda has read two books by William Golding last year.

f What were you doing when I phoned you last night?

#### 2 Ask questions using these words and the correct verb tense.

a what/do/last Saturday/five o'clock?

What were you doing last Saturday at five o'clock?

b watch television before/go to bed/last night?

c read any books/an English author?

d how/travel to school this morning?

#### 3 Now answer the questions in Exercise 2 about yourself.

a	I was visiting my grandparents in Tanta.
b	

4 Read about Youssef and complete the sentences with the correct past tense form

Youssef <u>has lived</u> Luxor and Cairo.	( <i>live</i> ) in Port Said,	Youssef: Lived in Ca
He Port Said in 2012.	(get) a job in a bank in	Job in a ba Married wi Visited Mar
He	(marry) Mariam before	Moved to n

Lived in Cairo, Luxor and Port Said Job in a bank in Port Said: 2012 Married wife Mariam: 2014 Visited Mariam's cousins: December 2014 Noved to new house: 2015 Had first child, Imad: 2016

d They \_\_\_\_\_ (find) a new house while they \_\_\_\_\_ (visit) Mariam's cousins.

e Mariam and Youssef \_\_\_\_\_\_ (have) a baby boy in 2016.

8

- 2 Give the students enough time to complete the remaining sentences individually. Go around the class, monitoring and helping.
- 3 Students can compare their answers in pairs.
- 4 Ask different students to report their answers to the class.

#### Answers: -

2015

- b Walid likes camping, but he has never lit a fire. (Correct)
- c Before Hassan stayed with his cousins, he had never spent time in the country.
- d Amal started secondary school after her family had moved to Cairo in 2015.
- e Warda read two books by William Golding last year.
- What were you doing when I phoned you last night? (Correct)

8

#### Reading

#### OCUS ON VOCABULARY

Choose the correct meanings of these words, then check in the dictionary.

**crash:** (hit something in an accident) / buy something **hunter:** someone who eats animals / someone who chases animals.

organise: write about / make arrangements for shelter: a place to keep you dry and safe / a hotel split: add to / make into two or more parts steal: take something that does not belong to you / weal

- 2 Read this summary of Lord of the Flies and complete it with the correct form of the words from Exercise 1.
- Read the story again. Are these sentences *True* or *False*? Correct the false sentences.
  - a The boys make a fire to keep warm.

    False. They make a fire so that ships will see them.
  - **b** They hope that they will be seen by a plane flying above the island
  - c The boys choose Ralph as their leader.
  - **d** All the boys believe that there is a frightening animal on the island
  - e Some boys join Jack's group because they don't like Ralph
  - **f** Three of Ralph's group are captured in the fight between the groups.
  - **g** Jack wants to stop Ralph from escaping, so he makes a fire on the island.
- 4 Complete these sentences using the correct form of the words in brackets.
  - a The boys choose Ralph as their *leader* (*lead*)b At first, the boys with each other.

  - **d** Some boys believe there is a \_\_\_\_\_ animal on the island. (*frighten*)
  - e Ralph is saved by the ..... of a ship. (arrive)

# LORD OF



Lord of the Flies starts when a plane carrying a group of British boys (a) crashes near an island. The boys realise that they must look after themselves on the island until they are rescued. The boys choose a leader and start to (b) their new life. The leader, Ralph, tells them that they must work together. They make a fire and hope that it will be seen by a passing ship.

At first, the boys cooperate with each other and everything goes well. Some look for food and water, others build a c to sleep in. But then there are problems. First, the fire goes out. Then Jack, who wanted to be the leader, tells the boys that there is a frightening wild animal on the island. After some arguments, the boys d into two groups. Jack's group believe that the wild animal

# 3 Now answer the questions in Exercise 2 about yourself.

- 1 Read the example and make sure students are clear about the task.
- 2 Give the students enough time to write their sentences.
- 3 Ask different students to report their answers to the class, or you could take in their work to mark at the end of the lesson.

#### Students' own answers

- 4 Read about Youssef and complete the sentences with the correct past tense form of the verbs in brackets.
- Ask students to read the notes about Youssef and the example sentence.
   Make sure they are clear about the task.
- 2 Students can work in pairs to complete the sentences.
- 3 Check their answers as a class.

#### Answers: \_

- b got
- e had married/moved
- d have had (have is also possible)
- e found/were visiting
- f have lived

# LESSON 3

#### SB page 48

40

# 2 Ask questions using these words and the correct verb tense.

- 1 Ask the students to read the example prompts and question.
- 2 Ask the students to work individually to write the questions from the word prompts. Go round and monitor, offering help if necessary.
- 3 Ask the students to compare their answers in pairs before reporting them to the class.

#### Answers.

- b Did you watch television/Were you watching television before you went to bed last night?
- c Have you read any books by an English author?
- d How did you travel to school this morning?

## Reading

# 1 Choose the correct meanings of these words, then check in your dictionary.

- 1 Give the students enough time to read through the words and definitions.
- 2 Ask them to discuss their answers in pairs before checking in a dictionary.
- 3 Make sure they understand the meaning of the words by asking the students to use the words in a sentence.

#### Answers:

hunter: someone who chases animals organise: make arrangements for

shelter: a place to keep you dry and safe split: make into two or more parts

steal: take something that does not belong to you

# 2 Read this summary of *Lord of* the Flies and complete it with the correct words from Exercise 1.

- 1 Focus attention on the text. Ask the students to read it quickly.
- 2 Remind students to think about what kind of word is missing: *a verb*, *a noun*, *etc*. Remind them to use the correct tenses with any verbs, and to decide whether the nouns should be singular or plural.
- 3 Give the students enough time to read through the text and to discuss their answers in pairs.
- 4 Ask different students to report their answers to the class.

#### Answers:

b organise c shelter d split e hunters f steal

# 3 Read the story again. Are these sentences True or False? Correct the false sentences.

- 1 Go through the sentences with the class and answer any questions.
- 2 Ask the students to discuss their answers in pairs.
- 3 Give the students plenty of time to read the text again. Go around, monitoring and helping.
- 4 Ask different students to report their answers to the class.

#### Answers:

- b False. They hope that they/the fire will be seen by a ship.
- c True.
- d False. Some of the boys/Jack's group believe that there is a frightening animal on the island.
- e False. They join Jack's group because he promises to protect them from the wild animal.
- f False. Two of Ralph's group are captured in the fight between the two groups.
- g True.

# 4 Complete these sentences using the correct form of the words in brackets.

- 1 Ask the students to read through the gapped sentences. Remind the students to think about what kind of word is needed: *a verb*, *a noun*, *etc*.
- 2 Give the students enough time to complete the sentences in pairs. Go around the class, monitoring and helping. Encourage students to use their dictionaries if necessary.

#### Critical thinking

Read this quotation from Lord of the Flies and answer the questions.

The boys realise that they must look after themselves until they are rescued. The boys choose a leader and start to organise their new life. The leader, Ralph, tells them that they must work together.

- **a** What will the children have to do to look after themselves in this situation?
- **b** Why do you think that the boys want a leader?
- c Why do the boys need to work together? What may happen if they do not?
- 7 Answer the following questions.
  - a How does the story of Lord of the Flies begin? A plane carrying a group of boys crashes near an island.
  - **b** Why does Jack's group want Poggy's glasses?
  - **c** Why do you think that the group choose Ralph as their leader?
  - **d** Why do you think that the arrival of the adults changes the way the boys behave?
- Work in pairs. How would you choose a leader if you and your friends were on an island?
  - **a** Write a list of the most important qualities that a leader should have. Use language from *Focus on functions*.



**b** Compare lists with a partner and discuss your ideas.



3 Ask different students to report their answers.

### Answers: -

e

b cooperate

. Ralph's group just want

to escape from the island. More boys

join Jack's group because he promises to protect them from the wild animal

Jack's boys paint their faces and become very violent. They think that one of the

other boys is the frightening animal

and they attack him. Then they attack

glasses of a boy called Poggy. They want

to use the glasses to make a fire. Ralph's group try to get the glasses back but

Poggy is hurt. Jack captures two others

and Ralph is left alone. Jack then

lights a fire to try to stop Ralph from

escaping. A passing ship sees the fire

and comes to rescue the boys. Finally,

with the arrival of adults on the island,

and give them meat.

Ralph's camp and (f

the fighting stops.

- c argument
- d frightening
- e arrival

# LESSON 4

#### SB page 49 WB page 39

#### Reading

# 1 Read this quotation from *Lord of the Flies* and answer the questions.

1 Read through the quotation and the questions with the class.

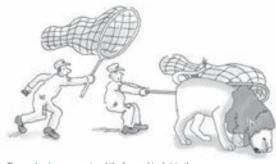
8

1	Complete the puzzle to find a word.	a n a v u
	<ul> <li>a sailors and ships a country has for fighting at sea</li> </ul>	b
	<b>b</b> divide into groups	· ·
	c upset and very surprised	d
	a place that protects people from weather	e

- e to take something that does not belong to you
- f something that makes you feel afraid is this
- a someone who chases animals

The word in the boxes is

Complete using the correct form of some of the words from the puzzle.



- hunters captured the lion and took it to the zoo
- b You must not \_\_\_\_\_ \_\_. It's wrong to take things that do not belong to you
- The first thing that we did on the island was to build a ourselves from the wind and rain.
- \_ match. Some of the players hit each other
- e The tourists wanted to do different things, so they \_\_\_\_ into three different

#### Choose the correct verbs.

- a When the boys arrived on the island, they did made a fire.
- b Later, they chose/decided Ralph as their leader.
- c They began to make/organise their new lives.
- d Some boys built/did shelters while others looked/watched for food
- e They tried to think of ways of getting/escaping from the island
- f The boys needed to do/work together.

- 1 Read through the questions with the class.
  - Remind them to use present tenses to describe the plot of a story.
- 2 Allow the students to look back at the text on pages 48-49 for reference and to do the exercise in pairs. Go around the class, monitoring and helping.
- Ask different students to share their answers and encourage them to give reasons for their opinions.

#### Suggested answers: -

- They want to start a fire.
- He is the most popular boy.
- Adults can make them behave properly.
- 3 Work in pairs. How would you choose a leader if you and your friends were on an island?
- 1 Focus attention on the *Focus on* functions box and ask the students use the language in the box when discussing their ideas.
- 2 Ask the students to discuss their answers in pairs. Go around the class, monitoring and helping.
- Ask different students to share their answers and encourage them to give reasons for their opinions.

Students' own answers

- 2 Put the students into pairs and ask them to discuss their answers.
- 3 Ask different pairs to report their answers to the class.

### Suggested answers: —

- a They will have to find food and drink and build a shelter.
- They need someone to organise them and to tell them what to do.
- They need to work together to find food and drink. If they do not work together, there will be problems: only some of them will have enough to eat and a place to sleep.

# **WORKBOOK**

page 39

#### 1 Complete the puzzle to find a word.

- Make sure that the students understand the instructions and give the students enough time to complete the puzzle.
- Ask different students to report their answer to the class.

#### Answers: \_

- b split
- c shocked

shelter

- steal
- frightening
- hunter g

The word in the box is: violent

## 2 Complete these sentences with the correct form of some of the words from the puzzle.

- 1 Ask the students to read through the gapped sentences.
- 2 Give the students enough time to complete the sentences.
- 3 Ask different students to report their answers to the class.

#### Answers: -

- b steal
- c shelter
- d violent
- e split

#### 3 Choose the correct verbs.

- 1 Give the students enough time to make their choices.
- 2 Ask different students to report their answers to the class.

#### Answers:

- b chose
- c organise
- d built; looked
- e escaping
- f work

# LESSON 5

SB page 50

WB page 40

#### **Communication skills**

### 1 Discuss these questions in pairs.

- 1 Focus attention on the picture and make sure that everyone understands the questions.
- 2 Give the students enough time to discuss the questions in pairs. Go around the class, monitoring and helping.
- 3 Encourage students to take turns speaking and to use the phrases they have learnt.
- 4 Ask the students to report their answer to the class.

Students' own answers



2 If you were the leader of a group of children on a desert island, what rules would you make? Write one suggestion under each of these headings

Headings	Suggestions
Working with others	Be tolerant, try and get on with each other
Planning for the future	
Finding and preparing food	
Solving problems	
Escaping from the island	

- 3 Discuss and compare your ideas.
  - **a** Discuss your ideas with a partner and make a list of rules that you both agree on.
  - **b** Compare the rules that you have agreed on with the rules of another pair of students.





Research the following about making a fire

Find out:

- how you can make a fire using glasses
- using glasseswhat other things you can use to start a fire

WORKBOOK

- 2 If you were the leader of a group of children on a desert island, what rules would you make? Write one suggestion under each of these headings.
- 1 Direct the students' attention to the table and ask students to work individually.
- 2 Give the students enough time to think about their answers and encourage them to justify their opinions. Go around the class, monitoring and helping.

Students' own answers

### 3 Discuss and compare your ideas.

1 Give the students enough time to discuss their

1 Write what you would say in each of the following situations.

a You are at an interview for university. The interviewer asks you what qualities you think are important to be a successful student. What do you reply?

A successful student is someone who enjoys learning and works hard

- b You and a group of friends are discussing what makes a good friend. One of the group asks what you think. What do you reply?
- c A friend asks you what you think makes a good teacher. What is your opinion?
- d You and a group of friends are discussing what you need to do to be a successful sportsperson. It is your turn to express an opinion. What do you say
- 2 You are going to write rules for life on an island. First, plan how to organise vour rules.
  - a Start by choosing five short headings, for example, Food.
  - b Decide which rules to include. Do not write more than two rules for each heading
- 3 Write your rules clearly. Use your notes in the Student's Book and the following language.

Everyone must/should You must/must not ... Nobody must ... Don't ... We must all ...

Remember to/Don't forget to ...

- 4 Check your writing.
  - a Read what you have written very carefully. Look for grammar and spelling
  - b Check spellings in your
  - Correct the mistakes as you write the final draft.

Everyone must help to look for food Remember to share the food that you find with ESCAPE

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answers in pairs and encourage them to justify their opinions. Go around the class, monitoring and helping.

2 Ask different pairs to compare their answers with another pair, and to discuss any differences of opinion.

Students' own answers

#### Skills for life

- 1 Ask the students about the kinds of people that are difficult to get on with and how they are able to tolerate them.
- 2 Ask the students to read the *Skills for life* box.
- 3 Ask the students to think of examples of

tolerance that have worked for them.

#### 4 Research the following about making a fire.

- Go through the instructions with the class and make sure they understand what they have to do.
- 2 Encourage students to use the library or the internet to find this information. They can do this for homework. You can take in this work in the next lesson.

### **WORKBOOK**

page 40

#### 1 Write what you would say in each of the following situations.

- 1 Remind the students of the language they have learned for expressing opinions.
- 2 Give the students enough time to read through the questions and to discuss their answers in pairs. Encourage the students to justify their opinions. Go around the class, monitoring and helping.
- 3 Ask different students to report their answers to the class.

#### Suggested answers: -

- b A good friend is someone who is kind and understanding.
- He/She should be calm, patient and tolerant.
- a good sportsperson would need to be brave and strong.

#### 2 You are going to write rules for life on an island. First, plan how to organise your rules.

- 1 Remind the students of the headings they discussed on page 50 of the Student's Book and focus attention on the task.
- 2 Ask the students to discuss the headings and rules in pairs. Go around the class, monitoring and helping.
- Ask different pairs to report their answers to the class.

Students' own answers

- 3 Write your rules clearly. Use your notes in the Student's Book and the following language.
- 1 Give the students enough time to read through the language in the box and to write their rules.
- 2 Go around the class, monitoring and helping.

#### Students' own answers

#### 4 Check your writing.

- 1 Tell the students that checking their writing is a very important skill that will improve their compositions.
- 2 Give them enough time to work through the instructions and go around the class helping.
- 3 The finished rules might make a good display for the classroom, or you could take in their work to mark.

#### **Listening Task**

## Target element: vocabulary and language from the unit

Write the following phrases on the board from the listening on page 46 of the Student's Book. Ask the students to copy them. Tell the students that each sentence has one incorrect piece of information in it. Explain that you are going to play the recording with the listening text about William Golding again, and they must correct the mistake in each sentence. (The answers are given below in brackets.)

- 1 Karim heard a television programme about William Golding. (Karim heard a radio programme about William Golding.)
- 2 Golding was a student at Cambridge University. (Golding was a student at Oxford University.)
- 3 He studied French literature. (He studied English literature.)
- 4 He became a teacher in a primary school. (He became a teacher in a secondary school.)
- 5 Lord of the Flies was his second novel. (Lord of the Flies was his first novel.)
- 6 William Golding was very optimistic. (William Golding was very pessimistic.)

#### **Speaking Task**

## Target element: revise what the students know about William Golding

Put the students into groups and get them to remember everything they can about William Golding. One member of the group should write down all the group's ideas and then share them with the class.

#### **Reading Task**

#### Target element: language from the unit

Write the following sentences about *Lord of the Flies* on the board. Ask the students to read them and then put them in the correct order. (The answers are given below in brackets.)

- a A passing ship sees the fire. (8)
- b A plane carrying a group of British boys crashes. (1)
- c After a while, the boys split into two groups. (4)
- d The boys realise that they need a leader and they choose Ralph. (2)
- e More children join Jack's group. (5)
- f Jack sets fire to the island. (7)
- g Jack's group try to steal Poggy's glasses. (6)
- h At first the children cooperate with each other.
  (3)

#### Writing task

## Target element: language and structures relating to expressing opinions.

Ask the students to think about the characters of Jack and Ralph in *Lord of the Flies*. Ask them to think about which group they would join on the island and why. Ask them to write a paragraph explaining their decision.

## UNIT 9

## THE OLYMPICS

**SB** pages 51-55

WB pages 41-44

### **Objectives**

#### Listening

Listening for gist and specific information

#### Grammar

Present perfect simple and continuous

#### Reading

Reading for gist and guessing the meaning of unknown words

#### **Critical thinking**

Discussing the benefits of international sports

#### **Functions**

Making suggestions, agreeing and disagreeing

#### Writing

Writing a questionnaire



### **LESSON 1**

SB page 51 WB page 41

#### Before using the book:

- Ask the students to imagine that the Olympic Games are going to be held in their country.
- Put them into groups and ask them to discuss what things you would need to build and prepare to run the Olympic Games.
- Ask students from each group to share their answers.

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#### Listening

#### 1 Discuss these questions in pairs.

- 1 Put the students into pairs and ask them to look at the pictures.
- 2 Ask the students to read the questions and discuss the answers.
- 3 Ask some students to share their answers with the class.

#### Answers: \_

- a The pictures introduce the theme of the Olympic Games.
- b Mohamed Mahmoud. He won the bronze medal for weight-lifting.
- c Suggested: The Egyptian people feel very proud of him and his achievements.

## 2 Check the meanings of these words and phrases in your dictionary.

- 1 Write the words on the board. Say them aloud and get the students to repeat them.
- 2 Get the students to look up the words in their dictionaries.
- 3 Make sure they understand the meaning of the words. Tell them you are going to give a simple explanation of a word and the students must tell you what word it is.

#### **Example:**

Teacher: This means physical activity that you do

to stay strong and healthy.

Students: Exercise.

4 Continue in this way with all the words in the exercise.

#### Answers: -

bronze medal: the prize that you get for coming third

exercise: physical activity that you do to stay

strong and healthy

receive: be given, paid, or presented with

something

taekwondo: Korean martial art that includes high

kicking

#### 3 Listen and answer these questions.

- 1 Ask the students to think of all the sports they know in English and write their ideas on the board.
- 2 Ask them to read through the two questions before they listen carefully to two friends talking about the Olympic Games. Play the recording.
- 3 Put the students into pairs to discuss the answers to the questions.
- 4 Go through the answers with the class.

#### Answers: -

- a weight-lifting, Taekwondo, football, squash
- b Because squash is not an Olympic sport.

#### TAPESCRIPT

Magdy: Hello. Magdy speaking.

Tamer: Hi, Magdy. It's Tamer. What have you been doing? I've been trying to phone you since this morning.

Magdy: Sorry, my phone was turned off. I've been watching a history of the 2016 Olympic Games on television.

Tamer: I saw that. It was great, wasn't it? Did you see Mohamed Mahmoud when he won the bronze medal for weight-lifting?

Magdy: Fantastic, wasn't it? Sara Ahmed won a bronze medal for weight-lifting, too.

Tamer: Yes, and Hedaya Wahba won a bronze medal in Taekwondo.

Magdy: It was the first time that Egypt won three bronze medals since 2004.

Tamer: Mohamed looked so proud when he received his medal, didn't he?

Magdy: He certainly did – he couldn't stop smiling.

Tamer: He should feel proud of himself. He's been training really hard since the World Weight-lifting Championships in 2014.

Magdy: How well did he do there?

Tamer: He came second.

Magdy: Have you ever done weight-lifting?

Tamer: No, I haven't.

Magdy: Neither have I, but I find it very interesting.
I've watched all the weight-lifting competitions
this year. Which sports do you do?

Tamer: Well, I've been playing football for as long as I can remember, but for the last few months I've been playing squash regularly.

Magdy: Do you enjoy it?

Tamer: Yes, I do – and it's very good exercise, so it's helped me to keep fit. I joined a squash club last year and I'm now in one of the adult teams

Magdy: Egyptian squash players usually do very well in internationals, don't they?

Tamer: Yes, they do.

Magdy: So will we see you taking part in the Tokyo Olympics in Japan in 2020?

Tamer: No, I'm afraid you won't. Unfortunately, squash isn't an Olympic sport at the moment.

## 4 Listen again and complete these sentences.

1 Ask the students to read through the incomplete sentences.



- 2 Explain that you are going to play the listening from Exercise 3 again and they must listen carefully and complete the sentences with the correct words. Play the recording again.
- 3 Ask different students to report their answers to the class.

#### Answers: -

- since 2004.
- c proud.
- came second in the
- football and squash
- keep fit.

#### 5 Discuss these questions in pairs.

- Ask them to discuss the questions in their pairs. For the second question, students might talk about the different sports they watched, or about the opening or closing ceremony, etc. Encourage them to say why they liked or disliked something they saw.
- Ask different students to report their answers to the class.

#### Suggested answers: —

- It is a challenge. It is a goal for them to achieve and their chance to make history.
- Students' answers

#### 6 Focus on sounds

- Explain that there are eight sounds, called diphthongs, which are made up of two vowel sounds each: /ei/ as in day, /ai/ as in sky, /ci/ as in boy, /ie/ as in fear, /ee/ as in bear, /ue/ as in tour, /eu/ as in go, /au/ as in cow.
- 2 Tell the students to write *I* after the words that contain one vowel sound, and 2 after the words that contain two vowel sounds. i.e., a diphthong.
- Play the recording.
- Go through the answers with the class.

#### Answers:

- back 1 bake – 2
- phone -2fun - 1
- town 2ten - 1
- John 1ioin - 2

#### TAPESCRIPT

- Fit, fight. Fit, fight.
- Bake, back. Bake, back.
- 3 Phone, fun. Phone, fun.

## The Olympics 9

1	Complete the puzzle to find a word.
i.	a do an activity with other people a take part
	b to get or be given something
	c a medal for being third in an Olympic race
	d often; every day, every week, every month, etc.
	e another word for the earth
	The word in the boxes is
2	Complete with a word or phrase from Exercise 1.
	a I play tennis <u>regularly</u> – at least twice a week.
	b Most people feel when athletes from their country do well in the Olympics.
	c Did you the email that I sent this morning?
	d The swimmer hoped that he would win the race, but he came third and won the medal.
	e Nobody is faster than Usain Bolt; he is the fastest runner in the
_	
3	Match the words which have the same vowel sound. Check in your dictionary.  a daughter 1 dry
	b light 2 a fourteen
	c phone 3 late
	d rain 4 road
	e down 5 where
	f coin 6 cloud
	g bear 7 boy
	g beal / boy
4	Make sentences using the two matching words in Exercise 3.
	a The teacher's daughter is fourteen.
	b
	c
	d
	e
	f
	9

- Town, ten. Town, ten.
- John, join. John, join.

#### **#WORKBOOK**

page 41

#### Complete the puzzle to find a word.

- Ask the students to read the definitions of the words and phrase.
- Explain that they must write the words into the puzzle to complete it and then find the new word.
- Ask different students to report their answers to the class.

#### Answers:

- b receive
- bronze
- regularly

#### Grammar Present perfect simple and continuous

a Circle the present perfect

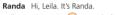
continuous verbs.

**b** Underline the present

perfect simple verbs.

c How are the two tenses

- 1 Look at these sentences from the listening text.
  - a Ive been trying to phone you since this morning.
  - b I've been watching the Olympic Games.
  - c He's been training really hard since the World Weight-lifting Championships in 2014
  - d I've watched all the weight-lifting competitions this year.
  - e For the last few months, I've been playing squash regularly.
  - f Squash has helped me to keep fit.
- 2 Discuss the difference in meaning between these sentences.
  - a 1 I've tried taekwondo at the sports centre
  - 2 I've been trying taekwondo at the sports centre
  - **b 1** I've read the sports news
  - 2 I've been reading the sports news
  - c 1 I played squash for two years. I've played squash for two years
  - 3 I've been playing squash that's why I'm so tired.
- Choose the correct verbs to complete this conversation



Leila Hi, Randa. (a) I've tried (I've been trying) to contact you for ages. What **b** have you done / have you been doing?

Randa I'm sorry. C I was / I've been really busy recently. And my phone d didn't work/hasn't worked very well since e I dropped / I've dropped it last week.

Leila It's good to hear from you.

Randa Would you like to come to my house and watch the Olympic Games with me?

f I've watched / I've been watching it on my own all week

That'd be great. Shall I come now? Randa No, it (g) has finished / has been finishing for today. Come tomorrow.

#### OCUS ON GRAMMAR

#### Present perfect simple and continuous

We use the **present perfect simple** and **continuous** to talk about actions that started in the past and are still in progress, but we use the **present perfect continuous** (has/have + been + verb + -ing) to emphasise the length of time:

I've been living in Alexandria for ten years now.
I've been doing my homework for two hours. (I'm still doing it.)

Mother has been cooking since noon. (She hasn't finished yet.)
We use the present perfect continuous to show a reason for or explanation of a present result: I'm tired because I have been working all day. result → explanation (reason)

Note: We use the present perfect simple (not continuous) when

- the verb doesn't usually take a long time: My uncle has joined the army • we say how many times we have done the action: Khaled has sent me three emails
- we use sense verbs: I've known Yara since kindergarten.

#### e world

The word in the boxes is: proud

#### 2 Complete with a word or phrase from Exercise 1.

- 1 Tell the students to read through the five gapped
- 2 Explain that they must use words from Exercise 1 to complete the sentences.
- Ask different students to report their answers to the class.

#### Answers: \_

- b proud
- c receive
- d bronze
- world

#### 3 Match the words which have the same vowel sound. Check in vour dictionary.

- 1 Explain that students must match a word in column one with a word with the same vowel sound in column two. If they are unsure, tell the students to check the pronunciation in their dictionaries.
- 2 Ask different students to report their answers to the class.

4 1	uswers. —					
1	b	3	d	4	c	
5	g	6	e	7	f	

#### 4 Make sentences using the two matching words in Exercise 3.

- 1 Tell the students to write sentences using the pairs of words from Exercise 3. Ask them to look at the example to help them.
- 2 Put the students into groups to read out their sentences to each other. Tell them to think carefully about the pronunciation of the words.
- 3 Ask different students to report their answers to the class.

#### Suggested answers: -

- The clothes will be dry when it is light.
- There is a phone at the side of the road.
- I will be late because of the rain.
- We flew down into the cloud.
- He gave the boy an old coin.
- They didn't know where to find a bear.

#### **LESSON 2**

#### SB page 52 WB page 42

#### Grammar

#### Present perfect simple and continuous

#### 1 Look at these sentences from the listening text.

- Ask them to read the instructions in **a** and **b** and to circle examples of present perfect continuous and present perfect simple verbs.
- 2 Now tell them to look at the question in c and to think about how the two tenses are formed.
- Ask different students to report their answers to the class.

#### Answers:

- a b I've been watching the Olympic Games.
   c He's been training really hard since the
   World Weight-lifting Championships in
   2014.
  - e For the last few months, I've been playing squash regularly.
- b d I've watched all the weight-lifting competitions this year.
  - f Squash has helped me to keep fit.
- c Present perfect simple = have/has + past participle
  - Present perfect continuous = have/has been + -ing

## 2 Discuss the difference in meaning between these sentences.

- 1 Put the students into pairs and ask them to read the three groups of sentences.
- 2 Ask them to discuss the differences between the sentences in each group. Direct them to the *Focus on grammar* box if they have any difficulties. They can also refer to the *Grammar review*. Go around the class, monitoring and helping.
- 3 Ask different students to report their answers to the class.

#### Answers

- a 1 A completed experience some time in the past.
  - 2 A recent experience that was repeated.
- b 1 An action that has been done and completed, but it is not clear when.
  2 An action that has just been done/recently finished.
- c 1 A past activity (not done any more)
  - 2 A past activity (but it may still be done now)
  - 3 An activity that has just been done/recently finished, which explains something (why I'm tired).

## 3 Choose the correct verbs to complete this conversation.

- 1 Ask the students to read through all of the conversation before they do the task.
- 2 Explain that they must choose the correct verb from the options to complete each sentence. Direct them to the *Focus on grammar* box if they have any difficulties. Go around the class, monitoring and helping.
- 3 Ask different students to report their answers to the class.

_	٠.		
	-		

		I <u>have been reading</u> (read) that book you lent me and I'm really enjoying it.
	В	Yes, I enjoyed it, too. The same author (write) three other novels, but I (not see) any of them in the shops.
0	Α	I can't wait any longer for the bus. I'm going to walk.
	В	(you wait) a long time?
	Α	Yes, I (stand) here for nearly two hours.
	Α	You look tired. What(do)?
	В	I
ł	Α	What (you do) since we last met?
	В	I (travel) around Europe. I (visit) France, Italy and Spain.

	I've been learning English since I was eight years old.
b	When/you start/learning English?
c	What/you study/in geography recently?

e	You finish/this exercise already?

**?** Find and correct the grammar mistake in the following sentences (one is correct).

- a l've-been drinking three cups of tea this morning and it's only 10 o'clock. I've drunk
- **b** They've playing squash all morning that's why they look so tired.

d How long/your father/work for/his company?

- c My brother has just passed his university exams that's why he looks so happy.
- d My father has been travelling to Asia six times in the last two months.

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#### Answers: \_

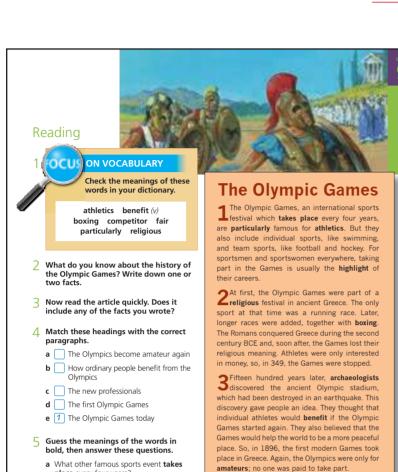
- b have you been doing
- c I've been
- d hasn't worked
- e I dropped
- f I've been watching
- g has finished

#### **WORKBOOK**

page 42

## 1 Complete with the present perfect simple or present perfect continuous form of the verbs in brackets.

- 1 Ask the students to read through the gapped dialogues.
- 2 Explain that they must use the verbs in brackets to complete the sentences and they should use



- question prompts. Ask them to make questions from the prompts, as in the example.
- 2 Put the students into pairs to ask and answer the questions.
- Ask different students to report their answers to the class.

#### Answers/suggested replies: -

- When did you start learning English? I started learning English in 2015.
- What have you been studying in geography recently? I have been studying the oceans.
- d How long has your father been working for his company? He has been working for them for about two years.
- Have you finished this exercise already? Yes, I have finished it.

#### 3 Find and correct the grammar mistakes in the following sentences (one is correct).

- 1 Explain that there is a mistake in three of the sentences. Ask the students to cross out the mistakes and write the correct answers, as in the example.
- 2 Ask different students to report their answers to the class.

#### Answers: -

- They've been playing squash all morning - that's why he looks so happy.
- Correct
- My father has travelled to Asia six times in the last two months.

either the present perfect simple or the present perfect continuous.

Although competitors are still not paid to

Since the modern Olympics began over

4 Although compensors and sale take part, some countries now train and pay

future professional Olympic athletes, so they are

getting faster and stronger and, at every Games,

world records have been broken. This is good not only for individual athletes, but also for ordinary

people. People want to try new sports themselves

after they have watched Olympic athletes

not really amateurs. Some say this is not fair

Ask different students to report their answers to the class.

#### Answers:

place every four years?

of the word.

**b** Do you think **highlight** has a positive or

c How do you think that archaeologists

d Look at the seven words which follow

How do you think countries can help their athletes to prepare for the Olympic Games?

amateurs. What do you think it means?

found the Olympic stadium?

6 Discuss this question in pairs.

negative meaning? Look at the two parts

- a has written; haven't seen
- Have you been waiting; have been standing
- have you been doing; I have had; have been serving; haven't even had
- have you been doing; have been travelling; have visited

#### 2 Ask and answer questions using the past simple, present perfect or present perfect continuous.

Ask the students to look at the

### **LESSON 3**

#### SB page 53

#### Reading

#### 1 Check the meaning of these words in vour dictionary.

- 1 Write the words on the board. Say them aloud and get the students to repeat them.
- Get the students to look up the words in their dictionaries.
- Make sure they understand the meaning of the words. Tell them you are going to give a simple explanation of a word and the students must tell you what word it is.

#### **Example:**

Teacher: This is a sport in which people wear

large gloves and fight each other.

Students: Boxing.

4 Continue in this way with all the words in the exercise.

Answers:

athletics: sports, games or physical activities

benefit: help

boxing: a sport in which people wear large gloves

and fight each other

competitor: someone who takes part in an athletics

competition

fair: acceptable, according to what people

usually think is right

particularly: to a greater degree than is normal or

average

religious: describes something that is connected with

religion or a belief

#### 2 What do you know about the history of the Olympic Games? Write down one or two facts.

- 1 Ask the students to think of anything they know about the history of the Olympic Games. Ask them to write their ideas down.
- 2 Ask different students to report their answers to the class.

Students' own answers

## 3 Now read the article quickly. Does it include any of the facts you wrote?

- 1 Tell the students to read through the article quickly.
- 2 Ask if the facts they thought of in the last exercise were included in the article.
- 3 Ask them if they have learnt any more facts about the history of the Olympics from reading the article.

Students' own answers

## 4 Match these headings with the correct paragraphs.

1 Ask the students to read the list of headings. Explain that one heading is suitable for each paragraph. Ask the students to match each heading to one of the paragraphs from the article.

- 2 Put the students into pairs to compare their answers.
- 3 Ask different students to report their answers to the class.

Answers: -

a 3 b 5 c 4 d 2

## 5 Guess the meanings of the words in bold, then answer these questions.

- 1 Ask the students to find the words in bold in the reading text. Ask the students to decide what kind of word each word is (*noun*, *verb*, *etc.*) and then to look at the context of the word to guess the meaning.
- 2 Put the students into pairs to discuss the meanings of the words.
- 3 Ask different students to report their answers to the class.

#### Answers: -

- a happens
- b The most important, interesting, or enjoyable part of something. It has a positive meaning.
- c Someone who studies ancient societies by digging and examining what remains of buildings, tools, etc.
- d Someone who does something because they enjoy it and not as a job; the opposite of professional.

#### 6 Discuss this question in pairs.

- 1 Put the students into pairs and ask them to discuss the question.
- 2 Tell them to think about things such as trainers, facilities, equipment, food, accommodation, travel, etc.
- 3 Ask different students to report their answers to the class.

#### Suggested answers: \_

Governments can provide sports facilities for sportsmen and sportswomen. They can pay for their equipment and sports clothes. They can also help to pay for their travel to attend events, for the special foods they need and their accommodation, etc.

#### Critical thinking

## 1 Answer the following questions about the text on page 53.

1 Ask the students to work in pairs to answer the questions, and tell them that they can refer back to the text on page 53.

#### LESSON 4

#### SB page 54 WB page 43

5

#### Critical thinking

- 1 Answer the following questions about the text on page 53.
  - a What kind of festival were the Olympic Games at first? They were a religious festival.
  - **b** Why did the Romans stop the Olympic Games in 349?
  - c What happened to the original Olympic stadium?
  - d Why do you think that some countries in the 20th century started to train and pay their athletes?
  - e How can sportsmen and sportswomen win more Olympic medals?
  - **f** Why do people want the Olympic Games to take place in their country?

#### 2 Read this quotation from *The Olympic Games* and discuss the questions.

- a Do you think that international sports events like the Olympic Games have helped the world to be a peaceful place? Why / Why not?
- **b** Do you think that all Olympic athletes should be amateurs? Why / Why not?
- c What would happen to the Olympic Games if sportsmen and sportswomen were never paid?

benefit if the Olympic Games started again. They also believed that the Games would help the world to be a more peaceful place. So, in 1896, the first modern Games took place in Greece. Again, the Olympics were only for amateurs; no one was paid to take part.

They thought that individual athletes would

#### 3 Now discuss these questions in pairs.

- a What qualities are needed to be a successful international athlete? Think about athletes' characters as well as their health and fitness.
- **b** Do you think that international sport brings people together? Give reasons for your answer.
- c How do countries benefit from international sport?

#### 4 Discuss these questions in small groups.

- a Why are fair play and honesty so important in international sports?
- **b** Read about two Olympic athletes. Do you think that what they did was fair and honest?



Abebe Bikila
In the 1960
Olympics,
the Ethiopian
runner Abebe
Bikila won the
gold medal for
running – but
he ran without
shoes. Some
people said this
was not fair.
What do you
think?



Zola Budd
In the 1984
Olympics, the
runner Zola
Budd broke
the world
record for the
women's 5,000
metres and won
a medal for
Britain. However

**FOR LIFE** 

nember that sports help you

to keep fit and to work with

Zola Budd was South African, not British.
But in 1984, South Africa was not allowed to be in the Olympic Games. Was it fair that Zola Budd could run for Britain?

WORKBOO

1 Ask the students to read the quotation in the box. Check that they understand the meaning. Ask them why the Olympic Games started again (because they thought individual athletes would benefit) and what it was hoped they would achieve (that they would help the world to become a more peaceful place).

- 2 Put the students into small groups. Ask them to read the three questions and discuss their answers.
- 3 Ask different groups to report their answers to the class.

#### Suggested answers: -

- a The Olympic Games are a way for people to have contact with other nations and come together. Through them, countries can learn about other places in the world. Countries have to cooperate for a successful Olympic Games, and so the Games have helped to develop understanding and respect between nations.
- b It is hard for the Olympic Games to stay amateur because the athletes need to train a lot to be good enough to compete and so they do not have time to work. So it is probably fair to say that, in the current situations, it is nearly impossible for the athletes to be amateurs.
- c If they were never paid, fewer people would take part and possibly fewer records would be broken. It is the money and training that drive the sport forward.

2 Ask the students to take turns to read out a question and then give the answer.

#### Answers: -

- b The Romans stopped the games because the athletes were only interested in money.
- c It was destroyed in an earthquake.
- d Suggested: Because winning the Olympics can bring a lot of pride to a country.
- e Suggested: They can train harder, get better people to help and train them, and use the best equipment.
- f Suggested: It can bring a lot of attention to the country and lots of money from the visitors, television, etc.

## 2 Read this quotation from The Olympic Games and discuss the questions.

#### 3 Now discuss these questions in pairs.

- 1 Make sure they all understand the questions, then ask them to discuss the questions in their pairs.
- 2 Ask different pairs to report their answers to the class.

#### Suggested answers: -

- a Athletes need to be determined to succeed, they need to train for long hours, travel a lot, eat healthily and be very organised. They need to be very motivated, and of course, they need to be extremely fit, fast and strong.
- b Yes, because it allows cultures to come into contact. It allows people to appreciate athletes from other countries. It means people travel and enjoy other cultures.

c They benefit because the host nations get lots of publicity (such as Brazil when it hosted the 2016 Olympic Games) and so a lot of attention is focused on them. International sport also allows smaller or poorer nations to do well (for example the long distance runners from Ethiopia).

## 4 Discuss these questions in small groups.

- 1 Tell the students to read about the two athletes. Make sure they understand the two stories fully. Ask what Abebe Bikila wore on his feet (nothing). Ask where Zola Budd was born (South Africa), why she ran for Britain (South Africa could not be in the Olympic Games in 1985) and who she won the medal for (Britain).
- 2 Now, put the students into small groups and tell them to read and discuss the questions.
- 3 Ask different students to report their answers to the class.

#### Suggested answers: \_

- a Fair play and honesty are important in international sports because all competitors and countries must be seen to have an equal chance. It must be certain that no one has an unfair advantage.
- b Abebe Bikila: Most people would probably think that it is harder to run with no shoes, and this was actually a disadvantage which he chose for himself. Zola Budd: Students may feel that Zola Budd's winning the medal for Britain was not fair because she was not born in the

was not fair because she was not born in the UK and was not a resident of the UK. Perhaps people should compete only for the country they were born in.

1 Find the words in the puzzle to match the definitions.

4 Ask different pairs to report their answers to the class.

<b>WORKBOOK</b>	page 43

## 1 Find the words in the puzzle to match the definitions.

- 1 Ask the students to read the definitions and think about which words they define.
- 2 Ask them to write each word next to its definition.
- 3 Then ask the students to look at the puzzle and try to find the words.

$\boldsymbol{A}$	nswers:					
b	athletics	c	boxing	d	competitor	
e	fair	f	particula	rly	-	
g	highlight	h	amateur			

а	q	r	е	1	i	g	i	o	u	s	w	s
b	n	а	t	h	1	е	t	i	c	s	u	t
o	m	t	i	а	t	d	k	е	n	j	h	а
х	s	c	o	m	р	е	t	i	t	0	r	c
i	f	е	s	а	t	k	o	s	f	у	g	b
n	р	а	r	t	i	С	u	1	а	r	1	у
g	o	i	u	е	t	а	g	b	i	у	а	р
i	s	r	f	u	О	r	f	j	r	t	r	h
w	а	i	n	r	b	е	s	е	T	1	d	k
g	р	h	i	g	h	1	i	g	h	t	m	е



2 Match these *take* verbs with their meanings.

- 1 Ask students to match each phrasal verb on the left with its correct meaning on the right.
- 2 Ask different pairs to report their answers to the class.

Answers:

1 c 2 e 4 b 5 d

- 3 Complete with the correct form of *take* verbs from Exercise 2.
- 1 Ask the students to use the phrasal verbs from Exercise 2 to complete the sentences.
- 2 Put the students into pairs to compare their answers.

3 Ask different pairs to report their answers to the class.

#### Answers: -

- b take in
- c take care of
- d take turns
- e take part
- f take place

#### LESSON 5

SB page 55 WB page 44

#### **Communication skills**

- 1 The five activities in the pictures are not part of the Olympic Games now, but may be in the future. Discuss these questions in pairs.
- 1 Ask the students to look at the pictures, and ask what they know about the activities.
- 2 Ask which of these activities are normally done in teams and which ones are normally done individually.
- 3 Ask the students to read the four questions. Then put the students into pairs to discuss their answers. Go around the class, monitoring and helping.
- 4 Ask different pairs to report their answers to the class.

#### Suggested answers: -

- a Student's own answers
- b All of these sports are played in Egypt, but squash is the most popular of them. Egyptian international squash players have been very successful in competitions for many years.
- c The Russians would do well in chess because many people play the game there. The Australians would do well in water sports like water skiing because Australia has many beaches which are perfect for the sport, and warm weather for most of the year in which to practise. The British might be good at netball and cricket, as these sports are often played in British schools.
- d Students' own answers

# 2 In groups, discuss these activities using language from *Focus on functions*.

- 1 Focus attention on the *Focus on* functions box and remind the students to take turns in their discussions.
- 2 Ask the students to decide which activity from Exercise 1 should be included in future Olympic Games. Remind the students to justify their opinions.
- 3 Put the students into groups. Each member of the group should present his/her idea for the sport they think should be part of the next Olympic Games. The other students in the group must say if they agree or disagree, and why.
- 4 Finally, ask each group to choose and present to the class three sports which they think should go into the next Olympics.

#### 3 Now discuss this question.

- 1 Ask the students if there are any sports which they think should never be a part of the Olympic Games.
- 2 Ask them to give reasons for their choices.

#### Suggested answers:

Rugby is a very popular sport but is played only by a limited number of countries and so therefore should not be included Chess is not really a sport but a game and so also should not be considered.

#### 4 Research the following about sports.

- 1 Go through the instructions with the class and make sure they understand what they have to do.
- 2 Encourage students to use the library or the internet to find this information. They can do this for homework. You can take in this work in the next lesson.

#### **WORKBOOK**

page 44

1 Write what you would say in each of the following situations.

9 9

- Write what you would say in each of the following situations.
  - a Someone suggests going to the shops this afternoon. You agree to go. What do you say?

    That's a good idea.
- b A school friend suggests going to the beach tomorrow. You don't want to go to the beach, but would like to play chess. What do you say?
- c You would like to go on a family trip to Alexandria. Make this suggestion to your father
- **d** You and your brother or sister are discussing what to buy your mother for her birthday. Suggest an idea to your brother or sister.
- 2 Complete this questionnaire about the sports that your group chose to be part of the next Olympics.

New acti What is yo	vity 1our main reason for choosing this activity?
New acti	vity 2
What is yo	our main reason for choosing this activity?
New acti	vity 3
What is yo	our main reason for choosing this activity?
Which act	ivity do you think should <b>NOT</b> be part of the Olympics in the future?
What is yo	our main reason for choosing this activity?

- 1 Ask the students to read through the four situations carefully. Ask them to decide what they would say in each situation and to write their answers in the spaces provided.
- 2 Put the students into pairs to compare their answers.
- 3 Ask different pairs to report their answers to the class.

#### Suggested answers: -

- b I'm not sure about that. What about playing chess?
- c I think it would be a good idea to have a family holiday in Alexandria.
- d If you ask me, we should get her a necklace.

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# 2 Complete this questionnaire about the sports that your group chose to be part of the next Olympics.

- 1 Ask the students to read through the questionnaire.
- 2 Remind the students of the groups they worked in for Exercise 2 in the Student's Book when they chose sports to put forward for the Olympic Games.
- 3 Ask the students to work in pairs to complete the questionnaire. They have to write in the sports their group chose and their reasons for choosing them. They should also choose one sport that they don't think should be included in the Olympics.
- 4 Ask one person from each group to read out the information on the completed questionnaire.



#### Assessment

#### **Listening Task**

## Target element: revise key grammar from the listening

On the board, write the following gapped sentences from the listening on Student's Book page 51. Ask the students to copy the sentences. Tell the students that you are going to play the recording for the listening activity from page 51 of the Student's Book again. They must listen carefully and complete the sentences. (The answers are given below in brackets.)

1 It's Tamer. What have \_\_\_\_\_ (you been

	doing?)
2	I've been watching (the history of the 2016 Olympic Games on television.)
3	He's beensince the World Weight- lifting Championships in 2014. (training really hard)
4	Have you weight-lifting? (ever done)

5 For the last few months I've \_\_\_\_\_ regularly.

#### **Speaking Task**

(been playing squash)

## Target element: revise the history of the Olympic Games

On the board, write these key words and phrases about the Olympic Games:

originally religious festival – races and boxing

Romans in Greece - no money - stopped

destroyed – earthquake

modern games 1896 – peace – amateur

today – countries pay – more sports

athletes train hard – new records – motivate

Put the students into pairs and ask them to discuss the topic using the key words and phrases. Go around the class, monitoring and helping.

#### **Reading Task**

## Target element: revise key language from the Olympic Games text

Ask the students to re-read the article about the Olympic Games on page 53 of the Student's Book. Write the following sentences on the board. Students decide if the sentences are true or false. Tell them to rewrite the false sentences correctly. (The answers are given below in brackets.)

- 1 The Olympic Games take place every four years. (True)
- 2 Football is not included in the Olympic Games sports. (False. Football is included in the Olympic Games sports.)
- 3 After the Romans conquered Greece, the religious meaning of the Olympics was lost. (True)
- 4 The Olympic Stadium was destroyed by the Romans. (False. The Olympic stadium was destroyed by an earthquake.)
- 5 The modern Olympic Games started in 1986. (False. The modern Olympic Games started in 1896.)
- 6 The Olympics can make people want to try sport for the first time. (True)

#### Writing task

#### Target element: revise making suggestions

Ask the students to choose a sport which they think should be included in the Olympic Games. Ask them to write down their ideas in a short presentation. They should:

Describe the sport and say whether it is an individual or a team sport.

Say what characteristics and sporting qualities people need to do this sport.

Explain why they think it is a good sport to choose.

When they have finished, ask some of the students to read out their presentations.

## **Revision C**

SB pages 50-60

WB pages 45-48



3 Play the recording and let the students check their answers.

#### Answers: -

- b Rio de Janeiro, Brazil
- Underwater swimming (Also, baseball, karate, golf, squash, etc.)
- d Brazil
- e Doha, Qatar
- f Wimbledon, UK

#### TAPESCRIPT

Teacher: OK. Today we're going to do a quiz about international sport. Team A, here's your first question. How many circles are there on the Olympic Games flag?

Ali: Er, are there four?

Teacher: No, that's wrong. Team B, do you know the answer?

Samy: I know that. There are definitely five

Teacher: Correct! That's one point to Team B. Now it's Team B's question: Where did the Olympic Games take

place in 2016?

Hassan: It was Rio de Janeiro in Brazil.
Some of the events were really

interesting.

Teacher: That's right. And now Team A again. Which of these sports has been an Olympic sport, but is not now: weight-lifting, underwater swimming, high jumping or athletics?

Hamdi: Underwater swimming is a very strange sport. Is it underwater

swimming?

Teacher: Right! You've scored your first point. Team B, who has won the football World Cup the most times?

Hassan: Is it Germany?

Teacher: No, I'm sorry, it isn't. Team A, do you know?

Ali: Yes, it's Brazil. They are absolutely amazing

they have won it five times.

Teacher: That's two points each. OK, Team A, this is your last question: Where did the Pan Arab Games take place in 2011?

### **LESSON 1**

SB pages 56

#### Listening

- 1 Can you do this sports quiz in pairs? Now listen and check your answers.
- 1 Focus attention on the questions and ask the students to read through them in pairs. Explain any unknown words.
- 2 Give the students enough time to discuss their answers.

Hassan: Qatar. I know that because my cousin went to

it. He has got a lot of photos of the event in his

house!

Teacher: Correct. That's three points. Well done! Now

Team B, here's your last question: Where did the first international tennis matches take

place?

Samy: I know that it was England. Was it a place

called Wimbledon?

Teacher: You're right. They started there in 1877.

#### Answers: -

fight: light; white feet: read; tea should: could; wood

#### TAPESCRIPT

fight, light, white feet, read, tea should, could, wood

## 2 Listen again and complete these notes.

- 1 Focus attention on the incomplete sentences and ask the students what kind of information they need to listen for.
- 2 Make sure that the students understand the task.
- 3 Play the recording and give the students enough time to write their answers.
- 4 Ask different students to report their answers to the class.

#### Answers:

- b five times
- c his cousin went to
- d 1877
- e three points

#### 3 Discuss these questions in pairs.

- 1 Ask the students to read through the questions.
- 2 Give the students enough time to discuss their answers in pairs. Go around the class, monitoring and helping.
- 3 Ask different pairs to report their answers to the class.

#### Students' own answers

#### 4 Focus on sounds

- 1 Go through the words with the students and make sure that the students understand which sounds they are listening for.
- 2 Play the recording twice or more if necessary and give the students enough time to write their answers.
- 3 Ask different students to report their answers to the class.
- 4 Students then listen and repeat the words to check their answers.

#### evision 1 Match a-d with 1-4 and complete with these words. excellent exhausted kind terrified a The basketball team are She always gives me the best absolutely fruit and vegetables **b** The woman in that shop 2 a excellent. They win nearly all their games. The waves were very big and I thought we were going to sink 3 c At the end of the day, we were all completely We had walked for five hours d On the ship, I was really 20.6 Choose the correct words. a I thought that film was absolutely /really bad. **b** When the children broke the window, the man was *absolutely / very* furious. c The boys were quite / absolutely tired, so they went to bed d We were completely / very amazed when it snowed last week Choose the correct verbs. I (a) was (bave been)interested in the author William Golding for many years. I love his book Lord of the Flies and I (b) have also seen / also saw two films of the story. One film (c) was made has been made in 1990. It (d) was / was being a bit different to the book. While the children (e) had lived / were living on the island, they (f) had to / have to look after the pilot from the plane which crashed. My friend told me that a film company (9) had made / have made another film before this one, in 1963. The film (h) used / was using actors who were not professional, but was / is being very good. I (j) preferred / have preferred this older film. Complete with the correct form of the verbs in brackets. Two years ago, I a watched (watch) a TV programme about China and its growing economy. Since I b. programme, I (become) very interested in China and (read) everything I could find about the country and its people. When I e ... (tell) my parents about my interest, (suggest) that I should write to a student of my age in China. I g (find) a pen friend on the internet. He lives in Shanghai and we (start) writing to each other nearly a year ago. Since then, we i (write) to each other (never visit) each other's every month. Of course, we (j). country, but we hope to in the future.

#### Grammar

## 1 Match a-d with 1-4 and complete with these words.

- 1 Focus attention on the example answer and review the use of adjectives and adverbs. You can refer them to the *Focus on grammar* box on page 42 if necessary.
- 2 Make sure that the students understand the instructions and give them time to write their answers individually.
- 3 Ask different students to report their answers to the class.

- 4						
$\boldsymbol{A}$	10	CI	149	n	EA.	<b>C</b> (
$\overline{}$			rv	•	,	٠.

1 b kind

- 3 d terrified
- 4 c exhausted

#### 2 Choose the correct words.

- 1 Focus attention on the example.
- 2 Make sure that the students understand the instructions and give them time to write their answers individually.
- 3 Ask different students to report their answers to the class.

#### Answers: \_

- b absolutely
- c quite
- d completely

#### 3 Choose the correct verbs.

- 1 Ask the students to read through the text.
- 2 Make sure that the students understand the instructions.
- 3 Give the students enough time to write their answers individually.
- 4 Ask different students to report their answers to the class. If students find the task difficult, you could refer them back to the Focus on grammar box on page 47.

#### Answers: \_

- b have also seen
- c was made
- d was
- e were living
- f had to
- g had made
- h used
- i was
- j preferred

## 4 Complete with the correct form of the verbs in brackets.

- 1 Ask the students to read through the text.
- 2 Make sure that the students understand the instructions.
- 3 Give the students enough time to write their answers individually.

4 Ask different students to report their answers to the class. If students find the task difficult, you could refer them back to the *Focus on grammar* boxes on pages 47 and 52.

#### Answers: \_

- b saw
- c have become
- d have read
- e told
- f suggested
- g found
- h started
- i have been writing
- i have never visited

#### **LESSON 3**

SB page 58

#### Reading

#### 1 Discuss these questions in pairs.

- 1 Focus attention on the picture. Ask the students what they know about disability and write their answers on the board.
- 2 Give students time to discuss the remaining questions and ask a few pairs of students to share their ideas with the class.

#### Students' own answers

## 2 Read about the Paralympic Games and answer this question.

- 1 Ask the students to read through the text quickly.
- 2 Ask students to report their answers to the class.

#### Answers:

The first Paralympic Games had athletes from 21 countries in nine sports events. Today, athletes from more than 160 different countries take part in more than 20 different sports.

## 3 Read the text again. Are these sentences True or False?

- 1 Go through the questions with the class and make sure that they know what information they need to find.
- 2 Ask the students to underline the parts of the

# Revision (

#### Reading

- 1 Discuss these questions in pairs.
  - a What is a disability?
  - **b** What problems can people have if they have a disability?
  - **c** What do you know about the Paralympic Games?
- Read about the Paralympic Games and answer this question.

In what ways has the Paralympic Games changed since the first competition?



#### Read the text again. Are these sentences True or False?

- **a** F The Paralympic Games is the biggest athletics event in the world.
- **b** A German doctor helped his patients to feel better about their futures.
- c Dr Guttman arranged the first Paralympic Games in 1948.
- **d** There has been a Paralympic Games every four years since 1960.
- e Most of the Paralympic competitors in the 2016 Paralympic Games did better than the athletes at the Olympic Games
- **f** Abdellatif Baka was faster than the best Olympic athlete in the same event.

#### Discuss these questions in pairs.

- **a** Do you enjoy watching the Paralympic Games? Why / Why not?
- **b** Are you surprised that Paralympic athlete can be faster than Olympic athletes? Why / Why not?

## The Paralympic Games

The Paralympic Games is the second biggest athletics event in the world, after the Olympic Games. The people who compete in the Games have disabilities: for example, they may be blind or have one arm.

The start of the event was thanks to the work of a German doctor called Dr Guttman. In the 1940s, he worked in a hospital in England with patients who had very bad injuries. Many of his patients could never walk again. However, Dr Guttman realised that he could help them to learn a new skill so they could find work. He also understood that sports and exercise could benefit their physical health and how they felt: sports gave them a reason to feel optimistic about life. In 1948, Dr Guttman arranged a competition, during the London Olympic Games, for athletes who could not walk. The competition was very successful.

A similar event took place in the next Olympic Games. Then, in 1960, the first Paralympic Games was arranged only for athletes with disabilities. The competition has been taking place every four years ever since. The first Paralympic Games had athletes from 21 countries in nine sports events. Today, athletes from around 160 different countries take part in more than 20 different sports.

Since 1960, Paralympic athletes have been changing how we see people with disabilities. We now know that a disability does not always stop people living a full life. In fact, some of the competitors in the 2016 Paralympic Games were able to run faster than the athletes in the Olympic Games. In the 1500 metre race, the Algerian Abdellatif Baka finished 1.5 seconds faster than the winner of the Olympic Games in the same sport. That was an absolutely amazing achievement.

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- text that give them the answer. This will make it easier to assess any mistakes later.
- Give the students enough time to read through the text again and write their answers.
- 4 Ask different students to report their answers to the class.

#### Answers: \_

- b T
- c F, it was arranged in 1960.
- d T
- e F, some of them did better.
- f T

#### 4 Discuss these questions in pairs.

1 Ask the students to read through the questions.



Read this situation and think about the

#### Situation

There are plans for a new hospital and school in your area and everyone is happy about this. However, there is disagreement about the location of the new buildings. Each of the two possible locations has good and bad points.

#### Location I

- This location is easy for people to
- The location is in an area which is not being used now.
- The cost of the building will be higher here.
- This location is noisy because it is near to busy roads, a station and an airport.

#### Location 2

- It will be cheaper to build the hospital and school here.
- The location is in a quiet part of the area.
- This location is not very easy for people to get to.
- To build here they will have to cut down trees where unusual birds and inserts live

#### Work in pairs.

- **a Student A** Ask your partner to help you choose the best location.
- **b Student B** Listen to your partner and give them advice using some of these expressions
  - If you ask me, the best location is ...
  - If I were you, I'd go for .
  - I really would/wouldn't choose .
- c Decide as a pair on the best location

#### **3** Work in groups.

- **a** Take turns to explain which location your pair has chosen. Use some of these expressions:
  - We think that the location should / must / would need to be ...
  - The best location is a place which
    is
  - We think it'd be a good idea to have ...
- **b** At the end of each talk, you can agree or disagree using some of these expressions:
  - That's a good idea. / I'll go along with that.
  - I'm not sure about that.
  - No, I'd prefer to have ...
- 4 Decide as a class on your preferred location

Revision

- 2 Put the students in pairs to discuss their answers to the questions and go around, helping as necessary. Encourage students to give reasons for their opinions.
- 3 Ask the pairs to report back to the class and encourage a class discussion.

Students' own answers

#### **Communication skills**

## 1 Read this situation and think about the best location.

- 1 Focus attention on the situation and check that the students understand what they need to do.
- 2 Give the students enough time to think about the best location and go around the class, monitoring and helping. Take note of any interesting points.

#### 2 Work in pairs.

- 1 Ask the students to work with a partner.
- 2 Make sure that the students understand the instructions and remind them to use the expressions in the box.
- 3 Go around the class, monitoring and helping. Take note of any interesting points.

#### Students' own answers

#### 3 Work in groups.

- 1 Put pairs together so that they are working in groups of four or six students.
- 2 Give the students enough time to prepare their talks. Go around the class, monitoring and helping. Take note of any interesting points. This can also be set for homework.
- 3 Ask different groups to report their discussions to the class.

#### Students' own answers

## 4 Decide as a class on your preferred location.

- 1 Ask one person from each group to explain their choices and begin a class discussion.
- 2 Write any relevant points on the board.
- 3 Have a class vote on the preferred location.

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#### LESSON 5

SB page 60

#### Extra Reading

## 1 Check the meanings of these words in your dictionary.

- 1 Write the words on the board. Say them aloud and get the students to repeat them.
- 2 Ask the students to look up the words in their dictionaries.
- 3 Make sure they understand the meaning of the words. Tell them you are going to give a simple explanation of a word and the students must tell you what word it is.

#### **Example answers:**

Teacher: It means disagree with

someone, usually by talking or shouting in an angry way.

Students: Argue.

4 Continue in this way with all the words in the exercise.

#### Answers:

argue: disagree with someone, usually

by talking or shouting in an

angry way

peacefully: in a calm, quiet way that is not

using violence

serious: bad and worrying

treat: behave towards someone in a

particular way

#### 2 Work in pairs and do the quiz.

- 1 Ask the students to read through the quiz quickly and check that they understand all of the questions.
- 2 Give the students time to ask and answer the questions in pairs. Go around the class, monitoring and helping. You might want to give them a time limit to complete the task.

#### Students' own answers

- 3 Do you think that you are a more tolerant person if you answered mostly a or mostly b to each question? Why?
- 1 Give the students enough time to discuss the questions in pairs or small groups. Go around the class, monitoring and helping.

#### **EXTRA READING**

Check the meanings of these words in your dictionary.

Work in pairs and do the quiz.

1 What do you do when your brother or sister does something you do not like?

- a | try to understand why he / she is doing this.b | get very angry with him / her.
- 2 There is a new student in your class. He / She does not speak Arabic very well. What do you do?
  - a I try to make him / her feel welcome. b I tell him / her to learn Arabic quickly
- 3 A tourist is taking a very long time to buy a ticket on a bus. What do you do?
  - a I help the tourist get his / her ticket.b I push past the tourist to get onto the bus.
- 4 You are having a family party. A new neighbour phones you to say that you are making a lot of noise. What do you do?
  - a Say sorry and ask your family to talk quietly.b Ask the neighbour to close his / her windows
- Do you think that you are a more tolerant person if you answered mostly a or mostly b to each question? Why?
- Read about why we should be tolerant and answer these questions.
  - **a** In what ways are you tolerant of other members of your family?
  - **b** Is it easy or difficult to be tolerant of your neighbours? Why?
  - c What different ideas and habits do you think tourists might have?
- 5 Discuss these questions in pairs.
  - **a** What examples of intolerance have you come across? Think about individuals and groups.
  - **b** What kind of social problems do you think there can be if people are intolerant?
  - c What do you think can be done to prevent intolerance?

If we describe someone as being tolerant, it means that they accept what other people are like even if they look different or have different ideas and opinions. Being tolerant of other people's differences is very important if groups of people are to live together without arguing or fighting.

et's be tolerant

Groups of all kinds need to be tolerant of each other in order to work together successfully. If children were not tolerant of their brothers and sisters, families would be arguing about differences all the time. In society, if people were not tolerant of others, there would be serious social problems.

Many people have to live closely together in big cities, but there are many differences between them. For example, people sleep and go to work at different times and they like different sports teams. It is very important to be tolerant of these differences. Try not to be too noisy when you know that your neighbours are sleeping, and always help other people when you can. We must also **treat** visitors to our country as our friends. It is important to be tolerant of tourists' different ideas and habits.

We all have a responsibility to show tolerance towards other people, even when we do not agree with their ideas. If we can all do this, we could all live together **peacefully** in the future.

#### PROJECT

- a Find out which sports teams are the most popular in your class. Ask students which teams they like best and why.
- b Write a report about which sports teams are the most popular and why. Explain why it is important to respect different people's likes and dislikes.
- c Use the article on page 53 as a model. Include photographs from the internet or magazines.

PAGES 45–48

- 2 Ask different pairs or groups to report their answers to the class. Encourage them to give a reason for their answers.
- 3 Find out how many students answered mostly **a** and how many answered mostly **b**.

#### Answers: -

You are a more tolerant person if you answered mostly a.

- 4 Read about why we should be tolerant and answer these questions.
- 1 Encourage students to read the questions first, before they read, so that they know what information to look for.
- 2 Give them plenty of time to read the text. Go

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- around the class, monitoring and helping.
- 3 When they have finished, students can compare their answers in pairs.
- 4 Check their answers as a class.

#### Suggested answers: —

- a I am tolerant of my younger brother when he asks me a lot of questions.
- b It can be difficult when they make a lot of noise, but usually it is easy because they are very kind people.
- c Students' own answers

#### 5 Discuss these questions in pairs.

- 1 Give students time to read the questions and to discuss their answers. Go around the class, monitoring and helping and make a note of any interesting ideas.
- 2 When they have finished, open it up into a class discussion.

#### Suggested answers: -

- a Students' own answers
- b People might argue or fight.
- c Students at school should be taught to be tolerant. Everyone should learn that we are often different, but this should not be a problem.

#### 6 Project

- 1 Read the instructions and make sure students understand the task.
- 2 Encourage the students to spend time researching the information in class by going round and asking other students.
- 3 When they have the information, students can write their reports. Encourage them to use photos or pictures with the article.
- 4 Take in their work to mark. You can display some of their work for the class to look at.

Students' own answers

# Revision C C

#### **A Language Functions**

1	Fini	sh the following	g dialogue:						
	Ade	l is preparing to g	go to the sports clu	ub.					
	Ade	l'm playing sp	peed-ball for the fi	rst time this aft	ernoon.				
	Ran	ni That's great!	Are you ready?						
	Ade	I'm not sure.	1 What should	I take (with	me)?	?			
	Ran	<b>ni</b> I think it'd be	a good idea to ta	ke some balls a	nd a racket.				
	Ade	l 2 <u>I'm not s</u>	ure about that	,	. I think there is only	one ball in			
		speed-ball, ar	peed-ball, and that is already there. 3Do you think I should wear long ?						
	Ran	i You can run l	petter in shorts.	trousers	5				
	Ade	4 <u>I agree.</u>			.OK. I'll wear shorts.				
	Ran	ni I want to kee	p fit like you. Wha	it would you su	ggest I do?				
	Ade	S You can	go to the gym e	very day.					
_									
2		_	ould say in each o		-				
			going to the beach	•					
			ith that./That's						
		triend says that ery good.	the new restaurar	nt is the best in	the area. You don't	think that it is			
		don't agree.							
			vou what makes a	good leader. Y	ou think that it is im	portant to be			
		Your teacher asks you what makes a good leader. You think that it is important to be tolerant and honest.							
	I	I think that a good leader is someone who is tolerant and honest/A good							
	le	leader should be tolerant and honest.							
		ou are very tall but you are not sure which sport to play. Ask a friend.							
	I	'm very tall. V	Vhich sport do	you think I :	should choose?				
В١	/oca	bulary and St	tructure						
3	Cho	ose the correct	answer from a, k	b. c or d:					
J					feels	exhausted.			
		very	<b>b</b> quite	completel					
		,	•		all, the man was abso	olutely			
	_					,			
	a	excellent	<b>b</b> angry	<b>c</b> delighted	<b>d</b> furious				
	3 W	/e	the present ten	se before we st	tudied the past tense	2.			
	(a	had learned	<b>b</b> learn		3				
	<b>4</b> TI	he man		one when his ca					
	a	has talked	<b>b</b> was talking	c had talked	d d is talking	9			



a has squash for ten years. That's why he's very good at it. a plays b was playing has played d did play 7 My little brother was quite	5	Hassan	revising all o	day today becaus	e he has an exam tomorrow.
a plays b was playing has played d did play 7 My little brother was quite by the film but he didn't cry. a terrified b kidnapped frightened d organised 8 Maryam to Aswan. a been never has never been c has been never d never has been 9 Judy is revising. Don't talk or you will her. a accept b adapt c bear didistract 10 The of a newspaper decides what news to put in it. a editor b emperor c exhibition d explorer 11 Some children can be and always tease their younger brothers and sisters. a criminal b dangerous cruel d dizzy 12 The road here, so should we go left or right? a shows splits c smokes d solves 13 What time does the netball game take this evening? a place b part c in d off 14 I think that the third goal was the of the game. It was great! a light highlight c high d hero 15 After her accident, Leila from special exercises to make her legs strong again. a been ritted b cooperated c proved d split 16 Everybody needs food, clothes and to live. a habit b hunter shelter d decision  4 Find and correct the mistakes in the following sentences: 1 We were amazing to see so many people at the supermarket today.  We were amazed to see so many people at the supermarket today.  17 Fine new hotel on the beach is very enormous.  18 I know Hala won't be late because you can always rely on her.  18 I know Hala won't be late because you can always rely on her.  18 I know Hala won't be late because you can always rely on her.  18 Ahmed is very pessimistic and always thinks good things will happen.  29 Ahmed is very pessimistic and always thinks good things will happen.  20 Ahmed is very pessimistic and always thinks good things will happen.  20 Ahmed is very potimistic and always thinks good things will happen.  21 Ahmed is very potimistic and always thinks good things will happen.		a has	<b>b</b> has been	c did	d was being
7 My little brother was quite	6	Tarek	squash for ter	n years. That's wh	ny he's very good at it.
a terrified b kidnapped of frightened d organised  8 Maryam		a plays	<b>b</b> was playing	<b>C</b> has played	d did play
to Aswan.  a been never has never been c has been never d never has been  9 Judy is revising. Don't talk or you will her.  a accept b adapt c bear distract  10 The of a newspaper decides what news to put in it.  3 deditor b emperor c exhibition d explorer  11 Some children can be and always tease their younger brothers and sisters.  a criminal b dangerous cruel d dizzy  12 The road here, so should we go left or right?  a shows splits c smokes d solves  13 What time does the netball game take this evening?  3 place b part c in d off  14 I think that the third goal was the form special exercises to make her legs strong again.  3 benefited b cooperated c proved d split  16 Everybody needs food, clothes and form special exercises to make her legs strong again.  4 Find and correct the mistakes in the following sentences:  1 We were amazing to see so many people at the supermarket today.  We were amazed to see so many people at the supermarket today.  We were amazed to see so many people at the supermarket today.  The new hotel on the beach is very play labsolutely enormous.  3 I know that Hala won't be late because you can always rely on her.  4 Ahmed is very pessimistic and always thinks bad things will happen.  Ahmed is very pessimistic and always thinks bad things will happen.  5 What were you doing last night at seven o'clock?  What were you doing last night at seven o'clock?	7	My little brother w	vas quite	by the film	m but he didn't cry.
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<ol> <li>We were amazing to see so many people at the supermarket today.         We were amazed to see so many people at the supermarket today.</li> <li>The new hotel on the beach is very enormous.         The new hotel on the beach is very big/absolutely enormous.</li> <li>I know that Hala won't be late because you can always rely in her.         I know Hala won't be late because you can always rely on her.</li> <li>Ahmed is very pessimistic and always thinks good things will happen.         Ahmed is very optimistic and always thinks bad things will happen.</li> <li>What were you doing last night on seven o'clock?         What were you doing last night at seven o'clock?</li> <li>I have been playing chess since seven years.</li> </ol>		a habit	<b>b</b> hunter	<b>C</b> shelter	<b>d</b> decision
<ol> <li>We were amazing to see so many people at the supermarket today.         We were amazed to see so many people at the supermarket today.</li> <li>The new hotel on the beach is very enormous.         The new hotel on the beach is very big/absolutely enormous.</li> <li>I know that Hala won't be late because you can always rely in her.         I know Hala won't be late because you can always rely on her.</li> <li>Ahmed is very pessimistic and always thinks good things will happen.         Ahmed is very optimistic and always thinks bad things will happen.</li> <li>What were you doing last night on seven o'clock?         What were you doing last night at seven o'clock?</li> <li>I have been playing chess since seven years.</li> </ol>	/1 Fi	nd and correct th	ne mistakes in the	following sent	ences:
<ul> <li>We were amazed to see so many people at the supermarket today.</li> <li>The new hotel on the beach is very enormous.  The new hotel on the beach is very big/absolutely enormous.</li> <li>I know that Hala won't be late because you can always rely in her.  I know Hala won't be late because you can always rely on her.</li> <li>Ahmed is very pessimistic and always thinks good things will happen.  Ahmed is very pessimistic and always thinks bad things will happen.  Ahmed is very optimistic and always thinks good things will happen.</li> <li>What were you doing last night on seven o'clock?  What were you doing last night at seven o'clock?</li> <li>I have been playing chess since seven years.</li> </ul>				•	
<ul> <li>2 The new hotel on the beach is very enormous.  The new hotel on the beach is very big/absolutely enormous.</li> <li>3 I know that Hala won't be late because you can always rely in her.  I know Hala won't be late because you can always rely on her.</li> <li>4 Ahmed is very pessimistic and always thinks good things will happen.  Ahmed is very pessimistic and always thinks bad things will happen./  Ahmed is very optimistic and always thinks good things will happen.</li> <li>5 What were you doing last night on seven o'clock?  What were you doing last night at seven o'clock?</li> <li>6 I have been playing chess since seven years.</li> </ul>					
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<ul> <li>3 I know that Hala won't be late because you can always rely in her.  I know Hala won't be late because you can always rely on her.</li> <li>4 Ahmed is very pessimistic and always thinks good things will happen.  Ahmed is very pessimistic and always thinks bad things will happen./  Ahmed is very optimistic and always thinks good things will happen.</li> <li>5 What were you doing last night on seven o'clock?  What were you doing last night at seven o'clock?</li> <li>6 I have been playing chess since seven years.</li> </ul>	_				dutelu enormous
<ul> <li>I know Hala won't be late because you can always rely on her.</li> <li>4 Ahmed is very pessimistic and always thinks good things will happen.</li> <li>Ahmed is very pessimistic and always thinks bad things will happen./ Ahmed is very optimistic and always thinks good things will happen.</li> <li>5 What were you doing last night on seven o'clock? What were you doing last night at seven o'clock?</li> <li>6 I have been playing chess since seven years.</li> </ul>	2				•
<ul> <li>4 Ahmed is very pessimistic and always thinks good things will happen.  Ahmed is very pessimistic and always thinks bad things will happen./  Ahmed is very optimistic and always thinks good things will happen.</li> <li>5 What were you doing last night on seven o'clock?  What were you doing last night at seven o'clock?</li> <li>6 I have been playing chess since seven years.</li> </ul>	3				
Ahmed is very pessimistic and always thinks bad things will happen./ Ahmed is very optimistic and always thinks good things will happen.  5 What were you doing last night on seven o'clock?  What were you doing last night at seven o'clock?  6 I have been playing chess since seven years.	4			_	•
Ahmed is very optimistic and always thinks good things will happen.  5 What were you doing last night on seven o'clock?  What were you doing last night at seven o'clock?  6 I have been playing chess since seven years.	-		-	_	- ''
<ul> <li>5 What were you doing last night on seven o'clock?</li> <li>What were you doing last night at seven o'clock?</li> <li>6 I have been playing chess since seven years.</li> </ul>		_	•	-	
What were you doing last night at seven o'clock?  6 I have been playing chess since seven years.	5	_	•	-	
6 I have been playing chess since seven years.		-			lock?
	6	_			
I have been praying chess for seven dears.	J				

#### **C Reading Comprehension**

#### 5 Read the following passage, then answer the questions:

People have been playing sports in Egypt for thousands of years. There are ancient Egyptian pictures that show people boxing, weight-lifting, swimming and doing athletics. They also show boat races. There were team sports, too, and the players used balls that were made from papyrus and leather. We also know about the sports from ancient texts. We know that the rules which we use today have been followed since ancient times. The ancient Egyptians had referees to check that the sports were played correctly and there were uniforms and sports equipment for the competitors. Pharaohs and important people used to watch the sports with many other spectators. Losers were *congratulated* for taking part and there were awards and prizes for the winners. They were given something like today's medals, with different colours showing if they were first, second or third.



- 1 How do we know about ancient Egyptian sports? <u>There are ancient pictures that show the sports and also ancient texts.</u>
- 2 Who used to watch these sports? *Pharaohs*, *important people and other spectators used to watch them*.
- 3 Why do you think that the rules we use today are not very different from those in ancient times? <u>Suggested</u>: <u>Because the sports are the same and the rules are successful</u>, so there is no need to change them.
- 4 Do you think that people will always play the sports in the article? Why/Why not?

  Suggested: Yes, because the sports are fun and are a good way to keep you fit and healthy.
- 5 What do you think the word congratulated means?
  - a given money b punished given kind words d not allowed to play again
- 6 What does the underlined word they refer to?
  - a competitors **b** athletes **c** ancient pictures **b** boats

#### 6 Answer only THREE (3) of the following critical thinking questions:

- 1 What do you think teenagers can do to avoid getting bad habits?
  - Suggested: They can communicate with their parents and learn that it is important not to be late for school, to do their homework, etc.
- 2 Why do you think that the boys in Lord of the Flies were often cruel to each other?
  - Suggested: They were young and they had not learned that it was important to cooperate with each other and to be tolerant in order to live together successfully. They did not have any adults to help them.
- 3 Do you think it was a good idea for Jack to light a fire in Lord of the Flies? Why/Why not?
  - Suggested: It was not a good idea because if all the island burned, they would have big problems. However, it became a good idea because a passing ship saw it, and they were rescued.
- **4** How do you think sportsmen and sportswomen feel when they win a competition? Why? They feel very proud because they have won something for their country.
- 5 What new sports do you think should be in the Olympic Games? Students' own answers

#### **D** The Novel

#### 7 Answer the following questions:

- 1 What did Gulliver do to the boats in Blefuscu's harbour?

  He pulled them away from the harbour with hooks and chains.
- 2 Why do you think that Gulliver did not want to help the King attack Blefuscu?

  Suggested: He probably did not think it was fair to attack Blefuscu and he did not want anyone to be put in prison.
- 3 Why did some of the King's advisers want to punish Gulliver?

  Because they thought he wanted to work with the King of Blefuscu.



- 4 Do you think that some of the people of Lilliput are very cruel? Why/Why not? Suggested: Yes, they very are cruel because they want to kill Gulliver and some of them want to make him blind and stop giving him food.
- **5** Why do you think that the sailors from *The Adventurer* left Gulliver on the island? They saw the giant on the beach and were probably terrified. They wanted to escape in the boat as quickly as possible.

I realised that nothing is big or small unless you compare it with something else. Perhaps there is another land where even these giants may feel small and unimportant.

- 6 Where is Gulliver when he says this? He is hiding in a field on the island of the giants.
- 7 How did Gulliver feel at this time compared to how he felt in Lilliput? At this time he felt small and unimportant. In Lilliput he felt strong and important.
- 8 What happened to Gulliver after he said this? A giant found him and picked him up.

#### **E** Writing

- Write about ONE HUNDRED (100) words on ONE (1) of the following:
  - a an email to a cousin Sami/Sara about how you can become a better teenager
  - b an email to your English friend Oliver/Olivia about a sport that you think they should play. Say why

Students' own answers

#### **F** Translation

- A Translate into Arabic:
  - 1 I think it would be a good idea to have Hassan as our leader.

اعتقد ان اختيار حسن كقائد فكرة صائبة.

2 Hamdi feels absolutely exhausted after the tennis match.

شعر حمدي بالإرهاق الشديد بعد ماتش التنس.

- **B** Translate ONE (1) sentence only into English:
- لقد لعبنا الإسكواش بانتطام في الأسبوعين الماضيين. We have been playing squash regularly for the last two weeks
- إنها فكرة جيدة دائمًا أن تتعاون مع الآخرين.

It is always a good idea to cooperate with other people.

## Practice Test 1

PRACTICE TEST

#### **A Language Functions**

#### 1 Finish the following dialogue:

Two students are working on a school project.

Hamdi Do you think that we've finished the project now?

Nasser It's good, but we could do more. 1 Why don't we include some photos?

Hamdi Include photos? Yes. 2 That's a good idea.

**Nasser** We could make a video, too.

Hamdi 3 I'm not sure how we'd do that./We can't do that. We haven't got time.

Nasser I've found some photos. 4 Surely the best place for the photos is at the top ?

Hamdi Let's put two at the top and two at the bottom.

**Nasser** OK, how does this look? I think it's good.

Hamdi 5 If you ask me/In my opinion, we've done an excellent job/it's excellent.

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

- 1 You meet a new friend when you are on holiday and you want to know their date of birth. When were you born?
- 2 A friend asks you why you enjoy living in your area. It is because the neighbours are very friendly.

The best thing about living here is the friendly neighbours./I enjoy living here because the neighbours are very friendly.

3 Your friend suggests that all the students in your class visit a student who is in hospital. You like this idea, but you know that only four people are allowed to visit each time.

Although going to visit him/her is a good idea, we mustn't forget that only four people are allowed to visit each time.

4 A tourist asks you if you know a good restaurant. You know that the Blue Restaurant opposite is very good.

I'd recommend the Blue Restaurant opposite./I'd suggest eating at the Blue Restaurant opposite.

#### **B Vocabulary and Structure**

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

1 They asked the man for his			status, and he	status, and he said that he was married.			
	a marry	<b>b</b> marital	<b>c</b> material	<b>d</b> medium			
2	People often continue working.		when they are about 65, alth				
	a grow up	<b>b</b> return	<b>c</b> reward	d retire			
3	Hussein's grandfat	her wrote p	oems until his	in 2016.			
	a die out	<b>b</b> kill	death	<b>d</b> device			
4	The story is very _		We all laughed when w	e read it.			
	a toxic	<b>b</b> efficien	t <b>C</b> amusing	<b>d</b> amazing			
5	In Japan, they ofte	n don't coo	k fish but they eat it	·			
	a straw	(b) raw	<b>c</b> rare	d rapid			



6	You can always co	unt	Hala if you need he	lp. She's always very reliable.
	a up	<b>b</b> in	c from	don
7	Hassan doesn't like	e working in teams	, so he prefers	sports.
	<b>a</b> individual	<b>b</b> normal	<b>c</b> industry	<b>d</b> mass
8	The new factory w	/ill	cars and buses.	
	a manage	manufacture	<b>c</b> promote	<b>d</b> conquer
9	When was the last	t time that you	your cou	ısins?
	a have seen	<b>b</b> seeing	csaw	<b>d</b> see
10	We	to some childrer	n on the radio at the n	noment.
	are listening	<b>b</b> listening	<b>c</b> listen	d listened
11	Dina is the girl			
	a who	<b>b</b> whose	<b>c</b> that	<b>d</b> which
12	I have never read a	a poem	didn't make me	think.
	a what	<b>b</b> who	that	<b>d</b> whose
13			_ four times a day.	
			<b>c</b> is taken	
14	lt	that our cities are	becoming warmer each	-
	a believed	<b>b</b> believe	cis believed	<b>d</b> believes
15	Heba was sitting in	n a traffic jam wher	n her train	the station.
	a leave	<b>b</b> has left	<b>C</b> left	d has been leaving
16			lake in the world.	
	a deeper	<b>b</b> deepest	c as deep	the deepest
<b>4</b>				
•			following sentences	
1			olice can define them. can fine you.	
2				of nuts. Check the expiry
	date on the lat	bel before you b	buy that bag of n	uts.
3	•			competition. We had to
4			n <i>bejore we could</i> pping centre. <i>They tu</i>	<u>l enter the co</u> mpetition. urned
	-		rg centre.	
5			nce primary school. <u>I h</u>	
	my best friend	since primary.	school.	
6	My uncle has lived	in France since three	vears Mu uncle	

#### **C Reading Comprehension**

#### 5 Read the following passage, then answer the questions:

has lived in France for three years.

Which job do you want to do when you leave school? 150 years ago, there were not many choices. Some people took academic jobs such as becoming a lawyer or an accountant. Others took jobs that needed vocational skills, such as being a farmer. Today, however, there are hundreds of new kinds of jobs which we did not have just ten years ago. This is good news for young people today, because there are many new and exciting jobs that they can do.

An example is computer programming for mobile phone companies. Mobile phones are developing every year, and the phone companies need people to help to develop them even more. Another new job is something called library science. This is knowing how to understand information on the internet. This is very important for businesses which have a lot of information about their *customers*, and want to know how to use <u>it</u> so they can sell them things. So there are a lot of opportunities for work in the future, but they may not be jobs that you have heard of before.



- 1 Who is the article written for?
  - It is written for young people who might want a job.
- 2 Why do you think that older people might not know about some of today's jobs?

  Because we did not have these jobs just ten years ago, so older people might not know about them.
- 3 What do you think the word *customers* means?
  - The people that businesses want to sell things to.
- 4 Do you think that there are a lot of opportunities for work in the future? Why/Why not? Suggested: Yes, because there are more new jobs.
- 5 The main idea is that jobs in the future \_\_\_\_\_
- a will be vocational jobs
  b will be the same as 150 years ago
  d might not exist today
  d might be the same as 10 years ago
- 6 Which of the following jobs could people not do 150 years ago?
- a vocational jobsb academic jobsc computer programmingd farming

#### 6 Answer only THREE (3) of the following critical thinking questions:

- 1 How do you think Professor Magdi Yacoub's ability to adapt helped him in his career?

  Suggested: He was able to learn how to do new things in different places in Egypt and also around the world.
- 2 Why do you think that it is important to research new treatments for people?
  - Suggested: Because there are many diseases which we cannot treat at the moment. Research might help treat them in the future.
- 3 How do you think that the factory workers felt when they turned into fish?
  - Suggested: They probably felt very frightened, and also ill, because the water they were in was very dirty.
- 4 Do you think that all food should have a label of ingredients? Why/Why not?
  - Suggested: If there is more than one ingredient, then I think it should have a label of ingredients so that you know what the food is made of and when it was made.
- 5 Which do you think is the most important food safety advice? Student's own answers

#### **D** The Novel

#### 7 Answer the following questions:

- 1 Why did Lemuel Gulliver work as a surgeon on a ship?
- There was not much work for a surgeon in London and he needed to find work and more money.
- 2 Why couldn't Gulliver stand up when he woke up on the beach after the storm?
  - Because his arms, legs and hair were fastened to the ground.
- 3 Do you think that it is funny that it took the little men all night to take Gulliver to their capital? Why/Why not?
  - Yes, because the capital was only one kilometre away. Gulliver could walk this far in a few minutes.
- 4 How did the guards punish the people who shot arrows at Gulliver?
  - They tied their hands together and pushed them towards Gulliver.
- 5 Why do you think that Gulliver did not want to try to escape from the capital?

  <u>Suggested: Perhaps he was interested in the little people and wanted to learn more about them.</u>

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They put ladders against my shoulder and carried baskets and containers up to my mouth. They could not believe how much I drank and ate, but they seemed pleased.

6 Why did the people have to put ladders against Gulliver's shoulders to carry the food to his mouth?

Because they were very small.

- 7 Why did Gulliver feel that he could trust the people after that?

  Because they gave him food so he knew they did not want to kill him.
- 8 Who spoke to Gulliver after he ate and what did he tell Gulliver?

  The King of Lilliput spoke to him. He said that he could not escape and that they would move him somewhere.

#### **E** Writing

8	Write about ONE HUNDRED (100) words on ONE (1) of the following
---	---

- a an email to your friend Hany/Hana about *The Iron Woman*. Tell your friend about the story and why you like it
- **b** an email to your English friend Sam about older people that you know who are still working. Tell Sam about their work and why they continue to work

3	, ,	
Students' own answers		

#### **F** Translation

#### A Translate into Arabic:

1 The food safety organisation cannot check all the food that is sold.

2 Ted Hughes worked in a zoo, where he learnt a lot about animals.

**B** Translate ONE (1) sentence only into English:

- ا كم مرةً تأكل رقائق البطاطس أو تتناول المشروبات الغازية؟ How often do you eat crisps or have soft drinks?
- عندما كانت أصغر سنًّا . أرادت نبيلة أن تكون طبيبة عندما كانت أصغر سنًّا . <u>Nabila wanted to be a doctor when she was younger</u>.

# Practice Test 2

#### **A Language Functions**

1	Finish the following dialogue:							
	Fady is	s with Amir and	d wants to buy a t	icket a	t a railway stati	on.		
	Fady	I haven't used a ticket?	the machine in th	he railv	vay station befo	ore. Do	you know how t	o buy
	Amir	1 I know th	nat!		You to	uch the	screen to buy a	ticket.
	Fady	OK, I see now	now. I tell it where I want to go. Where do I put the money?					
	Amir	2 I'm not s	ure.					?
	Fady	No, the mone	ey won't go in the	re.				
			achine is broken. fice/Why don't					
	Fady	From the ticke	et office? Perhaps	you're	right.			
	Amir	I'm giving a ta	alk about machine	s tomo	orrow.			
	Fady	4 Why don	't you tell then	n abo	ut what hap	pene	d to me?	
	Amir	Good idea. I'l	l start the talk by t	telling <sup>.</sup>	them about wh	at happ	pened to you.	
	Fady	How will you	finish?					
	Amir	5 To conclu	ıde, I'll tell th	em th	at machines	s do n	ot always wo	<u>rk!</u> .
	Fady	You're right!	Machines do not a	always	work!			
2	<ol> <li>Write what you would say in each of the following situations:</li> <li>You win a poetry prize. Tell your friend that it was a big surprise to win it.         The prize/Winning was out of the blue!     </li> <li>Someone asks you what a cherry is. You think that it is a fruit.         I think it's a fruit, but I'm not sure./I have an idea it's a fruit.     </li> <li>You started a talk about cities. The next part is about Port Said.         In the next part of my talk, I'll tell you about Port Said.     </li> <li>A friend has lost his/her book. You think that he/she should look in the playground.         Why don't you look in the playground?     </li> </ol>							
		ulary and Sti		L	J.			
3			answer from a, hile they			on		
		ought	b have bought		buy		were buying	
		_	Chinese food, but		,	U	were buying	
		never ate	<b>6</b> .		=	4	was never eating	a
			a hote				יימט וובייבו במנוווי	9
	-				used to have		have	
			like tennis			_		
			<b>b</b> used	_	used to			

PRACTICI TEST

5	The history test w	as the	test that we've h	test that we've had this year.			
	a difficult	<b>b</b> most	<b>c</b> more	most difficult			
6	Your younger brot	her is	you now.				
(	as tall as	<b>b</b> taller	c tallest	d as tall			
7	This bakery makes	i	amazing cakes!				
	a extremely	<b>b</b> awfully	<b>C</b> absolutely	d very			
8	Usian Bolt is a run	ner	won many races.				
	a whose	<b>b</b> who's	c which	d when			
9	We heard the	of a	car coming up the roa	nd.			
	a soup	<b>b</b> hear	sound	d souvenir			
10	When they climbe	d to the top of the	e mountain, it was a re	eal			
	a trophy	<b>b</b> trumpet	<b>c</b> truck	triumph			
11		oks and there was or the younger chi	no television in the ho ildren to read.	otel, so they brought			
	Comics	<b>b</b> comedy	c compass	d concert			
12	Ali likes to listen to	o music in his	time.				
	a speech	<b>b</b> special	spare	d specific			
13	There are a lot of	these birds in our g	garden. They are very				
	common	<b>b</b> comfortable	<b>c</b> confused	d complete			
14	If he is a	footballer,	people pay him to pla	ay.			
	a lifelong	<b>b</b> professional	<b>c</b> professor	d programme			
15	My cousin has wri	tten a book and $\_$	it as a	n ebook.			
	_	<b>b</b> conquered					
16	The teacher	the cla	ss into two groups.				
	<b>a</b> split	<b>b</b> spilled	<b>c</b> spelled	d spent			
1 Fi	nd and correct th	e mistakes in the	e following sentence	ac.			
•			r hands when things b				
				ren things become difficult.			
2		-	ut only by about half a				
Ī				by half a centimetre!			
3		-	nd tractors under two				
,	. , , ,	•	•	rs under two years old.			
4	Manal is 14 and h			ns areact two years ova.			
4				ans			
			ennis for eight ye				
5			ner when he was your	_			
_				vhen he was younger.			
6				nen the storm became stronger.			
	ine men knew	tney were in a c	ay jicuit situation	when the storm became stronger.			

PRACTIC TEST

#### **C Reading Comprehension**

#### 5 Read the following passage, then answer the questions:

The Red Sea, which is between Asia and Africa, is one of the warmest seas in the world. It is 2,333 kilometres long and *up to* 330 kilometres wide. At its deepest point, it is about 1,800 metres deep. The temperature of the water is between 21 degrees in the winter and 27 degrees in the summer. The south of the Red Sea is the home of many rare kinds of fish. Twenty percent of the fish that live here have not been seen anywhere outside the Red Sea.

People often want to know where the name of the Red Sea comes from, but there is more than one answer. People used to think that <u>it</u> was because the sun shining on the sea in the morning and the evening made the water look red. However, today the most common theory is that there are plants growing in the water which sometimes turn the normally bluegreen water to a red colour.

- 1 What is the most common theory for the Red Sea having this name?
  - There are plants growing in the water which turn the normally blue-green water to a red colour.
- 2 What do you think the words up to mean?

#### At the most

- 3 Why do you think that so many fish live in the Red Sea?
  - Because it is one of the warmest seas in the world.
- 4 Why do you think that it will be important to protect the fish in the Red Sea in the future?

Because so many rare fish live there, and because tourists want to see them.

- 5 What is 1,800 metres deep?
  - a all of the Red Sea
- **b**some of the Red Sea
- c the place where fish live
- d the warmest part of the Red Sea
- 6 What does the underlined word it refer to?
  - athe colour of the sea
- **b** the most important question
- c the name of the sea
- d the sun

#### 6 Answer only THREE (3) of the following critical thinking questions:

- 1 How do you think schools should help students with dyslexia?
  - Suggested: Because people with dyslexia are often very intelligent. People thought they were lazy because they did not understand that they found it difficult to read and write.
- 2 What would be the most difficult things for you if you were colour-blind?
  - It means that you cannot see colours in the same way as other people.
- 3 Do you think the workers at the bakery were friendly or cruel when they teased Charlie in Flowers for Algernon? Why?

#### Because he was not very clever.

- 4 Why do you think that so many people have lost their lives on Mount Everest?
  - Because it is so high and so dangerous to climb.
- 5 Why do you think that Reinhold Messner wanted to climb to the top of Mount Everest without the use of oxygen bottles?
  - It was a challenge for him. He wanted to show that it was possible.

PRACTICI TEST

#### D The Novel

#### 7 Answer the following questions:

- 1 Why did the King tell his people that they needed a licence to see Gulliver?

  He was worried that they would all stop working in the fields to see Gulliver, so the licence would stop so many people doing this.
- 2 How was Gulliver able to communicate with the King?

  He was good at languages and soon learnt their language.
- 3 Why did Gulliver put the King's soldiers into his pockets?

  So that they could search him for weapons that might be dangerous for them.
- 4 Why do you think that the adviser Skyresh Bolgolam did not trust Gulliver?

  He probably understood that Gulliver could do a lot of damage to the city and its people.
- 5 Do you think that it is important to argue about whether people should wear high or low heels? Why/Why not?

Suggested: No, it is not. The author is showing that political arguments are often ridiculous.

When he had left, I sat down and thought about what I had promised. Had I done the right thing? I did not want to hurt anyone, but it seemed the time for fighting was near.

- 6 What did Gulliver agree to do? <u>He agreed to help the King in his fight with Blefuscu</u>.
- 7 Who was going to attack Lilliput?

Their enemies from Blefuscu.

8 Why were the two countries fighting?

Because the people who did not agree about how to break an egg
went to Blefuscu where they were welcomed as friends. The people of
Lilliput did not like this.

#### Write about ONE HUNDRED (100) words on ONE (1) of the following:

- a an email to your friend Magda/Magdy giving him/her advice about how to do well at school
- **b** an email to your English friend Alex. Tell him/her about the differences between your school now and your school five years ago

Students' own answers

#### **F** Translation

#### A Translate into Arabic:

1 I have never climbed a mountain that was very dangerous.

لم أتسلق أبدا جبلا خطر جدا.

2 Where did your cousins use to live before they moved to Cairo?
أين إعتاد أقربائك أن يعيشوا قبل أن ينتقلوا الى القاهرة؟

**B** Translate ONE (1) sentence only into English:

1 - ذلك الطائر الأسود هو أكثر الطيور شيوعًا في مصر. <u>That black bird is the most common bird in Egypt.</u>

2 - كنتُ أمشي إلى المدرسة عندما رأيتُ عالمًا شهيرًا . I was walking to school when I saw a famous scientist.

# Practice Test 3

#### **A Language Functions**

1	Finish the following dialogue:					
	Mariam a	and Zeinab a	are talking about the	ir book club.		
	Zeinab	We need a	new leader for our l	oook club.		
	Mariam	I agree. 1	What should a goo	d leader be like	?/What qual	ities should a _?
	Zeinab	It's importa think shou	ood leader have? ant for a leader to be Id be the leader of o	imaginative, patie ur book club?	ent and sensib	le. Who do you
	Mariam	We could a	ask Sara to be the lea	ader.		
	Zeinab	2 I disag	iree	Marwa would	make a better	leader than Sara.
	Mariam	But Sara is	very imaginative. Sh	e always chooses	good books.	
	Zeinab	She is imag	ginative but 3 <u>but s</u>	he is not patie	ent	
	Mariam	You're righ	t, Sara is not the righ	nt person. 4 <u>How</u>	rabout Hal	<u>a</u> ?
	Zeinab	5 That's	a good idea	Hala is pa	tient, sensible	and imaginative!
	<ol> <li>Write what you would say in each of the following situations:         <ol> <li>A friend wants to try boxing, but you think that this is a dangerous sport.</li></ol></li></ol>					
В١	/ocabula	ary and St	ructure			
3			answer from a, b,			
	-		ne to school today be			
	a a ve	,	,			
	aterr		down the mountain,			<u> </u>
			<ul><li>b frightened</li><li>the boo</li></ul>	c afraid	d happy	
			the boo			
		reading	nswer the phone bed			ther's car
			<u> </u>			
	a was	SHEU	<b>b</b> was washing	t iidu wasiieu	u 11d5 Wd	sileu

RACTIC TEST

5	I've	tennis all morni	ng. That's why I'm	n very tired!
	a play	<b>b</b> been played	<b>c</b> playing	<b>been playing</b>
6	Ali	very busy recentl	y. That is why he	didn't come to the sports club
	yesterday.	4-		
	a is	<b>b</b> has been	c was	d has been being
7	Now Hany is a go	od sportsman but h	e	_ like sports.
	a didn't used to	<b>b</b> didn't use to	<b>c</b> did used not	to d use to not
8	My laptop hasn't	worked very well sir	nce I	it last month.
	a have dropped	<b>b</b> was dropping	dropped	d have been dropping
9	Warda came third	and won a	medal.	
	a box	<b>b</b> gold	<b>c</b> silver	<b>d</b> bronze
10	When we were ca	amping, we sat arou	and the fire until it	t went
	a off	<b>b</b> on	cout	<b>d</b> in
11	Did you lose your	watch or did some	one	it?
	a split	<b>b</b> steal	<b>c</b> steam	d stretch
12	Omar is never late	e. You can always	Or	n him.
	a succeed	<b>b</b> benefit	rely	<b>d</b> take
13	We were	to hear tha	at a boat sank in t	the Mediterranean.
(	shocked	<b>b</b> stuck	<b>c</b> set up	d starved
	_			ks anything bad will happen!
	a individual	<b>b</b> pessimistic	coptimistic	<b>d</b> ashamed
15	How often does t	he Football World C	Tup	take place?
	a vaccination	<b>b</b> competition	c cooperation	<b>d</b> foundation
16	Many	ingredients ar	e unhealthy; natu	ıral foods are better.
(	artificial	<b>b</b> preservative	<b>c</b> expiry	<b>d</b> valid
<b>/</b>				
		e mistakes in the	_	
1		e to take the train to		
	_			airo is a good one.
2				money for taking part.
	•		_	et any money for taking part.
3		the race and won	=	
		st in the race ar a bronze meda		medal./Tamer was third in th
4		ry, I think it's absolute		
4		-	-	lutanible luanubad
_		ike when a car hit h		ly terrible./very bad
3		iding his bike w		him
c				TUUTU.
O		ng that pollution ca <i>own that pollu</i>		50050
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#### **First Term Practice Tests**

#### **C Reading Comprehension**

#### 5 Read the following passage, then answer the questions:

TES

Hi Nawal,

How are you? I wanted to tell you about a new sport that I have started playing. It is called speed-ball. It's a game that was invented by an Egyptian called Mohamed Lotfy in 1961. I've been playing it at the sports club this month. I really like it! You can play it on your own, or as a team sport with two or four players. I started playing it in a team of two people. The game is a bit like tennis. You have to hit a ball with a racket, but the ball is *attached* to a pole. If the other team returns the ball, you have to hit the ball again. If they do not return it, you get a point. We've played six games and we've won five of them!

I have also been playing some games on my own. You have to hit the ball as often as you can in one minute. After <u>this</u>, I feel absolutely exhausted!

Perhaps you would like to play with me one day.

Best wishes,

Nevine

1 What do you think the word attached means?

#### Connected or joined to

2 In what ways is speed-ball different to tennis?

In speed-ball, the ball is attached to a pole and you can play the game on your own.

- 3 Do you think that it is easy to play speed-ball on your own? Why/Why not?

  Suggested: No, it must be quite difficult because Nevine feels very tired after the games.
- 4 How do you know that Nevine's team is good at speed-ball? Because they have won five of their six games.
- 5 How many people can play speed-ball?
  - a one or four people

one, two or four people

c two or four people

d any number of people

- 6 What does the underlined word this refer to?
  - a speed-ball games

**b** team games

playing on your own

d games at the sports club

#### 6 Answer only THREE (3) of the following critical thinking questions:

1 Do you agree that you need goals to be successful? Why/Why not?

Students' own answers

2 In Lord of the Flies, why do you think that Jack told the boys there was a frightening wild animal on the island?

<u>Suggested</u>: He wanted to be the leader. If the other boys believed him, they would want him as their leader because he promised to protect them and give them meat.

3 Why do you think that the boys stopped fighting in Lord of the Flies?

They stopped fighting when adults arrived from a passing ship, so the adults probably told them what to do. Before this, they had nobody to control them so they fought.

4 Do you think that squash should be an Olympic sport? Why/Why not?

Suggested: Yes, because it is a difficult game to play but it is exciting to watch.

5 Do you think that Charlie in *Flowers for Algernon* was happier after his operation? Why/ Why not?

Suggested: No, he was not happier because he understood that some people had been cruel to him and he understood what the scientists were doing to him.

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#### **First Term Practice Tests**

PRACTICE TEST

#### **D** The Novel

#### 7 Answer the following questions:

1 Do you think that it was fair that Gulliver pulled the ships from Blefuscu harbour? Why/Why not?

Suggested: Yes, it was fair. He did not hurt anyone, but he stopped the ships from attacking Lilliput.

2 Why did Gulliver's life in Lilliput become more dangerous?

Because he did not want to help the King attack Blefuscu. The King's advisers then wanted to punish him.

3 In what ways was the King of Blefuscu different to the King of Lilliput?

He was kinder to Gulliver. He did not want to use him to attack Lilliput and he was happy to help him to leave the island.

**4** Why do you think that Gulliver didn't try to return to *The Adventurer* but explored the island of the giants instead?

Suggested: Perhaps he was interested to find out more about the island, or perhaps he did not think that The Adventurer would wait for him.

5 Why was Gulliver frightened of the baby giant?

Because he did not know what the baby was going to do next. The baby tried to put him in her mouth and then dropped him.

"I've told you what's planned for you. It's best if you're prepared for what's to come."

- 6 Who says this to Gulliver? One of the King's advisers says this.
- 7 What does he say is planned for Gulliver? The King's advisers want to remove him from the land, and some of them want to punish him. They want to kill him or blind him and not give him any food.
- 8 What does this say about the King and his advisers?

  It shows that they can be very cruel.

### Write a paragraph of about ONE HUNDRED (100) words on only ONE (1) of the following:

- a what it would be like to live on an island with a group of children
- **b** a sport that you like to watch on television

Students' own answers

#### **F** Translation

- A Translate into Arabic:
  - 1 The arrival of the adults changed the way the boys behaved.

حضور أحد البالغين/ الكبار غير طريقة سلوك الأولاد.

2 I think that Amal has got an absolutely awful headache.

أعتقد أن أمل لدمها صداع مؤلم حدًا.

- **B** Translate ONE (1) sentence only into English:
- 1 يعيش أقربائي في (مدينة) الأقصر منذ عشرة أعوام. My cousins/relatives have been living in Luxor for ten years.
- التسامح مع الآخرين مهمُّ جدًّا، خاصةً عندما تكون صغيرًا.

  Tolerance of other people is very important, especially when you are young.

## UNIT 10

# WHERE TODAY'S FOOD COMES FROM

SB pages 61-65

WB pages 61-64

#### **Objectives**

#### Listening

Listening for gist and specific information

#### Grammar

Reported speech

#### Reading

Reading to check predictions and for detail

#### **Critical thinking**

Looking at the uses of genetic engineering

#### **Functions**

Giving advice and instructions

#### Writing

Writing a magazine article



#### **LESSON 1**

SB page 61

WB page 61

#### Before using the book:

- Ask the students to tell you the names of all the healthy food they know, such as apples, fish, vegetables and so on, and write the words on the board.
- Ask the students to tell you which of this food is produced or grown in Egypt and which comes from other countries.
- Ask them where we normally grow food.

#### Listening

#### 1 Discuss this question in pairs.

- 1 Ask the students to look at and describe the two pictures.
- 2 Ask the pairs to read the question and to discuss their answers.
- 3 Ask different students to report their answers to the class.

#### Suggested answers: -

The pictures show that modern technology is used in agriculture, and that there are different ways to use it.

#### 2 Check the meanings of these words in your dictionary.

- 1 Write the words on the board. Say them aloud and get the students to repeat them.
- 2 Ask the students to look up the words in their dictionaries.
- 3 Make sure they understand the meaning of the words. Tell them you are going to give a simple explanation of a word and the students must tell you what word it is.

#### **Example:**

Teacher: This describes something that will kill or hurt someone if they eat or drink it.

Students: Poisonous.

4 Continue in this way with all the words in the exercise.

Chorense.	
Answers:	
fertilizer:	something that you put on the soil
	to help plants to grow
genetically modified:	describes crops that have been
	scientifically changed to improve
	them
organic:	produced without chemicals that
	are harmful to the environment
pesticide:	a chemical that is used to kill
	insects that damage crops
poisonous:	describes something that will kill
	or hurt someone if they eat or
	drink it
spray:	to make liquid come out of a
	container in very small drops

#### 3 Listen and answer these questions.

- Ask the students to read the questions and make sure they understand what information they are listening for.
- 2 Play the recording and ask the students to listen for the answers to the questions.
- 3 Put the students into pairs to discuss the answers to the questions.
- 4 Ask different students to report their answers to the class.

#### Answers: -

- a Hassan is not sure about organic farming.
- b Some organic farms don't produce the same quantity of food. It is often more expensive to produce the food. It is probably quicker and easier to spray the crops with chemical fertilizers, too.

#### TAPESCRIPT

Hassan: What was the radio programme about that

you were listening to, Ali?

It was very interesting, Hassan. It was an Ali:

interview with a farmer. He was talking about organic farming.

What did he say? Hassan:

Ali: He said that organic farming was the best

way to farm.

Really? I don't think it is. Why did he think Hassan:

that?

Ali: Well, he said that when he was learning about farming, his teacher told him that most

fruit and vegetables were sprayed with pesticides. He explained that pesticides could

be poisonous.

Hassan: I suppose so.

Ali: He also said that in the past, the Nile had

> flooded every year. He explained that this had left fertile soil on the fields, so farmers hadn't needed chemical fertilizers then. He said that the Nile doesn't flood the fields now, but there must be a better way to improve the

soil than spraying the fields with chemicals.

Hassan: What is the answer, then?

He said that he wanted to improve the Ali:

quality of the soil by adding natural, organic fertilizers.

Hassan: But surely it's much quicker and easier for

farmers to spray their crops with chemical fertilizers and pesticides, isn't it?

Yes, but he said that using organic fertilizers Ali: would be cheaper than using chemical

fertilizers.

Hassan: What about the quantity of crops farmers get, though? Modern farming makes more money than organic farming, doesn't it? What did he say about that?

Ali: He said that organic farms didn't produce the same quantities as modern farms, so they didn't make quite as much money. But he said that organic food is much better for you.

Hassan: I'm not so sure. Did he talk about genetically modified crops, too?

He asked the interviewer if he could talk about Ali: genetically modified crops, but the interviewer said that this was going to be the subject of the programme the following week.

Hassan: It'll be on next Tuesday, won't it?

Ali: Yes, it will. It's an interesting subject, isn't it?

Hassan: Yes, I'd like to listen to that.

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

- 1 Ask the students to read through the sentences.
- 2 Explain that you are going to play the recording and they are going to listen and choose the correct word from the alternatives in each sentence.
- You may need to play the recording more than
- Ask different students to report their answers to the class.

#### Answers:

- easier
- don't have
- d more

#### 5 Discuss this question in pairs.

- Ask the students to work in pairs and ask them to think about the cost of producing the food, the amount of food produced, the quality of the products and so on.
- 2 Give them time to discuss their answers. Go around the class, monitoring and helping.
- 3 Ask different students to report their answers to the class.

Students' own answers



#### 🚺 6 Focus on sounds

- Remind students that question tags, such as the example, are common in English. The verb in the question tag is negative if the main verb is affirmative, and is affirmative if the main verb is negative. We use the correct form of do in the question tag when there is no auxiliary verb (except for the verb be).
- Tell the students that you are going to play the recording and ask them to listen carefully to hear whether the intonation goes up or down at the end of the sentence. Ask them to mark each sentence with an up or down arrow, as in the example.
- Play the recording and give the students time to discuss their answers in pairs. You may need to play the recording more than once.
- Play the recording again and ask the students to repeat the sentences with the correct intonation.

- [down arrow]
- 3 [up arrow]
- [down arrow]

#### TAPESCRIPT

- It's much quicker for farmers to spray their crops with chemical fertilizers, isn't it?
- Modern farming makes more money than organic farming, doesn't it?
- It'll be on next Tuesday, won't it?
- It's an interesting subject, isn't it?

# Where today's food comes from 10

#### 1 Complete the puzzle to find a word.

- a the work of growing crops and feeding animals
- **b** a type of crop changed by
- c make liquid come out in a stream of very small drops
- d containing something that can kill you if you eat or drink it
- e a chemical which is used to kill insects on crops



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			а	a	gr	Ŀ	<u>c</u>	<u>u</u>	L	<u>t</u>	<u>u</u>	r	<u>e</u>									
					b	]_	_	_	_	_	_	_	_	_	_		_	_	_	_	_	_
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#### The word in the boxes is \_

#### 2 Complete with the correct form of the words from Exercise 1.

- a Farmers earn their money from agriculture.
- **b** Look at the planes. They are \_\_\_\_\_\_ the fields from the air.
- c Some people believe that \_\_\_\_\_ fruit and vegetables are better for you than ones grown with chemical fertilizers.
- d Some people are worried that \_\_\_\_\_\_ crops will bring diseases.
- e Don't eat the fruit from that tree because it is \_\_\_\_\_

#### 3 Answer the questions.

- a What do you know that is poisonous?
- **b** What do you have in your home that you can spray?
- c Do you think that the fruit and vegetables that you eat are genetically modified?
- d Do you think that all food should be organic? Why/Why not?

61

#### Answers:

- b genetically modified
- c spray
- d poisonous
- e pesticide

The word in the boxes is: organic

### 2 Complete with the correct form of the words from Exercise 1.

- 1 Ask the students to read the gapped sentences.
- 2 Explain that they must use the correct form of the words from Exercise 1 to complete the sentences.
- 3 Ask different students to report their answers to the class.

#### Answers: -

- b spraying
- c organic
- d genetically modified
- e poisonous

#### 3 Answer the questions.

- 1 Ask the students to read through the questions.
- 2 Give them enough time to consider their answers and to write them.
- 3 Ask different students to report their answers to the class.

Students' own answers

### **WORKBOOK**

#### page 61

#### 1 Complete the puzzle to find a word.

- 1 Ask the students to read through the definitions of the words and ask them to think of the words they define. They then complete the puzzle.
- 2 Put the students into pairs to compare their answers.
- 3 Ask different students to report their answers to the class.

#### LESSON 2

#### SB page 62 WB page 62

#### Grammar

#### Reported speech

- 1 Match the sentences 1–5 from the listening text with the words the speakers use a–e.
- 1 Ask the students to look at the example and to work in pairs to complete the task.
- 2 Ask different students to report their answers to the class.

#### Answers: -

- a 3
- b 5
- c 4
- e 2

#### 2 Discuss these questions in pairs.

- 1 Allow time for the students to discuss the questions in pairs.
- 2 Ask different students to report their answers to the class.

#### Answers: -

- a The verb moves one step back.
- b Some pronouns change, so *I* becomes *he* etc. Time expressions also change, so *next* week becomes the following week etc.
- c There is no change because it is a fact.

### 3 Rewrite this discussion in reported speech.

- 1 Ask the students to complete the task individually and then compare their answers in pairs. They can refer to the *Focus on grammar* box if necessary.
- 2 Ask different students to report their answers to the class.

#### Answers:

Zeinab said that she had never been to a farm. Mona said she had visited a farm the year before/the previous year. She said that the farmer grew/grows oranges and lemons.

Zeinab said that she wanted to visit a farm one day. Mona said that she would take her with her when she visited her grandparents the following week.

### Grammar Reported speech

GRAMMAR REVIEW PAGE 124

Match the sentences 1–5 from the listening text with the words the speakers use a–e.

#### Reported speech

- 1 He explained that pesticides could be poisonous.
- 2 He explained that this had left fertile soil.3 He said that he wanted to improve the quality.
- 4 He said that using organic fertilizers would be
- 4 He said that using organic tertilizers would be cheaper.
- **5** The interviewer said that this was going to be the subject of the programme the following week.

#### Direct speech

- a "I want to improve the quality."b "This is going to be the subject of
- the programme next week."

  "Using organic fertilizers will be
- cheaper."

  d 1 "Pesticides can be poisonous."
- e "This left fertile soil."

#### 2 Discuss these questions in pairs.

- **a** What usually happens to the verbs when we change direct speech to reported speech?
- **b** What happens to some pronouns and time expressions?
- time expressions?

  c Look at the sentence below. Why do you think that there is no change to the

He said that the Nile doesn't flood the fields now.

#### 3 Rewrite this discussion in reported speech.

main verb?

Mona: There are a lot of small farms near my grandparents' house.

Mona said that there were a lot of small farms near her grandparents' house.

Zeinab: I've never been to a farm!

**Mona:** I visited a farm last year. The farmer grows oranges and lemons.

Zeinab: I want to visit a farm one day.

Mona: I'll take you with me when I visit
my grandparents next week.

#### 4 Work in pairs.

- **a** Make four sentences about the food you eat.
  - "I'm going to have a chicken sandwich for lunch."
- b Tell your partner if you think that their food is healthy or unhealthy.
   "A chicken sandwich is quite healthy."
- c Report your sentences to another pair. Warda said that she was going to have a sandwich for lunch. I said that a chicken sandwich was quite healthy.

#### OCUS ON GRAMMAR

#### Reported speech

Use reported speech to talk about what someone said without using their actual words:

Tamer said, "I want to stop smoking." (his actual words) → Tamer told me that he wanted to stop smoking. (reported speech)

- In reported speech, we do the following:
- tenses move one step back (is reading → was reading, will play → would play, has arrived → had arrived, etc.)
- we can use that between the verb and the statement: He said (that) it was cold.
- pronouns change according to the meaning (I → he I she to refer to the speaker, etc.): "I like reading," said Mona. → Mona said that she liked reading.
- time references change: (today → that day, now → then, next week → the following week, yesterday → the previous day / the day before, etc.)
- The verb does not always change when we report a fact: "Cairo is very big." → He said that Cairo is very big. or He said that Cairo was very big.
- We can use different reporting verbs as well as said, for example: told, explained, promised, etc. He promised / said that he would visit me.

WORKBOOK

#### 4 Work in pairs.

- 1 Read the instructions and make sure that students understand the task.
- 2 In pairs, students take turns to make sentences and to say if their food is healthy or unhealthy. Go around the class, monitoring and helping.
- 3 Now students work with another pair and report what their partner said. Again, go around the class, monitoring and helping. Make a note of any interesting conversations and get these pairs to report what was said to the class at the end.

Students' own answers

#### 182

#### 1 Find and correct the mistakes in the following sentences (one is correct).

- a The teacher told that today's lesson was about farming.
- The teacher said that/told us that today's lesson was about farming.
- **b** Mona said that she has been to the park the Thursday before.
- c Tarek told us that he can't come to the meeting the previous evening because he is ill.
- d My uncle explained that many people in India speak English.
- e Karim said that he will buy organic food from the supermarket that evening.

#### 2 Write what these people said.

- a Ola told the class that she would give a talk about meat on that day.

  "I'll give a talk about meat todau."
- **b** Ola explained that many farmers gave their animals vitamins to help them to grow.
- c She explained that farm animals were also given medicines to stop them from becoming ill.
- d Ola said that for these reasons, a lot of meat was not organic.
- e She said that meat from these animals could contain chemicals from the vitamins and medicines.
- f Ola explained that it was important to buy meat from farmers that looked after their animals well.

#### 3 Report these sentences using the best reporting verb

Walid I've heard that milk contains a lot of bacteria which can make you ill.

a Walid said he had heard that milk contained a lot of bacteria which could make you ill.

**Mother** That's right. Milk is usually heated to kill the bacteria. This makes it safe to drink

Walid We always keep milk in the fridge.

Mother That's because it will keep fresh for longer in the fridge. You can only leave milk out of the fridge for a little time.

Walid The expiry date on this milk is June 30.

Mother That's right. All the milk that I bought from the supermarket yesterday can be kept in the fridge for a week.

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### **WORKBOOK**

#### page 62

### 1 Find and correct the mistakes in the following sentences (one is correct).

- 1 Ask the students to read the example and encourage them to say what the mistake is (*told* is always followed by an object, so the correct answer is *said* (with no object) or *told us* (with object)).
- 2 Ask the students to correct the remaining sentences in pairs.
- 3 Ask different students to report their answers to the class.

#### Answers: \_

- b Mona said that she had been to the park the Thursday before.
- c Tarek told us that he couldn't come to the meeting

- the previous evening because he was ill. (*is ill* is also possible)
- d My uncle explained that many people in India speak English. (correct)
- e Karim said that he would buy organic food from the supermarket that evening.

#### 2 Write what these people said.

- 1 Read the example, then ask the students to complete each sentence with the words that the people said. They can do this individually.
- 2 Ask them to compare and discuss their answers with a partner.
- 3 Ask different students to report their answers to the class.

#### Answers:

- b "Many farmers give their animals vitamins to help them to grow."
- c "Farm animals are also given medicines to stop them from becoming ill."
- d "For these reasons, a lot of meat is not organic."
- e "Meat from these animals can contain chemicals from the vitamins and medicines."
- f "It is important to buy meat from farmers that look after their animals well."

### 3 Report these sentences using the best reporting verb.

- 1 Read the example sentence and ask them which reporting verb is used (*said*).
- 2 Ask students to report the other sentences in the same way, using the best reporting verbs.
- 3 Go over their answers as a class. Accept all possible correct reporting verbs.

#### Answers:

- b Walid's mother said that was right. She explained that milk was usually heated to kill the bacteria. She said that that made it safe to drink.
- c Walid said that they always kept milk in the fridge.
- d Walid's mother explained that that was because it would keep fresh for longer in the fridge. She said that you can/could only leave milk out of the fridge for a little time.
- e Walid said that the expiry date on that milk was June 30.
- f Walid's mother said that was right. She explained that all the milk she had bought from the supermarket the day before could be kept in the fridge for a week.

#### **LESSON 3**

#### SB page 63

#### Reading

## 1 Check the meanings of these words and phrases in your dictionary.

- 1 Write the words and phrases on the board. Say them aloud and get the students to repeat them. Ask the students to look up the words in their dictionaries.
- 2 Tell them you are going to give a simple explanation of a word or phrase and the students must tell you what it is.

#### **Example:**

Teacher: This means how good or bad

something is. Students: *Quality*.

3 Continue in this way with all the words in the exercise.

#### Answers:

genetic engineering: the science of changing

the genes of a living thing to improve it

*ingredient:* something we use to

make a kind of food

method: a way of doing

something

quality: how good or bad

something is

ripen: become ready to eat

rot: decay

starvation: when someone becomes

ill because they do not have enough to eat

## 2 Now read and answer these questions.

- 1 Ask the students to read the title of the text and ask what they think it is about.
- 2 Ask them to read the two questions and then ask them to read through the text quickly to find where the answers are.
- 3 Ask the students to discuss their answers in pairs.
- 4 Check answers as a class.

#### Answers:

a Genetic engineering can be used to stop tomatoes from rotting quickly. It can also prevent insects and diseases from destroying crops by modifying fruit and vegetables so that there is plenty of cheap food for everyone.

1 OCUS ON VOCABULARY

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

genetic engineering ingredient method quality ripen rot starvation Now read and answer these questions.

a What advantages of genetic engineering are described?

10

**b** Why do some people worry about eating genetically modified food?



#### Should our food be modified:

Thousands of years ago, most people were hunters whose food came from the animals and fish that they had killed and from nuts, roots and fruit that they had collected. Later, these hunters lived in one place and became farmers whose method of getting food was to grow crops from the seeds of wild plants. Over time, they noticed that some plants were better than others. They saved the seeds from these plants and so the quality of their crops improved.

Like plants, all other living things contain genes which control what they will be like. Modern scientists can put genes into plants and animals in their laboratories, and this means that they can modify their genes in order to change what they are like. This is called genetic engineering.

A type of tomato is an example of this. When tomatoes **ripen**, one of their genes produces a chemical that makes the fruit **rot**. Scientists can modify this gene so that the tomatoes do not rot so quickly. This is one way in which genetically modified (GM) crops can improve agriculture. Scientists know that this technology can also protect people from **starvation** in countries where insects or diseases destroy crops. For example, fruit and vegetables have been modified so that they are not damaged by the diseases that kill other plants.

However, many people believe that modified food is unnatural and fear that genetic engineering may bring new diseases in the future. So should we eat genetically modified food or not? Surprisingly, biscuits, cakes and many other foods that we have been eating for years already contain genetically modified ingredients. Have they done us any harm?

#### 3 Match to make sentences.

- a Once, people ate animals which
- **b** Early farmers used the seeds that
- c Scientists have modified the genes of some tomatoes so that
- **d** Because of genetic engineering, some people are afraid that
- e There are genetically modified ingredients in some of the foods that
- 1 there will be new diseases.
- **2** they had collected from the best plants from the year before.
- **3** people have been eating for a
- 4 they rot more slowly.
- 5 a they had hunted.

#### Join these sentences using whose.

- a Once, people were hunters. Their food came from animals and fish.

  Once, people were hunters whose food came from animals and fish.
- **b** Later, these hunters became farmers. Their method of getting food was to grow crops
- c There are many families. They have got GM food inside their cupboards.

b They think that modified crops are unnatural and that, in the future, they may cause new forms of disease.

#### 3 Match to make sentences.

- 1 Ask the students to match each sentence beginning from the first column with a sentence ending from the second column to make a complete sentence.
- 2 Check answers as a class.

#### Answers: -

d 2 b 3 e 4 c

,

#### Critical thinking

- Answer the following questions about the text on page 63.
  - a Which plant seeds did the early farmers save?

    They saved the seeds of the good / best plants.
  - **b** What did they use these seeds for?
  - c How can scientists change what plants or animals
  - d How can scientists protect people from starvation?
  - e How do you think that early farmers chose where to live?
  - f Are you worried about what may happen in the future because of genetic engineering? Why / Why not?
  - g If you had known that some of your food already contained genetically modified ingredients, would you have eaten it? Why / Why not?
- 2 Read this quotation from Should your food be modified? and discuss the questions.
  - a How has modern science changed the way that farmers protect their crops from insects and diseases?
  - **b** What other uses do you think that there will be for GM technology in the future?
  - c Should scientists modify our food? Why / Why not?
- Read the following and discuss the question below in pairs.
  - People in some remote areas do not have enough food.
     Their health is getting worse.
  - Scientists can give these people GM seeds which will produce high quality plants. This will give the people enough food.
  - It is possible that the new food will bring a new disease

Should the people depend on the new seeds, or should they use their normal seeds and move to an area where food is easier to grow?

#### 4 Work in groups of four.

- **a** Compare your answers to Exercise 3 Do you all agree?
- **b** Now have a class vote. Which is the best answer to the problem?



Scientists know that this technology can also protect people from starvation in countries where insects or diseases destroy crops. For example, fruit and vegetables have been modified so that they are not damaged by the diseases that kill other plants.

However, many people believe that modified food is unnatural and fear that genetic engineering may bring new diseases in the future.





#### 4 Join these sentences using whose.

- 1 Look at the example with the class and explain that *whose* shows that the food was the possession of the people. Ask the students to join the other two sentences in the same way.
- 2 Check answers as a class.

#### Answers:

- b Later, these hunters became farmers whose method of getting food was to grow crops.
- c There are many families whose cupboards have got GM foods inside.

#### LESSON 4

SB page 64 WB page 63

#### Critical thinking

### 1 Answer the following questions about the text on page 63.

- 1 Ask the students to read the questions and write their answers individually. Put the students into pairs to compare their answers.
- 2 Ask different students to report their answers to the class.

#### Answers:

- b They used these to plant/grow food.
- c They can change what plants or animals are like by modifying their genes. / They can put genes into plants and animals in their laboratories.
- d They can develop crops that are not destroyed by insects or diseases.
- e They chose places where food was easy to grow, for example near water.
- f Suggested: I'm not worried because I think that scientists will find a way of dealing with any new problems.
- g Students' own answers

# 2 Read this quotation from Should your food be modified? and discuss the questions.

- 1 Ask the students to read the quotation and then the questions.
- 2 Put the students into groups to discuss their answers.
- 3 Discuss answers as a class.

#### Suggested answers: -

- a It has genetically modified the crops which are not affected by the diseases and insects in the same way as they were before.
- b It could be used to protect people from different diseases by modifying their genes. It could be used to protect all sorts of animals and plants.
- c I think that they should, but they must guarantee that the modified food is safe. / I think that they shouldn't because we don't know what damage we may cause in the future.

### 3 Read the following and discuss the question below in pairs.

1 Ask the students to work in pairs and to read the information in the box.

#### 4 Work in groups of four.

- 1 Ask each pair to join another pair to make groups of four. Ask the students to compare their answers.
- 2 Ask different students to report their answers to the class.

#### Suggested answers: -

It is not easy to move people because of borders, and often because they don't want to move. So I think that the only way to help them is to provide them with high quality plants.

#### Skills for life

- 1 Ask the students to read the Skills for Life box.
- 2 Ask students what they usually eat when they are revising or taking exams. Is this food healthy?

#### **WORKBOOK**

page 63

#### 1 Find the words in the puzzle to match the definitions.

- 1 Tell the students to read the gapped definitions and think of the words that they need to complete them.
- Tell them to find and circle the words and then write them in the definitions.
- 3 Go through the answers with the class.

#### Answers: \_

genetic c ripen ingredient e rots modify f starvation quality

#### 2 Use your dictionary to complete the sentences, using the correct form of the word in brackets.

- 1 Explain to the students that they need to find different forms of words that come from the words they already know.
- 2 Ask the students to read through the gapped sentences and remind them to ask themselves what kind of word is required in each gap: a verb, noun, adjective, etc.
- 3 Give the students time to complete the sentences.
- 4 Ask different students to report their answers to the class.

Find the	e word	s in the	e puzz	le to m	atch the	defini	tions.	

a	I get my brown hair and eyes from my parents – they're in my	<u>jenes</u>
b	is the adjective. The noun is gene.	

- c People often put fruit in the sun to \_\_\_ d The main \_\_\_\_\_\_ of the meal I'm cooking is cheese.
- e When fruit or other food \_\_\_\_\_\_, it is too bad to eat.
- f Scientists can \_\_\_\_\_ crops by adding or removing certain genes.
- g People who do not have enough food to eat may die of \_ h The food in that restaurant is of a very high \_\_\_\_

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D	J	L	0	Е	М	z	F	0	Ε	U	Α
1	P	Е	Q	R	0	Т	S	٧	Т	В	Т
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#### Use your dictionary to complete the sentences, using the correct form of the word in brackets.

a My brother war	its to study <u>genetics</u> at university. ( <i>genetic</i> )
b	fruit usually tastes sweet. (ripen)

- c This tomato is \_. I can't eat it. (rot)
- d Scientists have made genetic \_\_\_\_ to some vegetables. (modify)
- e Many people were very hungry after the storm. Some even began to

#### 3 Complete these sentences with who is or whose

- a Leila is the student who is working on this project with me b That is the boy sister is a teacher. c My friend, \_\_\_\_\_\_ a pilot, has always loved flying.
- d My brother, \_\_\_\_\_\_ friend is a Libyan engineer, is going to work in Tripoli.
- e Ola, \_\_\_\_\_ cakes are always delicious, is going to make a birthday cake for me.
- f Mrs Osman, \_\_\_\_ a doctor at the hospital, has three children.
- \_\_ bag is that? It it yours?

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#### Answers: -

- Ripened rotten starve
  - modifications e

#### 3 Complete these sentences with who is or whose.

- 1 Ask the students to read the gapped sentences carefully.
- 2 Explain that they must write who is or whose to complete each sentence. Remind them that we use whose to show possession.
- Ask different students to report their answers to the class.

#### Answers: -

whose who is whose f Whose whose who is



### LESSON 5

SB page 65 WB page 64

#### **Communication skills**

- 1 Check the meanings of these words and phrases in your dictionary.
- Write the words on the board. Say them aloud and get the students to repeat them.
- Ask the students to look up the words in their dictionaries.

#### Answers: -

a quantity of something amount: plenty of: a sufficient amount (of)

regularly: describes something that happens frequently

#### 2 Look at the different types of food and complete the table.

- Focus attention on the table and make sure students understand the task.
- 2 Give the students enough time to complete the table with answers that are true for them. Go around the class, monitoring and helping.

#### Students' own answers

#### 3 Work in pairs.

- Put the students into pairs to compare their answers.
- Ask them to find out if they eat similar or different types of food.
- Ask them to discuss whether they eat a healthy diet.

#### Students' own answers

- 4 Compare your answers with other pairs. Give each other advice about what to eat. Use expressions from Focus on functions.
- Focus attention on the Focus on functions box.
- Put the students groups of four so they can compare their answers and to discuss a healthy diet using the language in the boxes. You may want to do some examples with pairs of students to make the activity clear.

#### Suggested answers: -

Eat meat regularly. It has lots of protein, but don't eat it every day.

Make sure that you eat plenty of fish. It has a lot of protein.

You need pasta and bread for carbohydrate, but don't eat too much of them.

You mustn't eat too much cheese or butter. They have a lot of fat. Fat is bad for you.

#### Research the following about food

- Go through the instructions with the class and make sure they understand what they have to do.
- Encourage students to use the library or the internet to find this information. They can do this for homework. You can take in this work in the next lesson.

#### **WORKBOOK**

#### page 64

## 1 Write what you would say in each of the following situations.

- 1 Ask the students to read through the situations and decide what they would say in each situation.
- 2 Give the students enough time to write their sentences.
- 3 Ask different students to report their answers to the class.

#### Suggested answers: -

- b Eat more fruit. It is good for you.
- c You need to get more exercise.
- d Make sure that you drink milk regularly.

### 2 Read this advertisement and answer the questions.

- 1 Focus attention on the advertisement.
- 2 Ask the students to underline what the advertisement is asking them to do (write an article), what it wants them to write about (food) and where the article is going to go (Good Food magazine). Remind them that this is a good technique with similar questions in an exam.
- 3 Ask the students to read the questions below the advertisement, then discuss the answers with the class.

#### Answers:

- a It should be no more that 120 words.
- b You can email or post the article.
- c You can give some advice to readers.

## 3 Use the table from the Student's Book to plan what to write.

- 1 Ask the students to plan their article. They can use the information they included in the table in the Student's Book. Explain that they must write one paragraph to cover each of the three topics.
- 2 Remind them to use the expressions of advice and instructions that they have been practising in the unit.

10

- 1 Write what you would say in each of the following situations.
  - a One of your friends eats food with too much fat in it. What do you say to him or her?

    You mustn't eat too much fat. It's bad for you.
  - **b** A friend who has been ill asks for advice about food. Suggest fruit.
  - c One of your friends says that he/she is always tired. You think he/she needs more exercise
  - d A friend of yours has poor teeth. Tell him/her to drink milk regularly.
- Read this advertisement and answer the questions.



#### We would like to know:

- 1 your favourite type of food and how often you eat it.
- 2 what this food contains (proteins, fats or carbohydrates) and why it is good or not so good for you.

End with some advice for our readers

- But remember! No more than 120 words!
  - Email your article to goodfoodmag@publ.aa. or post to Good Food, P.O. Box 1265, Cairo.
- a How many words should the article be?
- **b** How can you send it to the magazine?
- c What can you finish your article with?

#### 3 Use the table from the Student's Book to plan what to write.

- Remember to use the expressions giving advice and instructions from Focus on functions.
- Write three paragraphs, one for each point above.

#### Write your magazine article in no more than 120 words.

- a Write your first draft quickly. Remember to write about everything in the advertisement.
- b Read what you have written very carefully. Look for grammar and spelling mistakes. Check the correct spelling in your dictionary.
- c Correct the mistakes, then write the final article in your notebook.

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### 4 Write your magazine article in no more than 120 words.

- 1 Ask the students to read the instructions for writing the article in the advertisement again before writing a draft.
- 2 When their draft is complete, ask the students to read carefully through their article and check any grammar or spellings they are unsure of in their dictionaries.
- 3 Give them enough time to write the final article.
- 4 Ask some students to read their articles to the class.
- 5 The class can vote for their favourite article.

#### Assessment

#### **Listening Task**

#### Target element: revise reported speech

Write the following gapped sentences on the board and tell the students to copy them. Explain that you are going to play the listening from Student's Book page 61 again. Ask the students to listen carefully and to complete the sentences. (The answers are given below in brackets.)

1	He said that organic farmingbest way to farm. (was)	the
2	He said that when he about farming, his teacher that most fruit and vegetables with pesticides. (was learning, were sprayed)	
3	He said that, in the past, the Nileevery year. (had flooded)	
4	He explained that thisfertile on the fields, so farmers chem fertilizers then. (had left, hadn't needed)	
5	The interviewer said that this subject of the programme the following wee (was going to be)	the k.

#### Speaking Task

#### Target element: practise talking about healthy diets

Put the students into pairs and ask them to tell their partner what they usually eat for breakfast, lunch and dinner. Explain that they must say what is contained in the food that they eat and whether they think their diet is healthy and why. You can give them an example about yourself:

#### Example:

I eat eggs for breakfast. For lunch, I usually have things like meat or fish with rice. In the evening, I eat pasta with vegetable and sometimes I have ice cream afterwards. I think my diet is healthy. I eat different things, but I don't eat too much fat and I eat lots of protein.

#### **Reading Task**

#### Target element: revise the language and vocabulary from the key text

Write the following sentences on the board. Tell the students to read the text in Exercise 2 on page 63 of the Student's Book. Ask them to decide if the sentences are true and false and to correct the false ones. (The answers are given below in brackets.)

- 1 Thousands of years ago, man didn't stay in one place. (True)
- 2 Farmers noticed that some plants grew more food than others. (True)
- When tomatoes become rotten, they are better to eat. (False. When tomatoes are rotten, they are bad to eat.)
- 4 People like genetically modified food because it is natural. (False. Genetically modified food is not natural.)
- 5 Many people don't realise that they are already eating genetically modified food in things like biscuits and cakes. (True)

#### **Writing Task**

#### Target element: revise language giving advice and instruction

Tell the students that the problem of starvation affects many places in the world. Ask them to write some sentences advising governments around the world about what to do to help solve the problem. Tell them to think about things like giving money, helping the farmers, supplying equipment and allowing scientific experiments with genes, etc. Encourage them to use the expressions of advice and instructions that they have learned in the unit.

## UNIT 11

### HERMAN MELVILLE: MOBY DICK

SB pages 66-70

WB pages 65-68

### **Objectives**

#### Listening

Listening for detail and to interpret information

#### Grammar

Past perfect simple and continuous

#### Reading

Reading for detail and between the lines

#### **Critical thinking**

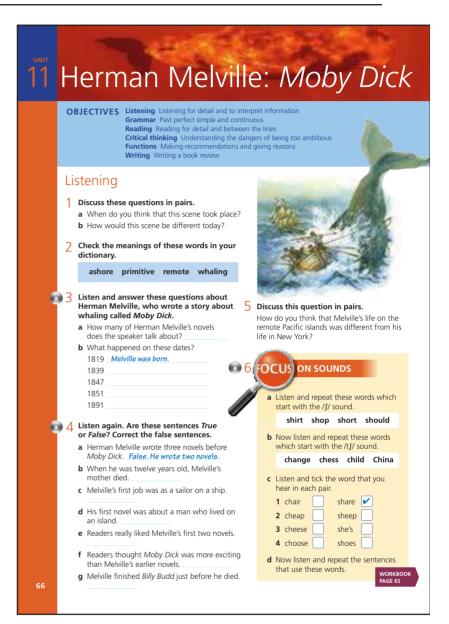
Understanding the dangers of being too ambitious

#### **Functions**

Making recommendations and giving reasons

#### Writing

Writing a book review



#### LESSON 1

SB page 66

WB page 65

#### Before using the book:

- Ask the students to think about the different reasons for going to sea and different types of jobs you can do at sea.
- Write their ideas on the board.

 Ask the students to explain why they would or wouldn't like to have a job at sea.

#### Listening

#### 1 Discuss these questions in pairs.

- 1 Focus attention on the picture. Ask the students to describe what they can see, what is happening, and when they think the scene took place.
- 2 Now ask the students to say how they think the picture would be different today. Discuss any ideas as a class.

#### Suggested answers: —

- a The scene took place a long time ago; we know this from the old ship, etc.
- b Today, the men would be in modern boats, which can move about in the water more quickly and safely.

#### 2 Check the meanings of these words in vour dictionary.

- 1 Write the words on the board. Say them aloud and get the students to repeat them. Ask the students to look up the words in their dictionaries.
- 2 Tell them you are going to give a simple explanation of a word and the students must tell you what word it is.

#### **Example:**

Teacher: This means onto or towards the side of a lake, river, sea or ocean.

Students: Ashore.

3 Continue in this way with all the words in the exercise.

#### Suggested answers: \_

Dick.

ashore: onto or towards the side of a lake, river, sea

or ocean

primitive: belonging to an early stage of the

development of humans or animals

remote: far away in distance or time the activity of hunting whales whaling:

#### **3** Listen and answer these questions about Herman Melville, who wrote a story about whaling called Moby

- 1 Ask the students to read the questions. Explain that you are going to play the recording and ask them to listen carefully and answer the questions. You may need to play the recording more than once.
- 2 Ask students to report their answers to the class.

#### Suggested answers: \_

- a Four (Typee, Omoo, Moby Dick and Billy Budd)
- 1839: He went to sea.

1847: Melville married Elizabeth Shaw.

1851: Moby Dick came out.

1891: Melville died without finishing his final novel.

#### TAPESCRIPT

When his novel, Moby Dick, came out in 1851, Herman Melville had been writing for five years. He had already written two books called Typee and Omoo, and was popular in Britain and America. Today, Moby Dick is his most famous novel but at first people didn't like it. But let's start at the beginning and look at what Herman Melville had done before he wrote his greatest work. Melville was born into a good New York family in 1819. His father, who imported goods from France, died when Herman was twelve. After he had left school, the young boy worked in very ordinary jobs in offices and on farms. By the age of twenty, Herman was bored with the jobs he had been doing and decided to look for adventure. So, in 1839, he went to sea – first on a whaling ship, and later on a navy ship. During one of his voyages he went ashore on the Maquesas Islands and lived for a few months with the primitive Typee people. In his mid-twenties, Melville returned to live with his mother and write about his adventures. Tom, the hero of his novel Typee, spends four exciting months with a group of island people. His second novel, Omoo, was about Melville's life on islands in the Pacific Ocean. People loved reading about the unusual life Melville had been living in these strange, remote places, and so both these novels were very successful. In 1847, Melville married Elizabeth Shaw and they bought a farm. Here, Melville worked for eight hours a day on his third novel, Moby Dick, which came out in 1851. This was a serious book and many of his readers were disappointed because it was not the exciting adventure story his first two novels had been. Melville continued to write short stories and poems, but wrote nothing important except a story called Billy Budd. Melville had not finished this final novel about life at sea at the time of his death in 1891.

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

- 1 Ask the students to read through the sentences and decide if they are true or false.
- 2 Play the recording again and give the students enough time to make their choices and write corrected sentences.
- Check answers as a class.

sentences.

#### Answers: \_

- b False. His father died.
- c False. He worked in offices and on farms.
- d True
- e True
- f False. They were disappointed because it did not have exciting adventures.
- g False. He never completed his final novel.

#### 5 Discuss this question in pairs.

- 1 Ask the students to think about the differences in Melville's life on the islands in the Pacific Ocean and his life in New York. Put the students into pairs to discuss their answers.
- 2 Ask some pairs to share their answers with the class and encourage a class discussion.

#### Suggested answers: -

His life was very different on the island. He would have eaten different food, lived in a different type of house, had different friends, spoken a different language and done different things in the daytime.



#### 6 Focus on sounds

- 1 Ask the students to look at the words in the box.
- 2 Tell them that they must listen and repeat the words they hear.
- 3 Ask the students which sounds all the words begin with (*sh*).

#### TAPESCRIPT

shirt shop

shop short should

- 4 Ask the students to look at the words in the box.
- 5 Tell them that they must listen and repeat the words they hear.
- 6 Ask the students which sound all the words begin with (*ch*).

#### TAPESCRIPT

change chess child

China

- 7 Ask the students to look at the pairs of words. Explain that they must listen and choose the correct word.
- 8 Check the answers as a class.

#### Answers:

- 2 cheap
- 3 cheese
- 4 shoes

#### TAPESCRIPT

1 share, share

- 2 cheap, cheap
- 3 cheese, cheese
- 4 shoes, shoes
- 9 Tell the students that you are going to play the recording with some sentences with examples of /ʃ/ and /tʃ/ sounds.
- 10 Ask them to listen and repeat the sentences, making sure that they pronounce the sounds correctly.

#### TAPESCRIPT

- 1 I'm going to change my shirt.
- 2 You should play chess.
- 3 She bought cheese from the shop.
- 4 She's wearing cheap shoes.

#### **WORKBOOK**

page 65

## 1 Match these words a—e with their meanings 1—6. (You do not need one.)

- 1 Ask the students to read the words and the definitions. Explain that they must match each word with a definition, and there is one definition that they do not need.
- 2 Ask different students to report their answers to the class.

#### Answers: -

1 c 3 e

5 d

6 b

#### 2 Complete with the words from Exercise 1.

- 1 Give the students time to read and complete the sentences.
- 2 Check the answers as a class.

#### Answers: \_

b remote

c ashore

d navy

e primitive

### 3 Which of these adverbs mean the following? Use your dictionary.

- 1 Ask the students to look at the words in the box, and remind them to use their dictionaries if they don't know what the words mean.
- 2 Ask the students to match each word with the correct definition.
- 3 Check answers as a class.

### Herman Melville: Moby Dick 11

1	Match these w	vords a–e with their meanings 1–6. (You do not need one.)  1 very simple or old-fashioned
	,	
	<b>b</b> ashore	2 a the people and ships that a country has to protect it
	c primitive	3 the activity of hunting whales
	d remote	4 on a ship
	e whaling	5 far away from other places
		6 onto land by the side of the sea
2	Complete with	n the words from Exercise 1.
	a Ahab was the	e captain of the <i>Pequod</i> , which was a <u>whaling</u> ship.
	b Siwa is in a _	part of the country, about 750 kilometres west of Cairo.
	c As soon as th	neir ship arrived in Alexandria's port, all the passengers went
	d My grandfath the world.	ner was in the and visited many different countries around
	e The cave pair	nting was painted by people thousands of years ago.
2	Which of those	e adverbs mean the following? Use your dictionary.
3	willen of these	e advers s mean the following: ose your dictionary.
	aboard ab	pove abroad ahead around a <del>shore</del>
		· · · · · ·
	a onto land by	the side of the sea <u>ashore</u>
	<ul><li>a onto land by</li><li>b in or to a fore</li></ul>	
	,	eign country
	<b>b</b> in or to a for	eign country
	b in or to a form	eign country osition
	b in or to a force in a higher pod in front e on or onto a	eign country osition
	b in or to a for c in a higher pod d in front e on or onto a f moving in the	eign country osition ship or train
4	b in or to a for c in a higher p d in front e on or onto a f moving in the on the outsic	eign country osition ship or train e shape of a circle
4	b in or to a form c in a higher poid in front e on or onto a f moving in the on the outsic Use your diction	eign country osition ship or train e shape of a circle le of something
4	b in or to a fon c in a higher p d in front e on or onto a f moving in th on the outsic  Use your dictic a The noun is s	eign country osition ship or train e shape of a circle le of something onary to answer these questions.
4	b in or to a for c in a higher pi d in front e on or onto a f moving in the on the outsic  Use your dictic a The noun is s b The adjective	eign country osition ship or train e shape of a circle de of something onary to answer these questions. scene. What is the adjective?
4	b in or to a for c in a higher pi d in front e on or onto a f moving in the on the outsic  Use your dictic a The noun is s b The adjective	eign country osition ship or train e shape of a circle le of something onary to answer these questions. scene. What is the adjective?
4	b in or to a for c in a higher pi d in front e on or onto a f moving in the on the outsic Use your dictic a The noun is s b The adjective	eign country osition ship or train e shape of a circle de of something onary to answer these questions. scene. What is the adjective?
4	b in or to a for c in a higher pi d in front e on or onto a f moving in the on the outsic Use your dictic a The noun is s b The adjective	eign country osition ship or train e shape of a circle de of something onary to answer these questions. scene. What is the adjective?

#### Answers:

- scenic
- remoteness
- naval c
- control of a machine from a distance

#### LESSON 2

SB page 67

WB page 66

Grammar

#### Past perfect simple and continuous

- 1 Choose the correct verbs in these sentences from the listening text. Then listen and check your answers.
- 1 Ask the students to read through the sentences and make sure that they understand the instructions. Give the students time to circle their answers.
- 2 Play the recording so students can check their answers. Repeat as necessary.
- 3 Ask different students to report their answers to the class.

#### Answers:

- had already written c had left
- had been doing
- e had been living
- had not finished

#### Answers: \_

- b abroad
- c above
- ahead d e aboard
- around

#### 4 Use your dictionary to answer these questions.

- 1 Ask the students to read the three questions and remind them to use their dictionaries if they don't know the correct forms of the words.
- 2 Give the students enough time to write their answers individually.
- 3 Check answers as a class.

#### TAPESCRIPT

- a When his novel Moby Dick came out in 1851, Herman Melville had been writing for five years.
- b He had already written Typee and Omoo.
- After he had left school, the young boy worked in very ordinary jobs.
- d By the age of 20, Herman was bored with the jobs he had been doing and decided to look for adventure.
- e People loved reading about the unusual life Melville had been living in these strange, remote places.
- Melville had not finished his final novel about life at sea at the time of his death.

#### 2 Discuss these questions in pairs.

- 1 Ask the students to read the two questions and to discuss their answers in pairs. Go around the class, monitoring and helping.
- 2 Check answers as a class.

#### Answers: -

- a The past perfect continuous is usually used to describe something which happened for a length of time.
- The past perfect simple is used to describe completed actions in the past. For example, He had already passed his driving test when he bought the car.

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

- 1 Read through the Focus on grammar box as a class. Ask the students to read through the gapped sentences and to decide whether the actions were likely to be long or short.
- 2 Give the students time to complete the sentences. Go around the class, monitoring and helping.
- Ask different students to report their answers to the class.

#### Answers:

- b had left
- c had travelled e had visited
- d had been
- had been living.

#### Grammar Past perfect simple and continuous

Choose the correct verbs in these sentences from the listening text. Then listen and check your answers.

- a When his novel Moby Dick came out in 1851, Herman Melville had written had been writing for five years.
- b He had already written / had already been writing Typee and Omoo
- c After he had left / had been leaving school, the young boy worked in very ordinary jobs.
- **d** By the age of 20, Herman was bored with the jobs he had done / had been doing and decided to look for adventure.
- e People loved reading about the unusual life Melville had lived / had been living in these strange, remote places.
- f Melville had not finished / had not been finishing his final novel about life at sea at the time of his death

#### Discuss these questions in pairs.

- a Which verb form, past perfect simple or continuous, is used to describe something which happened for a length
- $\boldsymbol{b}\,$  Which verb form, past perfect simple or continuous, is used to describe something which was completed in the past?

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

- A Why did Herman Melville go to sea when he was twenty?
- **B** Because he was bored with the jobs he a had been doing (do) before that.
- A Twenty is quite young to go to sea, isn't it?
- B Yes, but don't forget that he (leave) school by the age of twelve.
- A He started writing in his mid twenties,
- B That's right. By then he (travel) all over the world. (be) a sailor on a whaling ship and a navy ship.
- A And he (e)..... (visit) some islands in the Pacific Ocean.
- B Yes. In fact, before he finally went back to America, he (f) (live) with a group of very primitive people for four months.

### ON GRAMMAR

#### Past perfect simple and continuous

- Use the past perfect simple (had + past participle) to refer to an action or situation that happened before
  - We were late because the bus had broken down
- Use the past perfect continuous to talk about actions or situations which continued before an event in the past, or shortly before it When we visited my cousins in Canada, they had been living there for six months.
- We often use the past perfect continuous to give a reason for an event in the past

My father was tired because he had been working in the farm all dav.

#### **WORKBOOK**

#### page 66

#### 1 Complete with the past perfect simple or continuous form of the verb in brackets.

- 1 Ask the students to read through the gapped sentences and remind them to decide whether the actions are likely to have been short or long.
- 2 Give the students time to write the correct verb form in each sentence.
- 3 Check answers as a class.

#### Answers: \_

- had been reading; had read
- had already sent
- had been training
- had been thinking; had gone

#### 2 Complete the sentences with the past perfect simple or continuous form of these verbs.

- 1 Give the students time to write the correct verb form in each sentence.
- 2 Check answers as a class.

- had been studying; had been trying; had given
- had finished; had drunk
- had been raining d
- had left e
- had been waiting

1	Complete with the past perfect simple or continuous form of the verb in brackets.
	a When Ali went to university, he had been studying (study) English for ten years.
	b I was tired yesterday morning because (read) until late the night before. By the time I went to sleep, I (read) a hundred pages.
	c My aunt decided to change the date of the family party, even though she (already/send) out 20 invitations.
	d Although Ali (train) for six months, he didn't win an Olympic medal.
	e We(think) about staying in Alexandria for our holiday, but finally decided to go to the Red Sea, although we(go) there twice already.
2	Complete the sentences with the past perfect simple or continuous form of these verbs.
	drink leave give talk try study wait rain finish
	a My friend and I <u>had been talking</u> for more than an hour before I put the phone down.
	b Ali wasn't feeling well yesterday. He hard all weekend. He to finish an essay the teacher him last week.
	c By the time Maya reading the report, she two bottles of water.
	d There was water on all the fields because it for three days.
	e Amir school when he was 15, so he was not able to go to university.
	f When the bus arrived at six o'clock, I for an hour!
3	This picture shows a town after a storm. What had the people been doing just before the storm?
	a <u>The tall man had been riding his bicycle.</u> b
	c
	d
4	Now write what you had been doing just before breakfast today.

#### 3 This picture shows a town after a storm. What had the people been doing just before the storm?

- 1 Focus attention on the picture in the box showing a town after the storm. Explain that the four other pictures show what the people had been doing when the storm started. Tell the students to look at the example sentence for picture a and to write about the other people in the same way.
- 2 Discuss answers as a class.

- b The children had been making sandcastles/playing in
- The boys had been playing football.
- The old man had been swimming.

#### 4 Now write what you had been doing just before breakfast today.

1 Ask students to think about their morning and to write a short paragraph about what they had been doing before breakfast.

#### **LESSON 3**

#### SB page 68

#### Reading

#### 1 Check the meanings of these words in your dictionary.

- 1 Say the words aloud and get the students to repeat them. Ask the students to look up the words in their dictionaries.
- 2 Tell them you are going to give a simple explanation of a word and the students must tell you what word it is.

#### **Example:**

Teacher: This means a reason for doing

something.

Students: Purpose.

3 Continue with all the words in the

exercise.

#### Answers: -

armed: describes someone or something

that carries weapons

try to hurt or damage by using attack:

physical violence

continent: a large area of land that contains

several countries

the people who work on a ship crew: determined: describes someone who wants to

do something very much

drown: die by sinking into water and not

being able to breathe

someone who doesn't like you enemy:

harpoon: a weapon like a spear

purpose: a reason for doing something

#### 2 Read this summary of Moby Dick and find out what or who these are.

- 1 Ask the students to look at the four names and to read the text to find out who or what they are.
- 2 Check answers as a class.

#### Answers:

- b a whale which attacked Ahab's ship on his last voyage
- c a whaling ship
- d the ship's captain

### 3 Complete these sentences with information from the story.

- 1 Ask the students to read through the text again to find the information to complete the sentences.
- 2 Check answers as a class.

#### Answers: \_

- b to hunt and kill Moby Dick.
- c get a gold coin.
- d asking the captains of other ships if they had seen Moby Dick.
- e kill Moby Dick.
- f rammed and sank the ship.
- g the ship sank.
- h survived to tell the story.

#### 4 Discuss these questions in pairs.

- 1 Put the students into pairs to discuss the two questions.
- 2 Ask different students to report their answers to the class.

#### Answers:

- a Asia is the largest continent. The other continents are Europe, Australia, Antarctica, North America and South America.
- b They can travel through the Suez Canal.

### 5 Work in pairs. Find out the following information.

- 1 Put the students into pairs to answer the questions.
- 2 Discuss the answers as a class.

#### Suggested answers: -

- a In the past, whales were hunted and killed for their meat. Parts of their bodies were used for other things like soap.
- b Some people are against whaling because they think it is cruel.

Reading

#### 1 OCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

armed attack continent crew determined drown enemy harpoon purpose

2 Read this summary of *Moby Dick* and find out what or who these are.

- a Ishmael the storyteller of the novel
- **b** Moby Dick
- c the Pequod
- **d** Ahab

#### 3 Complete these sentences with information from the story.

- a On his last voyage, Captain Ahab had lost his leg when Moby Dick attacked his ship.
- **b** On this voyage, Captain Ahab was determined
- c The first sailor to see Moby Dick would
- **d** Captain Ahab tried to find information about Moby Dick
- e Men with harpoons went out in small boats to
- f The third time they tried to catch Moby Dick, the whale
- g The crew of the *Pequod* drowned when
- h Only Ishmael

#### 4 Discuss these questions in pairs.

- a Africa is the second largest of the world's continents. What is the largest continent? What are the other continents?
- **b** The *Pequod* went round Africa to reach the Indian Ocean Which quicker route could a ship travel today?
- 5 Work in pairs. Find out the following information.
  - a Why did people kill whales in the past? Why do they kill them now?
  - **b** Why are some people against whaling?

THE STORY OF MOBY DICK

Ishmael, the novel's storyteller, went to sea on a whaling ship called the Pequod. The ship's captain, Ahab, had lost a leg when his ship was attacked by a great white whale called Moby Dick on his last voyage. Ahab told his men that the purpose of their voyage was to kill Moby Dick and he offered a gold coin to the first sailor who saw him.

The Pequod sailed round the continent of Africa into the Indian Ocean. When they met other ships which had been whaling in the area, Ahab asked their captains if they had seen Moby Dick. A sailor from one of these ships predicted that anyone who tried to kill Moby Dick would



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### **LESSON 4**

SB page 69 WB page 67

#### Critical thinking

## 1 Answer the following questions about Moby Dick.

- 1 Ask the students to read through all the questions and write their answers in pairs.
- 2 Check answers as a class.

#### Answers: -

- b He predicted that anyone who tried to kill Moby Dick would die.
- He held onto a piece of floating wood until he was rescued by another whaling ship.

#### Critical thinking

- 1 Answer the following questions about Moby Dick.
  - a How did Captain Ahab lose his leg? He lost it when his ship was attacked by Moby Dick.
  - **b** What did the sailor on another ship predict?
  - c How did Ishmael avoid drowning?
  - d How would you describe the character of Captain Ahab?
  - e What do you think was special about Moby Dick?
  - f Do you think that the whale was trying to kill Captain Ahab? Give your reasons

die. After this, there were many accidents on the Pequod, but nothing stopped Ahab. He was determined to kill the whale which he thought of as his enemy

Suddenly, a storm hit the Pequod and one of the sailors fell to his death from the ship. Soon after this, they saw Moby Dick and Ahab sent out men armed with harpoons in a small boat, but the whale destroyed the boat. The next day, more boats were sent out and, although a harpoon hit the whale, Moby Dick was strong enough to attack the Pequod. On the third day, boats were sent out again and this time the whale hit and sank the ship. Captain Ahab was pulled out on a harpoon rope and died attached to the whale. The boat sank and all the crew drowned except Ishmael, who held onto some floating wood He was rescued by another whaling ship and lived to tell the story

2 Read this quotation from the story and discuss

Whenever they met other ships which had been whaling in the area, Ahab asked their captains if they had seen Moby Dick. A sailor from one of these ships predicted that anyone who tried to kill Moby Dick would die. After this, there were many accidents on the Pequod, but nothing stopped Ahab. He was determined to kill the whale which he thought of as his enemy.

- a Why do you think that Captain Ahab was so determined to kill Moby Dick?
- **b** Do you believe that Moby Dick was really Captain Ahab's enemy? Why / Why not?
- c Do you think that Captain Ahab could have saved the lives of his crew? Why didn't he?
- **d** Do you think that the story of Moby Dick has a message? If so, what is it?

3 Discuss the following quotations. Do you agree with them? Give examples of people you know.

People need to be determined if they want to reach their goals in life.

> It is possible to be ambitious and determined without hurting other people

Some people are reach their goals.

LLS FOR LIFE ember to be flexible enough to change your plans if things go wrong.

> d Suggested: He was very determined and only thought about killing the whale. He didn't think about his crew.

- e Suggested: He was an intelligent whale and would do anything to stay alive.
- Suggested: No. Moby Dick was trying to protect himself. Captain Ahab was trying to kill Moby Dick. If he hadn't tried to kill Moby Dick then Moby Dick would not have tried to kill him.

#### 2 Read this quotation from the story and discuss the questions.

- 1 Ask the students to read the quotation from the story. Put the students into pairs to read the questions and discuss the answers.
- 2 Discuss answers as a class.

#### Suggested answers: \_

- He was angry because he had lost his leg when Moby Dick attacked his ship.
- No, he was not his enemy but Captain Ahab only thought of killing him and had made Moby Dick an enemy in his mind. Moby Dick was only trying to protect himself.
- Yes, he could have saved the lives of this crew by not sending them out in boats a second and third time. He didn't save their lives because the only thing he was interested in was killing Moby Dick.
- d Yes, the message is not to be too determined to do something. You must always think of the others around you, too, because your actions may affect many people.

#### 3 Discuss the following quotations. Do you agree with them? Give examples of people you know.

- 1 Discuss with the class how determination can be both a good thing and a bad thing. Talk about how Captain Ahab was determined, but how the results of this were very negative.
- 2 Put the students into pairs to discuss the three ideas.
- 3 Discuss answers as a class

#### Suggested answers: -

We think that the first quotation is true, but it is important to do this with balance.

We also think that the second quotation is correct. It is important to think of other

people and the results of your actions. You must not think only about your goals.

Finally, we think that determination can be dangerous because you don't always see other ways to achieve your goals.

#### Skills for life

Ask the students to read the Skills for Life box. Make sure that they understand what *flexible* means. Discuss the idea with the whole class.

#### **WORKBOOK**

#### page 67

#### 1 Complete the puzzle to find a word.

1 Ask the students to read the definitions and to write the words they find in the puzzle.

#### Answers:

- b purpose
- c enemy
- determined d crew

The word in the boxes is: armed

#### 2 Choose the correct verbs to complete these sentences.

- 1 Give the students time to complete the gapped sentences in pairs.
- 2 Check answers as a class.

#### Answers: -

- b left: went
- c attacked; destroyed
- d hunted; caught e offered; gave

#### 3 Answer the questions to describe the difference in meaning.

- 1 Put the students into pairs. Ask them to read through the sentences and discuss their answers.
- 2 Check answers as a class.

#### Answers: -

- b A ship is usually bigger than a boat.
- It would be worse to be destroyed. If you are attacked, you are still have a chance to fight back and win; if you are destroyed, you have no chance.
- d To hunt something means to follow something; you might catch something at the end of a hunt.
- Offering usually comes first; giving happens when an offer has been accepted.

#### LESSON 5

SB page 70

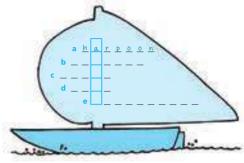
WB page 68

#### **Communication skills**

- 1 Read these readers' reviews of Moby Dick and answer the questions.
- 1 Ask the students to read the two reviews of Moby Dick and answer any queries.

#### 1 Complete the puzzle to find a word.

- a sharp metal used for hunting whales
- b what you want to achieve when you do something
- c someone who does not like you and wants to hurt you
- d the people that work together on a ship
- e wanting to do something so much that you will not let anyone or anything stop you



#### The word in the boxes is

#### Choose the correct verbs to complete these sentences.

a in the storm, the t	Joan and two pe	toble <u>arownea</u>	(urovirieursarik)
b The sailors	their ship and	ashore in a	small boat. (left/went)
The elephant (attacked/destroye	the hunters and con	npletely	their car.
d They sleeping. (caught/	_ the lion for three days and fi hunted)	nally	_ it while it was
	_ a gold coin to the first sailo le, Ahab him th		

Α	Answer the questions to describe the difference in meaning.					
a	What or who drowns and sinks?					
	People drown, a boat sinks.					
b	Which is usually bigger, a boat or a ship?					
c	Would it be worse to be attacked or to be destroyed?					
d	Which word means "to follow": to hunt or to catch?					

e Which usually comes first, giving or offering?

2 Put them into pairs to discuss the questions.

3 Discuss answers as a class class.

- The first writer has not yet finished reading the book. The second reader has read the book; he or she wants to read it again.
- No, they completely disagree. The first reviewer does not like the book because it is too slow; the second reviewer loves all the details and the characters within the book.

#### 2 Make a list of the good and bad things the reviewers say about Moby Dick.

1 Ask the students to look at the reviews in Exercise 1 again and to make lists of all

#### Communication skills

Making recommendations and giving reasons

- 1 Read these readers' reviews of Moby Dick and answer the questions
  - a Have both reviewers read Moby Dick?
  - **b** Do the two reviewers agree?

#### This week's book review

Moby Dick by Herman Melville ★ Moby Dick is not my kind of book and I do not know if I will finish it. People say that it is one of the world's greatest books, but things happen so slowly. The voyage of the Pequod does not start until you have read 150 pages, and we do not meet the whale until page 250. And you know exactly what is going to happen: either Ahab will kill Moby Dick, or Moby Dick will kill Ahab. At the moment, it doesn't matter who wins. J Smith (UK)

Moby Dick by Herman Meville Moby Dick is a book that everyone can enjoy. Once you start reading it, you cannot stop. I love all the details about the characters, especially Captain Ahab, and about the Pequod. You really feel that you are on the ship yourself. Moby Dick is like another human character. He is incredible. You really want him to win his fight with Ahab. This really is my favourite book. I will definitely read the

A Brown (Canada)

Make a list of the good and bad things that the reviewers say about Moby Dick

Bad things Moby Dick is a book that everyone can enjoy. Moby Dick is not my kind of book.

- 3 Plan a review of a book that you have enjoyed reading. Make notes about the book. Say why you enjoyed it. Think about the following.
- the story • the language the characters · how easy it was to read and understand
- Work in pairs. Recommend a book for your partner to read. Tell them why they should read it. Use expressions from Focus on functions.

#### OCUS ON FUNCTIONS

#### Making recommendations

- · I'm sure you'd enjoy / love this book
- You really should read this book
- I can (really) recommend this book (to you).

#### Giving reasons

- It's a very (exciting / interesting) story.
- The characters are so real.
- You won't be able to put it down.
- . It's so (easy) to read.



the good things and all the bad things the reviewers say about the book.

- 2 Put the students into pairs to compare their answers.
- 3 Go through the lists with the class and write the students' ideas on the board.

#### Suggested answers: -

#### Good

Once you start reading it, you cannot stop. I love all the details about the characters. You really feel that you are on the ship. Moby Dick is like another human character. This really is my favourite book. I will definitely read it again.

#### Bad

Moby

Moby Dick is not my kind of book. I do not know if I will finish it.

Things happen so slowly.

The voyage of the Pequod does not start until you have read 150 pages.

We do not meet the whale until page 250. You know exactly what is going to happen.

It doesn't matter who wins.

- 3 Plan a review of a book you have enjoyed reading. Make notes about the book. Say why you enjoyed it. Think about the following.
- 1 Tell the students that they are going to review a book. Ask them to think of a book they enjoyed.
- 2 Tell the students to make notes using the points in Exercise 3.
- 3 Finally, ask them how many stars they would give the book.
- 4 Work in pairs. Recommend a book for your partner to read. Tell them why they should read it. Use expressions from Focus on functions.
- 1 Ask students to read the language in the Focus on functions box.
- 2 Put the students into pairs. Tell them to take turns to recommend a book to their partner, and to give reasons for recommending it.
- Ask different students to demonstrate their conversations to the class.

#### Research the following about whales

- 1 The students can carry out this research either in class or for homework. Ask them to make notes, as they will need them in a later activity. Ask the students to research on the internet or to use books.
- 2 Ask them to report what they find out to the whole class.

### **WORKBOOK** page 68

### 1 Write what you would say in each of the following situations.

- 1 Ask the students to read through the situations, then to write down what they would say in each.
- 2 Check answers as a class.

#### Suggested answers: \_

- b Yes, I can really recommend this book to you.
- c I recommend it because it's a very exciting story.
- d You really should listen to this CD it's great.

# 2 Read these reviews and indicate how much the writer liked the book.

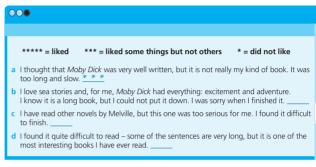
- 1 Explain that reviewers often show how much they liked a book by using stars. Five stars shows that they liked the book a lot, while one star shows that they didn't like it.
- 2 Ask the students to read the reviews and to decide how many stars they think the reviewer would give the book.
- 3 Ask different students to report their answers to the class.

#### Answers:

- b \*\*\*\*\*
- c \*
- d \*\*\*

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- 1 Write what you would say in each of the following situations.
  - a You see a friend reading a book. Ask your friend what the book is called and who wrote it. What's the name of the book you're reading and who wrote it?
  - **b** A friend asks if you are enjoying your book. Say that you are and recommend it to your friend.
  - c Your friend asks why you would recommend the book. Give a reason.
  - **d** You have just bought a new CD by your favourite singer. Recommend it to a friend.
- Read these reviews and indicate how much the writer liked the book.



- 3 Plan a book review using your notes from the Student's Book.
  - a Start with the main details of the book. In your notebook, write about:
    - the title.

· when the book was written

· trie title.

- when you read it.
- **b** What is the book about? Write one or two sentences about the story
- c Who are the main characters? Write a sentence about one or two characters
- d What did you like about the book?

#### 4 Write your review in 100–120 words.

- a Write your first draft quickly.
  - Follow the plan above. Use the notes you have already made.
  - Use some of the language from the reviewers' comments above and from the reviews in the Student's Book.
- Read what you have written very carefully. Look for grammar and spelling mistakes.
   Check in your dictionary.
- c Correct the mistakes, then write the final review.

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### 3 Plan a book review using your notes from the Student's Book.

- 1 Explain that the students are going to plan a review of the book they liked. Ask them to refer to the notes they made for Exercise 3 on page 70 of the Student's Book.
- 2 Ask the students to think about some sentences they can write about the story, its location, the characters and why they liked the book.

#### 4 Write your review in 100–120 words.

1 Ask the students to write a first draft of their review following the plan in Exercise 3.

- 2 When they have completed their drafts, tell the students to check the spelling and grammar and to write a final draft with all mistakes corrected.
- 3 Put the students into groups of four and five. Ask the students to read their review to their group.
- 4 Ask different students to read their reviews to the class.

#### Assessment

#### **Listening Task**

#### Target element: revise language from the listening

Write the following sentence beginnings on the board and ask the students to copy them. Tell the students that you are going to play the listening from page 66 of the Student's Book again and they must listen for the information and complete the sentences. (The answers are given below in brackets.)

- 1 Moby Dick came out in \_\_\_\_\_ (1851.)
- 2 At first, people \_\_\_\_\_ (didn't like it.)
- 3 Melville worked in ordinary jobs in (offices and on farms.)
- 4 His second novel, Omoo, was about (Melvilles's life on islands in the Pacific Ocean.)
- 5 In 1847, Melville married Elizabeth Shaw and (they bought a farm.)

#### **Speaking Task**

#### Target element: retell the story from the unit and revise key vocabulary

Write this set of key words for the story of Moby Dick on the board.

ship - Pequod

Captain Ahab lost leg

purpose of new voyage

saw Moby Dick

third day sank boat

Captain Ahab died

#### only one survivor - Ishmael

Put the students into pairs and tell them to take turns to use key words to retell the story to each other. Monitor and encourage the students as they work.

#### **Reading Task**

#### Target element: revise reading from the unit and read for detail

Write these sentences on the board. Ask the students to read through the sentences and then to read the summary of *Moby Dick* on Student's Book page 68 again. Tell them that they must decide if the sentences are true or false and ask them to correct the false ones. (The answers are given below in brackets.)

- 1 Moby Dick is a great blue whale. (False. Moby Dick is a great white whale.)
- The Perquod sailed around Africa and then into the Indian Ocean. (True)
- Many of the captains of other ships had seen Moby Dick. (False. We don't know how many had seen Moby Dick.)
- 4 One sailor on the Perquod died after a storm. (True)
- 5 Captain Ahab drowned when the ship sank. (False. Captain Ahab was pulled out of the ship on a harpoon rope and died attached to the whale.)

#### Writing task

#### Target element: write a review of a book.

Remind the students about the stars which reviewers often give to a book. Ask them to write three separate reviews, each of a different book, to match these different star ratings:

\*= don't like

\*\*\* = some good things and some bad things

\*\*\*\*\* = a great book

## UNIT 12

# POPULATION, HEALTH AND THE ENVIRONMENT

SB pages 71–75 WB pages 69–72

#### **Objectives**

#### Listening

Listening for gist and for specific information; guessing the meaning of words

#### Grammar

Future continuous and may be + -ing

#### Reading

Reading for specific information and for detail

#### **Critical thinking**

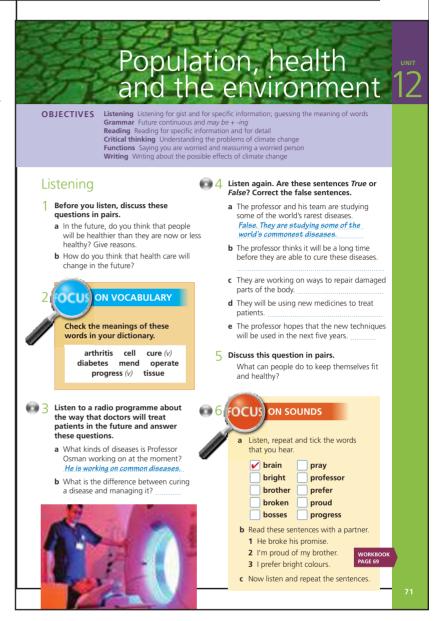
Understanding the problems of climate change

#### **Functions**

Saying you are worried and reassuring a worried person

#### Writing

Writing about the possible effects of climate change



### LESSON 1

SB page 71

WB page 69

#### Before using the book:

- Ask the students what they imagine when they think about the future.
- Put them into groups and ask them to discuss what we can do to make the future better.
- Ask students from each group to share their ideas.

#### Listening

#### 1 Before you listen, discuss these questions in pairs.

- 1 Ask the students to work in pairs to discuss the questions.
- 2 Check answers as a class.

#### Suggested answers: —

- a They will be healthier: people will know how to look after themselves and to stay healthy./They will be less healthy: there will be new diseases which will affect millions of people.
- b It will be better, because scientists will have found a cure for more diseases; they will be able to prevent more diseases.

#### 2 Check the meanings of these words in your dictionary.

- 1 Write the words on the board. Say them aloud and get the students to repeat them. Ask the students to look up the words in their dictionaries.
- 2 Tell them you are going to give a definition of a word and the students must tell you what it is.

#### **Example:**

Teacher: It means the smallest unit of a living

body.

Students: Cell.

3 Continue in this way with all the words.

#### Answers:

arthritis: a disease that causes pain and swelling in the

joints of your body

cell: the smallest unit of a living body

to make someone better cure:

diabetes: a disease in which there is too much sugar in

your blood

mend: repair something that is broken or damaged operate: cut open someone's body to remove or repair

a part that is damaged

progress: to move forward, develop or improve what plant and animal cells are made of tissue:

#### 🧊 3 Listen to a radio programme about the way doctors will treat patients in the future and answer these questions.

- 1 Ask the students to listen and answer the questions as in the example. Play the recording and give the students enough time to write their answers.
- 2 Check answers as a class.

#### Answers: \_

b If we cure a disease, it means the patient no longer has the disease. If we manage a disease, it means the patient still has the disease, but we give them medicine to reduce its effects.

#### TAPESCRIPT

Presenter:

Good afternoon and welcome to The World Tomorrow, the programme which looks into the future and predicts what life will be like in 20, 30 or 40 years time. Today's guest is a university professor of medicine who is currently doing research into new ways of treating common diseases. Welcome to the programme, Professor Osman. Could you start by telling us what kinds of diseases you are working on at the moment?

Prof Osman: Thank you, of course. At the moment, my research team and I are looking at three of the world's commonest diseases: diabetes, heart disease and arthritis. I'm pleased to say that we're making progress in all three areas. We think that fewer people will be living with these diseases in the future.

Presenter:

That's excellent news. So, are you working on new treatments for these

diseases?

Prof Osman: Yes, we are, but the most exciting news is that sometime in the not-too-distant future, we'll be treating these diseases to cure them and not only to manage them.

Presenter:

How is curing a disease different from

managing it?

Prof Osman:

Well, let's take the example of diabetes. At the moment, we cannot cure diabetes. If someone has the disease, they'll always have it. We can only help people to manage it so that it doesn't become worse. In 2030, people may be taking medicines which cure diabetes completely, so that the person no longer has the disease.

Presenter:

That really is very exciting. Could you

explain how this is possible?

Prof Osman:

Well, traditionally, doctors have always treated diseases by giving their patients medicines of some kind, or by operating on them. In the future, we'll be using new cells from patients to repair parts of their body which are damaged. So, if a patient's heart is damaged, we'll be able to mend it with new cells from the patient's own body. We'll also be making new tissue from the cells in a laboratory.

Presenter: This is fantastic. When are we likely to see

these developments?

Prof Osman: I think that I'll be working on the project

for the next 15 to 20 years.

Presenter: Thank you for being our guest this

afternoon, Professor Osman, and for

bringing us such good news.

Prof Osman: It's my pleasure.

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

- 1 Read out the example sentence and answer. Ask the students to read the other sentences. Remind them that they are listening for detail to find out if the sentences are true or false.
- 2 Ask the students to check their answers in pairs.
- 3 Ask different students to report their answers to the class.

#### Answers:

- b False. He says this will happen soon/in the not-too-distant future
- c True
- d False. They will be using cells from the patient's own body.
- e False. It will be in the next 15 to 20 years

#### 5 Discuss this question in pairs.

- 1 Ask the students to discuss the question in pairs.
- 2 Ask different students to report their answers to the class.

#### Suggested answers: \_

People can eat healthily; take regular exercise; drink plenty of water; try to avoid worrying; try not to do anything dangerous.

#### 🚺 6 Focus on sounds

- 1 Go through the words with the students and make sure that the students understand which sounds they are listening for (*pr* or *br*). Help them with the meaning of the words if they have forgotten them.
- 2 Play the recording and give the students time to write their answers.
- 3 Check answers as a class.

#### Answers:

brain  $\sqrt{\phantom{a}}$  promise  $\sqrt{\phantom{a}}$  brother  $\sqrt{\phantom{a}}$  broken  $\sqrt{\phantom{a}}$  proud  $\sqrt{\phantom{a}}$ 

#### TAPESCRIPT

brain promise brother broken proud.

- 4 Ask the students to work in pairs and to read the sentences out loud to each other.
- 5 Ask the students to listen and repeat the sentences.

#### TAPESCRIPT

- l He broke his promise.
- 2 I'm proud of my brother.
- 3 I prefer bright colours.

#### **WORKBOOK**

page 69

#### 1 Complete the table.

- 1 Ask the students to look at the words in the box. Give the students time to complete the table in pairs.
- 2 Check answers as a class.

#### Answers: \_

Parts of the body: cell, tissue Diseases: arthritis, diabetes

#### 2 Match these words with their meanings.

- 1 Ask the students have to match the words with their meanings 1–8 as in the example.
- 2 Check answers as a class.

#### Answers: \_

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

### 3 Complete these sentences with the correct form of words from Exercise 2.

- 1 Ask them to read the sentence and explain that they have to complete them with the correct form of the words from Exercise 1, as in the example.
- 2 Give the students time to complete the exercise.
- 3 Check answers as a class.

#### Answers: \_

7 1			
b	progress	c	arthritis
d	tissue/cells	e	diabetes
f	mend	g	cures
h	operate		

### Population, health and the environment

1	<b>つ</b>
	Z

ſ	Parts of the	hody	heart					
ł	Diseases	Jour		disease	<u> </u>			
	2.50050		7700410					
ı	Match these v	vords	with th	eir mea	nings.			
	a arthritis	1				-	oming bette	
	b cell	2	,				nals and pla	ints
	cure	3	'		_		or damaged	
•	d diabetes	4		en someo damageo		ody in orde	r to remove	or repair a part
	e mend	5 a		_		s pain and	makes movi	na difficult
1	operate (on)	=				animal or		<b>3</b>
	progress	7	make a	n illness	better			
	h tissue	8	a disea	se in wh	ich the	re is too m	uch sugar in	the blood
	Complete the							m Exercise 2.
•	a It is now pos to treat some			w	eus	_ into a pa	tient's body	0/4
ì	Doctors are	makino		t	owards	successful	ly treating	C. CN
	many comm	on dise	eases.					350
•	Rami's grand			alking p	ainful b	ecause he	has	1000
	d Doctors som				mad	a in a laho	ratory to	
	repair damag				11180	e iii a iabo	ratory to	100 mill -30 /
•	e Her uncle ha	IS		_, so he's	taking	medicine	to control	- July
	the sugar in							
								aged in the earthqua
	<ul><li>Sleeping for</li><li>After the roa</li></ul>							
	Arter the roa	iu accii	ient, do	Ctors na	u 10		on the anv	ers leg.
		raph a	bout th	nings pe	ople c	an or sho	uld do to n	nake sure they
9	stay healthy.							

#### 4 Write a paragraph about things people can or should do to make sure they stay healthy.

- 1 Ask the students to make a list of the first ideas they can think of.
- 2 Ask different students to report their ideas to the class.
- 3 Give the students enough time to complete the task, or set it for homework. Explain that they should write at least five sentences.

Students' own answers

### LESSON 2

WB page 70 SB page 72

Grammar

#### Future continuous and may be + -ing

- 1 Underline all the future forms in these sentences from listening text. Which are the future continuous?
- 1 Ask the students to read the sentences and underline all the future forms. Then ask them to identify the examples of the future continuous (sentences b-f are all future continuous).
- 2 Give the students enough time to complete the exercise in pairs, and remind them that they can refer to the Focus on grammar box.
- 3 Check answers as a class.

#### Answers: \_

- b We think that fewer people will be living with these diseased in the future.
- We'll be treating these diseases to cure them and not only to manage them. (future continuous)
- d In 2030, people may be taking medicines which cure diabetes completely.
- In the future, we'll be using new cells from patients to repair parts of their body.
- I think that I'll be working on the project for the next 15 to 20 years.

#### 2 Now discuss these questions in pairs.

- Ask the students to discuss the questions in pairs. Go around the class, monitoring and helping.
- 2 Discuss answers as a class.

#### Answers: -

- 1: short action
- 2: longer action
- 1: speculation; less certain
  - 2: prediction; more certain

#### 3 Choose the correct words in these sentences.

1 Ask the students to read the example and complete the task in pairs.

- 2 Remind the students to refer to the *Focus on Grammar* box and Grammar Review for help.
- 3 Check answers as a class.

#### Answers: -

- b will probably get
- c will win
- d I'll be doing; I'll be studying
- e she'll be sailing
- 4 Make future continuous sentences using the words in brackets. Compare your sentences with a partner.
- 1 Ask the students to look at the beginnings of the sentences and the words in brackets. Explain that they have to make sentences, using the future continuous as in the example. Ask the students to complete the exercise, individually and to compare their answers in pairs.
- 2 Discuss answers as a class.

Students' own answers

#### WORKBOOK

**page** 70

- 1 Make sentences using verbs in the future continuous.
- 1 Ask the students to look at the sentence prompts and the example and explain that they have to write similar sentences.
- 2 Ask different students to report their answers to the class.

#### Answers: -

- b In an hour's time, Warda will be travelling home on the train.
- c This time next week, Hamid will be playing in a school football match.
- d This time next year, Salma will be revising for her final exam.
- In two years' time, Imad will be studying English at university.
- f In 20 years, Khaled will be running his own business.
- 2 Complete the sentences with the correct future form of the verbs in brackets.
- 1 Ask the students to look at the example. Ask the students to complete the task, alone or in pairs.

Grammar Future continuous and may be + infinitive + -ing

Underline all the future forms in these sentences from the listening text. Which are the future continuous?

GRAMMAR REVIEW PAGE 124

- a The programme predicts what life will be like in 20, 30 or 40 years time.
- **b** We think that fewer people will be living with these diseases in the future
- c We'll be treating these diseases to cure them and not only to manage them.
- d In 2030, people may be taking medicines which cure diabetes completely
- e In the future, we'll be using new cells from patients to repair parts of their body.
- f I think that I'll be working on the project for the next 15 to 20 years.
- Now discuss these questions in pairs.
  - a Which sentence below predicts a short action at a point of time, and which predicts a longer action over a period of time?
    - 1 In 2030, we will help people with diabetes.
  - 2 Between 2020 and 2030, we will be helping people with diabetes.
  - **b** What is the difference in meaning between these two sentences?
    - 1 In the future, people may be taking medicines which cure diabetes completely.
  - 2 In the future, people will be taking medicines which cure diabetes completely.

- 3 Choose the correct words in these sentences.
  - a At 9.30 next Tuesday, my father will fly / will be flying to London. His plane leaves at 9.15.
  - **b** Ali *will probably get / will probably be getting* a good job when he finishes his education.
  - c Sayed thinks that his team will win / will be winning next week's competition.
  - d I wonder what I'll do / I'll be doing this time next year. Hopefully, I'll study / I'll be studying medicine at university.
  - e Riham is going on holiday soon. This time next week, she'll sail / she'll be sailing in the Mediterranean.
- 4 Make future continuous sentences using the words in brackets. Compare your sentences with a partner.
  - a This time next year (probably)

    This time next year, I'll probably be revising.
  - for important exams. **b** In five years' time (may)
  - c In ten years' time (I hope)
  - **d** In the year 2050 (probably)

OCUS ON GRAMMAR

Future continuous and may be + infinitive + -ing

 Use the future continuous to talk about an action that will be in progress at a time (or for a certain period) in the future.

I'll be playing tennis from 7 to 9 p.m.

The government **will be trying** to reduce the effects of climate change.

Use may be + infinitive -ing to refer to future events or trends which are possible but not certain:
 Many more people may be moving to Cairo in the next 50 years.

WORKER

2 Check answers as a class. Remind them that we

Check answers as a class. Remind them that we use the present continuous when we talk about longer or continuous actions.

#### Answers:

- b she will do well
- c Ali will probably still be living
- d Noha will start
- e Samir will be playing
- f everyone will be living g you will be working
- 3 Think about the area where you live. Write a description of what you think will or may be happening in 25 years.
- 1 Ask the students to read the instruction. Allow time for the students to complete the task, or set it for homework.

### 12

#### Make sentences using verbs in the future continuous. a Nader is going on holiday. This time tomorrow/he/swim in the sea Nader is going on holiday. This time tomorrow, he will be swimming in the sea. b In an hour's time/Warda/travel home on the train c This time next week/Hamid/play in a school football match d This time next year/Salma/revise for her final exam e In two years' time/Imad/study English at university f In 20 years/Khaled/run his own business Complete the sentences with the correct future form of the verbs in brackets. a In ten years' time, I hope I'll be working in a hospital. (I/hope/work) b Amira has a job interview tomorrow. I'm sure (she/do/well) c In five years' time, with his parents. (Ali/probably still/live) d Next year. at university. (Noha/start) e This time next week, with his friends. (Samir/play basketball) f When I'm 80. I think (everyone/live/longer) g Where do you think when you're 50? (you/work) 3 Think about the area where you live. Write a description of what you think will or may be happening in 25 years. I think many more people will be living in the area

2 Correct their work. Read good examples to the whole class.

Students' own answers

#### **LESSON 3**

SB page 73

#### Reading

#### 1 Discuss these questions in pairs.

- 1 Ask the students to discuss the questions in pairs.
- 2 Ask different students to report their answers to the class. Students can check their answers in Exercise 3.

#### 2 Check the meanings of these words in your dictionary.

- 1 Write the words on the board. Say them aloud and get the students to repeat them. Ask the students to look up the words in their dictionaries.
- 2 Tell them you are going to give a simple explanation of a word and the students must tell you what word it is.

#### **Example:**

Teacher: It means to become less.

Students: Decrease.

3 Continue in this way with all the words.

#### Answers: \_

decrease: to become less hostile: describes something

> or someone who very unpleasant, unfriendly and/or aggressive

North/South Pole: the most southerly/

northerly part of the world

#### 3 Read the article and check your answers to Exercise 1.

- Ask the students to read the article quickly to check their answers to Exercise 1.
- 2 Check answers as a class.

#### Answers: -

- a It will probably increase (to around 10 billion by 2100), although it may decrease in some countries.
- The earth will get warmer, causing ice to melt and producing floods, and other areas will become desert.

#### 4 Which of the words in bold from the article mean the following?

- Ask the students to find the words in bold in the article. Ask them to read the definitions and match them with the words. They can check in their dictionaries.
- Ask different students to report their answers to the class.

#### Answers: \_

- flood defences rapid
- planet unrecognisable

#### 5 Now answer these questions.

- 1 Ask the students to read the questions and to look at the example.
- 2 Ask them to read the text again and find the information that will help them to answer the questions.
- 3 Give the students enough time to complete the exercise in pairs.
- 4 Discuss answers as a class.

#### Answers:

- b The ice will be melting on mountains, at the North Pole and at the South Pole
- c They will have to leave their homes.
- d People will have to import their food from other places.

#### LESSON 4

SB page 74 WB page 71

#### Critical thinking

- 1 Complete these sentences from the article on page 73 with two words.
- 1 Give the students enough time to complete the sentences.
- 2 Discuss answers as a class.

#### Answers: \_

- b almost unrecognisable
- c climate scientists
- d serious floods
- e food production

#### 2 Discuss these questions in pairs.

- 1 Give the students time to discuss their answers in pairs. Go around the class, monitoring and helping.
- 2 Discuss answers as a class.

#### Students' own answers

- 3 Read these two sentences from the article, then discuss the questions in pairs.
- 1 Put the students in new pairs to discuss each question. Ask them to take turns to make notes. Go around the class, monitoring and helping.
- 2 Discuss answers as a class.

#### **OUR FUTURE ENVIRONMENT** 1 Discuss these questions in pairs. Many experts are predicting that the population of the world will increase to around ten billion by a How do you think that the population of the world will change in the future? the year 2100. At the same time as the population increases, they believe that **rapid** climate change **b** What effects do you think that climate change will have in the future? will affect our environment. Climate scientists are now looking at the effect of this **trend** on our growing population. Some believe that in the year 2100, the **planet** we will be living on will be almost Total world population unrecognisable Most people agree that, over the next 50–100 years, the earth will be getting gradually warmer because of climate change. This means that the ice on mountains, at the North Pole and at the South Pole will be melting very quickly. This will probably cause serious floods and may mean that many people will have to leave their homes. The prediction is that in 2100, many millions of people will be living in different areas or even in different countries because of floods. Also, climate change ON VOCABULARY will turn other areas into desert and this will affect food production. This means that in the future, Check the meanings of these people will be importing their food from areas words in your dictionary. less affected by climate change. It is also possible that the world's population may decrease (v) hostile not increase to ten billion. If the effects of climate change mean that our environment becomes North / South Pole hostile, the populations of some countries may even be decreasing in around 40 years' time. Read the article and check your Of course, we cannot be sure that any of these answers to Exercise 1 predictions will come true. However, we can be certain that scientists and engineers will be working Which of the words in hold from the hard to reduce the effects of climate change, for article mean the following? example by building **flood defences** to protect growing cities. a the way a situation is developing trend b protection against floods for towns 5 Now answer these questions. and buildings **a** Will climate change during the next 100 years be fast or slow? *It will be fast*. c very fast d very large round object in space which **b** According to the writer, in which three places will goes round the sun ice be melting in the future? e changed so much that it seems c What will happen to people if the areas where completely different they live are flooded?

#### Suggested answers: -

- a It will be hard to live if the climate is very hostile. People may move to other countries.
- They can develop new types of fuel, plant more trees and find more ways of recycling. They can develop new crops which can grow in desert areas.

d Where will people get their food from?

c We may need to protect low areas next to the sea. Perhaps we will need to protect the Nile from flooding too, to protect cities and villages that are near the Nile.

#### 4 Focus on *un*- and *-able*.

1 Establish the differences between a suffix and a prefix, and ask the students for examples. Explain that they are going to learn about the prefix *un*- and the suffix *-able*.

Critical thinking ON UN- AND -ABLE Complete these sentences from the article on page 73 with two words. The meaning of words can be changed by adding a prefix to the a By the year 2100, the population of the world will increase to around ten billion. beginning or a suffix to the end: b The planet we are living on will be recognise (v) = know someone by the year 2100. because you have seen them before recognisable (adi) = able to be **c** According to some \_\_\_\_\_, our plar be completely different in the future. our planet will unrecognisable (adj) = unable to be **d** Melting ice will cause in some parts recognised of the world. 2 Complete these sentences with e If more land becomes desert, words that contain un- or -able. be affected. a If water can make you ill when Discuss these questions in pairs. you drink it, we say the water is undrinkable. 1 Do you agree with sentences a-e in Exercise 1? **b** If a story is easy to believe, we say Why / Why not? 2 Your children might be living in the year 2100. c If a story is difficult to believe, we What do you think that their lives will be like? say it is d If we find a book easy to read, we Read these two sentences from the article, describe it as then discuss the questions in pairs. e If a book is very difficult to read, we It is also possible that the world's population may not increase to ten billion. Scientists and engineers will be working hard to reduce the effects of climate change, for example by building flood 5 Now discuss this question in pairs. How do you feel about the future of the world? Think about some of the subjects in the article a Why is it possible that the population in some countries will decrease? **b** What other things can scientists and engineers **FOR LIFE** do to reduce the effects of climate change? c Are flood defences needed in Egypt? Always try to think of ways to would they protect? ake the world better for other

- 2 Ask them to look at the first point in the box. Explain that in this case, the prefix un-makes the opposite of the adjective ending in -able.
- 3 Ask the students to look at the second point and explain that they have to write the words with the prefix un- and the suffix -able.
- 4 Give the students enough time to complete the task in pairs. They can check in their dictionaries if necessary.
- 5 Check answers as a class.

#### Suggested answers: -

- b believable
- unbelievable
- readable d
- unreadable

#### 5 Now discuss this question in pairs.

- 1 Ask the students to discuss the question in pairs.
- Discuss answers as a class.

#### Students' own answers

#### Skills for life

1 Ask the students to read the Skills for Life box. Encourage students to suggest ways they can make the world better.

#### **WORKBOOK** page 71

- 1 Can you complete these definitions? Check in your dictionary.
- Give the students enough time to complete the definitions individually.
- 2 Compare answers in class.

#### Suggested answers: -

- quickly/fast
- С
- d changing
- space
- different
- 2 Complete the sentences using the first and last letters of the missing words.
- 1 Look at the example sentence with the students. Give the students time to complete the sentences individually.
- 2 Check answers as a class.

#### Answers: \_ hostile unrecognisable trend decrease

- rapid

#### 3 Answer the questions with a word starting un- and/or ending with -able.

- Ask the students to think of words starting with un- and/or ending -able to complete the answers, as in the example.
- 2 Check answers as a class.

#### Answers:

- b unreadable c undrinkable
- d readable e unbelievable

# 4 Write a short paragraph about the future. Say what you are looking forward to.

- 1 Ask the students to read the instructions and invite some initial suggestions from the whole class. Give the students time to complete the task, or set it for homework.
- 2 Correct their work. Read good examples to the class.

Students' own answers

#### LESSON 5

SB page 75 WB page 72

#### **Communication skills**

#### 1 Discuss this question in pairs.

- 1 Ask them to read the question and the words in the box. Give the students enough time to discuss the question in pairs. Go around the class, monitoring and helping.
- 2 Discuss answers as a class. Find out which is the most common worry.

Students' own answers

#### 2 Listen to three conversations and answer the question.

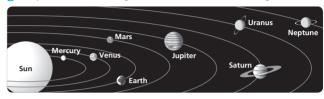
- 1 Ask the students to look at the question and example and explain that they have to answer the question for each conversation.
- 2 Play the first conversation for the students to listen and check the answer.
- 3 Play the rest of the recording. Ask the students to listen and complete the answers.
- 4 Check answers as a class.

#### Answers: \_

- 2 bird flu
- 3 an interview for university

1	Can you complete these definitions? Check in your dictionary.					
	a hostile: very <u>unfriendly</u>					
	b rapid: done or happening very					
	decrease: to become					

- **d trend:** the way a situation is developing or \_\_\_\_\_
- e planet: a very large round object in \_\_\_\_\_\_\_ that moves around a star f unrecognisable: changed so much that it seems completely \_\_\_\_\_
- Complete the sentences using the first and last letters of the missing words.



a There are eight planets which go re	ound our sun.
b Jungles and deserts can be h	e environments for people to live in.
c There are so many new buildings o	on the beach that it has become ue.
d Global warming is a modern t	d that many people are worried about.
e There has been a d been very dry.	_e in the amount of rain we've had this year. It has
f Small animals often make r	d movements to escape from their enemies

- 3 Answer the questions with a word starting un- and/or ending with -able.
  - a Why should small children be careful with glass?
    Because glass is \_\_breakable.\_\_

    b Why can't you read the magazine?
    The print is so small, it's \_\_\_\_

    c Why shouldn't people drink water from the river?
    Because it's \_\_\_

  - e Do you believe this news story on the internet?

    No, it's so strange that I find it completely \_\_\_\_\_\_\_



7

#### TAPESCRIPT

1

*Girl 1: You look upset. What's the matter?* 

Girl 2: I've been watching a TV programme about the environmental problems that we'll have in the future if we don't do something now. It really worries me.

Girl 1: Were people making predictions?

Girl 2: Yes, there was a lot about the effects of climate change.

Girl 1: There's no point in worrying about it. There's nothing that you can do about climate change.

Girl 2: I suppose you're right.

2

Boy 1: Did you see that story in yesterday's newspaper about bird flu?

Boy 2: No, what did it say?

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## Communication skills Saying you are worried and reassuring

1 Discuss this question in pairs.

Which of the following things are you most worried about for the future?

- employment
- family
- health
- the environment
- the climate

Listen to three conversations and answer the question.

What is each of the speakers worried about? 1 Environmental problems

3 Listen again and complete these expressions that say you are worried or that reassure people

## OCUS ON FUNCTIONS

Saying you are worried	Reassuring a worried person
Conversation 1	
It really worries me.	There's no in worrying about it
Conversation 2	
I found it very	Try and look on the
I'm it'll spread here.	
Conversation 3	
I'm feeling very	I'm sure it'll be
That doesn't stop me from	. Just . Don't it

Work in pairs. Take turns to be Student A and Student B and make conversations using expressions from Focus on functions.

Student A Tell Student B that you are worried about one of the following:

- dropping out of school
- finding a good job
- passing an exam
- a friend
- going to a good university

Student B Reassure Student A. Start like this: You look worried. What's the matter?



Boy 1: It described how easily diseases like that can spread. I found it very worrying.

Boy 2: But no one near here has this bird flu, do they?

Boy 1: No, but I'm afraid it'll spread here.

Boy 2: You shouldn't think like that. Try and look on the bright side. I've never heard of anyone who has had the disease.

Woman: What's the matter? You look nervous.

Student: I'm feeling very nervous. I have an interview for a university course this afternoon.

Woman: I'm sure it'll be fine. You are a very good

Student: That's what everyone says, but that doesn't stop me feeling nervous.

Woman: Just relax. Don't worry about it.

# 3 Listen again and complete these expressions that say you are worried or that reassure people.

- 1 Ask the students to read the expressions in the Focus on functions box and to look at the example. Explain that they have to complete the expressions as they listen.
- 2 Play the recording and give the students enough time to listen and fill in the missing words.
- Ask the students to compare their answers in pairs.
- Check answers as a class.

#### Answers: -

- 2 worrying; afraid / bright side
- nervous; feeling nervous / fine; relax; worry

# 4 Work in pairs. Take turns to be Student A or Student B and make conversations using expressions from Focus on functions.

- Explain that the students are going to make conversations using expressions from the Focus on functions box.
- Check that the students understand the instructions and teach them the expression drop out of school (leave school before someone has finished their education). Give them enough time to take both roles.
- Ask different pairs to repeat some of their discussions in front of the class.

Students' own answers

# 5 Research the following about the effects of climate change

- The students can carry out this research either in class or for homework. Ask the students to research on the internet or to use books.
- Ask them to report what they have found out to the class.

# **∭WORKBOOK**

page 72

- 1 Circle the phrases which describe worries and underline the phrases which are used to reassure a worried person.
- Ask the students to look at the phrases in the box and complete the task.
- 2 Check answers as a class.

#### Answers: -

Worries: I worry about; I'm afraid; I'm feeling very nervous; It worries me; that doesn't stop me worrying

Reassure: it'll be fine; relax; look on the bright side; there's no point in worrying

- 2 Add or complete the correct phrase from Exercise 1 to complete these conversations.
- 1 Ask the students to look at the conversations. Point out that in some cases part of the phrase has already been included. Give the students enough time to complete the task.
- 2 Check answers as a class.

### Answers: \_

- 1 b don't worry about it
  - it'll be fine
  - d afraid
- a There's no point in worrying
  - b relax
- a it worrying
  - b on the bright side
- a worries
  - doesn't stop
- 3 Write about some of the predictions that have been made about the effects of climate change on Egypt and other parts of North Africa. Use some of the expressions from Exercise 1 above.
- 1 Read through the task, and invite the students to tell the class about climate change in Egypt/ North Africa that they researched.
- 2 Read through the Focus on writing box with the class and discuss the questions.

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Circle the phrases which describe worries and underline the phrases which are used to reassure a worried person.

> don't worry about it (I found it worrying) I worry about I'm afraid I'm feeling very nervous it worries me it'll be fine relax look on the bright side that doesn't stop me from worrying there's no point in worrying

- 2 Add or complete the correct phrase from Exercise 1 to complete these conversations.
  - 1 A We're getting the results of our school tests tomorrow. B I know. I'm a feeling very nervous A Listen. b \_. I'm sure **c**

 ${f B}$  That's what everyone says, but I'm  ${f d}$ that I might fail.

2 A Did you hear about the lion that escaped from the zoo?

**B** Yes, but it's a long way from here.

A I know, but lions can move quite fast, can't they?

B Just b \_. Nothing will happen here!

**3** A You don't look very happy. What's the matter?

B I've been listening to a radio programme about climate change and I found a \_

A Try and look Scientists are doing everything they can

4 A Are you all right?

**B** I know, but that **b** 

B My little brother hasn't come home from school yet. It [a]\_

A He's probably playing with his friends.

me from worrying about him

3 Write about some of the predictions that have been made about the effects of climate change on Egypt and other parts of North Africa. Use some of the expressions from Exercise 1 above.

OCUS ON WRITING

Before you write, look at the text on Student's Book page 73 again

The final paragraph is a conclusion of the points in the rest of the text.

Do you think the final sentence is a strong and effective way to end? Why?

Write your text in your copybook. Make sure you include a strong final sentence.

3 Ask the students to write at least 120 words. Remind them to include some of the phrases from Exercise 1.

Students' own answers

# Assessment

### Listening Task

### Target element: revise key vocabulary from the listening

On the board, write the following gapped sentences and ask the students to copy them down. Tell the students that you are going to play the recording for the listening activity from page 71 of the Student's Book again. They must listen carefully and complete the sentences. (The answers are given below in brackets.)

1	What kinds of	are you	ı working
or	at the moment? (diseases)		

- **2** Well, let's take the example of \_\_\_\_\_. (diabetes)
- 3 We can only help people to \_\_\_\_\_it. (manage)
- 4 People may be taking medicines which diabetes. (cure)
- 5 In the future we'll be using new \_\_\_\_\_ from patients. (cells)

# **Speaking Task**

#### Target element: revise key vocabulary

On the board, write these key words about the year 2100:

#### **Population**

### Climate change

The environment

#### **Floods**

#### The North / South Poles

#### **Food**

Put the students into pairs and ask them to discuss the topics. Go around the class, monitoring and helping.

### Reading Task

#### Target element: revise key language

Write the following sentences on the board. Ask the students to re-read the article on page 73 of the Student's Book and decide if the sentences are true or false. Tell them to rewrite the false ones correctly. (The answers are given below in brackets.)

- 1 Experts predict that the population will decrease. (False. Experts predict that the population will increase.)
- 2 Experts predict that climate change will happen slowly. (False. Experts predict that climate change will happen quickly.)
- 3 Our planet will change a lot. (True.)
- **4** *Many people will need to find a new place to* live. (True.)
- 5 Climate change will turn some areas into forests. (False. Climate change will turn some areas into deserts.)
- **6** Climate change will make the environment less friendly. (True.)

### Writing task

#### Target element: revise saying you are worried

Ask the students to choose an environmental problem and to describe how it might affect us by the year 2100. Ask them to write down their ideas in a short presentation. They should:

- Describe the problem and say it's effects.
- Say what people think about the problem.
- Explain what they think we should do.

Take in their presentations to mark. You could also ask some of the students to read out their presentations.

# **Revision D**

SB pages 70-80

WB pages 73-76

# **LESSON 1**

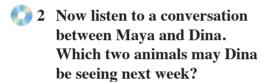
### SB page 76

#### Listening

### 1 Discuss these questions in pairs.

- 1 Ask the students to read and discuss the questions in pairs.
- 2 Ask different students to report their answers to the class.

#### Students' own answers



- 1 Ask the students what they expect to hear in the recording.
- 2 Play the recording and give the students time to note their answers.
- Check answers as a class.

#### Answers: -

She may be seeing whales and dolphins.

#### TAPESCRIPT

Maya: What are you doing next Saturday, Dina? Do you want to come to my cousins' house at the beach? I'll be spending the weekend

Dina: I'm sorry, I can't. I'll be flying to Madeira on Saturday.

Maya: Madeira's an island near Africa, isn't it?

Dina: That's right. I'm going on holiday there with my parents.

Maya: That's nice. So, you're not here next Tuesday? Dina: No, sorry, Maya. On Tuesday, I might be whale

Maya: Fantastic! You love whales, don't you?

Dina: Yes, I do. They're lovely animals. Did you know that they made a film of Moby Dick on the island?

Maya: Really?

Dina: Yes, they made the film in 1956. Before 1981,

# Revision D

#### Discuss these questions in pairs.

- a Which places do you like to go to on holiday? Why?
- **b** Which of the following animals do you think that tourists will travel a long way

#### camels dolphins elephants giraffes lions pigeons whales

- c Would you travel a long way to see animals? Why / Why not?
- 2 Now listen to a conversation between Maya and Dina. Which two animals may Dina be seeing next week?
- Second in the contract and in the correct answer.
  - a Maya will be spending her weekend . Aat her cousins' house **B** at home C with her friends **D** at Madiera
  - **b** Madeira is an island **B** near Australia A near Asia **C** near Africa **D** in Africa
  - c On Tuesday, Dina may be A watching a film B watching whales **C** going whaling
  - **D** reading Moby Dick d Before 1981, people on Madeira had been A killing a lot of whales B making a lot of films C helping whales D protecting dolphins
  - e The ocean around Madeira is now. A dried up C dangerous **D** protected
  - f In ten days' time, Dina and Maya will be A on holiday B comparing p B comparing photographs

- Write these sentences from the listening in reported speech.
  - a "I'll be flying to Madeira on Saturday." said Dina said that she would be flying to Madeira on Saturday
  - **b** "The ocean around the island is now protected," explained Dina.
  - c "It will be nice to see dolphins," said Mava
  - d "You can show me your photos of your cousins' house " said Dina
  - e "That's a good idea," said Maya.

#### Discuss these questions in pairs.

- a Why do you think that they made a film of Moby Dick on Madeira in 1956?
- **b** Why do you think that there are not many whales around the island today?
- **c** What problems may there be if too many people go on holiday to watch animals like whales?



- Listen and repeat the three sentences that revise the sounds you have learned from units 9–12.
- b Listen again and complete the three sentences
  - 1 She chose cheap
  - 2 The child should



people had been going whaling from Madeira for many years. The hunters had been killing about 250 whales a year.

Maya: They don't kill whales now, do they?

Dina: No, they don't. The ocean around the island is now protected. The only boats that chase the whales are the boats for tourists.

Maya: Do you think that you'll be seeing a lot of

Dina: I don't know. There are not so many whales around the island now, but there are plenty of dolphins.

Maya: It will be nice to see dolphins too, won't it?

Dina: Yes, it will!

Maya: Make sure you take a lot of photographs. You can send them to me on your phone, can't you?

Dina: Yes, I can. In ten days' time, we'll be comparing photos! You can show me your photos of your cousins' house, and I can show you my photos of the island.

Maya: That's a good idea. We can meet at my house.

# 3 Listen again and choose the correct

- 1 Focus attention on the options and ask the students what they need to listen for.
- 2 Play the recording and give the students enough time to choose their answers.
- 3 Check answers as a class.

#### Answers: -

bC cB dA eD fB

# 4 Write these sentences from the listening in reported speech.

- 1 Focus on the example sentence and briefly revise how to report speech (you move the tense one back into the past, change some pronouns and time phrases). Ask what changes have been made to the example.
- 2 Students work in pairs to do the same with the remaining sentences. Go around the class, monitoring and helping.
- 3 Check answers as a class.

#### Answers.

- b Dina explained that the ocean around the island was/is now protected.
- c Maya said that it would be nice to see dolphins.
- d Dina said that Maya could show her her photos of her cousins' house.
- e Maya said that that was a good idea.

#### 5 Discuss these questions in pairs.

- 1 Ask the students to read through the questions.
- 2 Give the students time to discuss their answers in pairs. Go around the class, monitoring and helping.
- 3 Discuss answers as a class.

### Suggested answers: \_

a Because people used to go whaling from the island at this time.

- b Many of the whales were probably killed before the island was protected.
- c If there are too many people, they may frighten the animals. Pollution from the boats may hurt the whales, too.

# 0

#### 6 Focus on sounds

- 1 Ask the students to listen and repeat the sentences.
- 2 Ask the students to listen again and complete the sentences 1–3.
- 3 Check answers as a class.

#### Answers: -

- 1 Chinese shoes, didn't she?
- 2 shop soon, shouldn't she?
- 3 bright blue pens.

### TAPESCRIPT

- 1 She chose cheap Chinese shoes, didn't she?
- 2 The child should shop soon, shouldn't she?
- 3 I prefer bright blue pens.

# **LESSON 2**

# SB page 77

## Grammar

- 1 Match a—e with 1–5 and complete with the past perfect simple or continuous.
- 1 Focus attention on the example answer and review the use of the past perfect continuous. They can refer to the *Focus on grammar* box on page 67 if necessary.
- 2 Make sure that the students understand the instructions and give them time to write their answers individually.
- 3 Ask different students to report their answers to the class.

#### Answers: -

- 1 e; had passed her English exam.
- 2 c; had been playing; had fallen over
- 3 b; had been doing
- 5 d; had been raining

# 2 Complete these sentences with the best reporting verb.

1 Focus attention on the example and review the use of reporting verbs in the box.

# Revision D

2 Give the students time to write their answers individually.

3 Check answers as a class.

Answers:							
b	explained	d	promised				
	told						

# 3 Change the sentences in Exercise 2 into direct speech.

- 1 Ask the students to read the example sentence and make similar sentences. Go round and monitor.
- 2 Check answers as a class.

- 4						
_/1	n	CIT	49	n	TAG	٠ ٢

- b "My house is next to the bank," explained Salem.
- c "You can talk in pairs," the teacher told us.
- d "I'll give your pen back tomorrow," Huda said / promised.

# 4 Use will / may be + -ing to make predictions about 2030 and the following.

- 1 Ask the students to read through the topics. Make sure that they understand the instructions. They can refer to the *Focus on grammar* box on page 72 to revise the future continuous.
- 2 Give the students enough time to write their answers individually.
- 3 Check answers as a class.

#### Suggested answers: -

- b My friends will probably be living and working in Cairo.
- c My parents may not be working any more. My little sister will probably be a doctor.

# 5 Think about life in your area in the year 2100 and discuss the following in pairs using will / may be + -ing.

- 1 Make sure that the students understand the instructions. Give them time to discuss each topic.
- 2 Ask different students to report their answers to the class.

Students' own answers

3

5

h school

i health

Match a-e with 1-5 and complete with	th the past perfect simple or continuous.
<ul> <li>Ali was exhausted when he arrived home yesterday.</li> </ul>	1 She
<b>b</b> Sue was carrying two heavy bags.	(fall) over.
<b>c</b> The little boy was crying and holding his leg.	3 She(do) the shopping at the supermarket.
<b>d</b> When we woke up this morning, the streets were wet.	4 a He had been working (work) hard all afternoon
e When I saw Leila, she was happy.	5 It (rain) during the night.

Complete these sentences with the best reporting verb.

	explain	promise	say	tell
a	Amal sa	iid that s	he had	been ill
b	Salem	that	his hou	ise was r
c	The teache	er	us tha	t we cou
d	Huda back the n		she wo	uld give I
	nange the	sentences	in Exe	ercise 2 i
а	"I was ill ye	sterday," :	said An	ıal.
	se <i>will / ma</i> oout 2030 a			
а	your own f	uture <u>l'Il p</u>	robably	y be work
b	your friend	ls		
c	people in y	our family		
aı	nink about nd discuss i ay be + -in	the follow		
а	work The p probably b			
b	free time			
c	holidays			
d	money			
e	travel			
f	books			



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# **LESSON 3**

## SB page 78

### Reading

- 1 Discuss these questions in pairs.
- 1 Give the students time to discuss the questions in pairs. Go around the class, monitoring and helping.
- 2 Ask different pairs to report their answers to the class.

Students' own answers

#### Reading

- Discuss these questions in pairs
- a How often do you miss school because you are ill?
- **b** What do you usually do when you are ill?
- c Do you think that people used to be ill more often in the past? Why / Why not?
- Read about modern medicines. What happened to children before the year 2000?
- Read the text again and answer the questions.
  - a What happened to 35% of people who caught smallbox before 1980?

    They died of the disease.
- **b** Why didn't people catch the disease after 1980?
- **c** Why is it harder to stop some diseases than it was to stop smallpox?
- **d** How many children have vaccinations that stop them catching diseases today?
- e How many children's lives has this saved?
- **f** In what kind of a world may we be living in the future?
- Find words in bold in the article with these meanings.
  - a make an illness better cure
  - **b** became less, or made less
  - c wanting to do something very much
  - **d** illnesses ...
  - e very quickly ....
  - **f** bad or worrying



# Modern medicines

Medicines are amazing, aren't they? If you have a stomach ache or a cough, you can visit a doctor and you usually feel well again in a few days. A few hundred years ago, it was different. People who were ill often died, especially children. People did not know what to do when they became ill. They could not control the diseases that killed them. Today, there are new medicines which help people to live healthier lives. Some of these cure diseases completely, while vaccinations can stop people getting the diseases at all.

Before 1980, there was a disease that had killed 35% of the people who got it. It was called smallpox. A few people who had caught the disease did not die, but became blind. It was a terrible disease. Then, after 1980, nobody caught the disease any more. The World Health Organisation (WHO) had been working for many years to give people vaccinations to stop the disease. It had worked.

In the future, there will be more vaccinations and many diseases will not be spreading around the world as **rapidly** as they do today. The number of people catching **serious** diseases has already **decreased** in recent years. However, it won't be easy to stop all of them. People who caught smallpox could not catch it again, but other diseases can be caught more than once. It is harder to stop these diseases. You could also see when people had smallpox, but other illnesses are harder to see.

People will always be falling ill from some diseases, but the future looks much better, especially for children. Before the year 2000, only about 25% of children had vaccinations that stopped them from catching diseases. Today, 80% of children have vaccinations. WHO say that this has saved the lives of around three million children a year, and they are **determined** to help even more children in the future. One day, perhaps we will be living in a world without serious diseases. That would be fantastic, wouldn't it?

# 3 Read the text again and answer these questions.

- 1 Go through the questions with the class and make sure that they know what information they need to find.
- 2 Ask the students to underline the parts of the text that give them the answer. Give the students time to read through the text again and write their answers.
- 3 Check answers as a class.

#### Answers:

- b WHO had stopped the disease.
- c They can be caught more than once; they are harder to see.
- d 80%
- e It has saved around three million
- f We may be living in a world without serious diseases.

# 4 Find words in bold in the article with these meanings.

- 1 Ask the students to read through the definitions and to look at the context of the words in bold in the text.
- 2 Discuss answers as a class.

#### Answers: \_

- o decreased e rapidly
- c determined f serious
- d diseases

# 2 Read about modern medicines. What happened to children before the year 2000?

- 1 Ask the students to read through the text quickly to answer the question.
- 2 Discuss answers as a class.

#### Answers: \_

Only about 25% of children had vaccinations that stopped them from catching diseases.

# **LESSON 4**

### SB page 79

### **Communication skills**

## 1 Look at the pictures and do the following.

- 1 Focus attention on the pictures and explain the tasks.
- 2 Give the students time to do the tasks individually. Go around the class, monitoring and helping.
- 3 Check the answer to part a with the class.

#### Answers:

- a a rice b fruit
  - c bread d orange juice
  - e meat f fish,
- g cheese h sweets b Students' own answers
- 2 Now compare your order with a partner, then discuss these questions.
- 1 Students work in pairs to compare their answers to Exercise 1 part *b*.
- 2 Make sure that the students understand the instructions and remind them to use the expressions in the box to answer question *a*.
- 3 Give the students enough time to discuss the questions. Go around the class, monitoring and helping. Take note of any interesting points. Discuss answers as a class.

#### Answers:

- a Students' own answers
- b You can sometimes see this information on a label.
- c Students' own answers
- 3 Look at the pictures and discuss these questions.
- 1 Give the students enough time to discuss the questions. Go around the class, monitoring and helping.
- 2 Discuss choices as a class.

Students' own answers

# **LESSON 5**

SB page 80

#### Extra reading

- 1 Check the meanings of these words in your dictionary.
- 1 Write the words on the board. Say them aloud and get the students to repeat them. Ask the students to look up the words in their dictionaries.
- 2 Tell them you are going to give a simple explanation of a word and the students must tell you what word it is.



#### **Example:**

Teacher: It means someone who is paid to work

for someone else

Students: Employee.

3 Continue in this way with all the words.

#### Answers:

cope: deal with something successfully

employee: someone who is paid to work for someone

else

employer: a person or company that pays people to work

for them

face: have to accept or deal with a bad situation or

problem

flexible: able to change or be changed easily option: something that you can choose to do

#### **EXTRA READING**

# OCUS ON VOCABULARY Check the meanings of these

words in your dictionary.

cope employee employer face (v) flexible option

Work in pairs and do the quiz.

- 1 You buy your brother / sister an electronic toy but it breaks a month later. Do you
  - a go to a shop to buy a new one?b take the back off the toy to find out what the problem is?
- 2 You hurt your knee and a doctor says that you should not run on it any more. Do you
- a stop playing all sports?b try a new sport such as swimming?
- 3 You have to answer a very difficult question for homework. Do you
  - a tell the teacher you can't answer it?
    b do research to find the answer?
- 4 You want to make an apple cake for your family but your local shop doesn't have any apples. Do you
  - a buy a cake from the supermarket?b find out how to make a cake using another kind of fruit?
- Do you think flexibly if you answered mostly a or mostly b to each question? Why?
- Read about why it is important to think flexibly and answer these questions.
  - **a** How many different jobs did people usually use to have in their lives?
  - **b** When do people need to think flexibly?
  - c Why is it useful to be flexible at school?
  - **d** Why do many employers want people who think flexibly?
- 5 Discuss these questions in pairs or small groups.
  - **a** Do you agree that being flexible in life is an important skill? Why?
  - **b** Do you think that you think flexibly? Give an example to show why / why not.

# **Being flexible**

Your grandparents probably worked in the same job all their lives. However, the way people work today is changing rapidly. It is unlikely that you will find a job and stay in it for the rest of your life. You will need to be flexible. This means being prepared to learn new skills and to adapt to different situations.

It is important to plan for the future, but you need to think flexibly when your plans change. For example, you and your friends plan to travel to a different city by train. You arrive at the station, but your train has broken down. Do you go home, or do you keep calm and think of other options? If you are prepared to be flexible, you might be able to find another way to travel to the city. You can continue your journey if you take a later train or find another form of transport.

At school, students who think flexibly are not frightened of new challenges. They keep calm when things go wrong and don't stop doing something because it is difficult. This will be an advantage when the students finish their education. Many employers now say that being flexible is one of the most important skills they look for in an employee. Businesses do not know what problems they might have in the future. They want employees who will know how to cope with these problems efficiently, and who are happy to face challenges.

#### 5 PROJECT

a Find out about a situation when something went wrong, and how people were able to solve the problem by thinking flexibly. You can talk to people you know, or write about your own experience.

**b** Write a news article about the situation. Write a conclusion saying what you can learn from the experience.

WORKBOOK

# 2 Find out how many students answered mostly *a* and how many answered mostly *b*.

#### Answers: -

You are more likely to think flexibly if you answered mostly b.

# 4 Read about why it is important to think flexibly and answer these questions.

- 1 Ask students to read the questions first and then to read the text. When they have finished, students can compare their answers in pairs.
- 2 Check answers as a class.

#### Answers:

- a They probably had one.
- b You need to think flexibly when your plans go wrong.
- c Because then you can keep calm when things go wrong and not stop doing something because it is difficult. You are not frightened of new challenges.
- d Because these people will know how to cope when there are problems and are happy to face challenges.

# 5 Discuss these questions in pairs or small groups.

- Students ask and answer the questions in their pairs or groups.
   Go around the class, monitoring and helping.
- 2 Check answers as a class.

Students' own answers

### 6 Project.

- 1 Ask the students to research the information. They can do this in class or for homework.
- 2 Students can write the news article for homework. You can display the best work in the class.

Students' own answers

# 2 Work in pairs and do the quiz.

- 1 Ask the students to read through the quiz and ask and answer the questions in pairs. Go around the class, monitoring and helping.
- 3 Do you think that you think flexibly if you answered mostly *a* or mostly *b* to each question? Why?
- 1 Ask different pairs or groups to report their answers to the class. Encourage them to give a reason for their answers.



# Revision D



# **A Language Functions**

1	Finish the following dialogue:							
	D	alia and A	many are at the shops.					
	D	alia	Shopping makes me hungry. Oh, look! 1 Those sweets aren't expensive					
	Α	many	You're right, the sweets aren't expensive.					
	D	alia	I think I'll buy some.					
	Α	many	You mustn't eat too many sweets. They are bad for you, aren't they					
	D	alia	Yes, I know they are bad for me, but I like them.					
	Α	many	I'm worried that you will become ill if you eat lots of sweets.					
	D	alia	3 There's no point in worrying about it. I won't eat too many.					
	•		Let's look in the bookshop. I'm sure you'd love the new Detective Jones book.  4 Why do you think I'd like it?					
		many						
		alia many	You like exciting stories.					
	I enjoyed his last story. 5 <u>Do you think I'll read it quickly</u> ?							
		alia	You'll probably finish it right away.					
	Α	many	You're right, I'm sure I won't put it down!					
2			t you would say in each of the following situations:					
	1		in the news about bird flu. You are worried that it will come to Egypt.					
		I'm wo	rried that it will spread here.					
	2	friend.	a very good new museum near your school. You want to recommend it to a					
			ecommend the new museum to you./You really should visit the					
		new mi						
	3	protein.	younger brother/sister that it is good to drink lots of milk because it contains  ure that you drink plenty of milk. It has protein.					
	4	Cairo, bu	asks you where you will be living in ten years. You think that you will live in it you are not sure.  Le living in Cairo, but I'm not sure.					
B \		-	y and Structure					
3			e correct answer from a, b, c or d:					
	1		Mona that London was the biggest city in England.					
		a said	(b) told c explained d promised					
	2	Ibrahim s week.	aid that he was going to see the new film about space the					
		a last	<b>b</b> this <b>c</b> following <b>d</b> before					
	3	The river	was very full because it for a week.					
		a rain	b rains c been raining dhad been raining					



	4	Before my father v supermarket.	vorked for the bank	x, he	as a manager at a
		a works	<b>b</b> is working	chad worked	d have been
	5			medicine at u	
		>	<b>b</b> be studying		<b>d</b> studies
		It's possible that m	y cousin Riham wo	n't come to the family	party next week because she
		V	vorking at the hosp	_	
		<b>a</b> may		cmay be	
	7	= :	_	for many	
		a did not rained	<b>b</b> had not rained	c was not raining	d is not raining
	8	The farmers said th	nat they	organic fertilize	ers in the following year.
		a will use		cwould use	
	9	The smallest parts	of your body are ca	alled	
		a cellars	<b>b</b> caves	ccells	
1	0	The man was very	ill so the doctors de	ecided to	on him.
		a celebrate	<b>b</b> operate	c cooperate	<b>d</b> organise
1	1	The boat stopped	at the island and all	I the tourists went	
		a ashamed	<b>b</b> attached	<b>c</b> confused	dashore
1	2	Africa and Europe	are two of the wor	ld's	
		a oceans	<b>b</b> continents	<b>c</b> countries	<b>d</b> planets
1	3	If you eat that fish	you might be very	ill. It is	
	(	a poisonous	<b>b</b> organic	<b>c</b> modified	<b>d</b> genetic
1	4	The farmer put all	the old grass in a fi	eld where he knew it	would
		a root	<b>b</b> rot	<b>c</b> rubbish	d fertile
1	5	The number of visi	tors to the museum	n fro	m 5 million to 2 million.
		a increased	<b>b</b> modified	c reduced	decreased
1	6	Leila works very hauniversity.	ard at school becaus	se she is	to go to a good
	(	a determined	<b>b</b> developed	<b>c</b> distracted	<b>d</b> disliked
1					
				following sentences	
	1			at has been genetical	ny operated. ny genetically <b>modified</b>
					n geneadang <b>mourjieu</b> .
	2		nis cake include frui	33	
				clude fruit and eg	<i>19</i> 5.
	3	- ·	e river or you migh		
		Don't fall into	the river or you	ı might <b>drown</b> .	
	4	_	e said that he has a		
		Sami's text me	ssage said that I	he <b>had</b> arrived sa	fely.
	5	We became ill bec	ause the vegetables	s have been washed in	n dirty water.
		We became ill	because the veg	etables <b>had</b> been	washed in dirty water.
	6	I asked Doaa what	she had been doin	g yesterday.	
		I asked Doaa v	vhat she <b>was</b> do	ing yesterday/had	d been doing <b>recently</b> .

## **C Reading Comprehension**

## 5 Read the following passage, then answer the questions:

The world is a big place, isn't it? But how many people can live on it? It is believed that before the second century CE, the population of the world was below 300 million. The population grew slowly. It took 1,600 years before the population *doubled* to 600 million. By the middle of the eighteenth century, it had become 800 million. Then, the population started to grow more quickly. In the year 2000, the population was eight times the amount it had been in 1750, at more than 7 billion. Today, it is about 7.5 billion.

What about the future? It is thought that the population will be growing even faster in the next 100 years. Ten billion people may be living on our planet in the year 2100. However, the population of some countries is decreasing. There will probably be enough space for everybody, but your grandchildren will be living on an even busier planet than the one we live on today.

- 1 How many people live in the world today? About 7.5 billion.
- 2 When did the population of the world start to grow more quickly? After the middle of the eighteenth century.
- 3 Why do you think that the population will be growing faster in the future?

  Because there is better health care and people are living longer. Also, more people will have more children.
- 4 Do you think that there will be enough space for everybody in the future? Why/Why not? <u>Suggested</u>: Yes, because the population of some countries is going down so there should be space in these countries. Also, the world is very big.
- 5 What do you think the word doubled means?
  - a got smaller

- **b**became two times as big
- c became three times as big
- d stayed the same
- 6 The main idea of the text is that the world's population will continue to grow,
  - a but some countries will decrease.
- **b** and there will be 10 billion people.
- c but it grew slowly in the past.
- dbut the world will be different than today.

#### 6 Answer only THREE (3) of the following critical thinking questions:

- 1 How do you think climate change will affect food production?

  <u>Suggested: Some areas which now have farms may become desert and this will affect food production.</u>
- 2 What do you think will happen if the world becomes much warmer?

  Suggested: Ice at the North and South Poles will melt and there may be serious floods.
- 3 Do you think that Ahab in *Moby Dick* was right to want to kill Moby Dick? Why/Why not? Suggested: No, because Moby Dick had not done anything wrong. The whale just wanted to live.
- 4 Why do you think that the crew of the *Pequod* wanted to help Ahab?

  Suggested: Ahab said he would give them a gold coin if they saw him, so perhaps they would get more money if they killed the whale.
- 5 Do you think that more of our food should be genetically modified? Why/Why not?

  Suggested: No, because we do not know how the food might affect our health./Yes, because this will help people to grow more food.

#### **D** The Novel

#### 7 Answer the following questions:

- 1 What saved Gulliver when the baby dropped him? He landed on a soft blanket.
- 2 How do we know that Glumdalclitch was a kind girl?

  She made clothes for Gulliver, taught him her language and looked after him when they travelled.





- 3 Why did the farmer decide to take Gulliver to the market?

  He realised that he could get money from people who wanted to see Gulliver.
- 4 Why do you think that the farmer stopped people going too close to Gulliver? He was worried that people would hurt him.
- 5 Do you think that the farmer was a greedy man? Why/Why not?

  <u>Suggested: Yes, he was. He was already getting a lot of money from people who wanted to see Gulliver, but he wanted to get even more money. He was happy to sell Gulliver to the Queen when he became ill.</u>

After a few weeks, I had lost a lot of weight and felt ill and tired. The farmer saw that I looked like a skeleton and was worried I would die.

- 6 Why did Gulliver feel tired and ill?

  The farmer had made him perform to more and more people so that he could get money. He did not have enough rest.
- 7 Why did the farmer not want Gulliver to die?

  Suggested: The farmer was a kind man and did not want Gulliver to die, but perhaps he worried that he would not get any more money if he died.
- 8 What happened to Gulliver after this?

  He was taken to the palace where the farmer sold him to the Queen.

#### **E Writing**

- Write a paragraph of about ONE HUNDRED (100) words on ONE (1) of the following:
  - a why science will stop the problems of the future
  - **b** what I know about healthy eating

Students' own answers						

#### **F** Translation

- A Translate into Arabic:
  - 1 The teacher said that we were all hardworking students.

قال/ت المعلم/ة المدرس/ة إننا جميعًا طلاب مجتهدون / طالبات مجتهدات.

**2** Fewer people will be living with serious diseases in the future.

سوف يعيش ناس أقل بأمراض خطيرة في المستقبل.

- **B** Translate ONE (1) sentence only into English:
- 1 اعتقد العلماء أن الكرة الأرضية ستصبح أكثر دفتًا في الخمسين عامًا القادمة. . Scientists think that the earth will be getting warmer in the next 50 years
- كانوا متأخرين؛ لأن الحافلة كانت قد تعطّلت.

They were late because the bus had broken down.

# UNIT 13

# **KEEPING SAFE**

SB pages 81–85 WB pages 77–80

# **Objectives**

## Listening

Listening for specific information; listening for detail

#### Grammar

Reported questions

### Reading

Reading for specific information

## **Critical thinking**

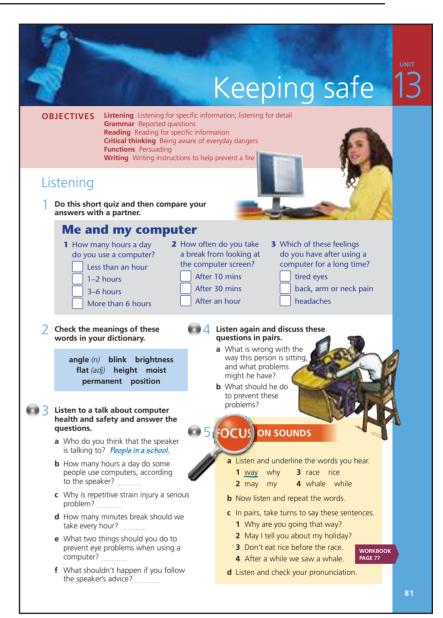
Being aware of everyday dangers

#### **Functions**

Persuading

# Writing

Writing instructions to help prevent a fire



# **LESSON 1**

SB page 81

WB page 77

### Before using the book:

- Ask the students to suggest any dangers they might face at home, at school and travelling around.
- Ask the students which of these dangers is the most serious and why.

### Listening

# 1 Do this short quiz and then compare your answers with a partner.

- 1 Ask the students to read through the quiz and check any unknown words.
- 2 Give the students time to complete the quiz individually. Ask them to compare their answers in pairs.
- 3 Discuss answers as a class.

#### Students' own answers

# 2 Check the meanings of these words in your dictionary.

- 1 Write the words on the board. Say them aloud and get the students to repeat them. Ask the students to look up the words in their dictionaries.
- 2 Tell them you are going to give a simple explanation of a word and the students must tell you what word it is.

### **Example:**

Teacher: This means shut and open your eyes

quickly.

Students: Blink.

3 Continue in this way with all the words.

#### Answers:

angle: the position from which something is viewed

blink: shut an open your eyes quickly

brightness: the quality of light given or reflected by an

object

describes something that is level, smooth flat:

the measurement from the bottom to the top height:

of an object

describes something that is slightly wet, moist:

damp or humid

permanent: describes something that is intended to last

or continue forever

position: the location of an object

- 3 Listen to a talk about computer health and safety and answer the questions.
- 1 Discuss what the students understand about health and safety. Ask them what problems you

- can have when using a computer, for example, you might get headaches.
- 2 Explain that the students are going to listen to a talk about computer health and safety. Ask the students to read through the questions and to look at the example answer.
- Play the recording and give the students time to listen and answer the questions.
- 4 Check answers as a class.

#### Answers: -

- b Six or seven hours
- c It can cause permanent damage/injury. The other problems are not permanent.
- We should take five minutes break every hour.
- Blink and focus on things that are further away from the screen.
- You should not experience serious problems.

### TAPESCRIPT

Good morning. I want to thank your head teacher for inviting me to speak to you today about using computers without damaging your health. So, I'm here to answer all the questions that you have sent me over the last

We all need computers, don't we? When your head asked me to come here, I wanted to know where the school was. So, I looked on my computer to find it. We all use computers as part of our everyday life, at home, at school and at work. Computers are great, but it's important to use them in the right way, and that is what I want to talk about today.

Many of you asked me how long people spent on a computer each day. Well, it is not unusual for adults and children to be on their computers for six or seven hours every day, and this increase in computer use has brought with it problems related to different parts of our bodies: mainly our eyes, backs, and arms.

One of you said that you had pain in your arms after using a computer. You asked me how long the pain would last. Most of the pain we feel after using our computers are temporary and disappear after a rest or a change of activity.

The most common computer-related problems are headaches and pain in our arms, back and neck. The most serious of these is repetitive strain injury, or RSI, which can lead to permanent damage. Another student wanted to know why he was getting RSI. Problems like this are usually caused by sitting in an unnatural position for long periods of time or having your chair in the wrong position. Perhaps the most important way of

preventing these problems is to take regular breaks from your computer: at least five minutes every hour. During these breaks, you should move around or do stretching exercises. You should also make sure your desk or table is the right height and the computer screen at the correct angle. You will also find it helpful to have your feet flat on the floor.

Some of you asked me what you could do to prevent damage to your eyes. If you are a regular computer user, you should have your eyes tested once every two years. To avoid eye problems while you are working, blink regularly and focus on things which are further away than the computer screen. Other actions that you can take include keeping the air in the room moist, for example by using plants or a glass of water. This will stop your eyes from becoming dry. Also change the brightness of your screen from time to time and, of course, keep your screen clean.

These are some of the basic rules for avoiding health problems related to computer use. Follow these and you should not experience serious problems.

# 4 Listen again and discuss these questions in pairs.

- 1 Ask the students to look at the picture and read the questions. Ask the students to discuss the questions in pairs. Go around the class, monitoring and helping.
- 2 Discuss answers as a class.

#### Answers:

- a The chair is too high and is too far from the computer. His desk is too low. He will get a sore back and sore arms.
- b He should sit straight and nearer to the computer. He should get a lower chair or a higher desk.

# 5 Focus on sounds.

- 1 Focus attention on the words and ask the students to underline the words they hear.
- 2 Play the recording and give the students enough time to note their answers.

#### Answers:

- a 2 may;
  - 3 rice;
  - 4 whale

### TAPESCRIPT

- 1 way
- 2 may
- 3 rice
- 4 whale
- 3 Ask the students to check their answers and to repeat the words they hear. Play the recording again.
- 4 Ask the students to repeat the sentences 1–4 to a partner.
- 5 Play the recording so the students can check their pronunciation.

#### TAPESCRIPT

- 1 Why are you going that way?
- 2 May I tell you about my holiday?
- 3 Don't eat rice before the race.
- 4 After a while we saw a whale.

# **WORKBOOK**

#### page 77

# 1 Complete these sentences with the correct words.

- 1 Give the students enough time to complete the task individually.
- 2 Ask different students to report their answers to the class.

## Answers: -

- b flat
- c permanent
- d brightness
- e moist
- f height h blink
- g position
- 2 Choose the correct answers to these questions.
- 1 Ask the students to look at the questions and the example.
- 2 Give the students enough time to complete the exercise.
- 3 Ask different students to report their answers to the class.

#### Answers:

- b A
- c B e A
- d B f B
- e

# Keeping safe 13

angle blink br	ghtness flat height moist permanent position
a There's a tree in o	our garden which is growing at a very strangeangle
b There are no hills	or mountains, so the road is very here.
The bridge over t	he river is not It will not be there next year.
d Can you change	the on the television? It is very dark.
Plants grow bette	r in soil which is
The	of Mount Sinai is 2,285 metres.
g I must move beca	use I am sitting in an uncomfortable
h If you get someth	ing in your eye, you should quickly.
St	and the state of t
	t <b>answers to these questions.</b> e body can you <i>stretch</i> ?
A (legs	B head
9	lo you think most planes fly at?
A 11.000 metres	
,	her usually like when the sea is flat?
	y <b>B</b> calm and sunny
,	do you usually sleep?
A sitting down	B lying down
What is the oppo	1 / 2 3
A dry	B hard
	do we measure <i>angles</i> ?
A Arabic	B maths
he noun form of complete the sen	many adjectives ends in <i>-ness</i> . ences with the correct form of
these adjectives.	
bright happy s	ad tired
The <u>bright</u> nes	of the sun made it very difficult to drive next to the lake.
-	f when we heard our teacher was leaving. S
	f the holidays, the of the children was clear.
	p before taking your exams can stop you

# 3 The noun form of many adjectives ends in -ness. Complete the sentences with the correct form of these adjectives.

- 1 Ask the students to look at the questions and the example.
- 2 Give the students enough time to complete the exercise.
- 3 Check answers as a class.

$\boldsymbol{A}$	Answers:					
b	sadness					
c	happiness					
d	Tiredness					

# **LESSON 2**

SB page 82

WB page 78

#### Grammar

### **Reported questions**

- 1 Match these reported questions 1–5 with the words the speakers used a-e.
- 1 Give the students enough time to complete the exercise in pairs. Remind them that they can refer to the Focus on grammar box to help them.
- 2 Check answers as a class.

$\boldsymbol{A}$	nswers:			
2	a	3	d	
		~		
4	С	5	b	

# 2 Discuss these questions in pairs.

- 1 Ask the students to read the questions and to think about them carefully.
- 2 Ask the students to discuss the question in pairs. Go around the class, monitoring and helping.
- 3 Ask different students to report their answers to the class.

#### Answers: -

- a Verbs in reported speech go one step further into the past than verbs in direct
- Some pronouns change
- Direct question: The subject of the sentence is AFTER the auxiliary verb. Reported question: The subject of the sentence is BEFORE the auxiliary verb
- d The word if (or whether) is added.

# 3 Rewrite this interview about an accident in reported speech.

- 1 Ask the students to read the interview. Ask them to look at the example and note the changes that have been made from direct to reported speech.
- 2 Give the students enough time to complete the task in pairs.
- 3 Remind the students to refer to the *Focus on* grammar box for help.
- 4 Check answers as a class.

#### Answers: -

Mr Shalabi said that he had got home at about six o'clock in the evening.

The interviewer asked him what time he usually got home.

Mr Shalabi said that he usually got home at about five o'clock. He said that he had been later than usual that night.

The interviewer asked him why he had been late. Mr Shalabi said that he had been talking to a new customer.

The interviewer asked him what had been the first thing he had seen.

Mr Shalabi said that clouds of smoke had been coming from the kitchen.

The interviewer asked him what he had done. Mr Shalabi said that he had phoned 180.

### 4 Work in pairs.

- 1 Ask the students to look at a and give them time to write three questions.
- 2 Give the students enough time to take turns asking and answering the questions.
- 3 Ask different students to report their answers to the class.

Students' own answers

# **WORKBOOK**

page 78

# 1 Write the questions that the speakers asked.

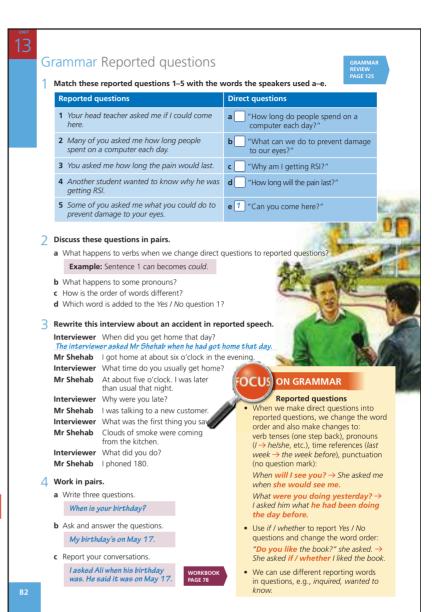
- 1 Ask the students to look at the sentences and write the other sentences in direct speech, as in the example.
- 2 Discuss answers as a class.

#### Answers:

- b "Where have you been, Mona?"
- c "When will you be home from the shops, Reem?"
- d "Do you take the bus to school, Sara?"
- e "Who have you been playing football with, Mazin?"
- f "What have you done at school today, Zeinab?"

# 2 Report these questions using ask or want to know.

- 1 Ask the students to complete the task individually.
- 2 Discuss answers as a class.



#### Answers: -

- b Hamid's mother asked Hamid what he was doing that
- c Soha asked her mother when she wanted her to do the shopping.
- d Sami wanted to know how many students there were in Imad's class.
- e Riham asked Hania who she should invite to her party.
- f Warda wanted to know if Randa was Mona's best friend.

# LESSON 3

### SB page 83

## Reading

## 1 Discuss this question in pairs.

- Ask the students to look at the picture and tell you what dangers they can see.
- Give the students enough time to discuss the question in pairs.
- Ask different students to report their answers to the class.

#### Answers:

The woman is pouring water onto an electric

The pan on the oven is boiling and the lid might fall off.

The baby might pull the wire. The iron could fall on him.

The woman might stand on the toy and fall

There are too many things plugged into the socket. This might cause a fire.

# 2 Check the meanings of these words and phrases in your dictionary.

- 1 Write the words on the board. Say them aloud and get the students to repeat them. Ask them to look up the words in their dictionaries.
- 2 Tell them you are going to give a simple explanation of a word and the students must tell you what it is.

# 3 Report a short conversation you have had today with a friend or someone in your family.

- 1 Ask the students to read the instructions and invite some initial suggestions from the class. Give the students enough time to complete the task, or set it for homework.
- 2 Correct their work. Read good examples to the class.

Students' own answers





- d "How many students are there in your class, Imad?" Sami wanted to know
- e "Who shall I invite to my birthday party. Hania?" Riham asked
- f "Is Randa Mona's best friend?" Warda wanted to know.

Write the questions that the speakers asked.

b Rami wanted to know where Mona had been.

d Warda asked Sara if she took the bus to school

Report these questions using ask or want to know. "Where did you spend your holiday, Khaled?" Nasser

Nasser wanted to know where Khaled had

b "What are you doing this evening?" Hamid's mother

"When do you want me to do the shopping, Mother?" Soha asked.

wanted to know

asked him

spent his holiday.

c Reem's mother asked her when she would be home from the shops

e Tarek wanted to know who Mazin had been playing football with.

f Zeinab's parents wanted to know what their daughter had done at school that day

a Nabil asked Yasser what he was doing. "What are you doing, Yasser?"

Report a short conversation that you have had today with a friend or someone in

My parents wanted to know what time I would be getting home

## **Example:**

Teacher: This means using or to do with

electricity.

Students: Electrical

3 Continue in this way with all the words.

#### Answers: -

electrical: using or to do with electricity

fire extingisher: a piece of equipment used for stopping/

putting out small fires

put too much electricity through overload:

something

point out: tell someone something

describes something that is easy to do simple:

or easy to understand

13

socket: a place in a wall where you

can connect equipment to the

supply of electricity to disconnect a piece of

electrical equipment by taking its plug out of a socket

# 3 Read the article and answer the questions.

- 1 Ask the students to read through the questions and then read the text quickly to find the answers.
- 2 Check answers as a class.

#### Answers:

unplug:

- b People can fall or have accidents involving electrical equipment.
- c Throwing water on a fire of electrical equipment can make it worse.

# 4 Answer these questions.

- 1 Ask the students to read through the questions.
- 2 Give them time to read through the text again carefully and to discuss their answers in pairs.
- 3 Check answers as a class.

#### Answers:

- a Because this is where most house fires begin.
- b They should turn it off and unplug it.
- c A fire extinguisher and a fire blanket.
- d Families should prepare a fire escape plan.

# LESSON 4

SB page 84

WB page 79

# **Critical thinking**

# 1 Complete these sentences with two-word phrases from the article on page 83.

- 1 Ask the students to find the information that will help them to complete the sentences.
- 2 Check answers as a class.

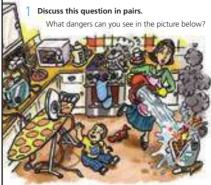
#### Answers:

- b electrical equipment. c electrical sockets.
- l smoke alarms. e fire blanket.

### 2 Discuss these questions in pairs.

- 1 Ask the students to read the questions and invite some initial suggestions from the class.
- 2 Give them time to discuss the questions in pairs. Go around the class, monitoring and helping.
- 3 Discuss answers as a class.

#### Reading



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

electrical fire extinguisher majority overload (v) point out simple socket unplug

- 3 Read the article and answer the questions.
  - a Which two groups of people have most accidents at home? Children under five and adults over seventy.
  - **b** What two dangers are there in bathrooms?
  - **c** What can be the problem with throwing water on a fire?
- 4 Answer these questions.
  - **a** Why did people think that the kitchen was where most accidents at home happen?
  - **b** What should people do if they are not using electrical equipment?
  - **c** What two pieces of equipment could help people to put out a fire?
  - **d** How else should people prepare in case there is a fire?

# Safety at home

One of the most common causes of personal injury is an accident at home, and the two groups most in danger from these injuries are children under five and adults over seventy.

Recently, a group of people were asked where most accidents took place at home. The majority correctly said the kitchen, because this is where most house fires begin. The bathroom is also a danger area, because this is where many older people fall and where some accidents involving electrical equipment happen.

When we asked a safety expert what we could do to prevent accidents at home, he came up with some **simple** but useful ideas. He **pointed out**, for example, that we should not leave food cooking in the kitchen. He also recommended a number of other simple things we could do, including turning off and **unplugging** electrical equipment when it was not in use, and not **overloading** electrical **sockets**. He also said that all homes should have smoke alarms.

Finally, we asked him what we should do if a fire started at home. He suggested that all homes should have at least one fire extinguisher and that families should work out a fire escape plan in case the worst happened. He also reminded us that throwing water on a fire, for example on a fire caused by electrical equipment, does not always put it out and can make the situation worse. In these cases, a fire blanket is recommended.

If everyone follows this simple advice, the number of serious injuries caused by accidents at home can be reduced.

83

#### Suggested answers: -

- a Young children don't always understand about dangers in the home, and old people can forget things and sometimes fall over easily.
- b There are many dangers from electrical equipment, hot ovens, sharp knives, etc.
- There might be electrical equipment (for example computers or televisions), toys on the floor, open windows, glass that might break, etc.

# 3 Now discuss these questions in small groups.

- 1 Put the students in small groups to discuss the questions.
- 2 Discuss the answers as a class.

#### Critical thinking

- Complete these sentences with two-word phrases from the article on page 83.
  - a Accidents at home are a common cause of personal injuries.
  - **b** Some injuries that happen in the bathroom
  - c The safety expert said that we should not
  - d To help detect fires early, all homes should
  - e If you have a fire caused by electrical equipment, you should use a to put it out.

#### Discuss these questions in pairs.

- a Why do you think that young children and older adults are the most in danger from accidents at home?
- **b** What dangers are there in a kitchen?
- c What dangers are there in bedrooms and living rooms?

#### 3 Discuss these questions in pairs or groups.

- a As well as those in the article on page 83, what other causes of personal injuries can you think of?
- **b** Where do they usually take place? (Think of inside and outside the home.)
- c What dangers are there for people in their teens or middle-aged people?



Always try to protect yourself and other

# ON PHRASAL VERBS WITH COME

- Choose the correct meaning of the phrasal verbs with come
- a He came up with some simple but useful ideas.
- (A thought of
- b It was nearly an hour before he came round after the accident.
  - A recovered
- B woke up after an operation or
- c The first Jurassic Park film came out in 1993
  - A appeared
  - B become public
- 2 Complete these sentences with the correct form of a phrasal verb with
  - a They operated on my brother at midday, and he
- **b** That author's new book
- c When I asked my teacher for help, some useful advice

# 5 Now discuss these questions in small

- a Do you think that people's everyday lives are becoming more or less safe than in the past?
- **b** Why do you think that some people do not follow safety advice from experts?
- c What can we do to persuade people to



### 4 Focus on phrasal verbs with come.

- Focus attention on the example sentences and ask the students to discuss their answers in pairs.
- Check answers as a class.

#### Answers: -

- b B c A
- a came round b came out c came up with

# 5 Now discuss these questions in small groups.

- Ask the students to work in new pairs or small groups to discuss the questions.
- 2 Discuss answers as a class.

#### Suggested answers: -

- a Students' own answers
- Some people think that they know better. They may think that experts worry too
- We can show people facts, for example, the number of road accidents over a certain period, etc.

# **WORKBOOK**

# 1 Complete the definitions using the first and last letters of the missing words.

page 79

- Ask the students to look at the first and last letters and write the missing words.
- Check answers as a class.

#### Suggested answers: -

- You can fall over something or fall down the stairs, something might hit you if it falls or breaks, etc.
- Most accidents happen in the living room, however, the most serious injuries happen in the kitchen or on the stairs.
- There are dangers from cars (driving or walking across a road), from fires, pollution etc.

#### Skills for life

Ask the students to read the Skills for Life box. Discuss the idea with the whole class. Ask them to think about how we can help to protect children and older people.

#### Answers: -

- unplug simple d socket
- point out f overload g majority

# **2** Complete these sentences with the correct words from Exercise 1.

- Ask the students to complete the sentences in
- Check answers as a class.

#### Answers:

- pointed out unplug d simple overload
  - majority fire extinguisher

# 3 Choose the correct verbs to complete these sentences.

- 1 Ask the students to choose their answers.
- 2 Check answers as a class.

#### Answers:

- b comes out
- c coming up with
- d coming out
- e came round
- f come up with

# 4 Write a paragraph about some of the everyday dangers of modern life.

- 1 Ask the students to read the instruction and invite some initial suggestions from the whole class.
- 2 Give the students enough time to complete the task, or set it for homework.

Students' own answers

# **LESSON 5**

SB page 105 WB page 96

### **Communication skills**

#### **Persuading**

- 1 Read this definition of *persuade* and discuss these questions in pairs.
- 1 Read through the definition and ask the students to think of examples of when they might try to persuade someone.
- 2 Ask the students to read the questions and to discuss them in pairs. Go around the class, monitoring and helping.
- 3 Check answers as a class.

#### Answers:

a Asking someone to do something gives the person a choice. He/She may agree or say no. Telling someone to do something is like a command or an order. The person has no choice whether he/she thinks it is a good idea or not.

b/c Students' own answers

# 2 Listen to three people trying to persuade another to do something and answer these questions.

1 Ask the students to look at the questions and predict what they will hear.

		nguishe_r for stopping sm g electrical equipme	
		e is not o	
			nere you can connect electrical equipment
ď	to the supply of elec		iere you can connect electrical equipment
е	If you psomething they did		t, you tell someone about
f	It can be very dange	erous to o	_d a socket.
g	The m	y of a group is most o	f the people in that group.
	omplete these sent	ences with the correct	d -
а	The light has a longsocket is	wire because the on the other side of the	mun Ca
b	My grandfather	the house ve when he was a child. It	FIRE
C		electrical ou go away on holiday.	1 June
d		questions were quite so I think I did well in the	hund
e	Be careful not to	that it for too many things.	11
f	Thecome by train.	of the students in our	class come to school by bus. Only two
g	We keep a	in our kitchen ju	ist in case there's a fire.
cı	hoose the correct w	erbs to complete these	contances
			estion for what to get Nabil as a birthday
b	A new novel I want	to read comes round/cor	<b>nes out</b> next week.
c	The best authors are	e always very good at <b>com</b>	ing round/coming up with new ideas.
d	Do you know when	the new James Bond film	is coming round/coming out?
е	Mona came round	/came up with slowly afte	er the accident, but she's fine now.
f	My brother has <b>con</b> for my exams.	ne round/come up with	some useful suggestions to help me revise
w	rite a naragranh a	hout some of the every	day dangers of modern life.
•	c a paragrapir a		au unigers or mouern mer

2 Play the recording and ask students to listen and complete the answers in pairs. Play the recording as many times as necessary.

3 Check answers as a class.

### Answers: -

- b It's a lovely day and the swim will do him good.
   c He agrees.
- 2 a Amal would like Nevine to go the cinema.
  - b It's a good film.
  - c She doesn't agree.
- 3 a Yasser wants Imad to look for information on the internet.
  - b He thinks Imad is better than him at doing this. c Imad agrees.

7

Communication skills Persuading

Read this definition of persuade and

persuade make someone decide to do something by explaining to them why it is a good idea

- a What is the difference between persuading someone to do something and asking or telling them to do something?
- **b** Can you think of a time when a friend or family member has persuaded you to do somethina?
- c Can you think of a time when you have persuaded someone to do something?
- 2 Listen to three people trying to persuade another to do something and answer these questions.
  - **a** What is the first speaker trying to persuade the second speaker to do? Nabil wants Hazem to go to the beach.
  - **b** Why does the speaker say that this is a good
  - c Does the second speaker agree to the idea or not?
- 3 Listen again and put the phrases below in the order that you hear them.



#### Persuading

- a Surely the most sensible thing would be for just one of us to look
- I really think you'd be better at looking than me.
- c 1 Go on, Hazem.
- OK, you've persuaded me!
- Just this once, please!
- You're not going to let me down, are vou?
- Come on! It's a great film, you'll



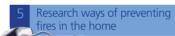
Work in pairs. Make conversations

**Student A** Ask your friend to go with you to watch a football match this afternoon. You know that your friend does not like football much, but you think that he / she will enjoy this match. You do not want to go alone

Student B You do not like football, so at first you refuse your friend's invitation

**b Student A** There is a new archaeology exhibition at a museum. Ask your friend to go with you. You are sure that he / she will he interested herause the exhibition tells visitors the history of the town

Student B You would like to see the exhibition, but you have some important school work to finish and do not really have enough time to go with your friend.



- · what people can do to prevent fires
- what equipment can be put at home in case of fire
- where people can find out further information about preventing fires

Amal: Hi, Nevine. Nevine: Hi. Amal.

Amal: Are you busy tomorrow?

*Nevine: Yes, we're having a big family meal at* the weekend. I said that I'd help my mother do the cooking.

Amal: There's a new film that I'd really like to see. Can you come?

Nevine: I'm not sure. I'll have to check with

Amal: Come on! It's a great film – you'll love

Nevine I'm sure I would, but I need to ask my Mum first.

Just for me – please! Amal:

Nevine: Hang on a minute. I'll go and talk to Mum....No, I can't – Mum needs me all day tomorrow.

Amal: OK, thanks for asking. Perhaps next week.

*Nevine: Yes, that'll probably be OK.* 

Yasser: So, we've got to finish this project by next week, haven't we?

That's right. What do want me to do? Imad:

Yasser: Perhaps you could look for the information that we need on the internet.

Imad: I'm not sure about that. My computer's very slow.

Yasser: I really think you'd be better at looking than me.

But looking things up on the internet Imad: takes ages on my computer.

Yasser: You're not going to let me down are

Imad: No, but I just think we could both look for information.

Yasser: Surely the most sensible thing would be for just one of us to look, then the other could do something else.

OK, you've persuaded me. When Imad:

shall we start?

#### TAPESCRIPT

Nabil: Hi, Hazem. I'm going to the beach this

afternoon. Do you want to come with me? Hazem: Hi, Nabil. I'd love to go to the beach, but I've

got too much to do.

Nabil: Go on, Hazem.

Hazem: No, I can't. I have to finish my homework by

Nabil: It's a lovely day. A swim in the sea will do you

good.

Hazem: I'd love to, but I can't.

Nabil: Just this once, please! You'll be able to work

better if you have a break.

Hazem: OK, maybe you're right. I'll come for just an

hour.

# 3 Listen again and put the phrases below in the order you hear them.

- Ask the students to read the expressions and number the phrases in the order that they hear
- 2 Check answers as a class.

Answers	• —			
a 6	b 4	c 1	d 7	
e 2	f 3	g 5		

# 4 Work in pairs. Make conversations using expressions from Focus on functions.

- 1 Ask the students to act out scenario a. When they have done this, they exchange A and B roles and act out scenario b.
- 2 Ask different pairs to repeat their conversations in front of the class.

#### Students' own answers

# 5 Research ways of preventing fires in the home

- The students can carry out this research either in class or for homework. Ask them to make notes, as they will need them later. Tell them to use the internet or reference books.
- 2 Ask the students to report back on what they have found out to the class.

Students' own answers

# **WORKBOOK**

page 80

# 1 Choose the correct word or phrase to complete these conversations.

- 1 Ask the students to choose the correct word or phrase to complete the conversations.
- 2 Check answers as a class.

#### Answers: -

- Surely the most sensible thing would be
- Come on; let us down; this once

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

- 1 Ask the students to look at the three scenarios and write suitable sentences.
- 2 Discuss answers as a class.

### Suggested answers: -

- a Go on! Just this once./Surely you can watch the programme tomorrow.
- Come on! It's fun at the park./I really think you'd have a better time at the park.
- Just this once! It's not far to the station. It won't take you very long./Come on, just for me!

#### Choose the correct word or phrase to complete these conversations.

- a A Could I borrow a pen, please?
  - B No. I'm sorry. You still have a pen of mine that you borrowed last week
  - A Go on /Don't let us down. I'll give it back
  - B OK, but I want it back today before you go home this afternoon
- **b** A I can't come out this evening. I'm revising for the maths test tomorrow
- B I know you must/Surely the most sensible thing would be to have a break.
- A No, sorry. There's a lot for me to revise
- c A Yasser's hurt his leg, so we need another player for the football team. Are you free this weekend?
- B Yes, I'm free, but I don't want to play football.
- A Come round,/Come on, Omar. You'll enjoy it.
- B No, I don't like football.
- A You're not going to let us down,/just for me, are you?
- B Sorry, I really don't want to.
- A Just go on./this once. please

## 2 Write what you would say in each of the following

a You want to watch a television documentary that starts in ten minutes, but your brother/sister is watching a nature programme which does not end for half an hour. Your brother/sister suggests that you watch the programme when it is repeated. Persuade him/her to change programmes.



You ask your uncle if he can drive you to the station to catch a train. Your uncle says he does not have much time. Persuade him to take you.

Write a notice that could be put on the wall of a kitchen to remind people of the dangers of fire, and write a list of simple instructions to help prevent a fire starting.

#### FOCUS ON WRITING

Before you write, think about the language of notices.

- Notices usually have a list of points, often separated by bullet points (•).
  They also use short sentences that are easy and quick to read.
  You can use capital letters and exclamation marks (!) for very important
- **b** Write your notice in your copybook. Make sure that you include some of the

# 3 Write a notice that could be put on the wall of a kitchen to remind people of the dangers of fire, and write a list of simple instructions to help prevent a fire starting.

- 1 Set this activity for homework. Explain to the students that they should write approximately 180 words.
- 2 Correct their work. Read good examples to the class.

Students' own answers

## **Listening Task**

# Target element: revise key information from the listening

One the board, write the following sentence beginnings and tell the students to copy them. Play the recording from Exercise 3 on page 81 of the Student's Book again and ask the students to listen carefully for the information they need to complete the sentences. (The answers are in brackets below.)

- 1 Problems like this are usually cause by sitting in an unnatural \_\_\_\_\_\_. (position)
- 2 You should move around or do \_\_\_\_\_exercises. (stretching)
- 3 Make sure your desk or table is at the right \_\_\_\_\_\_. (height)
- **4** You will also find it helpful to have your feet \_\_\_\_\_ on the floor. (flat)
- 5 While you are working, \_\_\_\_\_ regularly. (blink)

# **Speaking Task**

#### Target element: revise reported questions.

On the board, write the questions below. Ask the students to work pairs, taking turns to ask the questions and noting their partner's responses. Ask the students to report the questions and answers.

Why do you use computers?

How many hours a day do you use a computer? Where and when do you use computers?

Students' own answers

### **Reading Task**

# Target element: revise the text about safety in the home

On the board, write the sentences below. Ask the students to read the sentences and then look at the text in the Student's Book on page 83. Ask them to answer the questions. (The answers are in brackets below.).

- 1 Where do most accidents happen? (They happen in the home.)
- **2** Where do most house fires begin? (The begin in the kitchen.)
- **3** Where do many older people fall? (They fall in the bathroom.)
- **4** When should we unplug electrical equipment? (When we are not using it.)
- **5** What should families work out? (They should work out a fire escape plan.)

### **Writing Task**

# Target element: revise writing instructions to prevent injuries when using computers

Explain to the students that they are going to write instructions about how to avoid injuries when using computers. Ask them to include information about the issues below. When they have finished, ask some of the students to read out their instructions to the class.

Table/desk height

**Seating position** 

Screen angle

**Screen brightness** 

Students' own answers

# RIDER HAGGARD: UNIT 14 KING SOLOMON'S MINES

SB pages 86-90

WB pages 81-84

# **Objectives**

### Listening

Listening for gist and for detail; guessing the meanings of unknown words

#### Grammar

Prepositions after nouns, verbs and adjectives

### Reading

Reading to check what you know and for specific information

### **Critical thinking**

Understanding why people's home countries are important to them

#### **Functions**

Asking for and agreeing to help people

#### Writing

Writing an email asking for help



# **LESSON 1**

SB page 86

WB page 81

### Before using the book:

- Tell the students that they are going to read and learn about someone who wrote adventure
- Write the following questions on the board.
- 1 In what sorts of places do adventure stories take place? Are they usually in the past, present or future?
- 2 What sorts of things usually happen in adventure stories?
- 3 What adventure stories do you know?
- 4 What adventure films do you know?
- Put the students into groups and tell them to discuss the questions.
- Ask the groups to report back to the class with their answers.

## Listening

## 1 Look at the pictures and discuss in pairs.

- 1 Ask the students what they know about England and South Africa. Ask them to say in what ways the two countries are different.
- 2 Ask the students how they think their lives would change if they moved from England to South Africa.
- 3 Write their ideas on the board.

### Suggested answers: -

The hotter climate would mean that you would be outside much more. You would eat very different types of food. You would be able to go see many different wild animals..

# 2 Check the meanings of these words and phrases in your dictionary.

- Write the words and phrases on the board. Say them aloud and get the students to repeat them.
- 2 Ask the students to look up the words in their dictionaries.
- 3 Tell them you are going to give a simple explanation of a word or phrase and the students must tell you what it is.

#### **Example:**

Teacher: It means a book that sells in large

numbers. Students: bestseller

4 Continue in this way with all the words in the exercise.

#### Answers: -

bestseller: a book that sells in large numbers reform:

a change to how we do things to make it

fairer or more effective go on (doing something): continue keen on: be enthusiastic about

# 3 Listen to a conversation between two students and match to make sentences about Rider Haggard.

- 1 Ask the students to read the sentence halves and answer any questions.
- 2 Explain that you are going to play the recording and that the students have to listen carefully for the information to match the sentence halves.
- 2 Ask the students to work in pairs and to discuss their answers with a partner. You many need to play the recording more than once.
- 4 Ask different students to report their answers to the class.

#### Answers: -

1 d 2 f 3 b 4 c 6 e

#### TAPESCRIPT

Mustafa: Did you know, we're going to read King

Solomon's Mines at school soon?

Hany: Yes, I heard. I'm looking forward to that. And

for homework we have to find out about Rider Haggard, who wrote the book.

Mustafa: What do you know about him?

Hany: Not much. I know he's not alive and I think he

was English.

Mustafa: *Shall we try and find out more?* 

Hany: OK. Let's look on the internet. There must be

a Rider Haggard website.

Mustafa: Here he is. Rider Haggard, born 1856, died

1925.

So, he's been dead quite a long time. What Hany:

else does it say?

Mustafa: Well, you were right; he was English, his

father was a lawyer and his mother was a poet.

Hanv: When did he start writing?

Wait a minute. OK, it says he wasn't very Mustafa:

good at school, so he didn't apply for university. His father sent him to work in

South Africa.

Hany: Did he stay in South Africa?

Yes, for a few years, then he went back to Mustafa: England, married and had a family.

Hany: So, when did he start writing?

Mustafa: Well, let's see. He became a lawyer first,

but he didn't do very well because he was so

keen on writing.

Hany: What were his books about?

Mustafa: They were adventure stories which took

> place in Africa and were about explorers discovering ancient African civilisations. Sometimes the explorers were looking

for diamonds.

Hany: Was he successful as a writer?

Mustafa: Yes. King Solomon's Mines, which it took him only six weeks to write, was a bestseller

for a year.

What else did he write? Hany:

Mustafa: Let's see. She, about an ancient African queen, and Allan Quatermain are his

best known other books.

And did he go on working at the same time as Hany:

being a writer?

Yes, he worked for the British government. Mustafa: He helped in the reform of agriculture. He

also travelled around the world.

I'm interested in learning more about him. Hany: So am I, and I'm really looking forward to Mustafa:

reading King Solomon's Mines.

Hany: Me too.

# **()**

# 4 Listen again and answer the questions.

- 1 Ask the students to read the questions.
- 2 Play the recording again and ask the students to listen and answer the questions in pairs.
- 3 Ask different students to report their answers to the class.

#### Answers: \_

- a They have to find out about Rider Haggard, who wrote *King Solomon's Mines*.
- b They look on the internet, and find a site about Rider Haggard.
- c They want to read King Solomon's Mines.

# 5 Focus on sounds

- 1 Ask the students to look at the list of compound nouns in the box. Ask if they know what the words mean.
- 2 Ask them to listen to the recording and to mark the stress on each word.
- 3 Put the students into pairs to compare their answers.
- 4 Play the recording again and ask the students to check their work.
- 5 Play the recording once more and ask the students to repeat the words.

#### Answers: -

- a 2 website
  - 3 adventure story
  - 4 bookshop
  - 5 bathroom
  - 6 diamond mine
- b It falls on the first word in the compound noun each time.

# Rider Haggard: King Solomon's Mines 14

1	Find the words in the puzzle to
	match the definitions.

- a a book that a lot of people have bought \_bestseller\_\_
- b like very much or are interested
- c a change to how we do things to make it fairer
- d continue without stopping or changing \_\_\_\_\_
- e someone who travels to places that people have not visited

1	F	В	Ε	S	Т	S	Ε	L	L	Ε	R
L	0	U	Т	Р	Р	Ε	т	F	s	L	В
U	R	1	Q	0	w	Е	1	٧	Т	В	N
0	Е	D	Т	N	М	K	Е	Е	N	0	N
K	F	Ε	н	Υ	М	R	Р	F	Ε	О	K
Е	0	Ε	Х	Р	L	0	R	Ε	R	Ε	N
C	R	٧	1	L	1	S	Α	G	0	0	N
Δ	М	т	В	F	U	м	Υ	R	ς	c	D

# Complete these sentences with words from Exercise 1.

- **a** Marco Polo was an Italian <u>explorer</u> who travelled to China.
- **b** The school wants to \_\_\_\_\_\_ the way that the children study maths.
- c I'm not very \_\_\_\_\_ science fiction I prefer adventure stories.
- d The teacher said that tomorrow's lesson will be longer than usual because we will \_\_\_\_\_\_doing our project.
- e Gulliver's Travels has been a \_\_\_\_\_\_ since it was first written in 1726
- Write compound nouns with these meanings and mark the main stress. Check in your dictionary to see if the compound noun is written as one word, two words or with a hyphen.

a	a shop where you can buy books	<u>a book</u> sho
b	a room where you have a bath	

- c a mine where you rave a battl
- d a place where you can catch a bus
  e a sport when you ski on water
- e a sport when you ski on water

  f equipment that uses electricity
- g an area where school children play during breaks
- h a story about a detective

81

#### TAPESCRIPT

#### 1 homework

- 2 website
- 3 adventure story
- 4 bookshop
- 5 bathroom
- 6 diamond mine

# **WORKBOOK**

page 81

# 1 Find the words in the puzzle to match the definitions.

- 1 Ask the students to read through the definitions.
- 2 Explain that they can find the word to match each definition in the puzzle.
- 3 Ask the students to find the words in the puzzle and write them in the spaces provided.

4 Ask different students to report their answers to the class.

#### Answers: -

- b keen on
- c reform
- d go on
- e explorer

# 2 Complete these sentences with the words from Exercise 1.

- 1 Ask the students to read through the sentences.
- 2 Give the students enough time to complete the sentences.
- 3 Check answers as a class.

#### Answers: -

- b reform
- c keen on
- d go on
- e bestseller

# LESSON 2

WB page 82 SB page 87

### Grammar

# Prepositions after nouns, verbs and adjectives

- 1 Underline the noun, verb or adjective and the preposition that follows it in these sentences from the listening text. 1 Ask the students to read through the
- sentences. Explain that they must underline the verb, noun or adjective that is followed by a preposition in each sentence.
- 2 Focus on the example, then ask students to do the same with sentences b-g. The answers are given with Exercise 2.
- 2 Write what each underlined word is in Exercise 1 (n = noun, v = verb, a = adjective, p =preposition).
- 1 Make sure the students understand the instructions. They must write v + p, a + p or n + p, as in the example.
- 2 Ask the students to work in pairs and give them enough time to complete the exercise. Remind them to use the Focus on grammar box for reference. Go around the class, monitoring and helping.
- Check answers as a class.

### Grammar Prepositions after nouns, verbs and adjectives

1 Underline the noun, verb or adjective and the preposition that follows it in these sentences from the listening text.

a We have to find out about Rider Haggard. v.+p.

**b** He wasn't very good at school.

c He didn't apply for university.

d He was so keen on writing

e The explorers were looking for diamonds

f He helped in the reform of agriculture.

g I'm interested in learning more about him.

Write what each underlined word is in Exercise 1 (n = noun, v = verb, a = adjective, p = preposition).

Choose the correct prepositions.

a A What's the main reason for with the popularity from / of Rider Haggard's books?

B He was so good at / for writing exciting stories **b** A Have Rider Haggard's books always been popular

by / with readers?

B Yes. There's been an increase in / about sales in recent years.

c A I knew he was famous for / with Kind Solomon's Mines, but I didn't know Rider Haggard's other stories

B I'd never heard from / of him at all until last week

d A How many children did Rider Haggard and his wife have?

B They had four, but one of them died of / with a childhood disease when he was only ten

4 Discuss these questions in pairs using the red phrases in your answers.

a Which subject are you most interested in at school? Are you good at this subject?

**b** What environmental problem are you most worried about? What are the causes of this problem? What is the answer to the problem?

c Which job will you apply for in the future?



#### ON GRAMMAR Prepositions after nouns. verbs and adjectives

prepositions follow nouns, verbs and adjectives. Learn each phrase when voir meet it: Are you **afraid of** the dark? Ali is worried about his exam I'm looking for my pen. My sister arrives at school on time. What is the cause of the fire? The popularity of Naguib Mahfouz is worldwide.

Prepositions are usually followed by *ina* or nouns. I'm looking forward to going on

Mona is **interested in** music

3 Write compound nouns with these meanings and mark the main stress. Check in your dictionary to see if the compound noun is written as one word, two words or with a hyphen.

- 1 Ask the students to read through the definitions.
- 2 Ask the students to work in pairs and to decide which compound noun is being defined.
- 3 Check answers as a class.

#### Answers:

b bathroom

goldmine

d bus stop

- water-ski
- electrical equipment de<u>tec</u>tive story
- <u>play</u>ground

#### Answers: \_

- b He wasn't very good at school. a + p
- c He didn't apply for university. v + p
- d He was so keen on writing. a + p
- The explorers were <u>looking for</u> diamonds. v + p
- He helped in the reform of agriculture. n + p
- I'm interested in learning more about him. a + p; v + p

#### 3 Choose the correct prepositions.

Tell the students to read through the dialogues and make sure they understand the instructions.

- 2 Remind the students that they can use their dictionaries for reference.
- 3 Ask the students to work in pairs and compare their answers.
- 4 Check answers as a class.

#### Answers: \_\_

- a of; at
- b with; in
- c for; of
- d of

# 4 Discuss these questions in pairs using the red phrases in your answers.

- 1 Ask the students to read through the three questions carefully.
- 2 Ask them to think about how to answer the questions using the red phrases.
- 3 Ask the students to work pairs and give them enough time to discuss their answers. Go around the class, monitoring and helping.
- 4 Ask different students to report their answers to the class.

#### Suggested answers: —

- a I am most <u>interested in</u> languages. I am good at languages, too.
- b I am most <u>worried about</u> pollution. Some <u>causes of</u> pollution are the cars and factories in the cities. The <u>answer to</u> the problem is to have more buses and trains.
- c I'm going to apply for an engineering job.

# 14

1

2

10 a

Ch	oose the corr	ect prepositi	ons to compl	ete the sentences.	
1	William Shak	espeare is mo	re famous <u>fo</u>	r his plays than h	is poems.
	a for	<b>b</b> by	c from	<b>d</b> of	
2	Nobody know	ws the real rea	son for the file	m's popularity	children.
	a with	<b>b</b> to	c for	<b>d</b> of	
3	Huda loves E	nglish, but sh	e's not very go	od maths.	
	a for	<b>b</b> at	<b>c</b> by	d with	
4	When did Az maths prize?	za find	that she	had won the	
	a from	<b>b</b> out	<b>c</b> of	d about	
5	That little bla	ck car belong	1 2	my uncle.	633
	a to	<b>b</b> for	c with	<b>d</b> by	ENGINEER CO.
6	I play lots of watching spo		n not very keer	n	
	a to	<b>b</b> on	c for	<b>d</b> at	THE REAL PROPERTY.
7			sity, she's goin	g to apply	
	ā	job abroad.	c at	d for	-
8	a of	ons of people	all over the w	vorld died Sp d with	anish tiu.
	-			did you find out	the homework?
9	a with	b about	c from	d of	the nomework?
10	-		•	dicine and wants to be a	doctor
10	a in	b to	c of	d for	doctor.
	a III	<b>D</b> 10	COI	0 101	
Fin	d and correct	the mistake	s in the follo	wing sentences (one i	s correct).
a I	My brother wa	s never very g	ood for playin	g basketball.	_at
<b>b</b> \	What was the	reason for the	accident?		
<b>c</b> [	Don't worry fo	r your exam. I	'm sure you w	rill pass.	
d I	've lost one of	my school bo	oks. Can you	help me look at it?	
e l	Holidays in Egy	pt are popula	r for all kinds	of tourists.	
f١	We must find a	an answer for	the problem o	of climate change.	
				_	

82

# **WORKBOOK** page 82

# 1 Choose the correct prepositions to complete the sentences.

- 1 Ask the students to read through all the sentences.
- 2 Give the students enough time to choose the correct preposition to complete each sentence.
- 3 Ask different students to report their answers to the class.

# Answers: 2 a 3 b 4 b 5 a 6 b 7 d 8 a 9 b

3 Complete these sentences with your own ideas.

a The main cause of global warming is \_b Egypt is most famous for \_

c I'd like to find out more about

d There has been an increase in \_

# 2 Find and correct the mistakes in the following sentences (one is correct).

- 1 Ask students to look at the example and explain that they must find and correct the mistake in each sentence. One sentence has no mistake.
- 2 Ask the students to work in pairs and compare their answers.

### Reading

Check the meanings of these words and phrases in your dictionary

almost army battle (n) eventually force (n) fortunately (go) missing oasis oppose strange trap (v)

ON VOCABULARY

#### Discuss in pairs.

- a Look at the pictures and remember the listening about Rider Haggard. What do you already know about King Solomon's Mines?
- **b** Now read to see if you were right

#### Read again and choose the correct answer.

- a Why is Sir Henry Curtis in Africa?
- A To find diamonds.
- To meet Alan Quatermain (C)To find his brother D To go hunting.
- **b** Why don't the soldiers kill Sir Henry and his friends?
  - A They have guns.
  - B They believe they are their friends
  - C The king wants to meet them
  - **D** They are frightened of them
- c Why did King Twala kill his brother?
- A His brother was the king.
- **B** His brother was a cruel man C He had strange and powerful forces
- D His brother was a criminal
- **d** What relation is King Twala to Ignosi (Umbopa)?
  - A He's his father.
  - B He's his brother
  - C He's his son.
- D He's his uncle

#### Discuss these questions in pairs.

- a What do you like or dislike about stories like King Solomon's Mines?
- b Have you read any books or seen any films
- c Why do you think that stories like this are





An Englishman, Sir Henry Curtis, is in Africa looking for his brother who has **gone missing** while looking for King Solomon's Mines. Alan Quatermain, an adventurer and hunter who has a map of the mines, agrees to help Sir Henry look for his brother. A young African, Umbopa, travels with them as their servant

When they walk across a desert, the group almost die of thirst, but eventually reach mountains. They cross the mountains into Kukuanaland, a country in a remote valley. Soldiers from the country' army capture Sir Henry's group and are going to kill them, but suddenly become afraid when one of the Englishmen behaves strangely. Soon the Kukuanas believe that the men have strange and powerful **forces**.

The Englishmen are taken to King Twala, a cruel, violent man who kills anyone who opposes him

- 2 Ask the students to work in pairs and to read their answers to their partner.
- Ask different students to report their answers to the class.

#### Answers: \_

- the use of cars and the pollution from factories.
- its beautiful Pyramids and ancient cities.
- studying in a different country.
- the number of tourists visiting our city in recent years.

# LESSON 3

#### SB page 88

### Reading

# 1 Check the meanings of these words and phrases in your dictionary.

- Write the words and phrases on the board. Say them aloud and get the students to repeat them. Ask the students to look up the words in their dictionaries.
- Tell them you are going to give a simple explanation of a word or phrase and the students must tell you what it is.

#### **Example:**

Teacher: It means nearly but not

completely.

Students: Almost.

Continue in this way with all the words.

### 3 Check answers as a class.

#### Answers: -

- b correct
- Don't worry **about** your exam. I'm sure you will
- d I've lost one of my school books. Can you help me look **for** it?
- Holidays in Egypt are popular with all kinds of
- We must find an answer to the problem of climate change.

### 3 Complete these sentences with your own ideas.

Tell the students to read through the sentences and to write their answers.

### Answers:

adviser: someone whose job is to give advice about

a subject

almost: nearly but not completely a large organisation of soldiers armv: battle: a violent fight between two groups

eventually: after a long time a natural power force:

fortunately: describes something happening that it is

good

(go) missing: (become) lost

oasis: a place in the desert where there is water

and plants grow

oppose: disagree with something and try to stop it

strange: unusual, surprising or difficult to

understand

trap: catch someone or something

# 2 Discuss in pairs.

- 1 Focus attention on the pictures and ask the students what they can remember about *King Solomon's Mines* from the listening. Write their ideas on the board.
- 2 Ask them to read the text to see if their ideas were correct.

#### Students' own answers

# 3 Read again and choose the correct answer.

- 1 Ask the students to read through the questions before reading the text again, and help them with any queries.
- 2 Give the students enough time to choose their answers.
- 3 Check answers as a class.

#### Answers: -

b I

c A

d D

# 4 Discuss these questions in pairs.

- 1 Ask the students to read through the questions.
- 2 Give the students enough time to discuss their answers. Go around the class, monitoring and helping.
- 3 Discuss answers as a class.

Students' own answers

#### Critical thinking

- Answer the following questions about King Solomon's Mines.
  - a What was Sir Henry Curtis's brother doing in Africa? He was looking for King Solomon's Mines.
  - **b** How did King Twala die?
  - c Where did they find Sir Henry Curtis's brother?
  - **d** Why do you think that Alan Quatermain agreed to help Sir Henry Curtis?
  - e Why do you think that King Twala sent his brother's wife and son into the desert to die instead of killing them?
- **f** How do you think that Umbopa / Ignosi felt about becoming king of his country?



To become king, he killed his brother and sent his brother's wife and son Ignosi into the desert to die.

The servant Umbopa now tells the Englishmen that he is really Ignosi. Then, with his own soldiers and his English friends, he attacks the king's army. In the **battle** that follows, Twala is killed. Then, one of the old king's **advisers**, Gagool, takes the group to King Solomon's Mines, where they find rooms full of gold and diamonds. While they are looking at the treasure, Gagool escapes and **traps** the Englishmen in the mine without food or water. **Fortunately**, after a few days, they manage to get out of the mine, taking enough diamonds to make them rich.

The Englishmen say goodbye to the new King Ignosi and start their journey home. On their way, they stop at an oasis, where they find Sir Henry's brother.

2 Read this quotation from the story and discuss the questions.

They cross the mountains into Kukuanaland, a country in a remote valley. Soldiers from the country's army capture Sir Henry's group and are going to kill them, but suddenly become afraid when one of the Englishmen behaves strangely. Soon the Kukuanas believe that the men have strange and powerful forces.

- a What kind of strange behaviour might the soldiers have been afraid of?
- **b** What does this quotation tell us about the relationship between white people and Africans at this time?
- c Two other popular stories at this time were The Lost World and The Land That Time Forgot. Why do you think that such stories about strange countries were so popular?
- Read this quotation from another part of the story and discuss the question in pairs.

Ignosi tries to persuade Sir Henry and his friends to stay in his country. He offers them gifts and a home, but they tell him that they must leave because they miss their own country. Ignosi says that they will always be remembered in Kukuanaland.

What can people of different nationalities learn from each other?



Remember that it is important to be tolerant of people whose way of life is different from our own.

PAGE 83

# LESSON 4

SB page 89 WB page 83

### Critical thinking

- 1 Answer the following questions about *King Solomon's Mines*.
- 1 Ask the students to read all the questions which are about the story summary from the previous lesson.

- 2 Ask them to write their answers and then to compare their answers with a partner.
- 3 Ask different students to report their answers to the class.

#### Answers: \_

- b He was killed in a battle.
- c They found him at an oasis.
- d Suggested: Because he had a map of the mines and he was an adventurer who liked that sort of challenge.
- e Suggested: Because he didn't want to be blamed for their deaths. If he sent them into the desert instead, he could say that he didn't kill them.
- f Suggested: He was happy to replace the cruel king.

	Match these words a-i with their meanings 1-9.  a adviser  1 become lost							
	b almost 2 when two armies fight each other in one place							
	c battle 3 a someone who gives advice							
	d eventually  4 put someone in a position that they cannot esca	pe from						
	e fortunately 5 after a long time							
	f go missing 6 disagree with/be against							
	g oppose 7 nearly but not completely							
	h strange 8 happily							
	i trap 9 unusual, surprising or difficult to understand							
	Complete these sentences with the correct form of the words in Exercise	1.						
	a After the accident, the man was	NAME OF TAXABLE						
	<u>trapped</u> in his car for two hours, but	4.5						
	someone heard him and rescued	14						
	him.	5						
	b I didn't know it was so late. It's three o'clock.	NOC.A.						
	three o'clock.							
	shop is to the	400						
	opening of the new supermarket.							
	d I didn't have much sleep last night, but I don't have to go to school today.							
	e The hero of the story I'm reading is an to the King on the eco gives him ideas about how to spend the country's money.	nomy. He						
	f The crew of a small fishing boat has during a storm at sea. W know where they are.	'e don't						
	g In November 1942, the German army lost a big in El-Alamein	, Egypt.						
	h Ali thought that his new school in England was very at first, be it now.	out he likes						
2	Use your dictionary to complete the sentences using the correct form of ti	he word						
	in brackets.							
	a $\underline{\textit{Unfortunately}},$ my brother failed his exam, even though he had worked very (fortunately)	hard.						
	<b>b</b> There is growing in Europe to factories that cause a lot of pol ( <i>oppose</i> )	lution.						
	c If you visit Egypt, it is to wear a hat if you go out in the sun. (	advice)						
	d Our football team beat the team 3-1. (oppose)							
	e We are to have one of the country's best authors visiting us today.							

# 2 Read this quotation from the story and discuss the questions.

- 1 Ask the students to read the quotation.
- 2 Ask them to read through the questions and discuss the answers in *pairs*. Give the students time to complete their discussions and note their answers.
- 3 Ask different students to report their answers to the class.

#### Answers: -

- a It could have been something that the Englishman did to frighten the soldiers, but it would have been something that was very different from the behaviour in the soldier's own culture.
- b Neither the white people nor the Africans know much about the others' culture.
- They were popular because people did not know much about other cultures and countries. They were mysterious, remote places and everything in them seemed new and exciting.

# 3 Read this quotation from another part of the story and discuss the question in pairs.

- 1 Ask the students to read the quotation from a different part of the story first and answer any queries.
- 2 Ask them to discuss the question in pairs.
- 3 Ask different students to report their answer to the class.

#### Suggested answers: \_

We can learn about different kinds of food, traditions, music, art, language, etc.

#### Skills for life

Read the Skills for life box as a class. Ask students why they agree that it is important to be tolerant. What might happen if people were not tolerant?

# **WORKBOOK**

page 83

# 1 Match these words a-i with their meanings 1-9.

- Ask the students to look at the words and the meanings. Explain that they have to match the words with their meanings as in the example.
- 2 Give the students enough time to match the meanings in pairs.
- 3 Check answers as a class.

$\boldsymbol{A}$	nsu	ers:						
b	7	c	2	d	5	e	8	
f	1	g	6	h	9	i	4	

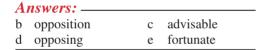
# 2 Complete these sentences with the correct form of the words in Exercise 1.

- 1 Ask the students to read through the gapped and complete the sentences. If they need help, they can refer to their dictionaries.
- 2 Check answers as a class.

# Answers: a trapped; eventually b almost c opposed d fortunately e adviser f gone missing g battle h strange

# 3 Use your dictionary to complete the sentences using the correct form of the word in brackets.

- 1 Ask the students to read through the gapped sentences. Explain that they must use the correct form of the words in brackets to complete the sentences. Tell them to think about which form of the word they need. If they don't know the correct form, they can look the word up in their dictionary.
- 2 Check answers as a class.



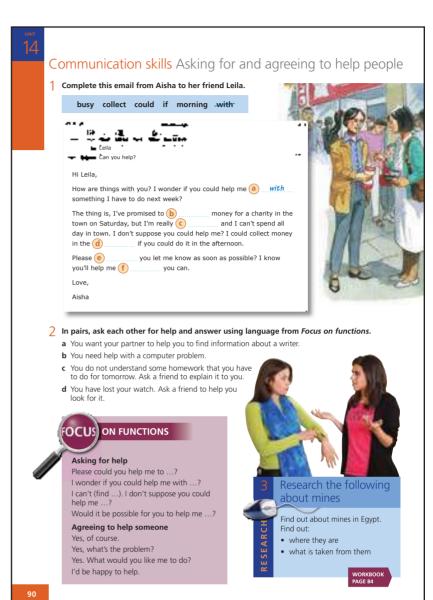


SB page 90 WB page 84

### Communication skills

# 1 Complete this email from Aisha to her friend Leila.

- 1 Ask the students to read through the gapped email and answer any queries.
- 2 Ask them to summarise what it is about.



3 Give the students enough time to complete the text individually.

4 Ask different students to report their answers to the class.

# Answers: b collect c busy d morning e could f if

14

#### Write what you would say in each of the following situations.

- A friend tells you about King Solomon's Mines. Say that you did not know the book
  - I'd never heard of the book before last week
- b You are making the family meal. You would like some help from your sister. What do
- You have missed school because you were ill. You would like some help from your teacher. What do you say?
- **d** A friend asks if you can help him or her with a computer problem. You are happy to help, but you want to know what the problem is. What do you say?

#### Make notes to plan a reply to the email in the Student's Book.

- Paragraph 1 Say how you are and what you have been doing recently.
- Paragraph 2 Ask which charity your friend is going to collect money for
- Paragraph 3 Tell your friend that you would be happy to help, but you are only free in
- Paragraph 4 Ask your friend to email soon to say whether your offer will help.

#### Write your email in about 100 words.

- a Write your first draft quickly, following your plan. Remember that you are writing to a friend, so use informal language
- **b** Read what you have written very carefully. Look for grammar and spelling mistakes. Check the correct spelling in your dictionary
- c Correct the mistakes, then write the final email

# 2 In pairs, ask each other for help and answer using language from Focus on functions.

- 1 Ask the students to look at the language in the Focus on functions box and go through it with
- 2 Ask the students to work in pairs as they read through the four different situations. Ask them to take turns asking for information and responding. Go around the class, monitoring and helping.

3 Ask some of the students to perform their dialogues for the class.

# 3 Research the following about mines.

- 1 The students can carry out this research either in class or for homework. If you do the activity in class, the students can work in pairs or groups. Ask them to make notes, as they will need them in a later activity.
- 2 Ask the students to research on the internet or to use reference books.
- Ask them to report what they have found out to the class.

Students' own answers

# WORKBOOK

page 84

# 1 What would you say in each of the following situations.

- Ask the students to read through the situations and write their answers.
- 2 Discuss answers as a class.

## Suggested answers: -

- b I wonder if you could help me with the cooking?
- Would it be possible for you to help me because I have been ill?
- Yes, of course. What's the problem?

# 2 Make notes to plan a reply to the email in the Student's Book.

- Ask the students to look at page 90 of the Student's Book and to read the email in Exercise 1 again.
- 2 Ask them to look at the plan for four paragraphs and to make notes under each heading.
- Ask the students to work in pairs and compare their notes and ideas.

# 3 Write your email in about 100 words.

- 1 Ask the students to use their notes to write a first draft of their email.
- 2 Ask them to read through their draft and check it carefully for spelling and grammar mistakes. Tell them to use their dictionaries if they need help.
- 3 Ask the students to write a second draft.
- 4 Display the emails on the classroom walls or at different tables.
- 5 Ask the students to go around the class and read at least five of the replies.
- 6 Ask different students which ones they like best.

Students' own answers

### Assessment

#### **Listening Task**

#### Target element: revise key information from the listening

One the board, write the following sentence beginnings from Exercise 3 on page 86 of the Student's Book. Tell the students to copy the sentences. Play the recording again and ask the students to listen carefully for the information they need to complete the sentences. (The answers are in brackets below.)

- 1 Rider Haggard was born in (1856.)
- 2 His mother was a (poet.)
- 3 His father sent him to \_\_\_\_\_ (South Africa.)
- 4 King Solomon's Mines was a bestseller for \_\_\_\_\_ (one year.)
- **5** While he was a writer, he worked for (the British government.)

#### **Speaking Task**

#### Target element: revise information about the life of Rider Haggard.

On the board, write Rider Haggard and the prompts below. Ask the students to work pairs, taking turns to say sentences about Rider Haggard's life.

born lawyer **English** writer dad adventure mum **King Solomon** bestseller school **South Africa** other books

**England British government** 

married died

family

#### Reading Task

#### Target element: revise the text about King **Solomon's Mines**

On the board, write the sentences below from the text in the Student's Book on pages 88 and 89. Ask the students to read the sentences and then to read the text again. Ask them to find one mistake in each sentence. (The answers are given below in brackets.)

- **1** When they walk across the desert, the group once died of thirst. (once almost)
- 2 The Englishmen are taken to King Twala, a kind man. (kind cruel)
- 3 In the party that follows, Twala is killed. (party battle)
- **4** *They find a room full of gold and paintings.* (paintings diamonds)
- **5** *On their way, they stop at a beach, where they* find Sir Henry's brother. (a beach an oasis)

#### **Writing Task**

## Target element: revise writing an email requesting

Explain to the students that they are going to write an email to a friend. Tell them it should have four parts. Write the plan on the board below. When they have finished, ask some of the students to read out their emails to the class.

Part one: Say hello and explain that you have something to do tomorrow and need your friend's help

Part two: Ask your friend to come over to your house and help you with your computer because it is not working

Part three: Ask your friend to reply as soon as possible

Part four: Say goodbye

# UNIT 15

### **DIGITAL MEDIA**

SB pages 91–95 WB pages 85–88

### **Objectives**

#### Listening

Predicting; listening for detail

#### Grammar

Conditionals

#### Reading

Reading for specific information

#### **Critical thinking**

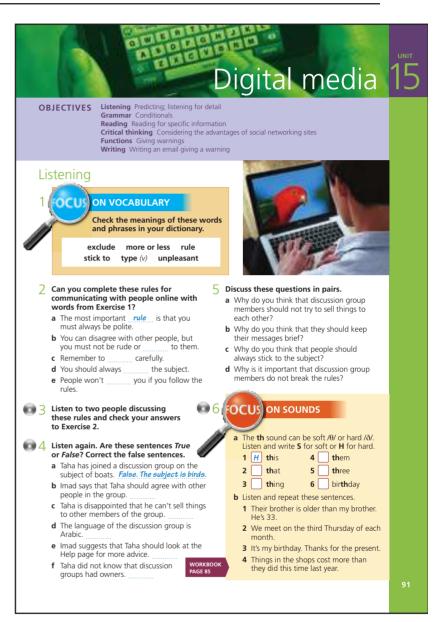
Considering the advantages of social networking sites

#### **Functions**

Giving warnings

#### Writing

Writing an email giving a warning



### LESSON 1

SB page 91

WB page 85

#### Before using the book:

- Ask the students to think about the technology they use most.
- Put them into groups and ask them to discuss what they would do without it.
- Ask students from each group to share their answers.

#### Listening

# 1 Check the meanings of these words and phrases in your dictionary.

- 1 Write the words and phrases on the board. Say them aloud and get the students to repeat them. Ask the students to look up the words in their dictionaries.
- 2 Tell them you are going to give a simple explanation of a word or phrase and the students must tell you what it is.

#### **Example:**

Teacher: It means write using a keyboard.

Students: Type.

3 Continue in this way with all the words.

#### Answers:

exclude: stop someone going to a place or taking

part in something

more or less: about, approximately

rule: an instruction that says what you can and

can't do

stick to: not change what you are doing, or what

you have decided to do

type: write using a keyboard

unpleasant: describes something that causes

unhappiness or discomfort

# 2 Can you complete these rules for communicating with people online with words from Exercise 1?

- 1 Ask the students to read the rules, and invite some initial suggestions from the whole class.
- 2 Give the students time to complete the exercise in pairs.
- 3 Check answers in the next exercise.

# 3 Listen to two people discussing these rules and check your answers to Exercise 2.

- 1 Play the recording and give the students time to listen and check their answers.
- 2 Check answers as a class.

#### Answers:

b unpleasant c stick to d type e exclude

#### TAPESCRIPT

Taha	Hi, Imad. Could I ask your advice about	
	something?	

*Imad* Sure, how can I help?

Taha Well, I've just joined an online discussion group and I'm not sure what the rules are.

Imad What's the subject of the group?

Taha Birds.

Imad Actually, it doesn't really matter what the subject is. If you join any discussion group, the rules are more or less the same. Probably the most important rule is that you must always be polite. You can disagree with other people, but you must not be rude or unpleasant to them.

Taha That's the same as when you're actually with people. If I was with people I didn't know very well, I would never be rude to them.

Imad Yes, of course. Another rule is that you shouldn't try to advertise or sell things to

members of the group.

Taha That's OK. I've got nothing to sell. If I contact the group, I'll only tell people about

birds that I've seen, or ask them questions about birds.

about birds.

Imad What else? Remember to type carefully and don't write long messages. What language

does the group use?

Taha It's an international group, so we use English. Imad Another thing to remember is that your

messages are public, which means that anyone can read them: your family, your

friends, even your teacher.

Taha Oh yes, I hadn't thought about that.

Imad Yes, you must be careful not to make anyone upset. And another thing: you should always

stick to the subject.

Taha That's OK, I only want to write about birds.

Imad There's probably a Help page where you can ask other members questions if you aren't sure about anything. And if you write anything that you shouldn't, the owner of the group may email you to remind you about the

rules.

Taha I didn't realise that discussion groups had

owners.

Imad Most of them do. It can be quite an important job if it's a busy group and there are a lot

of members. Sometimes they exclude people from the group if they break the rules.

I'm sure that I won't break any rules. But anyway, thanks a lot, that's really helpful

advice.

Imad

That's OK. If I had known that you were Taha joining the discussion group, I would have joined too. I love birds! It's not too late. You can join now! Imad:



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

- 1 Play the recording and give the students time to listen and correct the false sentences in pairs.
- Check answers as a class.

#### Answers: -

- b False. Imad says that Taha can disagree with other people in the group.
- False. He hasn't got anything to sell. He is only interested in discussing birds.
- False. The language is English.
- True
- True

#### 5 Discuss these questions in pairs.

- Ask the students to read through the questions and help with any queries.
- 2 Give the students time to discuss their ideas in pairs.
- 3 Discuss answers as a class.

#### Suggested answers: -

- a Because discussion groups are not for businesses; they are only for people with particular interests.
- b Because people are usually interested in the main ideas others have, not in the details. If everyone wrote very long posts, nobody would have time to read them all.
- Discussion groups are focused on one subject; they are not general conversation groups.
- d Discussion groups are run for the benefit of members. The rules are there for the good of everyone. If someone breaks the rules, the whole group is affected.



#### 6 Focus on sounds.

- 1 Focus attention on the words and make sure the students understand the difference between the two sounds they are listening for.
- 2 Play the recording and give the students enough time to note their answers.

#### Suggested answers: -

- 2 H
- 3 S
- 4 Η
- 5 S
- S 6

#### TAPESCRIPT

1 this 2 that 3 thing 4 them 5 three 6 birthday.

- 3 Ask the students to read the sentences 1–4. Play the recording.
- 4 Ask the students to repeat the sentences to a partner.
- Play the recording again so the students can check their pronunciation.

#### TAPESCRIPT

- Their brother is older than my brother. He's thirtythree.
- We meet on the third Thursday of each month.
- *3* It's my birthday. Thanks for the present.
- Things in the shops cost more than they did this time last year.

### **WORKBOOK**

page 85

#### 1 Answer these questions.

- Give the students time to complete the task. Go around the class, monitoring and helping.
- 2 Check answers as a class.

#### Suggested answers: -

- You would not like it.
- You could not go there.
- A computer, a tablet, or a mobile phone.
- You continue to have the same idea.

#### 2 Match the opposites.

- Ask the students to match the words a-f and the list of opposites 1–6.
- Check answers as a class.

#### Answers:

b 3 c 1 d 5 e 6 f 4

	a If you said that two things were <i>more or less</i> the same, would there be a big difference or a small difference between them?  There would be a small difference between them.  b If you heard a sound that was unpleasant, would you like it or not like it?
	If you were excluded from a place, what could you not do?
	d What might you use to <i>type</i> an email?
	e If you stick to an idea, do you change your mind or continue to think the same?
2	Match the opposites. a sell 1 exactly b exclude 2 a buy c more or less 3 include d unpleasant 4 private e polite 5 pleasant f public 6 rude
3	Complete these sentences with words from Exercise 2.  a At the meeting, they decided to _sell the factory to a company from Cairo.  b Children should always be to other people, especially older people.  c The weather was very yesterday. There was a light wind and it wasn't too hot.  d People shouldn't make too much noise in places.  e Schools sometimes pupils who behave very badly.  f Terrible and awful have the same meaning.
1	Use your dictionary to find out if these words have a hard (H) or soft (5) th sound.  a theatre S b thunder c with d truth e then  Write a short paragraph about the rules for online discussion groups.

# **3** Complete these sentences with words from Exercise 2.

- 1 Give the students enough time to complete the sentences individually.
- 2 Check answers as a class.

$\boldsymbol{A}$	nswers: _			
	sell		polite	
c	pleasant	d	public	
e	exclude	f	more or less	
_				

- 4 Use your dictionary to find out if these words have a hard (H) or soft (S) th sound.
- 1 Ask the students to look up the words in their dictionaries individually.
- 2 Check answers as a class.

#### Answers:

$\begin{array}{cccccccccccccccccccccccccccccccccccc$	_				
d S e H	b	S	c	H	
	d	S	e	Н	

# 5 Write a short paragraph about the rules for online discussion groups.

- 1 Ask the students to review the rules for communicating with people online.
- 2 Give the students enough time to complete the task, or set it for homework. Tell them they should write at least 120 words.
- 3 Correct their work. Read good examples to the class.

Students' own answers

### LESSON 2

SB page 92 WB page 86

#### Conditionals

- 1 Complete these sentences from the listening text with the correct form of the verbs in brackets.
- 1 Ask the students to read through the sentences from the listening text.
- 2 Make sure they understand the instructions and direct them to the *Focus on grammar* box for reference.
- 3 Give the students time to complete the sentences in pairs.
- 4 Check answers as a class.

# Answers: b was c will only d write e have joined

#### 2 Discuss these questions in pairs.

- 1 Ask the students to discuss the questions in pairs. Go around the class, monitoring and helping.
- 2 Discuss answers as a class.

#### Answers:

- b Sentence e
- c Sentences a and b
- d Sentence d
- e Sentence b
- f Sentence e
- g Sentence e
- h Sentence 1

#### 3 Choose the correct verbs.

- 1 Ask the students to read the sentences and options and to complete the task in pairs.
- 2 Check answers as a class.

#### Answers:

- b had
- e had gone
- d does not sleep
- e work
- f would have answered

# 4 Answer these questions, then compare your answers in pairs.

- 1 Ask the students to read the questions and answer any queries.
- 2 Give the students time to answer the questions and to compare their answers with a partner.
- 3 Discuss answers as a class.

#### Suggested answers: -

- a If I saw a snake, I'd walk away from it very slowly.
- b If I'm very thirsty, I drink water.
- c If I go to university, I'll study history.
- d If I'd stayed at home today, I would have helped my parents.

### Grammar Conditionals

Complete these sentences from the listening text with the correct form of the verbs in brackets.

**a** If you \_\_join\_\_ (join) any discussion group, the rules are more or less the same

**b** If I \_\_\_\_\_ (be) with people I didn't know very well, I would never be rude to them

c If I contact the group, I (only tell) people about birds that I've seen.

d If you (write) anything you shouldn't, the owner of the group may email you to remind you about the rules.

e If I had known that you were joining the discussion group, I would \_\_\_\_\_\_(join), too. I love birds!

#### Discuss these questions in pairs.

Which sentences in Exercise 1 refer to:

- a the future? Sentences c and d
- **b** the past?
- $\boldsymbol{c}~$  the present, or any time?

Sentence **a** is a zero conditional. Which sentences are:

- **d** first conditional? .... **e** second conditional?
- c decond condition
- f third conditional? ...
- **g** Which sentence refers to somethin which did not happen?
- h In which of these sentences is it more probable that Taha is with people he doesn't know?
- 1 If I am with people I don't know, I will never be rude to them.
- 2 If I was with people I didn't know, I would never be rude to them.

#### Choose the correct verbs.

- a If you lend me your DVD, |will bring/would bring it back tomorrow.
- **b** If Magdi *has / had* enough money, he would buy a new mobile phone.
- c If Sherif had gone / went to bed earlier last night, he wouldn't have got up late this morning.
- d If Nihal watches frightening films, she does not sleep / will not sleep at night.
- e You will do well in your exam if you work / will work hard.
- f I would answer / would have answered my phone if I had heard it ringing.

Answer these questions, then compare you answers in pairs.

- a What would you do if you saw a snake?
- **b** What do you drink if you are very thirsty?
- c What will you study if you go to university?
- **d** What would you have done if you had stayed at home today?

#### OCUS ON GRAMMAR

#### Conditionals

- Use the zero conditional to talk about actions that are always true, e.g., daily activities and scientific facts: (If / when + present simple, → present simple)
- If/when I **feel** ill, I **stay** at home. (general habit)

I stay at home if/when I feel ill.

- Use the first conditional to talk about situations or actions that we think are very possible or probable in the future:
   (If + present simple,→ will / may / can + infinitive) If I hurry, I will catch the bus. / I'll catch the bus if I hurry.
- Use the second conditional to talk about imaginary situations or unlikely situations in the future:

(If + past simple, → would / could / might + infinitive)
I don't feel ill now.
If I felt ill, I would stay at home.

If I felt ill, I would stay at home.
I would stay at home if I felt ill.
Use the third conditional to talk

Use the third conditional to talk about past situations or actions that did not happen:
 (If + past perfect (had + past participle), →
 would / could / might + have + past participle)
 I didn't feel ill yesterday. If I had felt ill, I
 would have stayed at home.
 I would have stayed at home if I had felt ill.

d will get

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- d If Imad had known his friend had no money with him today, he'd have bought him some lunch.
- e Correct
- f Nawal will be at school tomorrow if she feels better.

### WORKBOOK page 86

# 1 Find and correct the mistakes in the following sentences (one sentence is correct).

- 1 Give the students time to find the mistakes and to correct them.
- 2 Check answers as a class.

#### Answers:

- b I would have come home earlier if I'd known you were worried about being on your own.
- c If you work hard for the next week, I'm sure you'll pass your exam.

# 2 Complete the sentences with the correct form of these verbs.

- 1 Ask the students to read through the sentences and decide which conditional is needed in each. Go around the class, monitoring and helping.
- 2 Ask different students to report their answers to the class.

#### Answers:

- run c had asked
- e would watch f helps

	_lf	I have a	heada	che, I a	trink c	up of tea			s make		ter. feel b	etter.
ı	) I wo	ould come	home e	earlier if	I'd kno	wn you we	re wor	rried.				
•	If yo	ou work ha	rd for t	he next	week, I	I'm sure yo	u'd pa	iss yo	ur exan	n.		
•	If Im	nad knew h	is frien	d had no	mone	y with him	today,	he'd	have b	ought	him so	me lunch
•	If O	mar passed	d his dri	iving tes	t, he'd	start savin	g for a	car.				
1	Nav	val will be	at scho	ol tomor	row if	she felt be	ter.					
		lete the se se verbs.	entenc	es with	the co	orrect forn	ı				7	
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3 Complete these sentences with your own ideas.

- 1 Ask the students to complete the sentences using the appropriate conditional tense.
- 2 Ask different students to report their answers to the class.

Suggested answers:

- a If I feel tired, I usually go to bed early.
- b If it isn't too hot next weekend, I'll go to the beach with my friends.
- c If I wanted a relaxing holiday, I'd choose a small hotel in a quiet place.
- d If I hadn't arrived at school on time this morning, I would have apologised to my teacher and explained why I was late.

## 4 Finish the story using some conditional sentences.

- 1 Focus attention on the beginning of the story and make sure that the students understand the instructions.
- 2 Tell the students to write at least four sentences. Remind them to use conditional sentences.
- 3 Correct their work. Read good examples to the class.

#### Suggested answers: -

I would shout at the man and try to warn my friend. If the man did not give the phone back, I would tell the police at once. My friend would be upset, so I would try to help him/her.

### **LESSON 3**

SB page 93

#### Reading

# 1 Complete this questionnaire, then compare answers in pairs.

- 1 Ask the students if they can think of any examples of modern technology. Write a list on the board.
- 2 Ask them to read and complete the questionnaire. Then ask them to compare answers in pairs.
- 3 Discuss answers as a class.

Students' own answers

# 2 Check the meanings of these words and phrases in your dictionary.

- Write the words on the board. Say them aloud and get the students to repeat them. Ask the students to look up the words in their dictionaries.
- 2 Tell them you are going to give a simple explanation of a word and the students must tell you what it is.

#### **Example:**

Teacher: This is a machine that plays music

stored on a cassette.

Students: Cassette player.

3 Continue in this way with all the words.

#### 1!

#### Answers: -

cassette player: a machine that plays music

on a cassette

chat: talk in a friendly way

DVD: a digital video disc that can

store enough information to

play a film

video: a tape of a film or television

programme

# 3 Read the article and answer these questions.

- 1 Ask the students to read the questions before they look for the answers in the text.
- 2 Check answers as a class.

#### Answers: -

- b There are now more channels.
- c DVDs have replaced videos.
- d People lose touch with them.
- e They become nervous and irritable.

### **LESSON 4**

#### SB page 94 WB page 87

#### Critical thinking

# 1 Write the meanings of the highlighted words.

- 1 Ask the students to write their answers individually.
- 2 Check answers as a class.

#### Answers:

- b moving information from one computer to another via the internet
- c easily annoyed or angry
- d no longer speaking or writing to someone
- e not real, only produced on a computer

# 2 Answer these questions about the article on young people and technology.

- 1 Ask the students to read through the questions and find the answers.
- 2 Discuss answers as a class.

#### Suggested answers: —

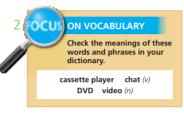
b People can lose touch with their friends and become addicted to their devices.

#### Reading

Complete this questionnaire, then compare answers in pairs.

#### My use of modern technology

- 1 Which of the following do you do? (Tick the boxes.)
  - watch TV programmes on a computer
- play computer games
- send emails
- use social networking sites
- 2 How do you feel if you cannot do any of these activities for a day?



- Read the article and answer these
  - **a** How did young people listen to music 20 years ago? *They listened to cassettes*.
  - **b** How is television different from in the past?
  - c What has replaced videos?
  - **d** What can happen to people's real friends today?
- e How do some people feel if they cannot use their mobile phones?

# Young people and technology

If you had asked young people 20 years ago how they spent their free time, they would probably have said that they watched television and videos, listened to music on cassette players or spent time with their friends.

If you asked the same question today, the answers would be very different. Although we still watch television, there are many more channels than there were in the past, and **DVD**s have replaced videos. We now listen to CDs, but more of us are **downloading** music and films from the internet. We can listen to or watch these on computers or mobile phones.

Of course, we still spend time with our friends, but more of our conversations with them are by text message or through online social networking sites like Facebook and Twitter. These are becoming more popular as ways of communicating with friends and of making new friends. Some people are spending more time **chatting** to their virtual friends than to their real friends.

There is no doubt that modern technology allows us to communicate with many more people than we could in the past, but there are disadvantages. Researchers have found that some people are losing touch with their real friends and becoming addicted to their mobile phones, to their computers and to social networking sites. If they cannot use their phones and computers, some people become nervous and irritable. And if more people become addicted to their phones, they will find it hard to make real friends.



#### 3 Discuss this question in pairs.

- 1 Ask the students to discuss the question in pairs, and to note down their main ideas.
- 2 Ask different students to report their answers to the class.

#### Suggested answers: -

When you make friends on social networking sites, you only find out what they want you to know about them. People can make up personalities for themselves, make themselves seem better than they really are, etc. Real friends are more likely to care about you and to want to help you.

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#### Critical thinking

- Write the meanings of the highlighted words from the article on page 93.
  - a There are disadvantages. bad points
  - **b** More of us are downloading music and films from the internet.
  - c Some people become nervous and irritable
  - **d** People are losing touch with their real friends.
  - e People are spending more time chatting to their virtual friends.
- 2 Answer these questions about the article on young people and technology.
  - **a** Where do many people get their music from today? *They download it.*
  - **b** What are the two main dangers of new technology?
- 3 Discuss this question in pairs.

How are the friends that people make on social networking sites different from "real" friends?





Be careful about putting your personal details online because they might be seen by anyone.

### 4 FOCUS ON ABBREVIATIONS

DVD is short for Digital Video Disc. Check the meanings of these abbreviations in your dictionary.

1 CD	4 www
2 IT	<b>5</b> ID
<b>3</b> PC	<b>6</b> BCE

#### 5 Discuss these questions in pairs.

- a Why do you think that modern methods of communication like email and mobile phones have become so popular? In what ways are they better than letters and traditional telephones?
- **b** What are the disadvantages of these methods of communication?
- c Do you know people who become nervous or irritable if they cannot use their phones and computers?
- **d** Do you think that more people will become addicted to mobile phones and computers?
- e What other things can people become addicted to?
- Read this list of the possible benefits of social networking. Do you agree? Discuss in pairs.
  - Chatting to other people on social networking sites helps to give young people confidence.
  - You can communicate with friends and members of your family who do not live near you.
  - Young people who feel lonely can find new friends online who share their interests and their problems.
  - Belonging to a social networking site is important as more and more organisations, like schools and colleges, use them to contact their students.

WORKBOOK PAGE 87

#### 5 Discuss these questions in pairs.

- 1 Ask the students to discuss the questions in pairs, and to note down their main ideas.
- 2 Ask different students to report their answers to the class. Encourage short class discussions.

#### Suggested answers: \_

- a They are quicker, more immediate and take less effort than letters or phone calls. They are also often cheaper.
- b People can spend too much time on them; people can get annoyed if friends don't respond immediately.

c/d Students' own answers

e Suggested: They can become addicted to sugar or fizzy drinks, coffee, playing computer games, etc.

# 6 Read this list of the possible benefits of social networking. Do you agree? Discuss in pairs.

1 Put the students into pairs to discuss whether they agree or disagree with each of the suggested benefits.

Students' own answers

### **WORKBOOK**

page 87

# 1 Choose the correct words to complete the sentences.

- 1 Ask the students to complete the exercise in pairs.
- 2 Ask different students to report their answers to the class.

#### Skills for life

Ask the students to read the Skills for life box. Ask them what problems there might be if people see their personal information online.

#### 4 Focus on abbreviations

- 1 Ask the students to look at the abbreviation and to check the meanings in their dictionaries.
- 2 Check answers as a class.

#### Answers: -

- 1 compact disc
- 2 information technology
- 3 personal computer
- 4 world wide web
- 5 Identification
- 6 before the common era

#### Answers: -

	to it er by			
2	c	3	a	
4	d	5	b	
6	b	7	b	
8	а			

## 2 Rewrite the abbreviations in brackets in their full forms.

- 1 Ask the students to complete the task alone.
- 2 Check answers as a class.

#### Answers:

- b personal computers c
  - c digital video discs
- l compact discs
- e world wide web

- 3 Write about two advantages and two disadvantages of social networking sites.
- Give the students time to complete the task, or set it for homework.
- 2 Correct their work. Read good examples to the class.

#### Suggested answers: \_

#### Advantages

- You can keep in touch with people when you are not with them.
- You can make new friends.
- People can pass on interesting news and information to each other.

#### Disadvantages

- New friends are virtual friends and not real friends.
- You may see less of your real friends.
- You can spend too much time on social networking sites.

### **LESSON 5**

#### SB page 95 WB page 88

#### Communication skills

- 1 Listen to three conversations in which one person warns someone. Match each conversation 1–3 with the correct pictures a-c.
- 1 Ask the students to look at the three pictures and describe what is happening in each one.
- 2 Play the recording and ask the students to number the pictures.
- 3 Check answers as a class.

Answers: \_ a 3 c 2

#### TAPESCRIPT

Boy 1 Watch out! Boy 2 What did you say? Boy 1 Be careful! Boy 2 What's the matter? Boy 1 That car was going really fast! Boy 2 It's OK, I wasn't going to cross. Can you help me a minute please? Man 1

	you		
a listen to	<b>b</b> watch		THE RESERVE
c wear	d play with		TEE
If you are addicted t	o something, you		200
a don't like doing it	b have always done it	6.4	
c can't stop doing i	t d want to try it		
If you <i>chat</i> with som	neone, you		
	<b>b</b> eat with them		
c live with them	d make them sad		
The disadvantages of	of something are its		
a good points		<b>b</b> interesting poi	nts
c things you don't	know	d bad points	
People download pi	ctures and music from		
a a shop	<b>b</b> the internet	c a camera	d their friends
People used to lister	n to music on		
a emails	b cassette players	c channels	d text messages
An <i>irritable</i> person _			
a is always patient	<b>b</b> gets annoyed easily	<b>c</b> is always calm	d is good at sport
	th someone, you		
a don't speak or wi		<b>b</b> forget about th	
are in regular con	tact with them	d don't know the	m
write the abbrevia	ations in brackets in thei	r full forms.	
My friend's father i	is an a (IT) <u>information</u> te	chnology	expert and has
•	suit a (11) attornacen se	30	•
. ,		and listen to	
(CDs)		on his computer. I	He often
	ation from the e (www)		

Man 2 Of course, what do you want me to do? Man 1 Can you hold this ladder so that I can get to the light? Man 2 What are you doing? Man 1 I'm trying to mend the light. It's not working. Man2 Mind you don't touch those wires! 3 Girl 1 *Is there anything I should remember about* joining an online discussion group? Girl 2 Well, there are lots of things. Girl 1 What's the most important thing? Girl 2 Make sure you are not rude to other group members. Girl 1 Is there anything else? Girl 2 Well, if I were you, I wouldn't express strong opinions to start with.



# 3 Listen again and tick the expressions that you hear.

- 1 Play the recording and ask the students to listen and tick the expressions they hear.
- 2 Check answers as a class.

#### Answers: -

- √ If I were you, I wouldn't ...
- √ Make sure you are not ...
- √ Mind you don't ...
- √ Watch out!

# 4 Work in pairs. Make conversations using some of the expressions from *Focus on functions*.

- 1 Ask the students to work in pairs, A and B, and take turns giving warnings, using the expressions in the Focus on functions box.
- 2 Invite pairs of students to demonstrate their conversations for the class.

#### Students' own answers

# 5 Research the following about mobile phones

- 1 The students can carry out this research either in class or for homework. Suggest they use the internet or library reference books.
- 2 Ask them to report back on what they have found out to the class.

Students' own answers

### 2 Now answer these questions.

- 1 Ask the students to read through the question.
- 2 Play the recording and give the students time to listen and make notes for each conversation.
- 3 Ask the students to compare their answers in pairs. Play the recording again if necessary.

#### Answers: -

- a 2 Someone is trying to mend a light.
  - 3 Someone wants to join an online discussion group.
- b 1 One person is warning another not to walk in front of a car.
  - 2 One person is warning another not to touch some wires.
  - 3 One person is warning another not to be rude and not to express strong opinions.

#### page 88

# 1 Complete the sentences with expressions that give warnings.

- 1 Ask the students to read the words in the box and complete the task in pairs.
- 2 Check answers as a class.

#### Answers: \_

b make c were d careful e mind

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

- 1 Remind the students to use expressions for giving warnings in each of the situations.
- 2 Discuss answers as a class.

#### Suggested answers: —

- a Watch out! That man's going to cross the
- Mind you don't drop your phone and break it.
- Be careful, that branch is going to break!

### 3 Write an email to a friend, telling him/her about the information you researched about mobile phones.

- Set this activity for homework. Read out the task, and invite students to tell the class about the information they researched.
- 2 Read through the Focus on writing box as a class.
- 3 Explain that the students should write at least 180 words.
- Correct their work. Read good examples to the class.

Students' own answers

Complete the sentences with expressions that give warnings.

#### careful mind make watch were

- a A Shall we cross the road now?
  - **B** Yes, but <u>watch</u> out! There's a car coming towards us!
- **b A** Is it OK if I borrow your camera?
- B Yes, that's fine, but \_ vou don't drop it.
- If I \_\_\_\_\_\_ you, I wouldn't go that way. The traffic's terrible.
  - B Thanks for warning me.
- **d A** Be ! That water's very
- B Thanks for telling me
- e A This pavement is full of holes.
- **B** Yes, it is, so \_\_\_\_\_\_ you don't fall over

#### Write what you would say in each of the following situations.

- a Your uncle is driving you home. It's late at night and he's very tired. Suddenly a man starts to cross the road in front of the car.
- **b** You and a friend are playing tennis. Your friend is talking on the phone while he/she is playing and you think he/she may drop the phone and break it.
- c One of your friends is climbing a tree to rescue a bird that is injured. You think that the part of the tree which your friend is standing on is going to break
- 3 Write an email to a friend, telling him/her about the information you researched about mobile phones

#### FOCUS ON WRITING

- Before you write, think carefully about how you can organise your email.
  - Make sure you compare and contrast the advantages and the possible
- disadvantages of using mobile phones and warn your friend about any possible problems.

  Think about how you can you order the compare and contrast paragraphs. Do you want to describe all the good points, then all the bad points? Or do you want to compare and contrast the good points and bad points together?
- **b** Write your email in your copybook. Make sure that you include some warnings and compare and contrast the good and bad points

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### Assessment

#### **Listening Task**

## Target element: revise key vocabulary from the listening

One the board, write the sentence beginnings below from the recording from Exercise 3 on page 91 of the Student's Book again. Ask the students to copy them. Play the recording again and ask the students to listen carefully for the information they need to complete the sentences. (The answers are given below in brackets.):

I	I'm not sure what the	are.
	(rules)	

- 2 You shouldn't try to advertise or \_\_\_\_\_things. (sell)
- 3 Remember to \_\_\_\_\_ carefully. (type)
- **4** Another thing to remember is that your messages are \_\_\_\_\_\_. (public)
- 5 Sometimes they \_\_\_\_\_ people from the group. (exclude)

#### **Speaking Task**

## Target element: revise information about digital media

On the board, write the prompts below. Ask the students to work in pairs, taking turns to say what they know about the popularity of these social media sites as well as their advantages and disadvantages

Twitter

**Facebook** 

Instagram/Snapchat

Skype/Facetime

Students' own answers

#### **Reading Task**

## Target element: revise the text Young people and technology.

On the board, write the sentences below from the text in the Student's Book on page 93.

Ask the students to read the sentences and then look at the text in the Student's Book again. Ask them to find the mistakes in each sentence. (The answers are given below in brackets.)

- 1 Twenty years ago, people watched television and cassette. (cassettes videos)
- **2** Although we still watch television, there are many more downloads. (downloads channels)
- 3 *CDs have replaced videos*. (<del>CDs</del> DVDs)
- 4 People are spending more time chatting to their irritable friends than their real friends. (irritable virtual)
- 5 People are losing sight of their real friends. (sight of touch with)

#### **Writing Task**

## Target element: revise writing an email giving a warning.

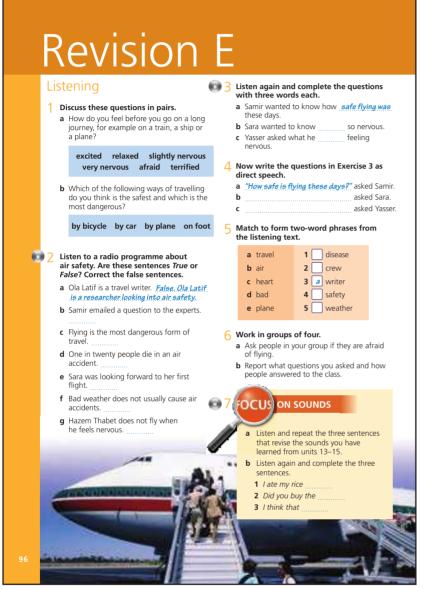
Explain to the students that they are going to write an email to a friend. Write the situation below on the board. When they have finished, ask some of the students to read out their emails to the class.

Your friend has joined an online group that you have heard bad things about. You have heard that the people in the group can be irritable and easily offended. Write an email of warning to your friend.

Students' own answers

# Rev sionE

SB pages 96-100 WB pages 89-92



- 2 Give the students time to discuss their answers.
- 3 Ask different students to report their answers to the class.

#### Students' own answers

2 Listen to a radio programme about air safety. Are these sentences *True* or *False*? Correct the

false sentences.

- 1 Ask the students to read the questions and then ask them what they expect to hear in the recording.
- 2 Play the recording and give the students time to note their answers.
- 3 Check answers as a class.

#### Answers: -

- b True
- c False. Flying is one of the safest forms of transport. / The most dangerous form of transport is travelling by car.
- d False. One in 20,000 people die in an air accident.
- e False. Sara was (feeling) nervous about her first flight.
- f True
- g False. He goes on 50 to 60 flights every year and he always gets nervous.

### **LESSON 1**

SB pag Ø

#### Listening

- 1 Discusst heseq uestions in p airs.
- 1 Focus attention on the questions and ask the students to read through them in pairs. Check that they understand all the words in the box.

#### TAPESCRIPT

Presenter:

Good afternoon and welcome to Ask the Experts, the programme in which you can email your questions to a group of professionals.

Our subject today is air travel and safety, and our experts are: Hazem Thabet, a travel writer; Ola Latif, a researcher into air safety; and Michael Halsway, a retired pilot. Our first email was from Samir in Alexandria. He wanted to know

Нагет:

how safe flying was these days. Hazem, would you like to answer that question? Yes, certainly. Well, the first thing to say is that flying's still one of the safest forms of transport. The most dangerous form of transport is travelling by car. So, in 2015, 136 people died in air accidents around the world, while around 38,000 people died in road accidents just in the USA. Fortunately, flying is actually becoming safer every year.

Ola Latif: Perhaps I could say something to Samir here. One in five people die of heart disease; one in a hundred people die in a road accident. But only one in 20,000

people die in an air accident.

Presenter: Thank you, Ola. Now let's move on to our second email from Sara. Sara has never flown before and is flying from Cairo to Aswan tomorrow. She wanted to know why she felt so nervous. She also asked what would happen if there was

Presenter: Michael, could you suggest what Sara should do to stop her feeling nervous?

Michael H: First of all, if it's her first flight, I'm
not surprised that she's feeling nervous —
it would be unnatural if you weren't. If
you have bad weather, it might make
your flight a little uncomfortable, but
it won't usually be the cause of an
accident. Secondly, if you listen to what the
plane crew say, you'll be fine. Plane crews
are very well trained and will look after
you during the flight. They'll tell you what's
happening, point out where things are and
so on.

Presenter: Thank you very much. I'm sure that Sara will have more confidence and can look forward to going on her first flight now. We have time for one more email – from Yasser. Yasser said that he knew flying was safe, but he still felt nervous every time he got on a plane. He asked what he could do about feeling nervous.

Hazem T: Well, if I stopped flying every time I felt nervous, I would never get on a plane. I go on 50 to 60 flights every year and I always get nervous before flying! It's a completely normal feeling because it's not natural for

humans to fly. What I do is make sure I have a good book and a newspaper to read and some of my favourite music to listen to. I might be nervous for the first five minutes of a flight, but eventually, everything's fine.

Presenter: Thanks, Hazem. Let's hope you find that useful, Yasser. There's nothing unusual about being nervous – but make sure you take plenty of things to do on your flight. I'm afraid that's all we have time for today, so I hope you enjoyed our discussion and thanks to my guests and to our listeners.

# 3 Listenagi nan dc ompletet he questionsw itht hreew ordse ach.

- 1 Play the recording and give the students enough time to write their answers.
- 2 Check answers as a class.

#### Answers: -

b why she felt

c could do about

# 4 Noww ritet heq uestions in E ★ rciseas directs peech.

- 1 Ask the students to read the sentences in Exercise 3 again and discuss their answers in pairs.
- 2 Check answers as a class.

#### Answers:

- b "Why do I feel so nervous?" asked Sara.
- "What can I do about feeling nervous?" asked Yasser.

# 5 Matcht of ormt wo-wordp hrasesf rom thel istening ek.

- 1 Give the students enough time to read through the lists and write their answers.
- 2 Check answers as a class.

#### Answers: -

1 c

4 b

#### 6 Working oupsoff our.

2 e

5 d

- 1 Ask the students to read through the sentences.
- 2 Give the students time to discuss their answers. Go around the class, monitoring and helping.
- 3 Discuss answers as a class.

Students' own answers



#### 7 Focuson s ounds.

- 1 Play the recording and give the student enough time to repeat the sentences in pairs.
- 2 Ask the students to listen again and complete the sentences.
- 3 Check answers as a class.

#### Answers: \_

- 1 while watching whales.
- 2 adventure story in the bookshop or on a website?
- 3 next Thursday is the third.

#### TAPESCRIPT

- I I ate my rice while watching whales.
- 2 Did you buy the adventure story in the bookshop or on a website?
- 3 I think that next Thursday is the third.

### **LESSON 2**

#### SBp ag 9

#### Grammar

- 1 Readt hisr eport of a conversation; henh ave the conversation in pairs.
- 1 Focus attention on the reported conversation and ask the students to practise having the conversation with each other. Go around the class, monitoring and helping.
- 2 Ask different pairs to perform their conversation in front of the class.

#### Answers: -

- b "I went to see my grandparents."
- c "Where do your grandparents live?"
- d "They live in a small village in the country."
- e "How often do you see them?"
- f "I see them about twice a week."

## 2 Chooset hec orrecter rbsi nt hese conditionals entences.

- 1 Focus attention on the example and review the use of conditionals.
- 2 Ask the students to choose their answers individually.
- 3 Check answers as a class.

#### Gramma

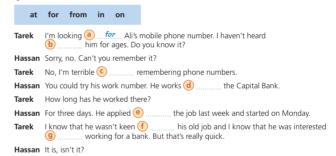
Read this report of a conversation, then have the conversation in pairs.

- a My friend asked me what I'd done at the weekend. "What did you do at the weekend
- **b** I told my friend that I'd been to see my grandparents.
- c My friend asked me where my grandparents
- **d** I said that they lived in a small village in the
- e My friend asked me how often I saw them
- f I told him that I saw them about twice a week



2 Choose the correct verbs in these conditional sentences.

- a I wouldn't go there alone if I had been / were you
- **b** If you leave ice in the sun, it **turns / would turn** to water very quickly.
- c If it hadn't been so hot, we would play / would have played tennis.
- d I'll tell Ali you are looking for him if I see / saw him.
- **e** If you *didn't warn / hadn't warned* me, I wouldn't have seen the car coming towards me.
- f You won't / wouldn't be able to climb so quickly if you take a lot of equipment with you.
- Complete the conversation with the correct prepositions (you can use each one more than once).



a.

#### Answers: -

- b turns
- c would have played
- d see
- e hadn't warned
- f won't

# 3 Complete the conversation with the correct prepositions (your and see ach onem oret hanon ce).

- 1 Ask the students to read through the sentences, and write their answers in pairs.
- 2 Ask different students to report their answers to the class.

#### Answers:

b from c at d at/for e for f on g in

#### Reading

- Look at the picture of Rider Haggard and discuss these questions in pairs.
- a What do you remember about the writer?
- **b** What kinds of stories did he write?
- Read this summary of Rider Haggard's She and find out who these people are.
  - Horace Holly a Cambridge University professor
  - Leo Vincey
  - Ayesha .
  - Killikrates



Horace Holly, a Cambridge University professor, agrees to help a younger man, Leo Vincey, to find out more about the history of his family. They discover instructions written on an ancient pot, which was left to Vincey when his father died. The instructions lead them to a far part of the east coast of Africa.

After a long journey, they meet Ayesha, a beautiful and powerful woman who is loved by her people. But her people are also afraid of her because she punishes anyone who she dislikes or who does not agree with her.

Holly and Vincey discover something very unusual about Ayesha: many years earlier, she walked through a special fire which stopped her from growing old. More than 2,000 years earlier, her husband Killikrates had disappeared. She is now waiting for him to return. When Ayesha first sees Leo Vincey, she believes that he is Killikrates, who has come back to her. She tries to persuade Vincey to walk through the special fire. If he does this, he will also never grow old. When Vincey does not believe the story, Ayesha walks through the fire for a second time to show him what will happen. Suddenly, Ayesha changes and becomes her true age: over 2 000 years old.



### Complete these sentences using information from the story.

- a Horace Holly and Leo Vincey go to Africa because they want to find out about the history of Vincey's family.
- $\boldsymbol{b}\,$  The instructions they follow are written
- c If people disagree with Ayesha, she
- **d** Ayesha will never grow old because many years before, she .....
- e Vincey refuses to walk through the fire because he

#### 4 Discuss these questions in pairs.

- a Why do you think that people want to find out about the history of their families?
- **b** What kind of information do you think that people want to know about their families?
- c How far would you travel to find out about the history of your family? What would you like to know?
- **d** Why do you think that stories like *King Solomon's Mines* and *She* are still very popular today?

### 2 Readt hiss ummaryof R ider Hagr d's *She* and find out who thesep eoplear e.

- 1 Ask the students to read through the text quickly to find the answers.
- 2 Check answers as a class.

#### Answers: \_

Leo Vincey a younger man who wants to find

out about the history of his family

Ayesha a beautiful, powerful woman, who

is loved by her people.

Killikrates Ayesha's husband, who she thinks

is going to return

# 3 Complete theses entences using information from the tory.

- 1 Go through the incomplete sentences with the class and ask the students to read through the text again and write their answers.
- 2 Check answers as a class.

#### Answers: -

b on an ancient pot. c punishes them. d walked through a special fire.

e doesn't believe the story.

#### 4 Discusst heseq uestionsi np airs.

1 Ask the students to read through the questions and discuss their answers with the class.

#### Suggested answers: —

- a They are interested to know how they lived and what they did, because this might affect how the family lives today.
- b They probably want to know where they lived, what jobs they did, how many children they have, how old they lived to, etc.
- c Students' own answers
- d Because although they are about the past, they are still exciting adventure stories.

### LESSON 3

#### SBp ag 9

#### eading

# 1 Lookat t hep icture of R iderH agr d andd iscusst heseq uestions in pairs.

- 1 Ask the students to read and discuss the questions in pairs. Go around the class, monitoring and helping.
- 2 Discuss answers as a class.

#### Answers: -

- a Students' own answers
- b He wrote adventure stories (often set in Africa).

### LESSON 4

#### SBp ag 9

#### **Communication skills**

# 1 In pairs, match the pictures 1–4 with the dangerous activities a–d.

Ask the students to match them with the words.

2 Check answers as a class.

#### Answers:

4 b 1 d 2 c

#### 2 Discusst heseq uestions in pairs.

- Ask the students to discuss the questions in pairs.
- 2 Ask different pairs to report their choices to the class.

#### Students' own answers

- 3 Worki np airsC hooseon eof t he activ tiesan dm aken otesu nder theseh eading.
- 1 Give the students time to complete the task. Go around the class, monitoring and helping. Take note of any interesting points.
- Ask different pairs to report their answers to the class.

#### Students' own answers

#### 4 Worki np airs.

- 1 Ask the students to work in pairs and to think how they might persuade their partner to do one of the activities.
- Ask the students to take turns persuading each other. Go around the class, monitoring and helping.
- Ask each pair of students to work with another pair and form small groups.
- 4 Ask the students to think about what kind of help they might need and ask for and offer help using the expressions in the box.
- 5 Ask different students to demonstrate their dialogues to the class.

### LESSON 5

SB pag •

#### k rar eading

#### 1 Checkt hem eaning of t hesew ordsi n yourd ictionary.

1 Write the words on the board. Say them aloud and get the students to repeat them. Ask the students to look up the words in their dictionaries.

#### Communication skills Project

- In pairs, match the pictures 1–4 with the dangerous activities a–d.
  - a deep sea diving
  - **b** flying a light plane
  - c sky diving
  - d rock climbing









- a Which of the activities do you think are the most and the least dangerous? Why?
- **b** Which of these activities would you like to
- **Work in pairs. Choose one of the activities** and make notes under these headings
  - Information about how to do the activity: You need to belong to a flying club
  - Reasons for doing the activity:
  - Possible dangers: It might be difficult to land



- Work in pairs.
  - a Invite your partner to do the activity with you. If they do not want to do it, try to persuade them, using some of these expressions:
    - Go on! You'll really enjoy it.
    - I really think you'd be good at it.
    - Just this once, please.
  - You are about to do the activity but you need some help. Ask people in your group You can ask and answer using these
    - Please could you help me to ...?
    - I wonder if you could help me
    - Would it be possible for you
    - I'd be happy to help.
    - What would you like me to do?
    - Yes, what's the problem?

Tell them you are going to give a simple explanation of a word and the students must tell you what it is.

#### Eam plean swers:

Teacher: It is an engine that uses hot air and

gases to make it move very fast.

Students: Jet.

3 Continue in this way with all the words.

#### Answers: \_

jet:

depressed: very sad

engine: the part of a car, plane etc. that makes it move

> by producing power from oil, electricity etc. an engine that uses hot air and gases to

make it move very fast

something that is needed in a situation necessity:

#### **EXTRA READING**

### ON VOCABULARY Check the meanings of these words in your dictionary.

depressed engine jet necessity opportunity power (v) privacy produce (v)

Work in pairs and do the guiz.

#### 1 You want to read the news. Do you

- a buy a newspaper?
- b look at the news online?
- 2 Your mobile phone is not working. Do you a tell the shop where you bought it
  - about the problem? **b** find how to repair it on the internet?

#### 3 You want to tell your friend where to

- meet this evening. Do you
  a phone him / her from your house? b send him / her a text message?
- 4 You want to contact a friend in Canada to practise your English. Do you
  - a send him / her a letter?
    b send him / her an email?
- 3 Do you like to use new technology if you answered mostly a or mostly b?

#### 4 Read about scientific revolutions and answer these questions.

- a What could people do after the wheel was invented that they could not do before?
- **b** What was different about machines with steam engines?
- c How did the invention of the electric light change the way people worked?
- **d** What disadvantages to technology does the article talk about?

#### 5 Discuss these questions in pairs.

- a Put these inventions into order of importance. Say why.
- the petrol engine
  the television
  computers
  the World Wide Web
- **b** What inventions do you think will be needed in the future? Say why

#### **Scientific revolutions**

There is a saying about new ideas: Necessity is the mother of invention. This means that if we need to do something, someone will invent a way to do it.

In Asia in 8000 BCE, the wheel was invented because people wanted to transport heavy goods more easily. Over 9,000 years later, steam **engines** were invented to power machines which were able to produce things more quickly than people could. Electricity also changed the way we lived, by powering thousands of machines. Electric lights, invented by Thomas Edison in the 1870s, lit people's homes and allowed factories to produce goods at night. The **jet** engine (developed in the 1920s by Frank Whittle) made it possible to travel

In the last 25 years, digital technology has changed In the last 25 years, digital technology nas changed our lives. We now use digital technology to communicate with each other, to listen to music and to take photographs. The World Wide Web, invented in 1989 by the computer scientist Timothy Berners-Lee, has made it easy to find information from anywhere in the world.

There are problems with technology. Some people spend too long on the internet and feel **depressed** if they cannot use it. We also need to be careful about **privacy** when we put information online However, technology gives us all **opportunities**.

Today, there are new situations which need new inventions. Scientists are now working to solve the energy problem by using power from the sun and the wind. Past inventions have changed our world and the way we live. Future inventions will continue to change it.

#### **PROJECT**

- a Use the internet or the library to find about the Egyptian Knowledge Bank
- **b** Prepare and give a talk of about two minutes about the information you researched.
- c After all the talks, have a class vote to decide on the most interesting talk

opportunity: a situation that makes it possible for you to

do something that you want to do

give energy to a machine, person etc. in power:

order for it to work, move etc.

privacy: the ability to be alone or do something

without someone seeing you

produce: make or grow something

### 2 Worki np airsan dd ot heg uiz.

1 Ask the students to read through the quiz and ask and answer the questions in pairs.

### 3 Doyou liket ou sen ewt echnologi fyou answeredm ostly aor m ostly b?

1 Give the students time to discuss the questions in pairs.

- 2 Ask different pairs to report their answers to the class. Encourage them to give a reason for their answers.
- 3 Find out how many students answered mostly a and how many answered mostly b.

#### Answers: \_

You like to use new technology if you answered mostly b.

#### 4 Read about scientific revolutions andan swert heseq uestions.

- Encourage students to read the questions first, and then to read the text and answer the questions in pairs.
- 2 Check answers as a class.

#### Answers: \_

- They could transport heavy goods more easily.
- Machines could produce things more quickly than people could, so factories did not need so many people to do their work any more.
- It meant that factories could produce goods at night.
- Some people spend too long on the internet and feel depressed if they cannot go online. We need to be careful about privacy when we put information online.

#### 5 Discusst heseq uestions in airs.

- Ask students to discuss the questions in small groups.
- When they have finished, open it up into a class discussion.

#### Students' own answers

### 6 Project

- 1 Read the instructions and make sure students understand the task.
- 2 Encourage them to research the information using the internet or books.
- Students can take turns giving their talks to the class (or to groups if you have a large class).

Students' own answers

# Revision E F



#### **A Language Functions**

1	Finish	the	foll	owing	dialogi	ue:
---	--------	-----	------	-------	---------	-----

Baher and Shady are talking in the school playground.

Shady I wonder if you could help me?

Baher Yes. 1 What would you like me to do

**Shady** I can't find my book. I don't suppose you could help me to find it?

Baher 21'd be happy to help/Yes, of course. Look. Here it is!

Shady Thanks, Baher!

**Baher** What did you ask the teacher after the last lesson?

Shady 3 I wanted to know where Manchester was

Baher Why did you want to know where Manchester was?

**Shady** In the summer, I want to visit my cousin who lives there.

**Baher** Shady, you said that you were going to go camping with me.

4 You're not going to let me down are you?

**Shady** Sorry, I think that I am going to let you down. I'd really like to go to England.

Baher Come camping! 5 Go on

**Shady** I promise I'll come next year.

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

- 1 You want to ask a student in your class if he/she can help you with some homework. *Please could you help me with some homework?*
- 2 Your younger brother is starting to cross a road and there is a car coming.

  Mind out!/Watch out! There is a car coming.
- **3** You are in the shops and your friend wants to buy a school bag. You saw the same school bag in another shop for half the price.

If I were you, I wouldn't buy the bag here. It is much cheaper in another shop.

4 You don't want to swim in the sea because you think that it is cold. Your friend asks you to go with him/her two or three times, so you finally agree.

OK, you've persuaded me.

#### **B Vocabulary and Structure**

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

1 Tarek's mother asked him what time he \_\_\_\_\_\_ home from school.

is **b** will be **c**would be

**d** being

2 The students asked the teacher what they \_\_\_\_\_\_ to help stop global warming.

. .

**b** can do **c** did

d could do

**3** The teacher asked the students to find out \_\_\_\_\_\_ different kinds of energy for homework.

about

**b** of

**c** for

d to

a on	y tha	t ioh in the sunerma	rket?
u on	<b>b</b> at	for	d in
5 Manal	all her exa		
	<b>b</b> passed		~
· ·	if you had I	•	
a will you d		b had you done	
<b>500</b>	u have done		
_	ding is most famous		of the Flies.
	_	<b>c</b> at	(d)for
	elp me		
a to	<b>b</b> at	<b>7</b>	d for
9 The picture of	on the television is very		ge the ?
a outbreak		~	
10 Don't use w	ater if there is a fire in		
	ner <b>b</b> economy	· ·	
_	tennis but she is not ve		
	<b>b</b> like	keen	
·	of social netv		-
a popular		c position	
13 When you p	lay a sport, it is import		
74		<b>c</b> have	
14 Ossama used him recently.		in England, but he h	as with
a lost	<b>b</b> missing	<b>c</b> mixed	d lost touch
15 The hunters	the li	ion in a big net.	
a overloade	d <b>b</b> typed	c excluded	dtrapped
16 More than h	alf the people means t	the	of people.
(a) majority	<b>b</b> adviser	c crew	<b>d</b> trend
4			
•	ect the mistakes in th	_	
	Mount St Catherine is <b>t</b> of Mount St Cat		
Ino haiah			2,000 110001 03.
	ie jumper or you will st		
2 Don't pull th	1 44 - 1 - 1 - 1 - 1 - 1 - 1	:	
2 Don't pull the	l the jumper or yo		
2 Don't pull the Don't pull 3 There were to	rees and many birds a	t the oar in the dese	rt.
2 Don't pull the Don't pull 3 There were to There were	rees and many birds a retrees and many	t the oar in the dese birds at the <b>oasi</b>	rt. <b>s</b> in the desert.
<ul> <li>2 Don't pull the Don't pull</li> <li>3 There were to There were</li> <li>4 The teacher</li> </ul>	rees and many birds a e trees and many asked do I have any in	t the oar in the dese birds at the <b>oasi</b> teresting ideas for a	rt. <b>s</b> in the desert. science project.
2 Don't pull the Don't pull 3 There were to There were 4 The teacher The teacher	rees and many birds a e trees and many asked do I have any in er asked if I had o	t the oar in the dese birds at the oasi teresting ideas for a any interesting id	rt. s in the desert. science project. deas for a science project.
2 Don't pull the Don't pull 3 There were to There were 4 The teacher The teacher 5 When small	trees and many birds a trees and many in asked do I have any in er asked if I had of children are very tired,	t the oar in the dese birds at the oasi teresting ideas for a uny interesting id they would become	rt.  science project.  deas for a science project.  riritable.
2 Don't pull the Don't pull 3 There were to There were 4 The teacher The teacher 5 When small When it is	trees and many birds a set rees and many asked do I have any in er asked if I had a children are very tired, severy hot, some particles.	t the oar in the dese birds at the oasi teresting ideas for a uny interesting id they would become eople become in	rt.  s in the desert. science project. deas for a science project. e irritable. ritable.
2 Don't pull the Don't pull 3 There were to There were 4 The teacher The teacher 5 When small When it is 6 If I knew you	trees and many birds a set trees and many asked do I have any in er asked if I had a children are very tired, a very hot, some para were going to the many trees.	t the oar in the dese birds at the oasi teresting ideas for a uny interesting id they would become eople become irre atch yesterday, I wou	rt.  science project.  deas for a science project.  riritable.

#### **C Reading Comprehension**

#### Read the following passage, then answer the questions:

Hassan got a mobile phone for his birthday. It was a modern one and Hassan looked after it very carefully. Soon, he was sending his friends text messages and researching information for his homework. He looked forward to sending photos with it.

One morning when he got up, he could not find the phone. He had put it in the pocket of his trousers the night before, but in the morning it was not there. He searched all over the house, but he could not find it. His brother and sister asked him what he was looking for, but they also could not find it. He did not want to tell his parents because the phone had been a present from them. Then, as he was leaving for school, his mother said, "Don't forget your phone, Hassan. I found it in your trousers. If I hadn't found it, it would have gone into the washing machine!"

- 1 Why did Hassan look after his phone carefully?
  - Because it was a new and modern phone
- 2 What was he looking forward to doing with the phone before he lost it? He was looking forward to sending photos with it.
- 3 Do you think that he should have told his parents that he had lost it? Why/Why not? Suggested: Yes, because they could have helped him to find it. His mother could have told him where it was.
- 4 What do you think would have happened to the phone if it had gone into the washing machine?
  - It would have been damaged.
- 5 What does the underlined word one refer to?
  - a house
- **b** birthday
- (c) phone
- d Hassan
- 6 What do you think the word searched means?
  - a walked
- **b**looked carefully for something
- c hid
- d made a lot of noise

#### Answer only THREE (3) of the following critical thinking questions:

- 1 How do you think that adults should be taught about safety in the home? Suggested: They should read safety advice about it.
- 2 Why do you think that children under five and adults over 70 are most in danger from injuries in the home?
- Because children under five do not always know what is and what is not dangerous. Adults over 70 are more likely to fall over in the house.

  3 Do you think that Sir Henry Curtis's brother was right to look for King Solomon's Mines?
- Why/Why not?
- Suggested: Yes, because it helped his family to become rich./No, because the gold and diamonds in the mines was not his or his country's.

  4 Why do you think that Gagool wants to trap the Englishmen in King Solomon's Mines?
- Gagool was an adviser to King Twala so he probably did not like
- the Englishmen because they helped to kill the king.

  5 Do you think that it is a bad thing that some people spend more time chatting to their virtual friends than their real friends? Why/Why not?
  - Suggested: Yes, because it is best if you can see your friends so that you can know them better. It is hard to make good friends with people you do not meet.

REVISIO F

#### **D** The Novel

#### 7 Answer the following questions:

- 1 Why did the King of Brobdingnag ask his best scholars to examine Gulliver?

  He did not understand how someone so small could live in his country.
- 2 When did the King say that Gulliver could stay with the Queen?

  After he has asked the farmer, Glumdalclitch and the Queen some
- guestions about him.

  3 Why did one of the King's servants put him in some cream and inside a bone?

  He did not like Gulliver. Perhaps he was a cruel person or perhaps he thought that this was funny.
- 4 Do you think that Brobdingnag was more dangerous for Gulliver than Lilliput? Why/Why not?

  Suggested: Yes, it was probably more dangerous. Although most of the giants do not want to hurt
  Gulliver, there are dangers from insects, birds, hail and many other things because he is so small.
- Gulliver, there are dangers from insects, birds, hail and many other things because he is so small.

  5 Do you think that the monkey wanted to hurt Gulliver? Why/Why not?

  Suggested: No, because the monkey carried Gulliver carefully, patted him gently and tried to feed him nuts.

She was horrified but she did not tell the Queen, thinking she would be angry. From that moment, Glumdalclitch promised that she would never leave me alone again, although this was not something that I was pleased to hear.

- 6 Why was Glumdalclitch horrified?

  Because a dog nearly killed Gulliver.
- 7 Why did Glumdalclitch not want to leave Gulliver alone again? So that she could look after him and protect him from dangers.
- 8 Why was Gulliver not pleased to hear this?

  Because he needed his own space and freedom.

### 8 Write about ONE HUNDRED (100) words on ONE (1) of the following:

- a an email to your friend Nader/Sara giving advice about how to stay safe in the house
- **b** an email to a friend about Rider Haggard's *King Solomon's Mines*, saying why it is a good book *Students' own answers*

#### **F** Translation

#### A Translate into Arabic:

1 You asked me how long the test would last this afternoon.

سألتني كم من الوقت سيطول الامتحان / الاختبار بعد منتصف الظهيرة هذا.

2 I'm interested in finding out more about mobile phones.

أنا مهتم بمعرفة المزيد عن الهواتف النقالة.

- **B** Translate ONE (1) sentence only into English:
- 1 إذا كنتُ قد عرفتُ أنك في القاهرة، كنتُ سأزورك. If I had known you were in Cairo, I would have visited you.
- اليوم الكثير من الناس يُنْزِلون الموسيقي والأفلام من الإنترنت.

  Today, many people are downloading music and films from the internet.

# UNIT 16

### **TOURISM TODAY**

SB pages 101-105 WB pages 93-96

### **Objectives**

#### Listening

Listening to identify speakers and to interpret information

#### Grammar

have to, must and need to

#### Reading

Reading for specific information; guessing the meanings of unknown words

#### **Critical thinking**

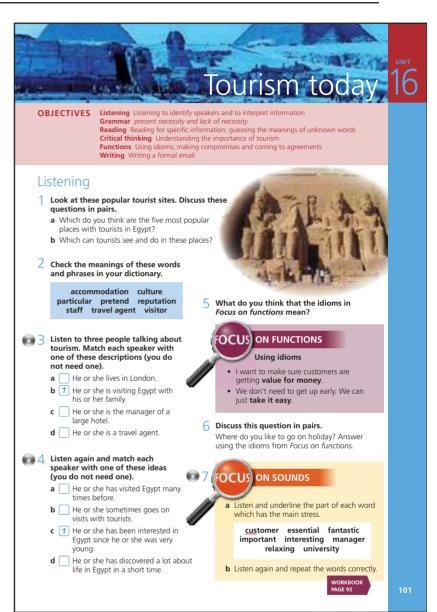
Understanding the importance of tourism

#### **Functions**

Using idioms; making compromises and coming to agreements

#### Writing

Writing a formal email



### **LESSON 1**

SB page 41

WB page 33

#### Before using the book:

- Ask the students to suggest the best places to go on holiday in their country and the places they most want to visit abroad.
- Ask the students to work in small groups to decide where they would go together.
- Ask them to explain why they want to go there.

#### Listening

# 1 Look at the map showing popular tourist sites. Discuss these questions in pairs.

- 1 Ask the students to look at the map and ask them what they know about the places marked.
- 2 Give the students enough time to discuss the questions in pairs.
- 3 Ask different students to report their answers to the class.

#### Students' own answers

# 2 Check the meanings of these words and phrases in your dictionary.

- 1 Write the words and phrases on the board. Say them aloud and get the students to repeat them.
- 2 Ask the students to look up the words in their dictionaries.
- 3 Make sure they understand the meaning of the words. Tell them you are going to give a simple explanation of a word and the students must tell you what word it is.

#### **Example:**

Teacher: This means the beliefs, behaviour,

art and ideas of a society.

Students: Culture.

4 Continue in this way with all the words in the exercise.

#### Answers: -

accommodation: a place to stay

culture: the beliefs, behaviour, art and

ideas of a society

particular: special or important

pretend: behave as if something is true

when it is not

reputation: the opinion people have of

someone

staff: a group of people who work

for an organisation

travel agent: someone whose job is to

help people make travel

arrangements

visitor: a person who visits a place or

a person

# 3 Listen to three people talking about tourism. Match each speaker with one of these descriptions (you do not

in the recording.

need one).1 Ask the students to read through the descriptions. Ask them what they expect to hear

- 2 Play the recording and give the students enough time to listen and match the speakers to the descriptions.
- 3 Ask different students to report their answers to the class.

#### Answers: -

a 3

- d 2

#### TAPESCRIPT

Speaker 1: I'm here for a week with my wife and children. I've wanted to come here since I learnt about Egypt at school. We're staying near Cairo and while we're here, we're going to see the Pyramids at Giza, the Great Sphinx and other ancient sites. My children have to study ancient history at school next year, so this trip will be very interesting for them. We must buy souvenirs for our friends while we're here, and the children are

hoping to spend a day or two on the beach. Speaker 2: I'm the manager of a travel agency in Alexandria. I arrange accommodation and trips for foreign visitors to Egypt. Of course, some times of the year are busier than others for us. There are parts of the year when my staff and I have to work twelve hours a day for six days a week, then other times are quieter, which means that we don't have to work such long hours. I enjoy my *job* – *especially when customers say that* they've enjoyed the trips we've organised. Sometimes I pretend to be a tourist and go on the trips myself, because we must always make sure that the customers are getting value for money. It is essential for our reputation that we look after tourists well. We mustn't forget that tourism is very important for Egypt.

Speaker 3: I'm here with my sister – we're sailing down the Nile from Luxor to Aswan. It's been a fantastic journey so far. The views from the boat are wonderful – we've learnt a lot about the life and culture of the Egyptian people. We've sailed past the temples of Edfu and Kom Ombo. We're finding it very interesting, but also relaxing. It's a real change from our life in London. For example, we don't need to get up or go to bed at particular times – we can just take it easy. We have to be back in Cairo on Friday in time to catch our flight back to England.



# 4 Listen again and match each speaker with one of these ideas (you do not need one).

- 1 Ask the students what they remember about the speakers they have just listened to.
- 2 Ask the students to read the sentences.
- 3 Play the recording and give the students enough time to listen and match the speakers to the ideas.
- 4 Ask different students to report their answers to the class.

#### Answers: \_

- a
- b 2
- d 3

# 5 What do you think that the idioms in *Focus on functions* mean?

- 1 Ask the students to look the idioms and speculate about their meanings.
- 2 Ask different students to report their answers to the class.

#### Answers: \_

value for money: high quality considering the price take it easy: relax

#### 6 Discuss this question in pairs.

- 1 Give students time to discuss the question and to think of answers using the idioms. Go round and help as necessary.
- 2 Ask a few students to demonstrate their sentences to the class.

#### Suggested answers: —

My family like to stay in a hotel which is value for money. Then we take it easy on the beach.

### 7 Focus on sounds

- 1 Focus attention on the words and the example.
- 2 Play the recording and give the students enough time to mark the main stress on each word.
- 3 Play the recording again. Ask the students to check their answers and to repeat the words they hear.

4 Ask the students to repeat the sentences to a partner.

Answers:	-
essential	

fantastic important

interesting

manager

relaxing

<u>uni</u>versity

#### TAPESCRIPT

customer

essential

fantastic

important

interesting

manager

relaxing

university

Tourism today	<sup>UNIT</sup> 16
Match these words a-h with their meanings 1-8.   a accommodation   1	

**WORKBOOK** 

page 93

# 1 Match these words a-h with their meanings 1-8.

- 1 Ask the students to look at the words and the definitions.
- 2 Give the students enough time to complete the task individually.
- 3 Ask different students to report their answers to the class.

Answers	
---------	--

- 1 f
- 2 d
- 3 h

- ļ g
- 6 c
- 7 b 8 e

## 2 Complete these sentences with words from Exercise 1.

- 1 Ask the students to read through the sentences and to guess what kind of word or phrase is required: *noun*, *verb*, *adjective*, *etc*.
- 2 Give the students enough time to complete the exercise.
- 3 Ask different students to report their answers to the class.

#### Answers: \_

- b take it easy
- c particular
- d staff
- e reputation
- f value for money
- g pretended
- h culture

# 3 Find the main stress, then complete the table using the words below.

- 1 Ask the students to look at the words and the table.
- 2 Give the students enough time to say the words out loud, check the words if necessary in their dictionaries, and note their answers.
- 3 Ask different students to report their answers to the class.

#### Answers: -

customer	fantastic	reputation
businessman	_discover_	_education
manager	_importent	_
vialtor.	particular	
wisher	anylogopenent	

### LESSON 2

#### SB page 102 WB page 94

#### Grammar

#### have to, must and need to

- 1 Underline the modal verbs in these sentences from the listening.
- 1 Make sure that the students understand the instructions.
- 2 Give the students enough time to complete the exercise in pairs.
- 3 Ask different students to report their answers to the class.

#### Answers:

- b We <u>must</u> buy souvenirs for our friends while we're here.
- c My staff and I have to work twelve hours a day for six days a week.
- d At other times it's quieter: we don't have to work such long hours.
- e We don't need to get up or go to bed at particular times.
- f We <u>mustn't</u> forget that tourism is very important for Egypt.

#### 2 Discuss these questions in pairs and give examples from Exercise 1.

- 1 Ask the students to discuss the question in pairs. Remind them that they can refer to the *Focus on grammar* box to help them. Go around the class, monitoring and helping.
- 2 Ask different students to report their answers to the class.

#### Answers:

- b have to, e.g. sentences a, c and d.
- c *must*, e.g. sentences b and f.

## 3 Choose the correct modal verbs in these sentences.

- 1 Ask the students to read through the sentences.
- 2 Give the students enough time to complete the task in pairs. Remind the students to refer to the *Focus on grammar* box for help.
- 3 Ask different students to report their answers to the class.

#### Answers: -

- b must (a strong wish)
- c don't need to (not necessary)

### Grammar have to, must and need to

- 1 Underline the modal verbs in these sentences from the listening.
  - a My children have to study ancient history at school next year.
  - **b** We must buy souvenirs for our friends while we're here.
  - c My staff and I have to work twelve hours a day for six days a week.
  - **d** At other times it's quieter: we don't have to work such long hours. **e** We don't need to get up or go to bed at particular times.
  - f We mustn't forget that tourism is very important for Egypt.
- Discuss these questions in pairs and give examples from Exercise 1.
  - a Which two verbs can we use to refer to something that is not necessary don't have to / don't need to, e.g. sentences d and e.
  - **b** Which verb do we use when we don't have a choice?
  - c Which verb do we use to express strong feelings or wishes?

### 3 Choose the correct modal verbs in these sentences.

- a I have to / must get up very early on school days.
- **b** I *have to / must* phone my friend this evening. I promised him that I would.
- c In some countries, children *mustn't* / don't need to wear school uniform.
- **d** You *have to / must* show your passport when you visit another country.
- e We need to / have to buy some milk from the shops because we don't have any.
- 4 Look at the picture and answer the questions using the passive.
  - a These two engineers are planning to build a new tourist hotel on this site. What has to be done?
  - These old buildings have to be knocked down.

    b What needs / does not need to be done?
  - b What needs / does not need to be done? The trees don't need to be cut down. They can be part of the hotel garden.

### OCUS ON GRAMMAR

#### Present necessity and lack of necessity

- Use have to / has to + infinitive for rules or when you don't have a choice whether or not to do something:
- We have to go to school every day.

  My father doesn't have to work today because it is a holiday.
- Use <u>must</u> + <u>infinitive</u> to express strong feelings or wishes, warm invitations, and strong advice:
- I must work hard for the exams next week I must buy a present for my mother. (inner feelings)
- You **must come** to my party tonight. (warm invitation)
- You **must stop** smoking. (strong advice)
- Use mustn't + infinitive to express prohibition:
- You **mustn't park** here. It's forbidden
- Use don't have to / doesn't have to / don't need to / doesn't need to / needn't + infinitive to refer to actions that are not necessary.
- Use *need to* + verb to refer to actions that are or are not necessary:
  - Hassan **needs to go** to the bank after he finishes work.
- I don't need to buy / needn't buy a new pen. I've already got one.



need to (it is necessary)

# 4 Look at the picture and answer the questions using the passive.

- 1 Ask the students to look at the picture and describe it to you.
- 2 Now tell them to read the two questions and to write down more answers like the examples.
- 3 Put the students into pairs to compare their answers.
- 4 Ask some pairs to share their answers with the class.

#### Suggested answers: —

a The lorries have to be moved. The rubbish has to

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#### Choose the correct modal verbs in these sentences.

- Most school children in Britain have to need to wear a school uniform.
- b You needn't/mustn't spend too much money. You'll want some for your holiday.
- You have to/don't need to take that book back to the library yet. You can keep it for another week.
- d You have to/need to pass your exams to go to university.
- e I really *have to/must* phone Mazen. I promised I'd phone him as soon as I had any news.
- f You mustn't/don't need to take this train. There's another one in ten minutes.

#### 2 Rewrite these sentences using the modal verbs from Exercise 1.

- a I want to go to university. It's necessary to apply before the end of the week.
  - I want to go to university. I need to apply before the end of the week
- **b** I really wish you would see your doctor. You look ill.
- c I can't choose what time to get to school. School starts at 8.30.
- d We're going shopping, but you can stay at home if you want
- e It isn't necessary for you to buy that book. You can borrow mine
- f Don't speak so loudly on your mobile phone. It's very annoying
- 3 Write what you would say in each of the following situations. Use the modal verbs from Exercise 1.
  - a Your train leaves in five minutes. It takes at least four minutes to get to the station
  - We need to leave now. The train leaves in five minutes.

    b Your friend offers to go to the dentist with you, but you tell her not to worry, you can go
    - I can go on my own. You

on your own

- c You don't have any tea left. Explain why you are going to the shop.
  - I'm going to the shop because I
- d You are at your friend's house. Your parents have told you to be home at five o'clock. Your friend asks if you want to stay until eight o'clock.
  - No, I'm sorry, I can't. I
- e You see a small child who is about to touch a cat. The cat looks unhappy and frightened.

  That cat looks dangerous. You

#### Answers: \_

- b mustn't
- c don't need to
- d have to
- e must
- f don't need to.

### 2 Rewrite these sentences using the modal verbs from Exercise

- 1 Make sure that the students understand the instructions.
- 2 Ask the students to complete the task individually.
- 3 Ask different students to report their answers to the class.

#### Answers:

- b You must see your doctor. You look ill.
- c I have to get to school before/by 8.30.
- d You don't have to go shopping. You can stay at home if you want.
- e You don't need to/needn't buy that book. You can borrow mine.
- f You mustn't speak so loudly on your mobile phone. It's very annoying.

# 3 Write what you would say in each of the following situations. Use the modal verbs from Exercise 1.

- 1 Give the students enough time to complete the task.
- 2 Ask different students to report their answers to the class.

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## be taken away. The new hotel has to be built. The electric wires have to be repaired.

b The wires don't need to be put underground. The garden needs to be tidied. The swimming pool needs to be built.

### **WORKBOOK**

#### page 94

# 1 Choose the correct modal verbs in these sentences.

- 1 Ask the students to look at the sentences and make sure they understand the instructions.
- 2 Explain that they must choose the correct modal verb, as in the example. Give the students enough time to complete the task.
- 3 Ask different students to report their answers to the class.

#### Suggested answers: \_

- b I can go on my own. You don't need to/needn't come with me.
- c I am going to the shop because I need to buy some tea
- d No, I'm sorry, I can't. I have to go home./I have to be home at five o'clock.
- e That cat looks dangerous. You mustn't touch it.

### LESSON 3

#### SB page 103

#### Reading

### 1 Read about tourism today. Can you guess the meaning of the words and phrases in bold?

- 1 Ask the students to read through the text quickly. Then ask them to read the context of the words in bold to guess the meanings.
- 2 Give the students enough time to discuss the meanings in pairs.
- 3 Ask different students to report their answers to the class. Answers may vary.

#### Answers: \_

package tour: holidays arranged by a

travel company which include travel, accommodation and sometimes food for a fixed

price

include: contain something as part of

something else

arranged in advance and not fixed:

able to be changed

mass: a large number grouped

together

a large, important church cathedral: become damaged after wear away:

repeated use

block: stop or get in the way of

something

gives work to people employs:

# 2 Read the article again and

choose the correct answers.

- Ask the students to read through sentences a-d so they know what information they are looking for. They can then read the text again in more detail. Remind them that they are reading for specific information.
- 2 Give the students enough time to complete the exercise.
- 3 Ask different students to report their answers to the class.

#### Answers: \_

- b D
- C
- d Α

#### Reading

- Read about tourism today. Can you guess the meanings of the words and phrases in bold?
- Read the article again and choose the
  - a A package tour is
  - A a long journey to a remote place. (B) a holiday which is planned by a company for tourists
    - C a tour to more than one country.
    - D a holiday in more than one city.
  - **b** Countries on the Mediterranean coast
  - A fewer people living there during the
  - summer than during the winter B more people living there during the
  - winter than during the summe C as many people living there during the summer as during the winter
  - **D** more people living there during the summer than during the wint
  - c The writer's opinion of the disadvantage of mass tourism is that
    - **A** tourists take photographs of local people whether they like it or not.

    - B tourists often make too much noise. C too many tourists can make towns
    - and cities very busy. **D** tourists do not spend enough money in the shops.
  - **d** The last paragraph of the article says
  - that in future, A more tourists may come to Egypt.
  - B there will be enough hotels for the tourists who come to Egypt
  - C new tourists will not come to Egypt if there are not more golf courses.
  - **D** fewer tourists will come to Egypt because of pollution and traffic

#### 3 Discuss this question in pairs.

As a tourist, would you prefer to visit very well-known places like Sharm FI-Sheikh or Paris, where there are thousands of other tourists, or places that not many people



### 

People have visited Egypt ever since Greek and Roman times, but modern tourism began when an Englishman, Thomas Cook, arranged the first package tour in 1841. Package tours are holidays arranged by a travel company which include travel, accommodation and sometimes food for a fixed price.

Mass tourism first became popular in the 1960s, when air travel became cheaper, and today tourism is a huge business. Millions of tourists are carried by air to destinations all over the world. Countries on the Mediterranean coast attract millions of tourists every summer!

Countries make a lot of money out of tourism, but there are also disadvantages. For example, about one hundred people visit Notre Dame cathedral in Paris every minute. Their feet wear away the stone floors. The buses waiting for the tourists produce pollution that damages the outside of the building.

During the tourist season, many of the world's great cities are very difficult to live in. Try shopping in Prague or Florence in the middle of summer! Tourists with cameras block your way. Shopping is impossible!

For Egypt, tourism is the second most important earner of foreign currency after oil. The tourist industry **employs** thousands of people such as travel agents, hotel staff and building workers. If more tourists visit in the future, new hotels and roads will have to be built and new parks and resorts will need to be planned.

### 3 Discuss this question in pairs.

- 1 Ask the students to read through the question and check they understand the task.
- 2 Give the students enough time to discuss their answers in pairs. Go around the class, monitoring and helping.
- Ask different students to report their answers to the class.

Students' own answers

### LESSON 4

#### SB page 104 WB page 95

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#### Critical thinking

- Answer the following questions about the article on page 103.
  - a What nationality was Thomas Cook? He was English.
  - **b** How do visitors to Notre Dame in Paris damage the building?
  - c Why do you think that package tours became so popular?
  - **d** Why do you think that so many tourists visit countries on the Mediterranean coasts?
  - **e** Why do you think that air travel became cheaper?

### 2 Read this quotation from the article and discuss the questions.

- a How was tourism before the 1960s different from tourism today?
- **b** What are the good and bad effects of cheap air travel?
- c Tourism brings foreign currency into a country. What other advantages does tourism bring to a country and its people?
- **d** What makes particular tourist destinations popular? Think of three or four reasons.

### Read the short news report, then discuss the questions in pairs.

- a What would you think if you read this news story about your local area?
- **b** Which groups of people would welcome this news? Why?
- c Which groups might not be very happy about the new hotel? Why?
- **d** What kinds of foreign tourists do you think would stay in this hotel?

Mass tourism first became popular in the 1960s, when air travel became cheaper, and today tourism is a huge business. Millions of tourists are carried by air to destinations all over the world.



Remember that tourists are important to Egypt. Always try to help tourists when you can.

### Five-star hotel opening next summer

A large international hotel group has plans to open a five-star hotel on the outskirts of our town next summer. The future manager of the new hotel is now the manager of a small hotel in Greece, but it is believed that between one and two hundred new staff will be needed when the hotel opens. There will be work for accountants, managers, trained cooks, waiters and cleaners.

The new hotel is expected to attract thousands of foreign tourists to our town every year.



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#### Critical thinking

# 1 Answer the following questions about the article on page 103.

- 1 Ask the students to read the questions and look at the example.
- 2 Explain that they can read the text on page 103 again to find the information if necessary.
- 3 Give the students enough time to complete the exercise in pairs.
- 4 Ask different students to report their answers to the class.

#### Answers: -

- b Their feet wear away the stone floors.
- c Suggested: Because they made it easier to visit different countries. People knew what their holidays would cost.

- d Suggested: Because the countries all have good weather, nice beaches, historic sites etc.
- e Suggested: Because more and more people wanted to fly to places. Perhaps it was cheaper to make planes and buy fuel, too.

# 2 Read this quotation from the article and discuss the questions.

- 1 Ask the students to read the quotation and the questions and invite some initial suggestions from the class.
- 2 Give the students enough time to discuss the questions in pairs. Go around the class, monitoring and helping.
- 3 Ask different students to report their answers to the class.

#### Suggested answers: -

- a Tourism wasn't as popular as it is today because it was more expensive.
- b More people get to see the world and visit great places, but those places can be damaged by tourism.
- c Tourists can learn more about each other's culture and have a positive image of their country.
- d Good weather, great views, good beaches, historic sites, interesting cities, friendly people, good food, etc.

# 3 Read the short news report, then discuss the questions in pairs.

- 1 Ask the students to read through the questions and then the text, and answer any queries.
- 2 Give the students enough time to complete the exercise. Go around the class, monitoring and helping.
- 3 Ask different students to report their answers to the class.

#### Suggested answers: -

- a I would think that there would be many more jobs for people, and many more tourists visiting.
- b Local shops and restaurant owners would welcome the news because they would have more customers.
- c Environmental groups might worry about the affect on the local area. Local people who own smaller hotels might not be happy because people might prefer the new hotel.
- d They would be rich/wealthy because it's a five-star hotel.

#### Skills for life

- 1 Ask the students to read the *Skills for life* box.
- 2 Discuss the idea with the whole class. Ask the students how they can help tourists when or if they see them.

### **WORKBOOK**

page 95

## 1 Complete the puzzle to find a word.

- 1 Make sure that the students understand the instructions.
- 2 Give the students enough time to complete the task individually.
- 3 Ask different students to report their answers to the class.

#### Answers: -

- b include
- c wear
- d fixed
- e employs
- f mass

The word in the boxes is: tourism

# 2 Complete these sentences with words from the puzzle.

- 1 Ask the students to complete the sentences in pairs.
- 2 Ask different students to report their answers to the class.

#### Answers: \_

- b mass
- c block
- d Tourism
- e fixed
- f wear
- g include

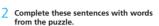
# 3 Use your dictionary to complete these sentences with the correct form of these phrasal verbs with wear.

- 1 Make sure that the students understand the instructions.
- 2 Give the students enough time to choose their answers.
- 3 Ask different students to report their answers to the class.

1 Complete the puzzle to find a word.

- a stop something passing through a small space
- b have as one of its parts
- away: make something thinner or disappear by too much use
- d impossible to change/already decided
- e pays someone to work for
- f involving a large number of people

The word in the boxes is



- a The hotel on the beach <u>employs</u> many waiters and cleaners from the area.
- **b** In Europe, \_\_\_\_\_\_ tourism began in the 1960s, when air travel became cheaper.
- c If the car breaks down on the old road to the coast, it will \_\_\_\_\_\_ the road.
- **d** \_\_\_\_\_ is important because it brings money into countries.
- e The cost of a flight from Europe to Egypt is \_\_\_\_\_\_. It will not change until
- f If children play football for too long, they will \_\_\_\_\_\_ away the grass.
- **g** Does the price of the ticket \_\_\_\_ a visit to the museum gardens?



3 Use your dictionary to complete these sentences with the correct form of these phrasal verbs with wear.

#### wear down wear off wear on wear out

- a In the second half, we wore down the other team and won the match 3-2.
- b These shoes are going to \_\_\_\_\_ soon. I'll have to buy some more.
- t was hard work and, as the day \_\_\_\_\_, I became more and
- more tired.

  d If you take this medicine now, it won't
- e The stairs in the castle have been

**这是是** 

by hundreds of visitors

٥.

#### Answers: -

- b wear out
- c wore on
- d wear off
- e worn down

### **LESSON 5**

#### SB page 105 WB page 96

#### Communication skills Making compromises and coming to an agreement

#### 1 Discuss these questions in pairs.

- a What kinds of damage can tourists do to the culture and environment of a country they visit? Give some examples
- **b** Tourism which does not cause damage to the culture or an environment is called ecotourism. Do you know any examples of ecotourism in Egypt? How is it different from other kinds of tourism?

#### Role-play the following in groups of three.

Student A You want to take it easy You are not really interested in culture or the environment.

Student B You are an ecotourist. You will only choose a holiday if it helps local people and does not damage the environment

Student C You are very interested in the local culture of the places you choose for vour holiday.

- a Look at these three advertisements and choose the holiday that you would most like to go on. Before you decide, think about the following:
  - the effects of your visit on the environment and culture of the place.
  - who or what will benefit from your visit.
  - who or what may be damaged by your visit.
- **b** You would like to go on holiday with your two partners. Tell your partners about your choice and give your reasons. Try to agree on which holiday to choose. Use some of the language from Focus





Research the following about hotels

> Find out why hotels are given stars. Find out: what the difference is between a

- hotel with one, two or three stars
- · how many stars a hotel can have
- how a hotel can get the most stars

### 2 Role-play the following in groups of three.

- 1 Ask the students to work in groups of three and to decide who will be Student A. B and C.
- 2 Ask each student to read their instructions and answer any queries. Go over the expressions in Focus on functions.
- 3 Give the students enough time to read through the advertisements and to make their choices.
- Ask the students to read through the instructions for section b, and give the students enough time to discuss their choices. Remind them to use expressions from the Focus on functions box. Remind the students of the value of compromising.
- 6 Go around the class, monitoring and helping.
- Ask different students to report their answers to the class.

#### Students' own answers

#### 3 Research the following about hotels.

- The students can carry out this research either in class or for homework. If you do the activity in class, the students can work in pairs or groups. Ask them to make notes, as they will need them in a later activity.
- Tell them to use the internet or to use library reference books.
- Remember to check later. Ask the students to report back on what they have found out to the class.

Students' own answers

#### **Communication skills**

#### 1 Discuss these questions in pairs.

- 1 Read through the questions and answer any queries.
- 2 Students discuss the questions in pairs. Remind them to justify their opinions and to provide examples. Go around the class, monitoring and helping.
- 3 Ask different students to report their answers to the class.

Students' own answers

### **WORKBOOK**

page 96

# 1 Write what you would say in each of the following situations.

- 1 Ask the students to look at the three situations and make sure that they understand the instructions.
- 2 Remind the students to use phrases from the *Focus on functions* box.
- 3 Go around the class, monitoring and helping.
- 4 Ask different students to report their answers to the class.

#### Answers:

- b That's good: we all agree.
- c I'd like to go to Spain, but it's probably better to go to Italy.

# 2 Read this email and answer the questions.

- 1 Ask the students to read through the questions and the email. Ask them when they use formal and informal language and write some examples on the board.
- 2 Explain that formal language usually includes longer, impersonal sentences and precise vocabulary, without any contractions or idiomatic language.
- 3 Give the students enough time to answer the questions in pairs. Ask different students to report their answers to the class.

#### Answers:

- Pete Barton wrote the email. It was written to an ecotourism company. Its purpose is to ask about ecotourism holidays in Egypt.
- b It's too informal.
- c Dear Ecotours,

I was given your company name by a friend who has been on one of your holidays.

I would like a holiday that won't damage/hurt/affect the environment. I am also really interested in your culture and want to find out about how people live in Egypt. I'm probably going to come next summer. Please could you send me information as soon as possible.

I look forward to hearing from you Yours faithfully,

Mr P. Barton/Peter Barton

# 3 Plan a reply to the email from Pete Barton.

- 1 Ask the students to read through the information they need to include in their reply.
- 2 Tell them to make notes and write down key phrases that might be useful.

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#### 1 Write what you would say in each of the following situations.

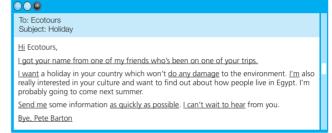
a You have just agreed to watch a DVD with two friends. You are quite happy, but you liked a different DVD more. What do you say?

I'd prefer to see that DVD, but I'm happy to see this one instead

- b You and three friends have just decided which DVD to watch. You are happy that the decision has been made. What do you say?
- c You chose a holiday to Spain, but your friends all chose Italy, which was cheaper. You think their idea is probably better. What do you say?

#### ? Read this email and answer the questions.

- a Who wrote the email? Who was it written to? What is its purpose?
- **b** What is wrong with the way the email is written?
- c In your notebook, can you change the underlined parts of the email to make it more formal?



#### 3 Plan a reply to the email from Pete Barton. Include the following information.

- Thank Mr Barton for his email and his interest in your company's tours.
- Suggest destinations in Egypt and describe what tourists will see and do.
- Tell Mr Barton where he can find more information, e.g. your website
- Say you hope to hear from Mr Barton.

#### 4 Write your email in 60–90 words.

- a Use formal language. Check the correct spelling in your dictionary.
- **b** Read what you have written very carefully. Look for grammar and spelling mistakes.
- Correct the mistakes, then write the final article.

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#### 4 Write your email in 60–90 words.

- Tell the students to use the plan that they made to write a first draft of their reply.
- 2 Ask them to read through their draft and check the spelling and grammar.
- Now tell them to write a second, corrected draft.
- 4 Put the students into groups and tell them each to read out their email to their group. Ask each group to choose one email to read to the class.

Students' own answers

### **Assessment**

#### **Listening Task**

# Target element: revise key vocabulary from the listening

One the board, write the following sentence beginnings from the listening in Exercise 3 of page 101 of the Student's Book. Tell the students to copy them. Play the recording again and ask the students to listen carefully for the information they need to complete the sentences. (The answers are given below in brackets.)

1	I arrange and trips for foreign	
	visitors. (accommodation)	
2	Sometimes I to be a tourist. (pretend)	
3	It is essential for our that we look after tourists well. (reputation)	
4	We learnt a lot about the life and the Egyptian people. (culture)	
5	We don't need to get up or go to bed at times. (particular)	

#### **Speaking Task**

## Target element: revise the main grammar of the unit

On the board, write the prompts below. Ask the students to work pairs, taking turns to use the prompts to say what they *have to/must/need to* and *don't need to/don't have to/mustn't do* on holiday.

Take some clothes

Fly on a plane

Travel on a ship

Take photographs of famous places

Eat the local food

Learn the local language

Upset local people

#### **Reading Task**

#### Target element: revise the text Tourism today.

On the board, write the sentences below from the text on page 103 of the Student's Book. Ask the students to read the sentences and then to read the text again. Ask them to put the prompts into two lists: advantages and disadvantages of tourism. Ask the students to add to the lists with ideas of their own. (The answers are given below in brackets.)

- 1 Countries make a lot of money (advantage)
- 2 Damage to famous buildings (disadvantage)
- 3 Cities are full of tourists (disadvantage)
- 4 Jobs in tourism (advantage)

#### **Writing Task**

#### Target element: revise writing a formal email

Explain to the students that they have read information about a new holiday company. Students are going to write a formal email to the company asking about what holidays they can offer. Give the students enough time to write their emails or set the task for homework. Ask some of the students to read out their completed emails to the class.

# UNIT 17 RUDYARD KIPLING: "IF"

SB pages 106-110 WB pages 97-100

### **Objectives**

#### Listening

Listening for gist; listening for detail

#### Grammar

Participle clauses

#### Reading

Reading for gist; reading for specific information

#### **Critical thinking**

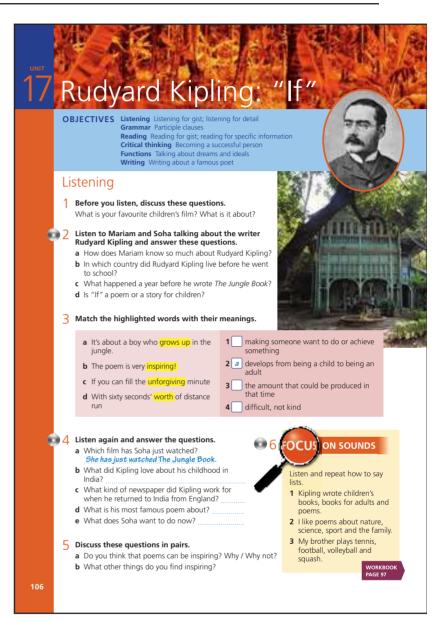
Becoming a successful person

#### **Functions**

Talking about dreams and ideals

#### Writing

Writing about a famous poet



### **LESSON 1**

SB page 106

WB page 97

#### Before using the book:

- Ask the students to make a list of what is different about being a child, a teenager and an adult.
- Ask them to say whether each difference is an advantage or a disadvantage.

#### Listening

#### 1 Before you listen, discuss these questions.

- 1 Give the students enough time to discuss their ideas in pairs.
- 2 Ask different students to report their answers to the class.

#### Students' own answers

# 2 Listen to Mariam and Soha talking about the writer Rudyard Kipling and answer these questions.

- 1 Explain that the man in the picture is the writer Rudyard Kipling. Ask the students if they have heard of him or know anything about him.
- 2 Ask the students to read through the questions and what they expect to hear in the recording.
- 3 Play the recording and give the students enough time to listen and make notes to answer the questions. You may need to play it more than once.
- 4 Ask the students to compare their answers in pairs.
- 5 Ask different students to report their answers to the class.

#### Answers: \_\_

- a She has read a book about Kipling.
- b He lived in India.
- c His first daughter, Josephine, was born.
- d It is a poem.

#### TAPESCRIPT

Mariam: Have you seen the film, The Jungle Book? It's about a boy who grows up in the jungle.

Soha: I've heard of it, but I haven't seen it.

Mariam: It's a really good story. It was written by an English writer called Rudyard Kipling. I liked the film so much that I decided to read a book about the author. He had an interesting life

and wrote children's books, books for adults and poems.

Soha: When did he live?

Mariam: He was born in India in 1865.

Soha: Did Kipling like India?

Mariam: Yes. Growing up in India, he developed a love

of the markets and Indian people.

Soha: Where did he go to school?

Mariam: He went to school in England and became the

editor of the school newspaper.

Soha: When did he start to write books?

Mariam: After he returned to India. He worked for a

local newspaper, often thinking of stories in

the evening.

Soha: When did he write The Jungle Book?

Mariam: That was a few years later. Kipling married

an American woman and they built a large house in the American countryside. He wrote The Jungle Book there in 1894, a year after their first daughter, Josephine, was born. They then had a second

daughter and a son. Kipling loved children,

and children loved his books!

Soha: Did he stay in America?

Mariam: No. The family decided to return to England

in 1896. They later lived in an old house in England with a big garden. Kipling enjoyed writing there. Writing stories and poems for adults and children, he became

very successful.

Soha: Which is his most famous poem?

Mariam: It's a poem called "If".

Soha: What is it about?

Mariam: The speaker in the poem teaches his son

what to do and what not to do to become a successful person. Reading the poem, you feel that you want to do well at everything! It's very inspiring! Shall I read you my

favourite part?

Soha: Yes, please.

Mariam: "If you can fill the unforgiving minute

With sixty seconds' worth of distance run, Yours is the Earth and everything that's in it!" This means that you should use your time well. If you do this, you can achieve anything.

Soha: I'd like to read all of the poem!

### 3 Match the highlighted words with their meanings.

1 Ask the students to read the sentences and to look at the highlighted words. Explain that they are going to match the words with the definitions 1–5, as in the example.

- 2 Give the students enough time to complete the task in pairs.
- 3 Ask different students to report their answers to the class.

#### Suggested answers: -

- a 2
- b 1
- c 4
- d 3

### 4 Listen again and answer the questions.

- 1 Explain that the students are going to listen to the recording again.
- 2 Ask the students to read through the questions so that they know what information they are listening for.
- 3 Play the recording and give the students enough time to listen and note their answers. You may need to play it more than once.
- 4 Ask the students to compare their answers with a partner and to write their answers in full sentences.
- 5 Ask different students to report their answers to the class.

#### Answers: \_

- b He loved markets and the Indian people.
- c He worked for a local newspaper.
- d It's about what to do and what not to do to become a successful person.
- e She wants to read all of the poem.

#### 5 Discuss these questions in pairs.

- 1 Ask the students to read the questions and to discuss them in pairs.
- 2 Go around the class monitoring and helping.
- 3 Ask different students to report their answers to the class.

#### Students' own answers

### 6 Focus on sounds Listen and repeat how to say lists.

1 Focus attention on the sentences and make sure the students understand that they are lists, which

- use commas to separate the items in the list (though not before the final *and*).
- 2 Play the recording once and then ask the students to repeat the sentences as you play it for a second time.
- 3 Ask the students to repeat the sentences to a partner.
- 4 Play the recording so the students can check their pronunciation.

#### TAPESCRIPT

- 1 Kipling wrote children's books, books for adults and poems.
- 2 I like poems about nature, science, sport and the family.
- 3 My brother plays tennis, football, volleyball and squash.

### Rudyard Kipling: "If" 17

1		hoose the correct ans	wer from a, b, c or d.		200
	ľ	to	in years for all elephant	LOSSIES N	Street .
		a grow up	b grow down	100000	NO SHE
		c grow in	d grow off	3500 P	A TOTAL
	2	We all wanted to climb mountaineer's talk bec very			1-0
		a invention	<b>b</b> motivation	- TOSS	
		c inspiring	d modified		ning was promised in
	3	Life in the desert can b	e very It is	often extremely h	ot and dry.
		a unrecognisable	<b>b</b> understanding	<b>c</b> upset	d unforgiving
	4	Each year, the teacher	puts a year's	of paper in the o	lassroom cupboard.
		a value	<b>b</b> useful	c worth	d view
2	c	hoose the correct wo	rds.		
_			n was <b>inspired inspirin</b>	g. I really want to fi	ind out more.
	b	The weather in some of in winter. It can be cold	ountries in the north of d and dark for months.	Europe is very <b>unfo</b>	orgiven/unforgiving
	c	It was very difficult to or returned home.	limb the mountain. We	felt <b>exhausted/ex</b>	<i>hausting</i> when we
	d	This book is very <b>bore</b>	d/boring. I don't think I	ll finish it.	
	е	Soha didn't want to wa frightened/frightenia	atch the film about dino n <b>g</b> .	saurs because she e	easily gets
3		se your dictionary to brackets.	complete the sentence	es, using the corre	ect form of the word
	a	A grown up is anot	her word for an adult. (	grow up)	
	b	Young people often ta Games. (inspire)	ke a lot of	from watching ath	letes in the Olympic
	C	Leila is a very (unforgiving)	person. She is neve	r unhappy with peo	ople for very long.
	d	We took the ancient co didn't keep it. (worth)	oin to the museum, but	they told us it is	, so we
4	c	omplete these senten	ces with commas, the	n say them to you	ır partner.
i	a	We have studied the p	ast present and future to	enses.	•
	b	There are tests in math	s English history and Ara	abic in the summer.	

instructions. You may choose to revise briefly the differences between adjectives ending in -ed and -ing.

- 2 Give the students enough time to make their choices individually.
- 3 Ask different students to report their answers to the class.

#### Answers: \_ b unforgiving c exhausted d boring e frightened

#### 3 Use your dictionary to complete the sentences, using the correct form of the word in brackets.

- 1 Make sure that the students understand the instructions. Remind them to think about what kind of word is needed; a noun, verb, adjective, etc.
- 2 Give the students enough time to complete the exercise in pairs.
- Ask different students to report their answers to the class.

A i	Answers: ————				
	inspiration				
С	forgiving				
d	worthless				

#### 4 Complete these sentences with commas, then say them to your partner.

1 Make sure that the students understand the instructions. Remind them that we use commas to separate items in a list, except for the final item with and.

2 Give the students enough time to read through the sentences and punctuate them individually. They then practise saying them to their partners.

3 Ask different students to report their answers to the class. Make sure they pronounce the sentences correctly.

- a We have studied the past, present and future tenses.
- b There are tests in maths, English, history and Arabic
- c In England, you can get sun, rain, wind and snow all on the same day.

#### **WORKBOOK**

page 97

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

c In England you can get sun rain wind and snow all on the same day.

- 1 Make sure that the students understand the instructions.
- 2 Give the students enough time to make their choices individually.
- 3 Ask different students to report their answers to the class.

$A_{I}$	nswers: _				
2	c	3	d	4	c

#### 2 Choose the correct words.

1 Make sure that the students understand the

### LESSON 2 SB page 107 WB page 98

#### Grammar

#### Participle clauses

- 1 Complete the sentences from the listening with the correct word, then underline the main verbs.
- 1 Make sure that the students understand the instructions and ask them to read through the sentences.
- 2 Give the students enough time to complete the sentences and to underline the main verbs.
- 3 Ask different students to report their answers to the class. You could play the recording from Exercise 2 on page 106 of the Student's Book for them to check their answers if you wish.

#### Answers:

- thinking of
- Writing
- Reading

#### 2 Discuss these questions in pairs.

- Explain that the students need to refer to the sentences in Exercise 1 and discuss the questions in pairs.
- 2 Remind the students to refer to the Focus on Grammar box for help if necessary.
- 3 Ask different students to report their answers to the class.

#### Answers: -

- a They all end with -ing.
- The main verbs are in the present simple or the past simple; the words added are present participles.
- The same person (or thing).
- Sentence 2 is correct. Sentence 1 is incorrect because the two parts of the sentence do not have the same person doing both of the actions.

#### 3 Rewrite these sentences about Mike, using a participle clause.

- 1 Ask the students to read the example and explain that they have to rewrite the other sentences in a similar way using a participle
- 2 Ask the students to complete the exercise in pairs. Remind them to refer to the Focus on

#### **Grammar** Past perfect simple and continuous

Choose the correct verbs in these sentences from the listening text. Then listen and check your answers.

a When his novel Moby <u>Dick came</u> out in 1851, Herman Melville had written had been writing for five years.

b He had already written / had already been writing Typee and Omoo

c After he had left / had been leaving school, the young boy worked in very ordinary jobs.

**d** By the age of 20, Herman was bored with the jobs he had done / had been doing and decided to look for adventure.

e People loved reading about the unusual life Melville had lived / had been living in these strange, remote places

f Melville had not finished / had not been finishing his final novel about life at sea at the time of his death

#### Discuss these questions in pairs.

- a Which verb form, past perfect simple or continuous, is used to describe something which happened for a length of time in the past?
- $\boldsymbol{b}\,$  Which verb form, past perfect simple or continuous, is used to describe something which was completed in the past?
- **3** Complete these sentences with the past perfect simple or continuous form of the verb in brackets.
  - A Why did Herman Melville go to sea when he was twenty?
  - **B** Because he was bored with the jobs he a had been doing (do) before that.
  - A Twenty is quite young to go to sea, isn't it?
  - B Yes, but don't forget that he b (leave) school by the age of twelve.
  - A He started writing in his mid twenties,
  - B That's right. By then he (travel) all over the world. (be) a sailor on a whaling ship and a navy ship.
  - A And he (e).... (visit) some islands in the Pacific Ocean.
  - B Yes. In fact, before he finally went back to America, he (f) (live) with a group of very primitive people for four months.

#### OCUS ON GRAMMAR

#### Past perfect simple and continuous

- Use the past perfect simple (had + past participle) to refer to an action or situation that happened before
  - We were late because the bus had broken down
- Use the past perfect continuous to talk about actions or situations which continued before an event in the past, or shortly before it When we visited my cousins in Canada, they had been living there for six months.
- We often use the past perfect continuous to give a reason for an event in the past:

My father was tired because he had been working in the farm all dav.

grammar box or the Grammar review for help if

Ask different students to report their answers to the class.

#### Answers: -

- b Reaching the top of the hill, he was amazed by the wonderful view.
- Taking out his notebook, he began to write a poem.
- Continuing his writing, Mike didn't notice the black
- Feeling the first drops of rain, he began to run back down the hill.
- Arriving at his front door, Mike discovered that he had forgotten to take his key with him.

1	7

98

	arrive	check	discover	go	hear	hit	leave	miss	read	see	use	write
3		ecking ing week	_ his diary,	Mr K	arim _	disc	overed	that	he had	l three	e mee	tings the
b		_	_ at the sta	tion :	at 12.3	0, Tar	rek		t	he tra	in hor	ne by ju
С			my	addr	ess in I	ner no	otebook			th	ne per	ı I had
d			_ the road	at a c	orner.	the ca	ar		a	tree a	nd sto	ppped.
9	Sawsaı		father ofte									
F	small b	oirds.	_ a loud no	oise, t	he tou	rists lo	ooked u	p and .			h	undreds
	3		i i ci	in	111	T'	eie	·	ići	7.		
			ntences s		-		articiple	e claus	e.			
	When	I saw the	bus, I ran	to the	e bus s	top.		e claus	e.	1 1		4.
a	When _Seein	I saw the g <u>the bu</u>		to the	e bus s	top.						8.
a b	When Seein Sara lo	I saw the g the bu loked out	bus, I ran s, I ran t	to the	e bus so	top.	o cats fi	ghting		frienc	d and	asked hi
a b c	Seein Sara lo Hany r	I saw the	bus, I ran s, I ran t of the wir	to the other of th	and sa	top. stop. w two	o cats fi was, so	ghting he ph	oned a			
a b c	When Seein Sara lo Hany r When	I saw the  g the bu  looked out  needed to  Ali arrive	bus, I ran t s, I ran t of the wir	to the ndow at the this i	and sa home	w two	o cats fi was, so found t	ghting he pho	oned a	ft his <sub>l</sub>	pen at	
a b c d e C a b c d	When Seein Sara lo Hany r When Lamia  Writing Turning Picking	I saw the g the bus ooked out the eded to Ali arrive took a go are these and go on my of g up her p g into took	bus, I ran to so I	to the other down to the other down the other down this in the other down the oth	and sa an	top.  top.  top.  w two  work  g, he  e knee	o cats fi was, so found 1 w it was ideas.	ghting he phi hat he s a long	ned a had lei	ft his <sub>l</sub>	ney.	home.

# 4 Complete these sentences with your own ideas, then compare answers with a partner.

- 1 Make sure that the students understand the instructions.
- 2 Give the students enough time to complete the exercise individually.
- 3 Ask the students to compare their answers with a partner.
- 4 Ask different students to report their answers to the class.

#### Suggested answers: -

- a Arriving home late one night, Nasser saw a thief in a neighbour's house.
- b Realising there was going to be a storm, Mr Zaher

- closed all the windows and doors of his house.
- Looking out of the window this morning,
   I saw hundreds of birds flying across the sky.

#### **WORKBOOK** page 98

### 1 Complete these sentences with the correct form of these verbs.

- 1 Ask the students to look at the words in the box and the example sentence. Check that they understand the instructions.
- 2 Ask the students to complete the exercise in pairs.
- 3 Ask different students to report their answers to the class.

#### Answers: \_

- b Arriving; missed
- c wrote; using
- d Leaving; hit
- e goes/went; reading
- f Hearing; saw

### 2 Rewrite these sentences starting with a participle clause.

- 1 Explain that the students have to rewrite the sentences with the same meaning, as in the example.
- 2 Ask the students to complete the exercise in pairs.
- 3 Ask different students to report their answers to the class.

#### Answers: \_

- b Looking out of the window, Sara saw two cats fighting.
- c Needing to know what the homework was, Hany phoned a friend and asked him.
- d Arriving at school this morning, Ali found that he had left his pen at home.
- e Knowing it was a long, boring journey, Lamia took a good book to read.

### 3 Complete these sentences with your own ideas.

- 1 Give the students enough time to complete the sentences. Go around the class, monitoring and helping.
- 2 Ask the students to compare their answers in pairs.

3 Ask different students to report their answers to the class.

#### Suggested answers: -

- b I saw a message which told me I had an email.
- c Samira started to write a letter to her friend in Italy.
- d we saw that the streets were full of people doing their shopping.
- e the boys forgot about the time and missed lunch
- f I noticed that the window was still open.

#### LESSON 3

SB page 108

#### Reading

- 1 Before you read, discuss this question in pairs.
- 1 Ask the students to think about the advice they get from their parents.
- 2 Give the students enough time to discuss the kind of advice they have received in pairs.
- 3 Ask different students to report their answers to the class. Write them on the board.

#### Students' own answers

### 2 Check the meanings of these words in your dictionary.

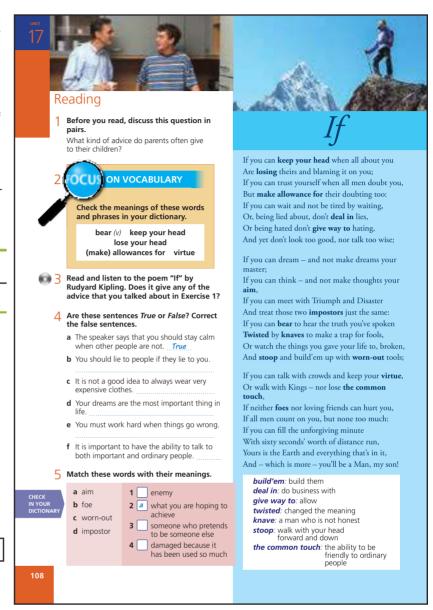
- 1 Write the words on the board. Say them aloud and get the students to repeat them.
- 2 Ask the students to look up the words in their dictionaries.
- 3 Make sure they understand the meaning of the words. Tell them you are going to give a simple explanation of a word and the students must tell you what word it is.

#### **Example:**

Teacher: *It means to remain calm.* 

Students: *Keep your head*.

4 Continue in this way with all the words in the exercise.



#### Answers: -

virtue:

(make) allowances for:

bear: bravely accept or deal with a painful or difficult situation

keep your head: remain calm in a difficult situation

lose your head: don't remain calm in a difficult situation

consider someone's behaviour in a kind way because

they have a problem or disadvantage

a good moral quality that

someone has

#### 3 Read and listen to the poem "If" by Rudyard Kipling. Does it give any of the advice that you talked about in Exercise 1?

- 1 Explain that the students are going to read and listen to a famous poem. The language is challenging, but remind the students that there is a glossary at the bottom of the poem which will help them understand some of the language. Play the recording and ask students to read along as they listen.
- 2 Give the students enough time to discuss their answers in the same pairs as they worked in for Exercise 1. Go around the class, monitoring and helping. There is a lot of new language in the poem, so give students plenty of opportunity to ask questions.
- 3 Ask different students to report their answers to the class. Praise all correct answers and tell the students that they have done well.

#### Suggested answers -

The poem's advice includes: learning how to keep your head when things are difficult; trusting yourself; being understanding and patient; being modest and ambitious but not too ambitious; being able to talk to and get on with different kinds of people; being reliable, and making the most of your time and opportunities.

#### TAPESCRIPT

If you can keep your head when all about you Are losing theirs and blaming it on you; If you can trust yourself when all men doubt you, But make allowance for their doubting too: If you can wait and not be tired by waiting, Or, being lied about, don't deal in lies, Or being hated don't give way to hating, And yet don't look too good, nor talk too wise; *If you can dream – and not make dreams your master; If you can think – and not make thoughts your aim,* If you can meet with Triumph and Disaster And treat those two impostors just the same: If you can bear to hear the truth you've spoken Twisted by knaves to make a trap for fools, Or watch the things you gave your life to, broken, And stoop and build'em up with worn-out tools; If you can talk with crowds and keep your virtue, Or walk with Kings – nor lose the common touch, If neither foes nor loving friends can hurt you, If all men count on you, but none too much: If you can fill the unforgiving minute

With sixty seconds' worth of distance run, Yours is the Earth and everything that's in it, And – which is more – you'll be a Man, my son!

### 4 Are these sentences *True* or *False*? Correct the false sentences.

- 1 Ask the students to read through the sentences before reading the peom again, and help them with any queries.
- 2 Give the students enough time to write their answers.
- 3 Ask different students to report their answers to the class. Praise correct answers.

#### Answers: \_

- b False: You shouldn't lie to people even when they are lying about you.
- c True
- d False: You should not make dreams your master.
- e True
- f True

#### 5 Match these words with their meanings.

- 1 Ask the students to read through the words and their definitions.
- 2 Give the students enough time to choose their answers.
- 3 Ask different students to report their answers to the class.

#### Answers: -

- 1 b
- 3 d
- 4 c

#### LESSON 4

SB page 109

#### WB page 99

#### Critical thinking

### 1 Read "If" again and answer the following questions.

- 1 Ask the students to read all the questions and answer any queries.
- 2 Students read the poem again and write their answers.
- 3 They can compare their answers with a partner.
- 4 Ask different students to report their answers to the class.

#### Answers:

- a The 1st and 3rd, 2nd and 4th, 5th and 7th, 6th and 8th lines rhyme.
- b You should trust yourself but understand why they might not trust you.
- c Suggested: Because people might think you are trying to show them that you are better or more important than them.
- d Suggested: Because dreams do not always come true. You sometimes have to change your hopes for the future.
- e Suggested: Yes, because you can understand things better when you think about many other people's opinions.

#### 2 Discuss these questions in pairs.

- 1 Ask the students to read through the questions and to discuss the answers in pairs.
- 2 Give the students enough time to complete their discussions and note their answers.
- 3 Ask different students to report their answers to the class.

#### Suggested answers: -

- a If you follow the advice, there is nothing that you can't achieve.
- b I find it inspiring because I can imagine myself following this advice and being more successful in life.

#### 3 Now answer these questions.

- 1 Ask the students to read through the questions and discuss the answers in pairs.
- 2 Give the students enough time to complete their discussions and note their answers.
- 3 Ask different students to report their answer to

#### Critical thinking

#### 1 Read "If" again and answer the questions.

- a The poem consists of three verses of eight lines. Which lines of each verse rhyme with each other?
- **b** What does the poem say that you should do when people do not trust you?
- **c** Why do you think that the poem says you should not look too good?
- **d** Why do you think that dreams should not be "your master"?
- e Do you think that it is important to be able to talk to all kinds of people in life? Why / Why not?

#### Discuss these questions in pairs.

- **a** Read the last two lines of the poem. What is the message of the poem?
- **b** The poem "If" was written to inspire a teenager about how to become an adult. Do you find the poem inspiring? Why / Why not?

#### Now answer these questions.

**a** What kind of person does the poem say that you should be?

brave calm imaginative kind strong understanding

- **b** What do you think makes a successful person? Can you think of any adjectives to add to the list above?
- c The poem was written in 1910. Do you think the advice in the poem is true for people today? Why / Why not?



Work in groups. Can you complete these sentences to make "If" a modern poem? It does not have to rhyme.

- a If you can listen to the teacher, when
- b If you can revise at home, when
- If you can keep yourself fit, although your friends
- d If you can eat healthy food, when the shops
- e If you can be kind to your brothers and sisters, even when
- f If you can help your parents, although
- g Yours is the Earth and everything that's in it And – which is more – you'll

#### FOCUS ON LONGER ADJECTIVES

- When we use longer phrases as adjectives before a noun, we add a hyphen: worn-out tools, a five-year-old girl, a two-and-a-half-metre-long pole
- 2 Write the following with hyphens:

  a. The borse is very friendly looking.
- a The horse is very friendly looking. It's a friendly-looking horse.
- **b** It's a house which is ten years old
- c I have a ladder which is four metres long.
- d The rules are easy to remember.

# d T

SKILLS FOR LIFE

To be a successful person, it is important to continue learning different skills, even after you have finished school.

VORKBOOK AGE 99

the class.

#### Answers: -

a The poem suggests that you should possess all of the qualities described by these adjectives.

b and c Students' own answers

# 4 Work in groups. Can you complete these sentences to make "If" a modern poem? It does not have to rhyme.

- 1 Ask the students to read through the beginnings of the sentences and ask them if they have any queries.
- 2 Give the students enough time to complete the lines in their groups. Go round and monitor, offering help as necessary. Make a note of any interesting sentences.

1/

	aim bear foes impostor make-allowances-for virtue worn-out  a You all have an hour for the test, but I will make allowances for Tarek because he has been ill. He has an hour an a half.	
	b The book is a thousand pages long. If you can to read it until the end, you will realise it is quite interesting.	1
	c I'm reading a book about a man who says he is the King, but people soon realise that he is an who looks like the King.	
	d The of this lesson is to practise some of the new vocabulary.	
	e It is a to be kind to people.	
	f The King said that the people who lived in the castle used to be his, but now they were his friends.	
	g The old man tried to repair the car, but he only had tools wh did not work very well.	ich
)		
	a brave 1 weak	
	b calm 2 a frightened	
	c imaginative 3 nervous	
	d kind 4 cruel	
	e strong 5 unimaginative	
3	Rewrite the following sentences using an adjective with a hyphen.	
	a We saw a snake which was one metre long.	
	We saw a one-metre-long snake.	
	<b>b</b> Soha has a brother who is three years old.	
	c He lives in a house from the seventeenth century.	
	d There was a wind that was thirty kilometres an hour.	
ļ	Write a paragraph about what makes a successful person.	

3 Ask different groups to read their poems to the class. Praise all good work.

#### Suggested answers: \_

- a all around you are talking.
- b your brothers and sisters are having fun.
- c want to watch TV.
- d sell sweets and chips.
- e they are unkind to you.
- f you want to relax.
- g be a better, kinder person.

#### 5 Focus on longer adjectives

- 1 Ask the students to read the examples and ask them if they can think of any similar examples themselves.
- 2 Give the students enough time to rewrite

the sentences.

3 Ask different students to report their answers to the class.

#### Answers: \_

- b It's a ten-year old house.
- c I have a four-metre-long ladder.
- d They are easy-to-remember rules.

#### Skills for life

Ask the students to read the *Skills for life* box. Discuss the idea with the whole class. Ask students which skills they could learn (for example, languages, computing, cooking, etc).

#### **WORKBOOK** page 99

### 1 Complete the sentences with these words.

- 1 Ask the students to read through the sentences.
- 2 Give the students enough time to complete the sentences in pairs.
- 3 Ask different students to report their answers to the class.

# Answers: b bear c imposter d aim e virtue f foes g worn-out

#### 2 Match the opposites.

- 1 Give the students enough time for them to match the opposites.
- 2 Ask different students to report their answers to the class.

Answers:	
b 3	c 5
d 4	e 1

### 3 Rewrite the following sentences using an adjective with a hyphen.

- 1 Ask the students to read through the sentences.
- 2 Give them enough time to rewrite the sentences.
- 3 Ask different students to report their answers to the class.

#### Answers: \_

- b Soha has a three-year-old brother.
- c He lives in a seventeenth-century house.
- d There was a thirty-kilometre-an-hour wind.

#### 4 Write a paragraph about what makes a successful person.

- 1 Ask the students to review what they have discussed about what makes a successful person.
- 2 Give the students enough time to complete the task, or set it for homework. Tell them they should write at least 120 words.
- 3 Correct their work. Read good examples to the class.

Students' own answers

#### LESSON 5

SB page 110

WB page 100

#### **Communication skills**

#### 1 Discuss these questions in pairs.

- 1 Ask the students to read through the questions.
- 2 Give the students enough time to discuss the questions in pairs.
- 3 Ask different students to report their answers to the class.

Students' own answers

#### 2 Work in pairs.

- 1 Give the students enough time to discuss the sentences in pairs. Go around the class, monitoring and helping.
- 2 Ask different students to report their answers to the class.

Students' own answers

#### 3 Ask and answer questions.

- 1 Ask the students to look at the photos on the right of the page and to read through the words in the box. Make sure they understand all the adjectives. Explain organised (able to arrange things well).
- 2 Give the students enough time to think of some

Communication skills Talking about dreams and ideals 1 Discuss these questions in pairs.

Rudyard Kipling spoke about how a boy could become the ideal man. Do you think that it is possible to be an ideal person? Why / Why not?

#### Work in pairs.

- **a** Think about a job that you would like to do in the future.
- **b** Talk about the advantages and disadvantages of doing this job.
- 3 Ask and answer questions.

a What kind of person would you need to be to do the jobs in the pictures? Use some of these words. Can you add any words to

ambitious calm careful fit imaginative organised sensible tolerant understanding

- **b** Which of the jobs would be a dream job for you?
- c Ask questions about these and other jobs using the expressions from Focus on functions

### OCUS ON FUNCTIONS Asking about dreams and ideals

- · What would your dream job be?
- . If you could have any job you liked, what would you choose?
- Would you prefer to be (a leader) or (a member of a team)?

- I'd choose to be
- My dream job would be ... because
- I'd definitely be
- I'd really like to be
- I could / couldn't be a ... because



Research the following about a famous Egyptian poet

Find out about a famous Egyptian poet. Find out:

- what he / she wrote
- why he / she became famous
- · what messages the poems give to us

more adjectives.

- 3 Ask different students to report their answers to the class. Write the new adjectives on the board.
- 4 Ask the students to discuss which of the five jobs in the pictures would suit them best. Give them enough time to discuss their dream jobs with a partner using the phrases in the Focus on functions box.
- 5 Go around the class, monitoring and helping.
- 6 Ask different students to summarise their discussion for the class.

Students' own answers











#### 1 Write what you would say in each of the following situations.

- a You want to know what type of job your friend would choose. What do you ask?

  What would your dream job be?
- b Your friend asks you where your ideal job would be. Say that you would like to work in Cairo.
- c You want to know where your friend would really like to live. What is your question?
- d You want to know if your friend would choose to be a doctor or a diplomat.

#### Read these two descriptions. Which one is easier to read? Why?

- 1 William Shakespeare is famous for his amazing plays: King Lear, Macbeth, Hamlet and many more. However, he was also a brilliant poet who wrote more than 150 poems. He was extremely imaginative and he often changed nouns into verbs or even invented new words. Many of these are now used in English every day, including the words blanket, generous, lonely and mountaineer.
- 2 Shakespeare is famous because he wrote a lot of plays King Lear Macbeth Hamlet and many more. He also wrote about 150 poems. He was imaginative. He often changed nouns into verbs or invented new words. Many of these are now used in English like blanket generous lonely and mountaineer.

#### 3 Punctuation: the comma and the colon

- a Commas (,) are used
  - in lists: The best things about Shakespeare are his exciting stories, his characters and his language.
- after clauses which start with if, when, after, although, etc.: If you read his poems, you will find them interesting.
- b Colons (:) are used
  - at the beginning of lists: These are the best things about Shakespeare: his exciting stories, his characters ...
  - to introduce an explanation: It is difficult to read Shakespeare: he wrote in old-fashioned English.



#### 4 Complete the second description in Exercise 2 with colons and commas.

- 5 Write about a famous poet in about 75 words.
  - a Write your first draft quickly. Use the best text in Exercise 2 as an example
    - Check that you have included commas and colons in the correct places.
    - · Look for grammar and spelling mistakes. Check in your dictionary.
  - **b** Correct any mistakes, then write the final description

100

### 4 Research the following about a famous Egyptian poet.

- 1 The students can carry out this research either in class or for homework. If you do the activity in class, the students can work in pairs or groups. Ask them to make notes, as they will need them in a later activity.
- 2 Ask them to report what they have found out to the class.

Students' own answers

#### **WORKBOOK**

**page 100** 

### 1 Write what you would say in each of the following situations.

- 1 Ask the students to read through the situations.
- 2 Give the students enough time to write their answers.
- 3 Ask different students to report their answers to the class.

#### Suggested answers: -

- b My dream job would be/I'd really like to work in Cairo, because I love big cities.
- c Where would your dream house be?/ If you could live in any place you liked, where would you choose?
- d Would you prefer to be a doctor or a diplomat?

#### 2 Read the two descriptions. Which one is easier to read? Why?

- 1 Ask the students to read the descriptions and to discuss in pairs which is easier to read.
- 2 Ask different students to report their answers to the class.

#### Answers: \_

Description 1 is easier to read because of the use of commas and because it uses longer, more interesting sentences. This is helped by the use of adjectives such as *amazing*, *brilliant* and adverbs such as *extremely* and *even*. It uses more formal words such as *including* instead of *like*.

#### 3 Punctuation: the comma and the colon.

- 1 Ask the students to read through the explanations.
- 2 Answer any queries.

### 4 Complete the second description in Exercise 2 with colons and commas.

1 Ask them to read through the second description

again and to punctuate it with commas and colons.

2 You can take in their work to mark.

#### Answers: \_

Shakespeare is famous because he wrote a lot of plays: *King Lear*, *Macbeth*, *Hamlet* and many more. He also wrote about 150 poems. He was imaginative. He often changed nouns into verbs, or invented new words. Many of these are now used in English, like *blanket*, *generous*, *lonely* and *mountaineer*.

### 5 Write about a famous poet in about 75 words.

- 1 Remind the students about the research they did following Exercise 4 on page 110 of the Students' Book.
- 2 Give the students enough to complete the task, or set it for homework.
- 3 Correct their work. Read good examples to the class.

#### Assessment

#### **Listening Task**

### Target element: revise key information from the listening

Write **One** on the board, and write the sentence beginnings below from Exercise 3 on page 106 of the Student's Book. Tell the students to copy them. Play the recording again and ask the students to listen carefully for the information they need to complete the sentences. (The answers are given below in brackets.)

1	(India)
2	He went to school in (England)
3	In India, he worked for a newspaper. (local)
4	He built a large house in the countryside. (American)
5	His most famous poem is called ("If")

#### **Speaking Task**

#### Target element: revise the life of Rudyard Kipling

On the board, write *Rudyard Kipling* and the prompts below. Ask the students to work pairs, taking turns to say sentences about Rudyard Kipling's life.

The Jungle Book

**English** 

1865

markets

school

editor

an American woman

1896

#### **Reading Task**

#### Target element: revise the poem, If.

On the board, write the prompts below from the text in the Student's Book on pages 108. Ask the students to read the prompts and then ask them to complete each prompt as advice. (Suggested answers are given below in brackets.)

- **1 Keep your head when ...** (all about you are losing theirs.)
- **2 Trust yourself when ...** (all men doubt you.)
- 3 Walk with crowds and ... (keep your virtue.)
- **4 Yours is the Earth and ...** (everything that's in it.)

#### Writing task

#### Target element: revise using commas in lists.

Explain to the students that they are going to write a list of all the books they have read in the last year (this can be any kind of book: novels, non-fiction, school books, etc). Ask them to write this as a list. Encourage them to write the English names of any non-English books. Go round and monitor as they are writing and make sure they use commas correctly. Ask a few students to read their completed lists to the class. You could find out which student has read the most!

### UNIT 18

### **GLOBAL ISSUES**

SB pages 111-115 WB pages 101-104

#### **Objectives**

#### Listening

Listening for gist; identifying points of view

#### Grammar

can/could for ability/possibility and permission

#### Reading

Reading for detail and inference

#### **Critical thinking**

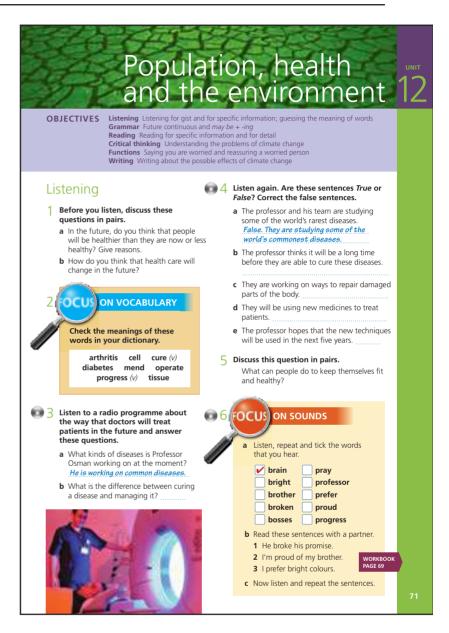
Taking responsibility for global problems

#### **Functions**

Asking for, accepting and refusing permission

#### Writing

Writing an essay about climate change



#### **LESSON 1**

SB page 111

#### WB page 101

#### Before using the book:

- Ask the students to think about the energy they use.
- Put them into groups and ask them to discuss where it comes from.
- Ask each group to discuss if they could live without energy.
- Ask students from each group to share their answers.

#### Listening

### 1 Look at the pictures and discuss these questions in pairs.

- 1 Ask the students to look at the pictures and to identify the issues in pairs.
- 2 Ask different students to report their answers to the class.
- 3 Give the students enough time to discuss how serious the problems are. You might suggest a scale from 1-10. Encourage the students to justify their answers.
- 4 Ask different students to report their answers to the class.

#### Answers.

- a Food shortages, air pollution and global warming
- b Students' own answers

### 2 Check the meanings of these words and phrases in your dictionary.

- 1 Write the words on the board. Say them aloud and get the students to repeat them.
- 2 Ask the students to look up the words and phrases in their dictionaries.
- 3 Make sure they understand the meaning of the words. Tell them you are going to give a simple explanation of a word and the students must tell you what word it is.

#### **Example:**

Teacher: It means to have nothing left after using something.

Students: Run out of.

4 Continue in this way with all the words in the exercise.

#### Answers:

ban: say that something must not be done demand: the need that people have to get something

dependence: a need for something or someone hunger: the feeling you have when you need to

eat

run out of: to have nothing left after using something worrying: describes something that makes you feel worried or anxious

2 Listen to a conversation between two students and answer the questions.

- 1 Ask the students to read through the questions and ask them what they expect to hear in the recording.
- 2 Play the recording and give the students enough time to listen and note down their answers. You may need to play the recording more than once.
- 3 Ask different students to report their answers to the class.

#### Answers: -

- a Yes, they do.
- b They suggest reducing traffic by banning some vehicles in city centres and encouraging the use of public transport and also by reducing our dependence on fuels like gas and oil by using more energy from the wind, waves and the sun or electricity. They also suggest making sure that everyone has enough to eat.

#### TAPESCRIPT

Nadia: The problems in these photos are quite worrying, aren't they Azza?

Azza: Yes, but they are all problems we can solve.

Nadia: I suppose so, but we'll only succeed if all the countries of the world work together.

Azza: That's right. Countries can't do much on their

Nadia: So what about pollution from traffic in cities?

Azza: Well, there are lots of things we could do. We could ban cars from cities and make people use public transport – you know, trains or buses.

Nadia: There are some places where people can't use their cars every day of the week. For example, if your car number plate ends in 0, 2, 4, 6 or 8, you can only drive it in your city on Mondays, Wednesdays or Fridays.

Azza: That's a really good idea. If every city in the world did that, we could cut traffic pollution by fifty per cent.

Nadia: And that would help reduce global warming and climate change, wouldn't it?

Azza: Yes. The other thing we could do is reduce our dependence on fuels like gas and oil, by increasing our use of energy from wind, waves and the sun.

Nadia: But can we do that before we run out of oil?

Azza: Good question. I don't know, but there are already cars which can use electricity – that will reduce the demand for oil.

Nadia: Personally, I think that hunger is the worst

problem. I mean, it's terrible that some people

don't have enough food to eat.

Azza: I agree, but there's actually plenty of food in the world. We can feed everyone.

Nadia: So we could end world hunger if we thought it

was important enough?

Azza: I think so, yes.

# 4 Listen again and complete with the correct form of the words from Exercise 2.

- 1 Make sure that the students understand the instructions.
- 2 Play the recording and give the students enough time to listen and complete the sentences. You may need to play the recording more than once.
- 3 Ask different students to report their answers to the class.

#### Answers: -

- b banned
- c demand
- d dependence
- e hunger

# 5 Work in pairs. Which of the following students' suggestions do you agree with? Why?

- 1 Ask the students to read through the questions and answer any queries.
- 2 Give the students enough time to discuss their ideas in pairs. Encourage them to justify their answers. Go around the class, monitoring and helping.
- 3 Ask different students to report their answers to the class.

Students' own answers

#### 6 Focus on sounds

### a listen and tick the word that you hear in each pair

- 1 Focus attention on the words and make sure the students understand the difference between the two sounds they are listening for.
- 2 Play the recording and give the students enough time to note their answers.
- 3 Play the recording for part b. Ask the students to repeat the sentences.
- 4 Ask the students to repeat the sentences to a partner.

#### Answers:

- 2 air  $\sqrt{\phantom{a}}$
- 3 fair √
- 4 we're √
- 5 cheer √

#### TAPESCRIPT

a

1 here 2 air 3 fair 4 we're 5 cheer

b

1 He's here. My hair.

2 Warm air. My ear.

3 Not fair. No fear.

4 We're here. Wear your hat.

5 It's my chair. Let's cheer.

Global issu	es 18
1 Complete the puzzle to find a word.  a need for something or someone  b find an answer to a problem  c making you feel worried  d if there is a for something, people want to buy or use it e say that something must not be done f use all of something so that there is none left (3 words) g you feel this when you need to eat	- - 
The word in the boxes is  Complete these sentences with words from Exercise 1.	
a Countries have to work together to _solve global problems.  b The for bottles of water increases in hot weather.  c If there is not enough food, people can die of  d I think that the problem of global warming is for us all.  e Some people believe we should cars near schools.  f We will never energy from the wind and sun, unlike oil and gas g Many countries have a on oil and gas to make energy.	
3 Use your dictionary to answer these questions. a The noun is hunger. What is the adjective? b The noun is dependence. What are the adjective and verb?  c What does independence mean? d The verb and noun are demand. What is the adjective? e The noun is climate. What is the adjective? f The adjective is worrying. What is the verb and the noun?	

**WORKBOOK** 

page 101

#### 1 Complete the puzzle to find a word.

- 1 Remind the students that this activity uses the words from page 101 of the Students' Book.
- 2 Give the students enough time to complete the task.
- 3 Ask different students to report their answers to the class.

#### Answers: -

- b solve
- c worrying
- d demand
- e ban

- f run out of
- g hunger

The word in the boxes is: climate

### 2 Complete these sentences with words from Exercise 1.

- 1 Ask the students to complete the exercise in pairs.
- 2 Ask different students to report their answers to the class.

#### Answers: \_

- b demand
- c hunger
- d worrying
- e ban
- f solve
- g dependence

### 3 Use your dictionary to answer these questions.

- 1 Make sure the students understand the instructions.
- 2 Give the students enough time to look up the words in their dictionaries individually if necessary.
- 3 Ask different students to report their answers to the class.

#### Answers: —

- b dependable; depend
- c the ability to make your own decisions and take care of yourself, without asking others
- d demanding
- e climatatic
- f worry; a worry

#### LESSON 2

#### SB page 112 WB page 102

#### Grammar

### can/could for ability/possibility and permission.

- 1 Check the meanings of these words in your dictionary
- 1 Tell the students to read the three words in the box.
- 2 Give them enough time to find the words in their dictionaries.
- 3 Give the students time to discuss the differences in pairs.
- 4 Ask different students to report their answers to the class.

#### Answers: -

ability: the physical or mental skill or

power needed to do something

permission: the agreement that you can do

something

possibility: the chance that something might happen or be true

- 2 Underline the examples of can/ could + verb in these sentences from the listening. Write if the meaning is ability (A), possibility (PO) or permission (P).
- 1 Ask the students to read the instructions and make sure they are clear about what they have to do. Tell them to underline the form of *can/could* and the infinitive verb that follows it in each sentence.
- 2 Now ask students to decide what the use of *can/could* is in each sentence. Tell them to write *A* if it is used to show ability, *PO* if it is used to show possibility, or *P* if it is used to show permission.
- 3 Ask different students to report their answers to the class.

#### Answers: -

- b We could ban cars from cities. PO
- c In some places, people can't use their cars every day. P
- d If your number ends in two, you can only drive on Mondays. P
- e There are cars which can use electricity. A

Grammar can / could for ability / possibility and permission 1 Check the meanings of these words in your dictionary ability permission possibility 2 Underline the examples of can / could + verb in these sentences from the listening. Write if the meaning is ability (A), possibility (PO) or permission (P). a These are problems we can solve. A **b** We could ban cars from cities. In some places, people can't use their cars every day d If your number ends in two, you can only drive on Mondays. e There are cars which can use electricity f There's plenty of food. We can feed everyone. g We could end world hunger if we thought that it was important enough Do the underlined verbs in these sentences tell us about ability (A), possibility (PO) or permission (P)? Do they refer to the past, the future or any time? a By the age nine, I could swim 100 metres, but I couldn't go swimming on my own. A + P, past **b** I can't see very well without glasses. c In my country, you can't go on public roads until you are 18, even if you can drive. d We could run out of oil in the next 20 years e You can borrow my car tomorrow if you drive carefully. f A hundred years ago, many people couldn't read or write. Discuss these questions in pairs. a What can happen if there are too ON GRAMMAR many cars in city centres can / could for ability / **b** What could happen if climate possibility and permission change gets worse? can + infinitive (present) or could infinitive (past) to show permission and ability: You can use my pen, but you can't borrow my camera. (permission) I can ride a bike, but I can't swim. (ability) I could speak English when I was six. (ability) In the past, women **couldn't vote** in elections, but men **could**. (ability) Use can / could + infinitive (present and future) to talk about possibility In the future, we can / could live on the moon. (This is possible.) He can't have won the tennis match. He doesn't know how to play. (This is not possible.)

- f There's plenty of food. We can feed everyone. A
- g We could end world hunger if we thought that it was important enough. PO
- 3 Do the underlined verbs in these sentences tell us about ability (A), possibility (PO) or permission (P)? Do they refer to the past, the future or any time?
- 1 Ask the students to read the sentences and think about the options carefully.
- 2 Give the students enough time to complete the task in pairs.
- 3 Remind students to refer to the *Focus on grammar* box for help.

18

Write sentences about these animals' abilities using can and can't.



_	C-4-		41.34	bird.s	1.0		40.00	114		٠,	~
а	cats .	can	catch	birds	ana	mice.	but	theu	can	t ·	нι

- **b** Lions
- D LIONS
- c Whales \_
- e Flephants
- f Snakes\_

#### 2 Use can/can't, could/couldn't and your own ideas to answer the questions.

- a A What's that dark thing in the sky?
  - B It could be a bird or a small plane
  - **b A** What shall we do at the weekend?
    - **R** \//o
  - **c A** Is there a free room in the school for our English club to meet?
    - B Yes, we
  - d A I need to tell Hassan where we're meeting.
  - B You

3 Look at the signs and write sentences using can or can't.







a You can't go more than 40 kph

b \_\_

с \_\_\_\_\_

4 Go through the answers with the class.

#### Answers: -

- b A, any time
- c P + A, any time
- d PO, future
- e P, future
- f A, past

#### 4 Discuss these questions in pairs.

- 1 Ask the students to look at the picture and tell you what they can see.
- 2 Put them in pairs and tell them to read and discuss the questions.
- 3 Ask some students to report their answers to the

class. Encourage class discussion.

#### Suggested answers: —

- a Too many cars in city centres can cause pollution and traffic noise.
- b We could have floods near the coast. Our cities could be much hotter.

#### **WORKBOOK**

page 102

# 1 Write sentences about these animals' abilities using *can* and *can't*.

- 1 Put student in pairs and tell them to name the animals. Tell Student 1 to point to an animal and Student 2 to name it. Tell them to swap roles.
- 2 Now tell the students to think about the abilities of the animals and to write sentences about what the animals can and can't do, as in the example.
- 3 Give the students enough time to write their sentences. Go around the class, monitoring and helping.
- 4 Ask some students to report their answers to the class. Then go through the answers.

#### Suggested answers: ——

- b Lions can catch smaller animals, but they can't sing.
- c Whales can swim, but they can't run.
- d Birds can sing, but they can't swim.
- e Elephants can run, but they can't fly.
- f Snakes can move in the grass, but they can't talk or run.

### 2 Use can/can't, could/couldn't and your own ideas to answer the questions.

- 1 Ask the students to read through the questions and think of their responses.
- 2 Give the students enough time to write their answers. Go around the class, monitoring and helping.
- 3 Put students in pairs to compare their answers. Then ask some pairs to read their answers to the class.

#### Suggested answers: —

b could go to the museum or the beach.

- c Yes, we could meet in the hall after the PE lesson.
- d You could phone him on his mobile.

### 3 Look at the signs and write sentences using *can* or *can't*.

- 1 Ask the students to look at the signs and ask them where they might see them
- 2 Tell them to write what each sign means, as in the example.
- 3 Put students in pairs to compare their answers. Then ask some pairs to read their answers to the class.

#### Suggested answers: \_

- b You can't play ball games in the park.
- c You can't smoke in that room.

#### **LESSON 3**

SB page 113

#### Reading

# 1 Check the meanings of these words and phrases in your dictionary.

- 1 Write the words on the board. Say them aloud and get the students to repeat them.
- 2 Ask the students to look up the words in their dictionaries.
- 3 Make sure they understand the meaning of the words. Tell them you are going to give a simple explanation of a word and the students must tell you what word it is.

#### **Example answers:**

Teacher: This means very small bits of dirt or soil

in the air.

Students: Dust.

4 Continue in this way with all the words in the exercise.

#### Answers: \_

Arctic:

a very cold part of the world in the far north

Reading

### OCUS ON VOCABULARY

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

Arctic dust greenhouse effect rise (v) surface (n) turn down

#### 2 Before you read the article, discuss these questions in pairs.

- a The temperature of the earth's surface is getting hotter. What are the reasons for this?
- **b** How could this affect the world?
- Read the article and check your answers to Exercise 2.

#### Choose the correct answers from A, B, C or D.

- a The earth's surface temperature is increasing because there
  - A are increases in sea level
  - **B** is oxygen escaping into the atmosphere.
  - C are more trees being grown.
  - D are greenhouse gases like carbon dioxide.
- **b** Trees are important because they
  - A keep the earth cool.
  - **B** take in carbon dioxide and produce oxygen.
  - **C** protect the earth from the sun.
- **D** take in oxygen and produce carbon dioxide
- **c** Scientists say that if the earth's surface temperature increases by two degrees,
  - A some places will disappear under water
  - **B** some places will be temporarily flooded.
  - C there will be more rain.
- **D** more volcanoes will erupt.
- **d** The writer says that the best way for individuals to help solve the problem is to
  - A stop cutting down trees.
  - **B** produce more carbon dioxide
  - use less electricity and fuel.
  - **D** drive electric cars.

#### 5 Discuss this question in pairs.

What might happen in Egypt if global warming continues?



Most people now accept the fact that the world's climate is changing. But why is this happening and what can we do about it?

Scientists believe that there are a number of natural reasons for climate change. One could be changes in how much heat we get from the sun. Another could be volcanoes. When a volcano erupts, it sends dust into the atmosphere. This stops some of the sun's light and can make our climate cooler.

We have also been adding gases like carbon dioxide to the atmosphere. These greenhouse gases stop heat escaping, which increases the earth's temperature. This is called the **greenhouse effect**. The carbon dioxide in the atmosphere is increasing mainly because we burn fuels such as oil and gas. The fact that we continue to destroy the rainforests (which take in carbon dioxide and produce oxygen) makes the situation worse. If the carbon dioxide in the atmosphere continues to increase, scientists believe that by 2050, the temperature of the earth's **surface** could go up by 2°C.

How will global warming affect the world? It is now known that the ice at the **Arctic** and the Antarctic is melting. If this continues, sea levels will **rise** and some parts of the world will be flooded, making many people homeless.

So what can be done? Countries must stop destroying the rainforests and produce less carbon dioxide. And, a individuals, we must all reduce the carbon dioxide that we produce. This can be done by people using cars only when they have to or by turning down air conditioning in the summer.

113

dust: very small bits of dirt or soil

in the air

greenhouse effect: the warming of the earth rise: increase or get higher

surface: the outside or top part of something

turn down: reduce

### 2 Before you read the article, discuss these questions in pairs.

- 1 Make sure that the students understand the questions and give them enough time to discuss the questions in pairs.
- 2 Ask different students to report their ideas to the class. They can check their answers in the next exercise.

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#### Critical thinking

- 1 Answer the following questions about the article on page 113.
  - a What happens when a volcano erupts? It sends dust into the atmosphere.
  - **b** What is the main reason for the increase in carbon dioxide?
  - **c** What is happening to the ice in the Arctic and the Antarctic?
  - **d** Why do you think that the climate is changing more quickly than in the past?
  - e How do you think that we can help people who live in parts of the world which may flood in the future?
  - **f** Should people be worried about climate change? Why / Why not?

#### 2 Read this quotation from the article and discuss the questions.

- a Why are rainforests being cut down?
- **b** What is the land used for after the trees have gone?
- **c** How can countries be persuaded to stop cutting down the rainforests?
- **d** Do you think that people should turn down their air conditioning? Why / Why not?
- **e** What do you think would persuade people to travel by public transport more often?

#### 3 Discuss these questions in pairs or small groups.

- **a** Look at the following pictures. Which do you think could be used as a fuel for cars?
- **b** Do you think that petrol, oil and gas will be our main fuels in the future? What other forms of energy could we use?

So what can be done? Countries must stop destroying the rainforests and produce less carbon dioxide. And, as individuals, we must all reduce the carbon dioxide that we produce. This can be done by people using cars only when they have to or by turning down air conditioning in the summer.







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### 3 Read the article and check your answers to Exercise 2.

- 1 Encourage the students to read quickly, looking for the information they need.
- 2 Give the students enough time to find the answers in pairs.
- 3 Ask different students to report their answers to the class.

#### Answers: -

- a The reasons are heat from the sun, dust from volcanoes, carbon dioxide in the atmosphere and because we are destroying the rainforests.
- b Ice at the poles will melt, sea levels will rise, there will be flooding and people will lose their homes.

### 4 Choose the correct answers from A, B, C or D.

- 1 Ask the students to read through the sentences so they know what information to look for.
- 2 Give the students enough time to read the text again if necessary and to choose their answers.
- 3 Ask different students to report their answers to the class.

# Answers: a D b B c A d C

#### 5 Discuss this question in pairs.

- 1 Make sure that the students understand the question and encourage them to justify their ideas.
- 2 Give the students enough time to discuss the question. Go around the class, monitoring and helping.
- 3 Ask different students to report their answers to the class.

Students' own answers

#### LESSON 4

SB page 114 WB page 103

#### Critical thinking

### 1 Answer the following questions about the article on page 113.

- 1 Ask the students what they can remember about the text in the previous lesson.
- 2 Put the students into pairs and tell them to take turns to read out a question and to answer it. They can read the text again if necessary.
- 3 Go through the answers to all the questions with the class.

#### Answers: \_

- b We burn fuels such as oil and gas.
- c It is melting because of global warming.
- d Suggested: Because cars and factories are producing more carbon dioxide, and because we are cutting down rainforests.

- e Suggested: We can build flood barriers to help stop flooding, or we can find people new places to live, but the best way is to stop producing so much carbon dioxide.
- f Suggested: Yes. The ice caps are melting, rainforests are becoming smaller and sea levels are rising.

### 2 Read this quotation from the article and discuss the questions.

- 1 Ask the students to read the quotation.
- 2 Put the students into pairs and tell them to read through the questions and discuss them.
- 3 Ask some pairs to report their answers to the class.
- 4 Go through the answers in class and encourage class discussion.

#### Suggested answers: -

- a The trees are used for their wood. Sometimes trees are cut down so that there is land to grow crops.
- b Some land is used for farming, some is used to build on.
- c They might be persuaded if they understand the dangers for the future. If people stopped eating so much meat and using so much wood or other crops, the trees would not need to be cut down.
- d Yes, because this will help to stop global warming. It means that less power will be used.
- e Public transport should be cheaper, quicker and more comfortable.

### 3 Discuss these questions in pairs or small groups.

- 1 Ask the students to look at the pictures and tell you what they see (sugar cane, cooking oil, a waterfall, the sun, food waste).
- 2 Put the students into pairs or small groups and tell them to discuss the two questions, and to note down their main ideas.
- 3 Go around the class, monitoring and helping. Encourage the students to give reasons for their answers
- 5 Ask some pairs/groups to report their answers to the class. Encourage short class discussions.

	18
Match these words a-e with their meanings 1–5.	
a Arctic 1 the warming of the air around the earth as a result of pollution	
b dust 2 increase or go up	
c greenhouse effect 3 the outside or top of something	
d rise 4 a the very cold part of the world in the far north	
e surface 5 very small bits of dirt or soil in the air	
2 Label the picture with these words and phrases.	
carbon dioxide forests pollution greenhouse gases heat and light surr	
1 <u>sun</u> 2 3	
111	
To the second se	
4 5 6	
\.	
The state of the s	
The state of the s	
Car At	
3 Use your dictionary to complete these sentences using the correct form of the	
words in brackets.	
a The flight was late because of the difficult <u>atmospheric</u> conditions. (atmosphere)	
<b>b</b> When our car broke down, it left marks on the road. (oil)	
c The of the volcano lasted for nearly three days. (erupt)	
d That old factory is the air in our city. (pollution)	
e After a sandstorm, everything is very (dust)	
f The factory's of cars has risen this year. (produce)	

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#### Answers: -

- a Fuel for cars can be produced from 1, 2 and 5. Cars with solar panels could use energy from the sun (4).
- b Students' own answers

#### 4 Skills for life.

1 Ask the students to read the *Skills for life* box. Discuss the idea with the whole class. Ask how many students always turn off their TVs, lights and computers when they are not using them.

#### **WORKBOOK**

**page 103** 

1 Match these words a—e with their meanings 1–5.

#### Communication skills Project

#### Situation

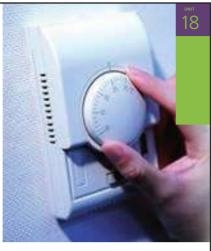
You and your partner are going to find out people's opinions on climate change and what can be done about it. Before you begin, do the following.

Listen and complete these ways to ask for, accept or refuse permission.

#### OCUS ON FUNCTIONS

#### Asking for, accepting and refusing permission.

- a A I'm doing a project on climate change. Can I ask you some questions?
- **B** Yes, of
- **b A** I'm doing a project on traffic in cities. Would you answering some questions?
  - B No that's
- c A I'm doing a project on people's driving habits. I wonder if I ask you some questions?
  - **B** No, I'm ...., I'm very busy at the moment.
- 2 Discuss these questions in pairs.
  - a Which of A's questions is most formal?
  - **b** Which of A's questions is most friendly?
- You are going to ask people about their opinions on climate change.
  - **a** Decide which subject related to climate change you can ask questions about, e.g
    - What individuals can do.
  - What towns or cities can do.
  - **b** Write down three questions you can ask on the subject that you have chosen, e.g.
    - Could you travel by public transport more often?
    - Could you use less electricity at home?



- 4 Now work with another pair.
  - **a** Take turns to ask each other your questions using expressions from *Focus on functions*.
  - **b** Make a note of the answers your partners give you.
- Work in different pairs. Tell your partner the answers that the other students gave to your questions in Exercise 4.



Research the following about rainforests

- Find out:
- where there are rainforests around the world
- how much of these rainforests
- are cut down every year

  what could happen if we lose the

WORKBOOK PAGE 104

- 1 Ask the students to read the words in the box and look at the picture.
- 2 Tell them to label the picture with the words in the box.
- 3 Go through the answers with the class.

#### Answers: -

- 2 heat and light
- 3 greenhouse gases
- 4 forests
- 5 carbon dioxide
- 6 pollution
- 3 Use your dictionary to complete these sentences using the correct form of the words in brackets.
- 1 Ask the students to read the gapped sentences and decide what kind of word is required: a noun, a verb, an adjective, etc.
- 2 Give the students enough time to find the words they need in their dictionaries.
- 3 Ask several students to report their answers to the class.

#### Answers: \_

- b oilv
- c eruption
- d polluting
- e dusty
- f production

#### LESSON 5

SB page 115 WB page 104

### 1 Ask the students to read through the lists of words and definitions.

- 2 Tell them to match each word with its correct definition, as in the example.
- 3 Ask different students to report their answers to the class.

#### Answers: \_

- 1 c
- 2 d
- 3 e
- 5 b
- 2 Label the picture with these words and phrases.

#### **Communication skills**

### 1 Listen and complete these ways to ask for, accept or refuse permission.

- 1 Ask the students to read the situation and make sure that they understand the aims of the lesson.
- 2 Ask the students to read through the gapped conversations in the *Focus on functions* box and ask them what they expect to hear in the recording.
- 3 Play the recording and give the students enough time to complete the sentences individually.
- 4 Put the students in pairs to report their answers to the class by reading the completed dialogues.

#### Answers:

- a course
- b mind; fine
- c could; sorry

#### TAPESCRIPT

#### $\boldsymbol{A}$

Girl 1: I'm doing a project on climate change. Can I ask you some questions?

Girl 2: Yes, of course.

В

Boy 1: I'm doing a project on traffic in cities. Would you mind answering some questions?

Boy 2: No, that's fine.

C

Girl 3: I'm doing a project on people's driving habits. I wonder if I could ask you some questions.

Girl 4: No, I'm sorry. I'm very busy at the moment.

#### 2 Discuss these questions in pairs.

- 1 Ask the students to read through the questions and explain that they need to look for informal vocabulary, contractions, idioms, etc.
- 2 Give the students enough time to discuss their answers in pairs.
- 3 Ask different students to report their answers to the class. Remind students that formal language tends to use longer phrases (Would you mind/I wonder if I could...? etc.)

#### Answers: \_

a c (I wonder if I could ...?)

b a (Can I ...?)

### 3 You are going to ask people about their opinions on climate change.

- 1 Ask the students to read the situation and make sure that they understand the aim of the task.
- 2 Give the students enough time to choose their subject and to write their questions in pairs. Go around the class, monitoring and helping.
- 4 Ask different students to tell the class which subjects they have chosen and why. Do not ask them to read out their questions yet.

#### 4 Now work with another pair.

1 Make sure that the students understand the instructions and ask them to work with another pair. If the pairs have chosen the same subject,

- they should find different pairs to work with.
- 2 Give the students enough time to use the phrases from the *Focus on functions* box to ask about their chosen subjects.
- 3 They should make a note of the answers they are given.

# 5 Work in different pairs. Tell your partner the answers that the other students gave you to your questons in Exercise 4.

- 1 Students work in new pairs and report the answers that they were given in the previous task, for example: Amira said that she couldn't travel by public transport more often because there are no buses to her village.
- 2 Go round and monitor their work and help as necessary.
- 3 Get a few students to report what they were told to the class.

#### 5 Research the following about rainforests.

- 1 The students can carry out this research either in class or for homework. If you do the activity in class, the students can work in pairs or groups.
- 2 Ask the students to make notes, as they will need them in a later activity.
- 3 Suggest they search rainforests on the internet or use library reference books.
- 4 Remember to check later. Ask them to report back on what they have found out to the class.

Students' own answers

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Circle the phrases which describe worries and underline the phrases which are used to reassure a worried person

> don't worry about it I found it worrying I worry about I'm afraid I'm feeling very nervous it worries me it'll be fine relax look on the bright side that doesn't stop me from worrying there's no point in worrying

Add or complete the correct phrase from Exercise 1 to complete these conversations.

1	Α	We're getting the results of our school te	sts tomorrow.	
	В	I know. I'm a feeling very nervous		
	Α	Listen, <b>b</b>	I'm sure c	
	В	That's what everyone says, but I'm d		that I might fa
2	Α	Did you hear about the lion that escaped	from the zoo?	
	В	Yes, but it's a long way from here. a		about it.
	Α	I know, but lions can move quite fast, car	n't they?	
	В	Just <b>b</b> N	othing will happen here!	
3	Α	You don't look very happy. What's the ma	atter?	
	В	I've been listening to a radio programme  a	about climate change and	l found
	Α	Try and look  b		- A
		Scientists are doing everything they can to protect us.		
4	Α	Are you all right?		2771
	В	My little brother hasn't come home from school yet. It	200	
	Α	He's probably playing with his friends.		
	В	I know, but that <b>b</b>	me from worryin	g about him.

3 Write about some of the predictions that have been made about the effects of climate change on Egypt and other parts of North Africa. Use some of the expressions from Exercise 1 above.

FOCUS ON WRITING

- Before you write, look at the text on Student's Book page 73 again
- The final paragraph is a conclusion of the points in the rest of the text.

  Do you think the final sentence is a strong and effective way to end? Why?
  Write your text in your copybook. Make sure you include a strong final sentence.

#### **WORKBOOK**

page 104

#### 1 Write what you would say in each of the following situations.

- 1 Ask the students to read the situations and remind them to use the language they learned on page 115 of the Student's Book.
- 2 Give the students enough time to complete the task in pairs.
- 3 Ask different students to report their answers to the class.

Answers: \_

- b Yes, of course.
- c I wonder if I could ask you some questions?

d No, I'm sorry. I'm very busy at the moment.

#### 2 Punctuation: Inverted commas.

- Ask the students to read through the explanation in part a.
- 2 Make sure that they understand that inverted commas are placed at the beginning and end of the actual words someone says.
- 3 Tell them to look at the examples in part b and make sure that they can see that inverted commas are often used with verbs such as say, ask, explain, reply, etc. You might write similar sentences on the board and ask different students to punctuate them.

#### 3 You are going to write an essay about solving climate change.

- Tell the students that the essay they write about climate change should have four paragraphs, as outlined in the exercise.
- 2 Tell them to look carefully at the structure given for the essay and to write notes for each paragraph.
- 3 Tell them that they can use ideas from the interviews they gave and the discussions they had in Exercises 4 and 5 of the Student's Book.

#### 4 Write your essay in 125–150 words.

- Tell the students to write a first draft of their article, using the notes they made in Exercise 3.
- Ask them to read through the draft to check their work for any mistakes. Tell them to use their dictionaries to check spelling.
- 3 Now ask them to rewrite the piece, correcting any mistakes.
- 4 Display the students' articles on the classroom walls.
- Ask the students to move around the room and read at least five articles, then to choose their favourite article.
- Ask some students to read their choice to the class.

Students' own answers

#### Assessment

#### **Listening Task**

### Target element: revise key vocabulary from the listening

On the board, write the sentence beginnings below from Exercise 3 on page 111 of the Student's Book. Tell the students to copy them. Play the recording again and ask the students to listen carefully for the information they need to complete the sentences. (The answers are in brackets below.)

1	These photos are quite they? (worrying)	e aren't
2	We could	cars from cities. (ban)
3	We could reduce our gas and oil. (dependen	
	Can we do that before	e we out of oil?

5 So, we could end world \_\_\_\_\_ if we thought it was important enough. (hunger)

#### **Speaking Task**

Target element: revise the main issues in the article "How hot can the earth get?"

On the board, write the prompts below from the article on page 113. Ask the students to work in pairs, taking turns to say what they know about the consequences of these things.

**Volcanes erupting** 

Greenhouse gasses

**Destroying the rainforests** 

Melting ice at the Arctic and Antarctic

#### **Reading Task**

### Target element: revise the main issues in the article "How hot can the earth get?"

On the board, write the list below from the text in the Student's Book on page 113. Ask the students to read the list. Ask them to explain what problems these things cause. (Suggested answers are in brackets below.)

- 1 **Dust from volcanoes** (It blocks light from the sun.)
- **2 The greenhouse effect** (It increases the temperature on earth.)
- **3 Rising temperatures** (They make the ice melt at the Arctic and Antarctic.)
- 4 Rising sea levels (They cause floods.)

#### Writing task

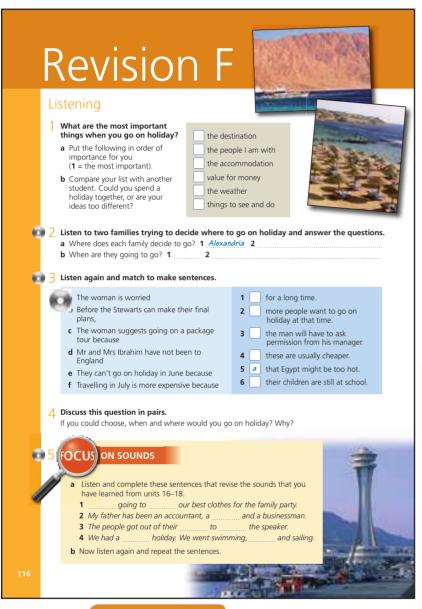
### Target element: revise writing an essay about environmental problems

Explain to the students that they are going to write an essay about what individuals can do in their local areas to help the environment. Write the situation below on the board. Give the students enough time to write their essays or set it for homework. Ask some of the students to read out their completed essays to the class.

Your school has asked you for some suggestions about what young people can do in your area to improve the environment.

### **Revision F**

SB pages 116-120 WB pages 105-108



**LESSON 1** 

SB page 116

#### Listening

- 1 What are the most important things when you go on holiday?
- 1 Focus attention on the options. Give the students enough time to discuss their answers in pairs.
- 2 Ask each pair to compare their answers with another pair, and to decide if they could go on holiday together.

3 Ask different students to report their answers to the class.

#### Students' own answers

- 2 Listen to two families trying to decide where to go on holiday and answer the questions.
- 1 Ask the students to read through the questions and then ask them what they expect to hear in the recording.
- 2 Play the recording and give the students enough time to note their answers.
- 3 Ask different students to report their answers to the class.

a 2 London b 1 May 2 July

#### TAPESCRIPT

Conversation one: Mr and Mrs Stewart

Mr Stewart: We should decide where

to go on holiday next

summer.

*Mrs Stewart:* I know, I hope that we

haven't left it too late.

Any ideas?

Mr Stewart: We've always wanted to

go to Egypt. Why don't we

go there?

Mrs Stewart: You're right, but isn't

Egypt very hot? I'd prefer

somewhere cooler.

Mr Stewart: Not all of Egypt is hot.

It's usually cooler on the coast and it's probably better to go in the spring,

in April or May.

Mrs Stewart: But can you have time off

work in the spring?

Mr Stewart: I can ask my manager

next week. I'm sure it will be OK. Most of the staff prefer to take their holidays in the summer. Mrs Stewart: We could stay in Alexandria. People

say that it has a lovely climate. Shall we try and find a package tour? They're usually cheaper.

tour? They're usually cheaper.

Mr Stewart: We could, but I'd prefer to book our

own flight and hotel.

Mrs Stewart: OK, I don't mind.

Mr Stewart: That's good – we agree. We'll have

a week in Alexandria in May.

Conversation two: Mr and Mrs Ibrahim

Mrs Ibrahim: I'd love to have a holiday in

England.

Mr Ibrahim: So would I. It's years since we've

been to England.

*Mrs Ibrahim:* And the children have never been.

They would love London.

Mr Ibrahim: I'll have to check my work diary to

see what the best time would be. I think that June or July is probably

the best time.

Mrs Ibrahim: We'd have to wait until July – the

children are still at school in June
– so we couldn't go then. Travelling
in July is more expensive because
more people want to go then.

*Mr Ibrahim:* That's OK – we have enough money

to go for a week in July.

*Mrs Ibrahim:* Great – I'll look on the internet and

book a flight and a hotel. I can't wait. I'll tell the children.

### 3 Listen again and match to make sentences.

- rocus attention on the sentence halves and ask the students what kind of information they need to listen for.
- 2 Play the recording and give the students enough time to choose their answers.
- 3 Ask different students to report their answers to the class.

#### Answers: -

- b 3
- c 4
- d 1
- e 6
- f 2

#### 4 Discuss this question in pairs.

- 1 Ask the students to read the question and give them enough time to discuss their answers in pairs.
- 2 Go around the class, monitoring and helping.
- 3 Ask different pairs to report their answers to the class.

#### Students' own answers

#### 5 Focus on sounds.

- 1 Ask the students to read through the gapped sentences and answer any queries.
- 2 Play the recording and give the students enough time to complete the sentences.
- 3 Ask different students to report their answers to the class.
- 4 Play the recording again and give the students enough time to repeat the sentences in pairs. Check they pronounce the words correctly.

#### TAPESCRIPT

- We're going to wear our best clothes for the family party.
- 2 My father has been an accountant, a teacher and a businessman.
- 3 The people got out of their chairs to cheer the speaker.
- 4 We had a fantastic holiday. We went swimming, walking and sailing.

# evision F

#### Grammar

2

1 Choose the correct modal verb from A, B, C or D

								<u> </u>
	а	If you want to go	to Jordan for a	holiday, you	fly or go by bo	at.		Re
	b	A don't have		orrow. It's a public C needn't	: holiday. <b>D</b> mustn't			
	С			school day unless y				
		A can	<b>B</b> must	C don't have to				
	d		-	est. It's really impo				
		A need	<b>B</b> must	C don't need to	<b>D</b> mustn't			
	е	Here's an idea: w	eall tu	ırn down our air co	onditioning in the s	summer.		
		A could	<b>B</b> can't	C have to	<b>D</b> needn't			
	f	You use	your mobile ph	one while you're o	driving. It's very dar	igerous.		
		A don't have to	<b>B</b> needn't	C mustn't	<b>D</b> wouldn't			
	g	In Britain, you	take you	driving test until	you're 17 years old			
			<b>B</b> must		<b>D</b> mustn't			
	h	You wea	ar anvthing spec	tial for the family p	arty, but you can it	f vou want.		
		A needn't			<b>D</b> couldn't	,		
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		A STREET	COLUMN THE PARTY OF THE PARTY O		100	Larrest Trees	and the	BOOK.
		these pairs of se		Ros			2 8	120
		iciple clause.	entences using	d Hell	THE RES	12		64
•		adia arrived home	early. She helpe	ed her	<b>三型</b>	1	diam'r.	8
	m	other get lunch re	eady. Arriving ho	ome early,		AR / AR	MALA	200
		adia helped her m	-	-		一 "		20
b		mi ran down the ırt his back.		er and	900			1
c		atem did not knov			AVIET	800	1	
		ord <i>oar</i> . He asked				26 22	(40)	3
d		a looked out of th other coming hor		saw her	))0			
е		y father drove to r broke down on				-		/
	Cd	i bioke dowil oll	a busy roau			0		W.
					- 512	-	1	117

- d B
- e A
- f C
- g C
- h A

### 2 Join these pairs of sentences using a participle clause.

- 1 Focus attention on the example and review the use of participle clauses. You can refer them to the *Focus on grammar* box on page 107 if necessary.
- 2 Make sure that the students understand the instructions and give them time to choose their answers individually.
- 3 Ask different students to report their answers to the class.

#### Answers: -

- b Running down the road, Rami fell over and hurt his back.
- c Not knowing the meaning of the word *oar*, Hatem asked his teacher.
- d Looking out of the window, Ola saw her brother coming home.
- e Driving to work this morning, my father's car broke down on a busy road.

#### Grammar

### 1 Choose the correct modal verb from A, B, C or D.

- 1 Make sure that the students understand the instructions and give them time to select their answers in pairs.
- 2 Ask different students to report their answers to the class. If they need to revise modal verbs, they can refer to the *Focus on grammar* boxes on pages 102 and 112.

#### Answers: \_

- b A
- c D

#### **LESSON 3**

#### SB page 118

#### Reading

### 1 Look at the pictures and discuss these questions in pairs.

- 1 Ask the students to look at the questions and pictures.
- 2 Give the students enough time to discuss the questions in pairs. Go around the class, monitoring and helping.
- 3 Ask different pairs to report their answers to the class. Write their ideas on the board. They can check their answers after the next exercise.

### 2 Read the article and check your answers to Exercise 1.

- 1 Ask the students to read through the text quickly.
- 2 Ask different students if their answers to Exercise 1 were correct. If you have an atlas or map, you can show them where Bhutan is located.

#### Answers:

- a It is a small, traditional country in the mountains.
- b There are many beautiful temples, interesting towns, walks in the mountains and many wild animals.

### 3 Complete these sentences using information from the article.

- 1 Go through the incomplete sentences with the class and make sure that they know what information they need to find.
- 2 Ask the students to underline the parts of the text that give them the answer. This will make it easier to assess any mistakes later.
- 3 Give the students enough time to read through the text again and write their answers.
- 4 Ask different students to report their answers to the class.

#### Answers:

- b built in the traditional way.
- c as part of a tour group.
- d pay at least \$200 a day during their visit.
- e beautiful temples and interesting towns.
- f always say it's an amazing place.

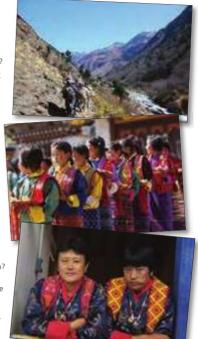
evision F

#### Reading

- Look at the pictures and discuss these questions in pairs.
  - a What sort of a country do you think this is?
  - **b** Why do you think that tourists might want to visit it?
- Read the article and check your answers to Exercise 1.
- Complete these sentences using information from the article.
  - a The people in Bhutan have to wear traditional clothes when they go to work
  - **b** Buildings have to be
  - c Tourists must visit Bhutan
  - **d** They also need to **e** There are many
  - f People who go to Bhutan

#### Discuss these questions in pairs.

- a Would you like to have a holiday in Bhutan? Why / Why not?
- **b** Do you think that it is fair that tourists have to pay at least \$200 a day to visit Bhutan? Why / Why not?
- c Do you think that it is better to have fewer or more tourists visiting an area? Why?



#### Visiting Bhutan

Travelling to the world's highest mountains is always exciting. For this reason, many people want to visit the small country of Bhutan in the Himalayas. However, the King of Bhutan does not want the country to be full of tourists. He wants the country to keep its traditional culture.

This means that the people in Bhutan have to wear traditional clothes when they go to work, and that tourists cannot go to some places in the country without special permission. Buildings have to be built in a traditional way, too.

How does the King stop many visitors coming to his country? Tourists cannot usually visit Bhutan on their own. They must visit as part of a tour group. They also need to pay at least \$200

a day during their visit. Some of this is for their accommodation, a tour guide and transport. The Bhutan government uses some of the money to pay for schools, hospitals and to help the poor.

Visiting Bhutan is expensive, so why do tourists want to visit? There are many beautiful temples and interesting towns. However, most people visit to walk in the mountains. There are bears and tigers in the high mountains. In the south of the country, there are elephants and monkeys and many kinds of birds.

Bhutan is not an easy country to visit and it is very expensive for tourists. Because it is between mountains, its airport is one of the most dangerous in the world. However, people who go to Bhutan

118

#### 4 Discuss these questions in pairs.

- 1 Ask the students to read through the questions.
- 2 Give the students enough time to discuss their answers.
- 3 Ask different students to report their answers to the class.

#### Suggested answers:

- a Students' own answers
- b Yes, because the money helps the people who live there.
- c In my opinion, it is better to have more tourists visiting an area because this will bring jobs and money to that area. However, there shouldn't be too many tourists, as this can cause problems with pollution, damage to buildings, problems with transport, etc.

#### SB page 119



#### **Communication skills**

- 1 Read these newspaper headlines and discuss the questions in pairs.
- 1 Focus attention on the headlines.
- 2 Give the students enough time to discuss the questions and go around the class, monitoring and helping. Take note of any interesting points.
- 3 Ask different students to report their answers to the class.

#### Suggested answers: \_

a Factories and pollution are making the world hotter and this will affect many animals. We are also cutting down rainforests to build homes and for farming. This is destroying the homes of many other animals.

b The situation is getting worse because the population is getting bigger all the time.

#### 2 Discuss these questions in pairs.

- 1 Ask the students to work with a partner and make sure that the students understand the instructions.
- 2 Give the students enough time to discuss the questions. Go around the class, monitoring and helping. Take note of any interesting points.
- 3 Ask different pairs to report their choices to the class.

#### Suggested answers: \_

- a The pictures show pandas, elephants and tigers. They are disappearing because people are building or faming on the places where they usually live. People also kill elephants and tigers for their teeth/tusks and skin.
- b Student's own answers

#### 3 Work in small groups.

- 1 Give the students enough time to choose which animal they want to save in small groups.
- 2 Remind the students that they need to make notes about their animal as in the example.
- 3 If possible, give the students enough time to do some research on the animals and their situation.
- 4 Remind each group that everyone has to take a turn speaking. Go around the class, monitoring and helping.
- 5 Ask different groups to summarise what the people said. You could also ask some students to give their talks to the class.

Students' own answers

#### Extra reading

#### 1 Check the meaning of these words in your dictionary.

- 1 Write the words on the board. Say them aloud and get the students to repeat them.
- 2 Ask the students to look up the words in their dictionaries.
- 3 Make sure they understand the meaning of the words. Tell them you are going to give a simple explanation of a word and the students must tell you what word it is.

#### **Example answers:**

Teacher: It is the part of your brain

used for thinking and imagining things.

Students: Mind.

4 Continue in this way with all the words in the exercise.

#### Answers:

active: always doing things or ready

and able to do things

company: an organisation that makes or

sells goods and services

computing: the use or study of computers

belief in your own ability to confidence:

do things well

mind: the part of your brain used for

thinking and imagining things

photography: the skill or process of taking

photographs

#### 2 Work in pairs and do the quiz.

- 1 Ask the students to read through the quiz quickly and check that they understand all of the questions.
- 2 Give the students time to ask and answer the questions in pairs. Go around the class, monitoring and helping. You might want to give them a time limit to complete the task.

**EXTRA READING** 

ON VOCABULARY Check the meanings of these words in your dictionary

active company computing mind (n) photography confidence

Work in pairs and do the guiz.

1 You are very interested in the planets and want to find out more about them. Do you

a wait until you are taught about them at school? b find out about them yourself?

2 You learned some facts at school which you do not need for this year's exams. Do you

a try to forget the facts?
b remember the facts because they might be useful in the future?

3 Your friend asks you to go with him / her on a digital photography course. Do you

a say no because you are not interested in photography? **b** say yes because you might learn something?

Your friend asks you to watch a TV programme about different countries. Do you

a say that you'd prefer to watch a film on a

b say yes, because it might help your school work?

3 Do you think that you are more likely to want to learn new skills if you answered mostly a or mostly b?

Read about lifelong learning and answer these questions.

a Why do people need to learn new skills?

**b** What advantages does the article say there are to lifelong learning?

c Why do you need to be motivated to do a language course? **d** What do some of the most successful people do to find work or to be promoted?

5 Discuss these questions in pairs.

**a** What skills might you want to learn after you have finished school and university?

**b** At what age do you think people should stop learning new skills? Why?

#### Lifelong learning

If you can fill the unforgiving minute With sixty seconds' worth of distance run Yours is the Earth and everything that's in it.

In the poem "If", Rudyard Kipling says that you can be successful if you can use your time well. For students, this means working hard at school. But you should continue to use your time well throughout your life.

Lifelong learning can mean finding out about many different things, for example, sports, science, art and crafts, history and food. It is believed that lifelong learning gives people more active minds and more confidence to face the future. Because the world is always changing as need to learn pearly discall the changing, we need to learn new skills all the time so that we can work with these changes. Employers want employees who are keen to learn more skills.

Some companies send their employees on special courses, for example, to learn a new language. This might mean doing a course after work, so you will need to be motivated to complete it. However, if you do it, you will have better opportunities in the futur

Some of the most successful people teach themselves new skills. If a person wants to work in **computing**, for example, they can find information on the internet. They can talk to people who already work in computing or they can pay to go on computing courses. They will learn about all the latest developments. This might help them to find work, or help them to be promoted.

#### PROJECT

- a Talk to people that you know who have job. Find out what skills they have learned since they started the job, and which skills they want to learn.
- **b** Write a report about the skills the people have learned, and about how new skills might help them in the future

3 Do you think that you are more likely to want to learn new skills if you answered mostly a or mostly b?

- Give the students enough time to discuss the questions in pairs or small groups. Go around the class, monitoring and helping.
- 2 Ask different pairs or groups to report their answers to the class. Encourage them to give a reason for their answers.
- Find out how many students answered mostly a and how many answered mostly b.

#### Answers: -

You are more likely to want to learn new skills if you answered mostly b.

### 4 Read about lifelong learning and answer these questions.

- 1 Encourage students to read the questions first, before they read, so that they know what information to look for.
- 2 Give them plenty of time to read the text. Go around the class, monitoring and helping.
- 3 When they have finished, students can compare their answers in pairs.
- 4 Check their answers as a class.

#### Answers:\_

- a Because the world is always changing.
- b It gives you better opportunities in life, a more active mind and more confidence.
- c Because you might need to do it after work.
- d They teach themselves new skills.

#### 5 Discuss these questions in pairs.

- 1 Give students time to read the questions and to discuss their answers. Go around the class, monitoring and helping and make a note of any interesting ideas.
- 2 When they have finished, open it up into a class discussion. Write a list of the skills they want to learn on the board.

#### Students' own answers

#### 6 Project.

- 1 Read the instructions and make sure students understand the task.
- 2 Encourage the students to spend time researching the information. They can do this for homework.
- 3 When they have written their reports, take in their work to mark. Display some of the best reports for the other students to read and comment on.

Students' own answers

### Revision F



#### A Language Functions

1	Finish	the	following	dialogue:
---	--------	-----	-----------	-----------

Yasser is interviewing his neighbour, who is a scientist, to ask about his work for a school project.

Yasser Hello, Mr Ibrahim. May I ask you some questions about your work for a

school project?

Mr Ibrahim Yes, of course, Yasser. 1 What would you like to ask about

Yasser First of all, what kind of research do you do?

Mr Ibrahim I'm an agricultural researcher. I'm studying how to grow cotton using less

water

2 I guess this is very important work? Yasser

Mr Ibrahim Yes, it is important work.

3 What is your favourite part of the work? Yasser

Mr Ibrahim My favourite part of the work is being outside.

How much time do you spend outside in your work?

Mr Ibrahim 4 Two days a week

Yasser So you are in your laboratory only three days a week. Do you meet other

scientists who are studying the same thing?

Mr Ibrahim Sometimes we have conferences. But 5 sometimes we have meetings online.

Yasser Yes, the internet makes it so easy to share information! Thank you for your time. Mr Ibrahim.

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

1 A friend says that he/she would rather go to the park than the beach. You want to go to the beach, but you agree to go to the park with your friend.

I'd prefer to go to the beach, but I'm happy to go to the park instead.

2 You want to know what kind of person your friend would like to be.

What kind of person do you want to be in the future?

- 3 You want to know if your friend would like to have a job that is inside or outside. Would you prefer to have a job that is inside or outside?
- 4 Your little sister asks you to help her with some homework, but you are very busy. No, I'm sorry, I'm very busy at the moment.

#### **B Vocabulary and Structure**

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

1	You	buy a ticket before you can go into the sports stadium.			
	a need	<b>b</b> must to	<b>C</b> have to	<b>d</b> have	
2	We	to buy any tomatoes. There are lots of them in the fridge			
	a have	<b>b</b> mustn't	<b>c</b> need	don't need	
3		_ along the street, my sister and I saw a famous athlete!			
	a To walk	<b>b</b> Walk	<b>c</b> Walked	(i) Walking	

REVISION

	4 Tarek fell over, _	over a table at the same time.				
	knocking	<b>b</b> knock	<b>c</b> knocked	d to knock		
	5	_ you speak English	before you started at t	this school?		
	<b>a</b> Can	<b>b</b> Do	Could	d Can't		
	6 Don't sit on the	chairs at the front,	but you	use the chairs by the door.		
	<b>a</b> can	<b>b</b> do	<b>c</b> have	d couldn't		
	<b>7</b> You can order y	our plane tickets on	line; you	use a travel agent.		
	a mustn't	<b>b</b> don't have to	c have to not	d don't need		
	8 Our flat has	ceiling	gs.			
	a four metres h	nigh <b>b</b> four metre h	igh <b>c</b> four-metres-high	n <b>d</b> four-metre-high		
	9 There is a lot of	ne		can stay in hotels or hostels.		
	a achievement	<b>b</b> sleeping	<b>c</b> advantages	<b>d</b> accommodation		
1	O This garden is a	good place to relax	. I often come here to	take it		
	<b>a</b> up	<b>b</b> off	<b>C</b> easy	<b>d</b> over		
1	<ol> <li>Soha is four yea we walk over th</li> </ol>		so we must make an _	for her when		
	a activity	<b>b</b> allowance	<b>c</b> advance	<b>d</b> adviser		
1	2 I always want to	o do sports after I w	atch the Olympics. The	ey are very		
	a influenced	<b>b</b> individual	<b>C</b> inspiring	<b>d</b> interested		
1	3 Please clean the	<b>4</b> -	e is a lot of	on it.		
	<b>a</b> dune	<b>b</b> dust	<b>c</b> dry	d dull		
1	4 I love watching	the sun	in the morning.	4-		
	a turn	<b>b</b> fall	<b>c</b> up	<b>d</b> rise		
1	5 I suggest you ea	_	use it has a good			
	a adaptation	reputation	c imagination	<b>d</b> position		
1	-		se it is			
	<b>a</b> banned	<b>b</b> beaten	c free of charge	<b>d</b> allowed		
	Find and correct the mistakes in the following sentences:  1 Before I visit a country, I like to find out about its sculpture: the people, language, etc.  Before I visit a country, I like to find out about its culture: the people, language etc.					
	2 The museum ha	as a lot of visits toda	y. There must be a tho	usand people!		
	The museum has a lot of visitors today. There must be a thousand people					
	3 It is terrible that hungry is still a problem in many countries.					
	It is terrible that hunger is still a problem in many countries.					
	4 Engineers need	repair the broken be	ridge immediately.			
	Engineers nee	ed to repair the b	vroken bridge imm	ediately.		
	5 When Khaled w	vas eight, he can ride	e a bike.			
	When Khaled was eight, he could ride a bike.					
	6 The teacher spli	it the class into two	groups, give each grou	ıp a job.		
	The teacher s	plit the class int	o two groups, givi	ng each student a job.		

#### **C Reading Comprehension**

#### Read the following passage, then answer the guestions:

In this tour, we will see some of Egypt's most famous sites. Travelling up the Nile, you will see ancient temples and meet friendly local people. We will visit Cairo, the Pyramids of Giza, Aswan and Luxor. You don't need to book hotels because we will arrange all vour accommodation. We will also go camping for a night in the desert, so you need to bring a sleeping bag. It can be cold at night!

You don't have to bring much money, because all your food and transport is included in the price. However, you might want to buy some souvenirs from the bazaars that we will visit. You will need to bring cool clothes and good shoes (walking around ancient temples can be difficult). You must also have a passport. Please also check our website for *up-to-date* information. We know that you'll return with some amazing memories and a happy face!

1 Who is this text written for?

It is written for tourists who want to visit Egypt.

- 2 Why don't people need to take much money with them on this trip? Because food and transport is included in the price.
- 3 Do you think that this trip would be good for very old people or very young children? Why/Why not?

Suggested: No, it would not. You need to go camping for a night and you need to walk around ancient temples, which can be difficult.

- 4 Do you think that people who go on this trip will enjoy it? Why/Why not? Suggested: Yes, they will. The text says that they will return with a happy face.
- 5 What does the underlined word it refer to?
  - a a sleeping bag b a hotel
    - the desert
- **d** all the accommodation

- 6 What do you think up-to-date means?
- (a) the newest
- **b** very important **c** very interesting

#### Answer only THREE (3) of the following critical thinking questions:

1 Would you prefer a package tour or to travel on your own? Why?

#### Students' own answers

2 Do you think that it can be difficult to visit some places around the world because there are too many tourists? Why/Why not?

Suggested: Yes, because it can be difficult to travel, to find places in restaurants and cafés, etc.

- 3 What do you think is the most important piece of advice in the poem If? Why? Students' own answers
- 4 What do you think is the main reason for climate change?

Suggested: The main reason is that we are adding greenhouse gases to the atmosphere by burning fuels such as oil and gas.

5 Do you think that we can stop global warming by using our cars less? Why/Why not? Suggested: No, because there are other man-made reasons such as pollution from factories and natural reasons such as volcanoes.





#### **D** The Novel

#### 7 Answer the following questions:

- 1 What happened to the monkey after Gulliver was rescued from the roof? *The monkey was sent away from the palace.*
- 2 How do we know that Brobdingnag does not have very much culture?

  There are not many books in the country and their language does not have many words.
- 3 What happened to Gulliver when his box was left by the sea?

A bird picked it up and carried it over the sea, and then dropped it into the sea.

- 4 Why do you think that Gulliver thought the English sailors looked small and strange?

  <u>Because he had spent so long with the giants in Brobdingnag that people his own size looked very different.</u>
- 5 Why do you think that Gulliver does not want to tell the newspapers about his adventures when he returns to England?

Suggested: He probably thinks that they will not believe him.

"I've always been very interested in science," he said, "but I cannot believe that anyone would want to have such terrible things."

6 Who said this to Gulliver?

The King of Brobdingnag.

- 7 What terrible things is he talking about?

  The weapons that people used in England.
- 8 Why does the King never want to hear about these things again?

  He probably thinks they are very dangerous and should never be used.

  Because he has never left his country, he does not know about wars and battles with other countries.

#### **E** Writing

- Write a paragraph of about ONE HUNDRED (100) words on ONE (1) of the following:
  - a the importance of tourism to Egypt
  - **b** a poem or poet that you like

Students' own answers

#### **F** Translation

- A Translate into Arabic:
  - 1 We have to finish our school project before next Thursday.

يجِب أن ننهي مشر وعنا المدرسيّ قبل الخميس القادم.

**2** Waking up early one morning, Ahmed decided to go for a walk.

بعد استيقاظه من النوم مبكرًا في الصباح، قرّر أحمد أن يذهب للتمشية.

- **B** Translate ONE (1) sentence only into English:
- يعتقد العلماء أننا نستطيع أن نستخدم الكهرباء في سياراتنا كلها في المستقبل. Scientists think that we could use electricity in all our cars in the future.
  - لا تحتاجُ أن تذهب للمدرسة غدًا لأنه إجازة.

You don't need to go to school tomorrow because it's a holiday.

## Practice Test 4 Practice Test 4

### **A Language Functions**

1	Finish the following dialogue:				
	-	ryam and Sahar are talking about global warming.			
	Sahar	I've just read a good book about global warming.			
	Maryam		ead it. 1 <u>Can I b</u>		?
	Sahar		_		I worry a lot about global warming.
	Maryam	1 2 <u>Don't v</u>	vorry about it		Scientists will help to stop it.
	Sahar	3 <u>We can</u>	help to stop i	t, too.	
	Maryam	How? Wha	t can we do?		
	Sahar	4 Why don	v't you turn off ti	he lights whe	n yow leave a room? That will help.
	Maryam	ı I already tu	rn off the lights w	/hen I leave a	room. What other things can we do?
	Sahar	5 Suggeste	d answer: We ca	n use air con	ditioning only when it's very hot .
	Maryam	Yes, you're	right. We can all	do more to he	elp the environment.
2	Write w	hat you wo	ould say in each	of the follow	ving situations:
_	1 A frier	=	=		est next week. You think that he/she
	Just	relax.			
	2 You su	uggest that a	friend read the b	ook you have	finished, because it is very exciting.
	Read this book. You won't be able to put it down.				
	3 Tell yo	your younger brother that he should eat red meat, but not too much.			
	You	need to eat red meat, but not too much.			
	4 You w	ant to ask yo	our friend if a class	smate has a p	et.
	You have (got) a sister, haven't you?				
В١	/ocabula	ary and Str	ucture		
3	Choose	the correct	answer from a,	b, c or d:	
	1 Is this	the right	of r	rice to cook fo	or four people?
	a aml	oition	(b) amount	c much	<b>d</b> many
	2 When	you go to th	ne desert, make _		_ that you take enough water.
	a up		<b>b</b> down	c off	<b>d</b> sure
	3 Amira	is very	She	wants to be t	he best surgeon in the country.
	a arm	ied	<b>b</b> genetic	ambitiou	us <b>d</b> fair
	4 The isl	and is very _		It takes two d	ays to get there by boat.
	(a) rem	iote	<b>b</b> hostile	<b>c</b> amusing	d rewarding
	5 I had r	not seen my	cousin for ten yea	ars. He was	!
	<b>a</b> unr	ecognisable	<b>b</b> unplugged	<b>c</b> usual	<b>d</b> virtual

PRACTICI TEST 4

6	There has been a ten years ago.	in	the population of the	e city. It was bigger
	a less	decrease	<b>c</b> small	d increase
7				to visit the
	a aboard	ashore	<b>c</b> alive	<b>d</b> along
8	When there is not	enough food in a	country, the people m	night die of
	a diabetes	<b>b</b> modification	<b>c</b> attachment	starvation
9	Fareeda said that	she	_ play tennis that eve	ning.
	a had	<b>b</b> is	c will	dwould
10	Ahmed told me th	at he	to Minya the we	ek before.
	a goes	<b>b</b> had been	c has been	d was going
11	The writer		about the sea before	
	a has finished	b hasn't finished	l Chadn't finished	<b>d</b> finishing
12	Where	before you n	noved to Sohag?	
	ahad you been li	ving	<b>b</b> lived you	
	c had lived		d you been living	
13	At this time next v	veek, we	on the beach	
	a will lying	<b>b</b> will lie	<b>c</b> be lying	may be lying
14	Next week, the cla	iss	Unit 13 of the book	
	a study	<b>b</b> studying	c going to study	will be studying
15		at his house, Karee	m discovered that he	had forgotten his key.
	a Arrived	<b>b</b> Arrives	Arriving	<b>d</b> Arrive
16	My friend asked m	ne	the new film.	
	a whether have I	seen	<b>b</b> if had I seen	
	whether I had s	een	d if had seen I	
<b>4</b> F	ind and correct th	e mistakes in the	following sentence	s:
1			ds to help the plants t	=
				help the plants to grow.
2	You should eat fis	h formally because	it is good for you.	
	You should ea	t fish regularly	because it is goo	d for you.
3				
	The boat had	a crew of five p	eople working or	ν it.
4	If you invited me,	I would have visited	d you yesterday.	
	If you had inv	ited me, I wou	ld have visited yo	ru yesterday.
5	My sister has appl	ied at a computer p	programming job.	
	My sister has a	pplied for a co	mputer program	ming job.
6	Mr Zaki is looking	forward to retire n	ext year.	
	Mr Zaki is loo	king forward to	retiring next yea	ır.

PRACTIC TEST

#### **C Reading Comprehension**

#### 5 Read the following passage, then answer the questions:

In our school project next week, we'll be looking at healthy food. I've already started to research information about something called a superfood. A superfood is a kind of food which the labels say is very good for you, for example, some fruit, vegetables and some kinds of fish. It is believed that if you eat a superfood, it can stop you getting serious illnesses such as heart disease. Labels on some superfoods say that they will make you feel fitter, stop you ageing and even make you more intelligent.

However, scientists realised that a lot of <u>this</u> information was not true. They also found that some people ate more unhealthy food if they ate a superfood too. They thought that they would not become ill because the superfood would help them. Scientists say that you should only call something a superfood if you can prove that it improves your health. They say that it is best if you eat lots of healthy food from the different food groups. You shouldn't rely on superfoods to stay healthy, should you?

- 1 Are superfoods always good for you? No, they are not.
- 2 What diseases might some superfoods stop you from getting?

  They might stop you getting serious illnesses such as heart disease.
- 3 Do you think that some food can make you more intelligent? Why/Why not?

  <u>Suggested: No, food cannot make you more intelligent. However, a healthy diet can help you to study and learn more.</u>
- 4 Why do you think that scientists think you shouldn't call something a superfood unless you can prove it improves your health?
  - Because people might buy food because they think it will improve their health when really it doesn't.
- 5 What does the word ageing mean?
  - a becoming illb arguing
- a
- **o**becoming older
- **d** hurting

- 6 What is the main idea of this text?
- a We should eat only superfoods.
- **b** Labels are not always true.
- We should eat different types of healthy food.
  - d Superfoods can make us healthier.

#### 6 Answer only THREE (3) of the following critical thinking questions:

- 1 Do you think that mass tourism is a good thing for most countries? Why/Why not?

  Suggested: Yes, because a lot of tourists bring money to a country./No, because too many tourists can damage buildings and cause problems for people who live there.
- 2 Which areas of the world do you think will be most affected by climate change? Why?
  <u>Countries with a lot of low areas will be affected because there may be floods</u>. Also, hot countries will be more affected because they may become even hotter.
- 3 Do you think that the whale Moby Dick was cruel? Why/Why not?
  - <u>Suggested</u>: No, he was not cruel. Although he killed a lot of people, he only did this because he did not want them to kill him. He was only trying to protect himself.
- 4 How do you think we should teach people about the dangers of working on computers?

  <u>Suggested: We should teach people about it at school, so they know about the dangers before they start working on computers.</u>
- 5 Do you think that genetically modified food is a good thing or a bad thing? Why?

  Suggested: It is good because it helps farmers to grow more crops which will stop
  people being hungry. However, it may be bad if it brings new diseases in the future.

PRACTICE TEST

#### D The Novel

#### 7 Answer the following questions:

- 1 Do you think that the giant farmer was a kind man? Why/Why not?

  Suggested: He was sometimes kind, for example, he worried about Gulliver after the baby dropped him. However, he made Gulliver work very hard when he knew he could get money for him, and he was happy to sell him to the queen.
- 2 Why did the giants put Gulliver's bed inside a cupboard?

It was a place that was safe from rats.

- 3 How did Gulliver learn the language of the giants?
  - The farmer's daughter, Glumdalclitch, taught him.
- 4 In what ways do you think the giants were different from Gulliver?

  Suggested: They were much bigger but in other ways they were the same. They laughed at the same things, worried about the same things and enjoyed doing the same things.
- 5 Why did the King think that the farmer had tricked the Queen?

  <u>Suggested: He had a very good education and knew a lot about things.</u> He did not believe that a small person could exist, so he thought it must be a trick.

The Queen asked the farmer if this was possible, and he agreed, happy that his daughter had a good job in the palace.

- 6 What did the farmer agree to do? <u>He agreed to let Gulliver keep Glumdalclitch</u> as his teacher.
- 7 Why did Gulliver want this? <u>Glumdalclitch had been very kind to him</u> and looked after him. She had also taught him the language of the giants.
- 8 Was the farmer's daughter happy with this? <u>Yes, she was excited because she knew that she had a good job</u>.

#### **E Writing**

#### Write about ONE HUNDRED (100) words on ONE (1) of the following:

- a an email to your friend Maher/Maya about an exciting film that you have seen. Say what happened at the end, and what happened before that
- **b** an email to your English friend Pip about some of the environmental problems in the world

Students' own answers

#### **F** Translation

#### A Translate into Arabic:

1 More people may be driving electric cars in the next 50 years.

2 To what extent has modern technology affected our lives positively?

**B** Translate ONE (1) sentence only into English:

- يجب أن يكون لديك الطموح الكافي لتحقيق آمالك.

You must have great / a lot of ambition to fulfill your dreams.

- يعمل العلماء الكثير من الأبحاث لتقليل أضرار الطعام المُعدَّل جينيًّا.

Scientists are doing a lot of research to stop the damage / hazards of genetically modified foods.

# Practice Test 5

#### **A Language Functions**

1	Finish the following dialogue:				
	Hania has just left a shop with her grandmother.				
	Н	ania	1 Be careful		That car is coming very fast.
	G	randmother	It's OK, I can see it. Let	s's cross the road aft	ter it's gone.
	Н	ania	2 If I were you, I would the traffic lights on the		nere? It's best to cross the road at
<b>Grandmother</b> Yes, you're right. We can walk to the traffic light help me?			ic lights. I wonder if you could		
	Н	ania	3 Yes, what's the	problem?	?
	G	randmother	This bag is very heavy.	I don't suppose you	u could carry it for me?
	Н	ania	4 <u>Yes, of course</u> for you.		Let me carry all the bags
	G	randmother	No, you don't need to	carry all of them.	
	Н	ania	Come on! I'm stronge	r than you, Grandm	na!
	G	randmother	Fine. 5 You've pers	uaded me	
2	W	rite what yo	ou would say in each	of the following s	situations:
	1 A friend promised to come to the park with you, but now says that he/she doesn't w to. You want him/her to go with you because you think he/she will enjoy it.			ow says that he/she doesn't want c he/she will enjoy it.	
		Go on!/C	Come on! You'll er	rjoy it.	
2 A student in your class asks you for some help. You want to know what he/she wayou to do.			nt to know what he/she wants		
		What wo	uld you like me to	do?	
	3	Your younge	r brother is going to ha	ve lunch. His hands	are not very clean.
		Make sur	re (that) you wash	your hands bej	fore you eat.
	4	Your friend vit today.	vants to finish a school	project on Saturday	. Persuade your friend to finish
		Surely th	e best thing would	l be to finish it	today?
В١	/o	cabulary an	d Structure		
3	Cl	noose the co	rrect answer from a,	b, c or d:	
	1	Hassan asked	d his friend why he	so qui	ckly.
		a is walking	<b>b</b> walk	<b>c</b> walking	<b>d</b> was walking
			Lamia when she	home th	e previous day.
	(	ahad got	<b>b</b> get	c did get	d was getting
	3	In the past, n easily treat to		e(	common diseases that we can
		<b>a</b> in	<b>b</b> for	<b>C</b> of	d to

PRACTICI TEST

4	There has been ar	n increase	the number o	of tourists visiting Egypt this year.
	a of	<b>(b</b> )in	<b>c</b> to	<b>d</b> with
5	Amira always stay	s inside if it	very hot o	utside.
(	<b>a</b> is	<b>b</b> be	<b>c</b> was	<b>d</b> would be
6	Ι	buy souvenirs for i	my family while I'm i	n London next week.
(	aneed to	<b>b</b> had to	c must	d have to
7	He works for a lo	cal newspaper, ofte	n a	rticles about poor people.
	a writes	writing	<b>c</b> is writing	<b>d</b> written
8	I would speak mu	ıch better English if	I in	England.
	a study	<b>b</b> will study	<b>c</b> am studying	<b>d</b> studied
9	That new bridge of different one to re	over the river is not eplace it next mont	Ti h.	hey are going to build a
(	apermanent	<b>b</b> pavement	<b>c</b> patient	<b>d</b> forever
10				in the museum.
	a exercise	<b>b</b> experiment	<b>c</b> exploration	dexhibition
11		my idea and who _		
		<b>b</b> argues		
12	Some people like	to	music from the inte	rnet.
	a load		<b>c</b> downstairs	_
13	The tourist went	in		ays before he was found.
	a gone		<b>C</b> missing	
	<u>_</u>		when it is very ho	
			<b>c</b> irrigate	•
	_		ood ideas for the pro	
			c made allowance	
16			ntaineering; he'd rath	4-
	a going on	b running out o	f c turning down	dkeen on
<b>⊿</b> Fi	nd and correct th	ne mistakes in the	following sentence	es:
			cuss about global wa	
		_	_	bout global warming.
2			-	at we can look inside it?
	-			orch so that we can look inside it?
3		, do you know how		
	-	-	ow how we can	mend it?
4	_	_	lp him with his home	
			•	with his homework.
5			oroke her mobile pho	
			•	r mobile phone.
6			have bought that ca	•
			_	have hought that camera

#### **C Reading Comprehension**

#### 5 Read the following passage, then answer the questions:

Mark Zuckerberg, who started the social networking site Facebook while he was a student. was born in 1984 in New York. Mark first became interested in computers at the age of twelve. Then he invented a communication program called Zucknet. His father, who was a dentist, used this at work. The Zuckerberg family also used it to send messages to each other at home. Mark and his friends invented some computer games, too.

At school, Mark was a very intelligent student and excelled in sports, English and other subjects, but he was always most interested in computers. In his spare time, he continued to invent new programs, including music programs. When Mark went to Harvard University, he started working on a system which he later developed into Facebook. If he hadn't developed this social networking site, about two hundred and fifty million users would not be sharing

formation on Facebook each day.	
1 In what year did Mark first become <i>In 1996</i> .	interested in computers?
2 Why do you think that Zucknet was	useful for Mark's father?
His father was a dentist, so t	he probably used it to communicate with his patient.
3 According to the text, what do peop	ole use Facebook for today?
People use it to share inform	ration.
4 Do you think that there will be more Why/Why not?	e social networking sites in the future?
Suggested: Yes, because mor	e and more people are using the internet.
5 What does the underlined word this	refer to?
a Mark's father	<b>b</b> Mark
a communication program	d Facebook
6 The main idea of the text is that Ma	rk Zuckerberg
ainvented software for his family.	b was born in 1984.
c was a clever student.	d invented a popular social networking site.
Answer only THREE (3) of the follow	wing critical thinking questions:
1 Why should we not leave food cook	ring in the kitchen?

- 6
  - 1 Why should we not leave food cooking in the kitchen?

Because this might cause a fire

- 2 What can you do in your home to make it safer?
  - Suggested: You can understand the possible dangers and make sure you do not do anything that can cause accidents.
- 3 Why do you think that Sir Henry Curtis's brother wanted to find King Solomon's Mines? He probably wanted to become rich because he knew the mines were full of gold and diamonds.
- 4 Why do you think that Rider Haggard made the Africans in King Solomon's Mines primitive? Suggested: He wanted the story to be about how primitive people and people from Europe might not understand each other. Perhaps he also thought some people in Africa were primitive at this time.
- 5 Do you think that social media is a good thing or a bad thing? Why? Suggested: I think that although there are problems, for example some people can become addicted to their phones, it is a good thing because it gives us fast communication with millions of people around the world.

PRACTICE TEST

#### **D** The Novel

#### 7 Answer the following questions:

- 1 Why did the King of Brobdingnag's carpenters make Gulliver a house with soft walls? So that when anyone carried the house, he would not be hurt.
- 2 Why did Gulliver sometimes feel angry with the King?

  He felt angry when he thought that the King was laughing at his country.
- 3 How do we know that the King's people were not very interested in the world outside their own country?

They had never been over the mountains to the north of their country and they did not have any harbours because they never travelled over the sea.

4 Do you think that Gulliver was right to feel that he did not want Glumdalclitch with him all the time? Why/Why not?

Suggested: Yes, because he needed his own space and freedom. However, he also needed Glumdalclitch to help him in difficult situations.

5 Why do you think that the monkey took Gulliver?

<u>Perhaps the monkey thought that Gulliver was a baby monkey, because the monkey holds him carefully and tries to feed him.</u>

"But that's impossible! He must have been taught to say this by the farmer," said the oldest and wisest scholar.

6 What did the scholar think was impossible?

The fact that there were many other people like Gulliver living in Gulliver's country.

- **7** Why had the King asked for the advice of the scholars?
  - <u>He seemed to think that the farmer tricked the Queen and that Gulliver was not real.</u>
- 8 What did the King do in order to decide whether the scholar was right?

  He asked the farmer, his daughter and the Queen more questions about Gulliver.

#### **E Writing**

#### Write about ONE HUNDRED (100) words on ONE (1) of the following:

- a conversation between Heba and Zeinab. Heba wants to persuade Zeinab to stop using her mobile phone so much
- **b** a list of warnings for young people who are learning about road safety <u>Students'own answers</u>

#### **F** Translation

#### A Translate into Arabic:

1 If I see Mona, I will tell her to call you.

إذا / إن رأيت مني، سأقول لها / سأخبرها أن تتصل بك.

2 What are the causes of the problem of global warming?

ما أسباب مشكلة الاحتباس الحراري؟

**B** Translate ONE (1) sentence only into English:

- أراد طالب أن يعرف: لماذا الشمس ساخنة جدًّا؟

A student wanted to know why the sun was very hot.

- إذا كانت منى تستطيع تحدُّث اللغة الصينية، كانت ستساعد السياح الصينيين.

If Mona had spoken Chinese, she would have helped the Chinese tourists.

# Practice Test 6

### **A Language Functions**

1	Finish the following dialogue:						
			s at home with her family.				
<b>Sawsan</b> I'm doing some research about people's holidays for school. Can I a some questions?			I'm doing some research about people's holidays for school. Can I ask you some questions?				
<b>Mother</b> 1 <i>No., I'm sorry, I'm very busy at the moment</i> . Why do ask Grandfather?							
	Sa	wsan	Would you mind answering some questions, Grandfather?				
	Gı	andfather	2 No, that's fine/OK				
	Sa	ıwsan	3 What would your dream holiday be ?				
	G	andfather	My dream holiday would be in England, because I've never been there.				
	Sa	ıwsan	4 Would you prefer to stay in a hotel or to go camping?				
	Gı	andfather	I'd definitely prefer to stay in a hotel. I'm too old to go camping!				
	Fa	ther	I've always wanted to go to England, too. Let's go in the summer.				
	Sa	ıwsan	That would be amazing!				
	M	other	5 <u>I'd like that too</u> . Good idea!				
2		_	you would say in each of the following situations:				
	1 Your parents say that you can go to the beach or the museum today. You love the beach, but it is very windy so the museum is a better idea.						
	I'd like to go to the beach, but it's probably better to go to the museum (because it is very windy).						
	2 Your friend asks you if you would like to be a vet, but you do not like animals.						
	I couldn't be a vet because I don't like animals.			_			
	3 You are doing a project about transport and want to ask some people in the street som questions.			•			
		I'm doinguestion	ng a project about transport. Can I ask you some s?/I wonder if I could ask you some questions.	-			
	4	A friend wa	ants to know if you can answer some questions about English. You are happy				
		Yes, of co	ourse.				
ь,							
В	/00	abulary a	nd Structure				
3	Cł	noose the c	correct answer from a, b, c or d:				
	1	Youtomorrow.	forget to do your homework tonight. The teacher wants it				
		a don't ha	ve to bmustn't c don't need to d must				
	2	We					
	a needn't <b>b</b> must to <b>c</b> need to <b>d</b> have						
	<b>3</b> up next to the sea, Amira learned to swim when she was very young.						
	(	Growing	<b>b</b> Grow <b>c</b> Grown <b>d</b> Grew				

PRACTICE TEST

4	The boys escaped	from the fire,	from	a window on the first floor.
	a jumped	<b>b</b> to jump	<b>(</b> jumping	<b>d</b> jump
5	Ahmed	be hungry.	He has just eaten a	
	a could	<b>b</b> can	<b>C</b> can't	
6	Samira doesn't lik	ce going to the bea		swim.
	a couldn't	<b>b</b> must	<b>C</b> can't	<b>d</b> can
7	The teacher asked	d us	while she was ill	
	awhat we had s	tudied	<b>b</b> what had we	studied
	c we had studied	d what	d had we studie	ed what
8	If Basel really	to be	ecome an engineer,	he would study harder.
	a had wanted	<b>b</b> wants	wanted	d has wanted
9	The price of the r	oom at this hotel o	doesn't	breakfast.
	a improve	<b>b</b> include	<b>c</b> inherit	<b>d</b> interrupt
10	This restaurant ha	s a very good	Every	one says that it has delicious food.
	a destination	<b>b</b> infection	reputation	<b>d</b> invitation
11			_	ws what they should be doing.
	a memorised	<b>b</b> practised	organised	<b>d</b> realised
12	I think that they s	hould	people who d	rive too fast.
(	ban	<b>b</b> bait	<b>c</b> balance	<b>d</b> bear
13	There's a	that it wi	ll rain later today, b	ut we're not sure.
	a possible	<b>b</b> may be	<b>c</b> might	<b>d</b> possibility
14	Please can you	the	air conditioning? It	t is very cold in here!
	a turn	<b>b</b> turn in	turn down	d take place
15	We have	sugar, so	I'll buy some.	
	a run into	<b>b</b> run up	c run for	drun out of
16	The children are _	to	be astronauts flyin	g to the moon.
(	pretending	<b>b</b> preventing	c progressing	<b>d</b> protecting
			e following sente	nces:
1		ry works about 10		-1-
_			about 100 peop	
2			If, or did you go on	
_	-			id you go on a package tour! 
3	•	•	is covered by water	
	•	-		overed by water.
4		at we could have i		
-				cream.
5			knocked down by a	
	_	-	r knocked dow	
6	· · · ·		because I'm afraid	
	<u>riease put you</u>	<u>ur cat ın anoth</u>	<u>er room becaus</u>	se I'm afraid of it.

PRACTIC TEST

#### **C Reading Comprehension**

#### 5 Read the following passage, then answer the questions:

London has a big problem with traffic. During the day, most cars and buses can only travel at about 12 kilometres an hour. Driving around London today is about as fast as using a horse and carriage 100 years ago. However, there are actually fewer cars on the roads now than ten years ago. Since 2003, people have had to pay to drive their cars into London between seven in the morning and six in the afternoon from Monday to Friday. This has persuaded many people to stop taking their cars into the city. So why is there still a problem with traffic? Experts say that it is because London's roads are very old, so they always need to be repaired. In 2016, there were more than 8,000 roadworks around the city: that is the main reason why London's traffic is so slow!

- 1 How fast did horse and carriages use to travel around London?
  - They used to travel at about 12 kilometres an hour.
- 2 What is the main reason for London's traffic being so slow?
  - The main reason is that there are so many roadworks.
- 3 Do you think that asking people to pay to drive into London has been successful? Why/ Why not?
  - Suggested: Yes, it has. Although it has not solved all the problems of traffic, it has stopped some people driving into the city.
- 4 Do you think that more people will travel by train or metro into London in the future? Why/Why not?
  - Suggested: Yes, because the roads are very slow so it will be quicker to travel by train or metro.
- 5 What does the underline word this refer to?
  - a paying fines
- **b**paying to drive into London
- c using a horse and carriage
- d traffic
- 6 What do you think the word roadworks means?
- (a) work repairing roads
- **b** people walking on the roads
- c cars and buses
- d people driving to work

#### Answer only THREE (3) of the following critical thinking questions:

- 1 What do you think is the worst problem that mass tourism can bring?
  - Too many tourists can damage buildings and make it difficuilt to live in many of the world's great cities. Tourist buses can cause pollution.
- 2 Would you want to visit a popular tourist city in the middle of summer? Why/Why not?
  - Suggested: No, because there would be too many tourists and it would also be very hot in the middle of summer.
- 3 Which qualities do you think that you need to be a successful teacher?
  - Suggested: You should be calm, kind and understanding.
- 4 Why do you think that more countries may be flooded in the future?
  - Because global warming will melt the ice in the Arctic and Antarctic and this will make sea levels rise.
- 5 Do you think that Egyptians burn more fuel in the summer or the winter? Why?

  Suggested: I think that they burn more fuel in the summer, because many people use air conditioning to keep their houses and businesses cool.

#### D The Novel

#### 7 Answer the following questions:

- 1 How do we know that the King of Brobdingnag does not believe in wars or battles? Because he thinks that the idea of weapons is terrible. He does not
  - want to learn about them from Gulliver
- 2 Why do you think that the King of Brobdingnag wanted Gulliver to have friends from his own country living in the palace with him?

He realised that Gulliver was thinking about his family and his own country. He thought that this would help him. He also thought that Gulliver was lucky to live in his country because England sounded like a terrible place, with wars and battles.

- 3 Why was Gulliver pleased that the King's carpenter had made the wooden box so well? Because when the bird dropped the box into the sea, it did not break and it floated.
- 4 Why does the captain of the English ship think that Gulliver is a criminal?

Because they found him locked in a box floating in the sea. They thought he was being punished.

5 Do you think that Gulliver will continue to act in a strange way in England? Why/Why not? Suggested: No. He acted in a strange way when he first returned because everyone looked so small to him. In time, he will begin to see things as normal again.

I could hear people laughing: they thought I was joking, or perhaps they thought I

- 6 What had just happened to Gulliver when he thought this? His box had just been towed to an English ship.
- 7 Why did the people think he might be mad?

Because he asked them to pick up the box and open the lid, which was impossible for people who were the same size as Gulliver.

8 Why does Gulliver not want to answer their questions after he is rescued?

Because he thinks that they look so small and strange.

## Write about ONE HUNDRED (100) words on ONE (1) of the following:

- a an email to your English friend Harry/Harriet about what they can do to help stop global
- **b** an email to your friend Fady/Fatma about what inspires you

Students' own answers

#### **F** Translation

- A Translate into Arabic:
  - 1 We have to finish our school project before next Thursday.

م وعنا المدرسيّ قبل الخميس القادم.

2 Global warming is a problem that we can all help to solve.

الاحتباس الحراري مشكلة نستطيع جميعًا المساعدة في حلها.

- **B** Translate ONE (1) sentence only into English:
- يجب ألا ننسى أن السياحة مهمة جدًّا لمصر.

We mustn't forget that tourism is very important for Egypt.

- قراءة القصيدة لأول مرّة جعلته يقرّر أن يصبح شاعرًا.

Reading the poem for the first time made him decide to become a poet.

## **Word List**

## above 6 accommodation 16 active 18 activity 9 actually 4 advisable 14 adviser 14 age [v] PT4 agriculture 10 aim [n] 17 (make) allowances for 17 almost 14 amateur 9 amazed [adi] 7 ambition 6 ambitious 11 amount 10 amusing [adj] 2 angle 13 application form 1 archaeologist 9 Arctic 18 argue C armed [adj] 11 army 14 arthritis 12 artificial 3 ashore 11 athletics 9 attached [adj] PT3 attack [v] 11 author 5 avoid a awful 7 awfully 7 B

bacteria 5 ban [v] 18 battle [n] 14 bear [v] 17 behave B believable 12 benefit [v] 9 bestseller 14 birth 1 blink 13 block [v] 16

boxing [n] 9 brightness13 bronze medal 9 bully [n, v] b business 7

## C

caffeine 3 cage [n] 5 calm [adj] 8 carbonated water 3 carelessness 3 cartoon 7 cassette player 15 cathedral 16 cell [of body] 12 challenge 6 chat [v] 15 childhood 2 chop [v] A chopping board A cloth A a close call 6 combination 7 come round [be conscious] 13 come up with 13 comic [n] 5 company [firm] F competitor 9 compromise 16 computing F confidence 15 confidence F confident B conquer 6 contact [v] 9 continent 11 cool [v] A cooperate 7 cope D count on 3 crash [v] 8 crew [n] 11 cruel 8 culture 16 cure [v] 12

customer PT1

cut down 16

#### D

death 2 decision 7 decrease [v] 12 deep 6 deliberately 3 delighted [adj] 5 demand [n] 18 dependence 18 destination 16 detail [n] 11 determined 11 develop 4 diabetes 12 diplomat 17 distract 7 double [v] D download [v] 15 drinkable 12 drop [v] 9 drop out [of school] 12 drown 11 dust [n] 18 dusty 18 **DVD 15** dyslexia 4

#### E

ecotourism 16 editor 7 educational 7 effective 7 efficient 1 electrical equipment 13 employ 16 employee D employer D employment 12 enemy 11 engine E enormous 1 eruption 18 eventually 14 excel PT5 exclude 15 exercise [n] 9 exhibition 13 exist 3 expiry 3 explorer 6

### F

face [v] D fair 9 fertile 3 fertilizer 10 fine [money] 3 fire blanket 13 fire extinguisher 13 fixed [adj] 16 flat [adj] 13 flavour 3 flexible 11 flood defence 12 foe 17 fool [n] 5 force [n] 14 forever 2 formal 18 fortunate 14 fortunately 14 foundation 1 free of charge 1

## G

genes 5
genetic engineering 10
genetically modified 10
global 18
go on [continue]14
go out [fire] 8
goal 7
grandchildren 1
greenhouse effect 18
grow up 17

## Н

habit 7 harpoon 11 height 13 highlight [n] 9 hostile 12 hunger 18 hunter 8

ideal [n] 17 illustrator 4 imaginative 8 impostor 17 impress B in a tight corner 6 in case of 13 in fact 4 in truth 4 include 16 individual [adi] 7 industrial E industry 3 ingredient 10 inspire 6 inspiring [adj] 17 irritable 15 issue 18

#### J

jet E joke [n] b K keen on 14 keep your head 6

## L

label [n] 3 lazy 4 leader 1 lifelong 6 literature 8 look forward to 14 lose touch with 15 lose your head 6

## M

majority 13 make sure 10 manage [v] 3 manufacture 3 marital status 1 marsh 2 mass [adj] 16 maze 5 mend 12 method 10 mind [brain] F mind out 15 [go] missing 14 moist 13 more or less 15 motivated [adj] 6 motivation 6 mountaineer 6 multiply A

## N

nationality 1 navy 5 necessity E negotiate 2 netball 9 normal 5 North Pole 12

## 0

oasis 14
obey 3
oily 18
operate 12
oppose 14
opposing [adj] 14
opposition 14
optimistic 8
option D
organic 10
organise 8
organised [adj] 17
outskirts 16
overcome 4
overload [v] 13

## P

package tour 16 particular 16 particularly 9 pass [an exam] 4 pass [by] 8 peacefully c permanent 13 permission 18 persuade 13 pessimistic 8 pesticide 10 photography F planet 12 plenty of 10 Poet Laureate 2 point out 13 poisonous 10 polluting [adj] 18 position 13 possibility 18 potential 4 power [v] E prepare A preservative 3 pretend 16 prevent 13 primitive 11 produce [v] E production 18 professional [adj] 6 progress [n] 12 promote 5 promotion 18 properly 3 prove 7 psychology 5 publish 2 purpose 11

#### Q

quality 10

#### R

rapid 12 readable 12 reassure12 receive 9 reform 14 regularly 10 reliable 3 religious 9 rely on 7 remain 2 remote 11 reputation 16 responsibility 7 retire 1 revolution E ripen 10 rise [v] 18

roadworks PT6 rot 10 rule [n] 15 run out of 18

## S

scene 11 scenic 11 search [v] E sensible 8 serious C share 16 shelter [n] 8 shocked [adj] 8 signal [n] 8 simple 13 slightly 6 socket 13 sound [n] 4 South Pole 12 spare time 5 split [v] 8 spray [v] 10 spread [v] A staff [workers] 16 starvation 10 steal 8 stick to [keep to] 15 strange 14 strong 8 summit 6 support [v] 4 suppose [I don't...] 14 surface [n] 18 surgeon 1

#### T

taekwondo 9 take in [understand] 9 take it easy 16 take part in 9 take place 9 tease 5 teen/teenager 7 thin 6 tissue [of body] 12 toddler 6 torance 7 tolerant 7 toxic 2 trade delegation 1 transplant [v] 1 trap [v] 14 travel agent 16 treat [v] C

treatment 1 trend 12 triumph 4 turn down 18 turn into 1 type [v] 15

#### U

understanding (adj) 8 unforgiving 17 unpleasant 15 unplug 13 unrecognisable 12 up to PT2 up-to-date F

#### V

vaccination 5 valid 3 video [n] 15 virtue 17 visitor 16 visual 4 vocational 4

#### W

waste [n] 2 watch out! 15 water skiing 9 wear away 16 wear down 16 wear out 16 wear off 16 weight-lifting 9 whaling 11 wire 15 worn-out 17 worrying 18 worth 17

## Z

zero 3

abide	combination (n)
accordingly بالتَّبعية	combine (v)
	command
إنجاز achievement إنجاز مُشْارَكَة الطُلَّب) إيجابي (عَكْس سَلْبي) active النَّشاط (كُل ما يَقوم به الطالِب من أعمال للتَّدْريب أو التَعَلُّم).	ة - يَحْفَظ جَيِّداً commit to memory
النَّهُ اللهُ (مُسَارُ لهُ الطَّلَابُ) يَجْهَا فِي (عَلَّسُ سَلَبَي)	communicate (v)
النشاط ( كل ما يقوم به الطالِب من أعمال للتدريب أو التعلم). و التعلم	اللَّغَة عَمَلياً لِتَبادُل (v) communicate
يَتَكُيَّف - يَتَأَقْلَم	ر أو الآراء
	communicative syllabus
بشکل کاف	complement
ظَرْفٌ مُتَكُرُّر	complicated
ناصح - مُرشد	compose
agreement	comprehension
هَدَف هَدَف	يَجَة - يُلَخِّص
allot	conducting research
analyse	confidence
يَتناول - طريقَة التناول	confirm
مُناسِب - مُلائم مُناسِب - مُلائم	confusing
أَمَل - مَطمَحaspiration	consecutive
يَقيَّم	conservation of the environment
assess يُقَيِّم مِنْ اللَّذَاء خِلال فَتْرَة التَعَلَّم assessment عَدْير - تَقْييم للأَدَاء خِلال فَتْرَة التَعَلَّم attach يَرْبِط - يُرْفِق - يُلْحِق	consider
يَرْبِط - يُرْفِق - يُلحِق	consistent
attain	consolidate
مَوْقِع إِنْتَرِنِت حقيقي authentic website	
أَصْلِيَّهُ - مَوْثُوقِيَّة authenticity	consonants
خَلْفَيَّة background	contamination
أساس (المَهارات الأساسيَّة) hasic	contemporary trends
فارغ فارغ فارغ فارغ فارغ فارغ فارغ فارغ	م فيه اللُّغَة و يَعْتَمِد على
يَتَبَأهي - يَتَفَاخَر	اق الحَديث)
حَرَكات الجَسَد التي تُوَضِّح المَعْني	contracted forms
تَقْسيم إلى مَقاطِع أو أَجْزاء.	contrast (v)
مُخْتَصَٰرِ brief	ريب الطُلَّاب من خِلال controlled practice
يُكُوِّن كُلِمَة أو جُمْلَة أو فَقْرَة، جُزْء بَعْد جُزْء، build up (v)	شْراف شِبْه كامِل لِتَقْليل احْتِمالات الخَطأ)
مِثْل بناء الحِوار	convention
مثْل بناء الحِوار مَقْدِرَة	corresponding
َشْدِهِ - نُغَنِّ chant	حcorresponding to
دhaos عَدَم اتَّباع نِظام مُعَيَّن	courtesy
خصْلَة في الشَّخْصَيَّةُ في الشُّخْصَيَّةُ والسُّرِيّةِ أَنْ المُدَرِّسِ أَنْ والسُّرِيّةِ والمُدَرِّسِ أَنْ والمُدَرِّسِ أَنْ المُدَرِّسِ أَنْ المُدَرِّسُ أَنْ المُدَارِسُ أَنْ المُدَرِّسُ أَنْ المُدَرِّسُ أَنْ المُدَرِّسُ أَنْ المُدَارِسُ أَنْ المُدَرِّسُ أَنْ المُدَارِسُ أَنْ المُدَرِسُ أَنْ المُدَارِسُ أَنْ الْمُعْمِينَ الْمُدَارِسُ أَنْ الْمُعْمِينَا أَنْ الْمُعْمِينَ الْمُدَارِسُ أَنْ الْمُعْمِينَ الْمُعْمِينَ الْمُعْمِينَ الْمُعْمِينَ ا	creative thinking
يَتَأُكِّد - يَتَحَقَّق (يَجِب على المُدَرِّس أن	critique (n)
يَتاً كُّد من أن الطُّلِّابَ يَقومُون بالتَدْريب على الطّريقَة	cross-cultural
الصَحيحَة والتَحَقُّق من أن الإجابات صَحيحَة)	cross-curricular
قائِمَة للمُراجَعَة.	cross-curricular دیب لُغُوی من خلال
يُصَنِّف إلى مَجْموعات	, -
classroom dialogue الغصل بَيْن الطالب	data
واَلْمُدَرِّس ، كَمَّا في كِتاب المُدَرِّس ، التي هي بخَط مُخْتَلف	debated
classroom management إدارة الفصل	deduce
	definition
تَوْضِيح	فعلى للمَوْقف التَعْليمي
أن يَسْمَعْهُما بَقِيَّة الفَصْل)	description
اشارَة دالَّة	detail
226	

11	1.
	نامٍ
0	حوًال
	إمْلاء
	اختلاف في الرأى
	خطاب - حَديث
discuss (v)	يُناقِش - يُشارِك
dispute	جَدَّل - مُناقَشَة
disruption	اختِلال - اضطِراب - تشویش
distinguish (v)	يُدْرِك الفرْق بين
dramatic	جدن - منافسه اختلال - اضطراب - تَشْو يش يُدْرَك الفَرْق بين دراماتيكي (الأداء التَمْثيلي للمَواقف)
drill (v)	يفحِم - يجعِل الطالِب يشارِك في تكرار العمل
	بِهَدَفَ التَعَلَّم
	فَعّال الله الله الله الله الله الله الله ا
effective techni	الأساليب الفَعّالَة للعِلم
elaborate	يَتُوسَّع في الشَّرْح - يُسْهِب يَشِتَدْرِج في الكلام - يَسْأَل الطُّلّاب أَسْئِلَة موَجَّهَة
elicit	يَسْتَذُرِج في الكلام - يَسْأَل الطَّلَّابِ أَسْئِلَة موَجَّهَة
	لكى يُساهموا بما يَعرفونَه من أَفكار أو مَعْلومات،
	مَعانِ، أو نَقاط لَُغُو يَّةَ أو ليُساعِدَهُم على الوصول
	إلى هذه النقاط
e-mail	بَريد إلكترُوني
emphasising	التأكيدَ على - إبْراز أهَميَّة.
enable	ريعً و روى التاً كيد على - إبْراز أهَميَّة. يُكِن - يَجْعَل الطالِب قادِراً على إنْجاز هَدَف مُعَيَّن
encourage	يُشَجِّع
engage in	يُشَجِّع يَنْشَغِل بِشئ - يَنْغَمِس فيه حَماس
enthusiasm	حَماسَ
	حَدَث
exaggerate (v)	يُبالغ - يُضِّخِّم
exchange	يَتَبَادَل - تَبادُل
	كَائِن - مَوْجود
	عَمَلَ جَيِّد
_	يَسْتَغل
	تَعَرُّضَ لِعامِل خارِجي
express (v)	يَتَوَسَّع فَى اَستِخْدَام - يُنَمَّى
expression (fac	تَعْبِير بالوَجْهُ ِ
extend (v)	يَمْتَد.
extension (n)	امتداد
facilitate	يُسَهِّل يَجْعَل الشئ مألوفاً
familiarise	ي وي يَحْعَل الشيءَ مأله فأ
flexible	من مَن
focus on (v)	ُِدِيِّ دُرِّكُ على
follow up	مَرن يُزكَّز على مُتابَعَة عن قُرْب
	تشکیل تَشْکیلِ
framework	اطار - هَيْكُل - نِظام مُبَسَّط (للتَدْريس)
free practice	التَدْرِيب الحُر (حَيث يَخْتار الطالِب الأَفْكار
nee practice	اللذريب الحر (حيث يحمار الطائب الأفحار واللُّغَة و يَسْتَخْدمها بطلاقَة)
free writing	واللغة ويستحدمه بصرف
frequently	الكتابَة الخُرَّة الإَنْشَائيَّةِ. بِشَكْل تَكْرارى - بِشَكْل مُتَكَرِّر. يُشْبع.
fulfil	بسکن محراری - بِسکن سکرر
101111	يشبع.

للاً: طَلَب (function (n	وَظِيِفَة اللُّغَة - كَيْفيَّة استِخْدام اللُّغَة (مَثَ
	الأَشْياء بأدَب، اقَبِرَاح شَى ما إلخ)
gaps	الفَراغات - الفَحَوَات
gender	الفَراغات - الفَجَوَات
generate (v)	رُوزِّدُ عَلَىٰ اللهِ عَلَىٰ الل يُولِّدُ - يُنتج
ganuina	خالم - مادق
gesture	ك يص - كواري إشارات اليد - الحَركات التَّغْمِيريَّة المحتوى الأساسى - لُبّ الموضوع يَّ "
gesture	إلى رب الأساسية أن الدون وعلى المنطقة ع
gradually	المدعوق الرساسي عب الموصوح تَدْرِي مِياً
gradually	تَدْريجيّاً تَخْمين
	تحمیں التَوْجیه التَعْلیمی
	اللوجية التعليمي يُوجِّه - يُرشد
guide (v)	يوجه - يرسِد
لى العادات	يرُ. عادات: يَجَب على المُدَرِّس التَصْميم ع إلحَميدَة (مِثْل كِتابَة الحُروف بِشَكْل جَ
hiccup	فُداق - حاز وقة (زغطة)
highlight	الحَميدة (مثل كتابَة الحُروف بِشكل جَ فُواق - حازوقة (زغطة) يُبْرز أهَم العَناصِر - يُحدِّد المُفرَدات اللُغَو يَّة الخاصَة بالمَنْزِل. يَتَعَرَف على مُتَخَلَّة - خَاللَّة
household vocabulary	يبرر علم الله على الله الخاصة بالدُنْ: ل الدُّهُ ذَداتِ اللَّهُ مَنَّةِ الخاصَةِ بالدَّنْ: ل
identify	﴿ عَمْدُونِ عَا رَتَّهُ.َوْ ، عا
imaginary	ينترب عني مُتَخَيَّلَة - خَياليَّة .
	ئىقىلە - ئىحاكى يُقلِّد - يُحاكى
immerse	
	J 7
impede	
	تَفْكير مُسْتَقِل
	يُشير إلى َْ
	شخصی ؞ؔ ۥٛ
individual (n)	شُخْص۱۰۰۰ ۱۰۰۰
information technology	تَكْنُولُوچْيا المَعْلُوماتِ كَنُ رَبِّرَةٍ
	مُشارَكَة و ـ ـ ـ ـ
instructor	
integrate	
intend	يتعمد - يقصِد
	يَتَفاعَل
	مشارك في الحديث
interpersonal	مُتَداخِلِ
irregular	شاذ - غَيْر نَمَطِي
irregular verb	شاذ - غَيْر نَمَطى فِعْل شاذ لا تَنْطَبق عَلَيْه القَواعِد العامَةِ.
	لِتصريف الافعال
joined-up handwriting	كِتابَة (خَط) تَعْتَمِد عَلى تَشبيك الحُروف
jumble	غير مرتبة يُلاحِظ عن كَتَب لِيَجْعَل التَلاميذ في
keep a check	يُلاحِظ عن كتُب ليَجْعَل التَلاميذ في
	مَوْقِفِ استِعْدادِ للعِلْم
knowledge	مَعْرِفَة (ما يَتَعَلَّمه الطَّالِب)
label (v)	
landmark	مَعْلَمْ - أَحَد المَعالِم - عَلامَة بارِزَة
leading questions	الأَسْئِلَة التي تَجْعَلُ الطالِب يَتَحَدَّثِ
learning strategies	الأساليب المُخْتَلِفَة للتَعْلَيمِ
leisure	وَقْت الفَراغ
lexical content	الْمُحْتَوِي الْمُعْجَمِي - الْمُحْتَوِي اللَّفْظي.
	007

أَذَبي literary
main units وَحدات رئيسيَّة
make up (v) يَضْنَع - يَخْتَلِق
manage
مُدير. manager
meaning
imeaningful
medium (adj)
mental note نُقْطَة تَذْكيريَّة.
طريقة. — dethod
غير مرتبة غير مرتبة ضرار (اللَّفَة التي نَتَوَقَّع من الطالب أَمْدَ التي نَتَوَقَّع من الطالب أَمْدَ التي نَتَوَقَّع من الطالب استخدامها أو كَيْفيَّة أداء تَدْريب أو نَشاط مُعَيَّن) motivate (v) (الطُّلَاب لأداء التَّدْريب أو النَشاط) (v) مَدَف
نموذَج - مِثال (لِلغَة التي نُتَوَقع من الطالِب model (n)
استخدامها أو كَيْفِيَّة أداء تُدْريب أو نشاط مُعَيَّن)
يُشوِّق - يَحَفز (الطلاب لأداء التَّدريب أو النشاط) (motivate (v)
هُدف مُدف
يَخْدُث - يَقَع يَعْدُ عَلَيْهِ عَلَيْهِ عَلَيْهِ عَلَيْهِ عَلَيْهِ عَلَيْهِ عَلَيْهِ عَلَيْهِ عَلَيْهِ عَلَيْ
تَدْريب يَهْدف الى استِبْعاد الكَلِمَة أو الحَرْف الشاذِ odd one out بالنِسْبَة للكَلِمات المَوْجودَة
بالنِسْبَةُ للكَلِمات المُوجودة
omit (v) مُشْتَمر ongoing مُشْتَمر أَنْ أَنْ اللهِ عَلَيْهُ اللهِ عَلَيْهِ عَلَيْهِ اللهِ عَلَيْهِ عَلِيهِ عَلَيْهِ عَلِيهِ عَلَيْهِ عَلِي عَلَيْهِ عَلَيْ
مستمر ongoing
التقييم المستمر
ongoing
قرصه - خاوله لشعلم عربية التعلم
organisational
orally شَفْاهِياً organisational تَنْظیمی می موجود اللہ می می موجود میں موجود موجود میں موجود م
paraphrase (v) يُعيد صِياغَة
participate
particular
وَقَفَة قَصِيرة peer correction يَصْحيح ثِنائى (يَقوم كل من الطالِلين بِتَصْحيح
عَمَل الْآخَر)
peers
الأداء (في استخدام اللُغة أو التَدْريب أو النَشاط) performance
بِشِيكُلُ دَائِمُ أَوْ مُستمِر.
مُعَلَّم شَخْصِي personal tutor
النَّمَطُ اللَّفْظي phonic pattern
phonics يلم الأصوات - قواعِد اللَّفْظ عِلْم الأصوات اللَّفْظ
فِعْل يَتَكَوِّن من كَلِمَتَين (الثانية عادة تَكونٍ حَرْف جَر) phrasal verb
هو كل نشاط يؤديه الطالب ليفهم اللغة.
ويَسْتُخدِمها في المواقِف المختَلِفة
يُثْني - يُطْرى - يَمْدَح يُثْني - يُطْرى - يَمْدَح
يَتَوَقِّع - يَتَنَبَّأ يَّا يَتَوَقِّع - يَتَنَبَّأ يَّا يَتَعَلِّم عِنْ يَتَنَبَّأ يَّا يَتَعَلِّم عِنْ يَتَن
تَفْضِيلِ preference أَشْضِيلِ pre-questions أَسْلَلَة مُساعِدَة يُعْطِيها المُدَرِّس للطُلَّابِ قَبلِ
اسئلة مساعدة يعطيها المدرس للطلاب قبل
الاستماع ليُساعِدْهُم على التَرُكيز على نِقاط أو أفْكار مُعَيَّنَة في القطْعَة
معينه في القِطعه

pre-reading	أنشطَة أو تَدْريبات (يَقوم بها الطالِب قَبل قراء: قطَعَة مُعَيَّنَة لتُساعِده على فَهُم مَضْمون القِطَعَة
واللغة أو	قِطِعَة مُعَيِّنَةِ لِتُساعِده على فهم مضمون القطعة
	الكلِمات المستخدمة فيها)
present (v)	يُقَدِّم - يَعْرِض
presentation (n)	تَقْديْم المَعْنِي والصوت والشَكْل، وكذلك
	تَقْديم أِي تَمْرين بِمَعْني تَقديم المُوْقِف، ما يَجِب
	على الطُلَّابِ عَمَلُهُ بَاستِخْدامُ الصورَة إلخَ
private pair work	العمل الثنائي الخاص
problem-solving	تذريب يَقوم الطلاب فيه بالتِّفكير في حَل
الحل	مُشْكِلةً أو لعْبَة واستِخدام اللغَّة في مُناقشة هذا
procedure	إجراءات (لإنجاز عَمَل مُغَيَّن)
process (n)	عَمَليَّة (إنتاجَيَّة أو صِناعيَّة أو إلخ) تَقَدُّم - تَحَشُّن - ثَهْ
progress (v)	تَقَدَّم - تحسُّن
project (n)	مَشْرُوعِ
pronunciation	نُطق - طريقَة نُطق
public pair work	عَمَل ثَنائى عَلَني (إشتراك إثنين من الطلاب في
	مشروع
purpose	عوص
put on display	يَعْرِض
puzzle (n)	لُغْزَ (كالكَلِمات المُتَقاطِعَة)
questionnaire	استِطلاع رای
random	عَشْوائي - غير نِظامي - يَعْتَمِد على المُفاجأة
	عند الاختيار
realia	
realistic	واقِعي ِ
realistic situation	
recap	
recite	
recognise	
	اعْتِراف - إقْرار
reconstruct	يُعيَد بِناء. استِخْدَامِ اللَّغَة السابِق تَعَلَّمها في مَواقِف جَديدَة
recycling	استِخدام اللغة السابِق تعَلمها في مَواقِف جَديده
reduced reproduct	إنتاج مُصَغَّر للصَفَحات
refer to	يُشير إلى - يُرْجِع إلى جَدُوِل - يَدَلُ عَلَى
regular verb (الافعال	فَعْل عادي (تنطبِق عليه القواعِد العامة لِتصريف
reinforce	يُقوِّى - يُدَّعُم
relate to	يَرْتِبط - يَرْبِط بين شيئين
refuctant	مىردد
request (n)	طَلَبٍ مُتَطَلَّبات
requirements	مُتَطلبات
resource	مَصْدَر (كِتاب الطالِب)
	يَشْتَجِيبِ
response	اسْتِجابَة
responsibility	مَشْتُولِيَّة إِرْجاع - اسْتِرْجاع
retrieval	إِرْجاع - اسْتِرِجاع
revision	مُراجَعَةَ قَصيدَة مُنْظَّمة
rhyme (n)	قَصِيدَة مُنَظَمَة

إيقاع - وَتيرة (وهو ضَرورى لِتَنْميَة الطَلاقَة)
الغز: riddle
تَدْر يب تَمْثيلي (يَقوم الطُلاب فيه بِيناء مُحادَثَة وتَمْثيلَها في role play
د الله الله الله الله الله الله الله الل
الموقف معين
عنوان جانبي يوضح ما هرو المطلوب من التدريب اللغوى rubric
يؤمِّنِ safeguard
مَوْقِفَ مُعَيِّن) مُوقِف مُعَيِّن) عُنوان جانِبي يُوضِّح ما هـ و المَطْلوب من التَّدْريب اللُّغَوى rubric يؤمِّن
القراءة السَريعَة.
scientific thinking
scold يُعَنِّف scold
بِشَكْلَ انْتِقائي - انْتِقائياً
بشَكْلُ انْتقائى - انْتقائياً selectively self-evaluation مَدى self-evaluation
تَقَدُّمُه اللَّغُوي)
self-expression التَعْبير عن الذات
مهارات التّحْصيل الذاتي self-study skills
تَتابُع - تَسَلْسُل sequence (n)
sequence (v)
مَوْقَف تَعْلِيمِي situation
مَهارَة (المَهارات اللغُويَّةِ الأربَع: الاستماع - التَحَدَّث skill
مَهَارَة (المَهارات اللَّغَو يَّة الأربَع: الاستماع - التَحَدُّث skill القراءةِ الكِتابَة. كَذلِك ثَمَّة مَهارات أَصْغَر مِثْل الفَهْم
العَامِ لَمُغْنَى قَطْعَةَ، القَراءة السَريعَة إلخ) - " " " " " " " " " " " " " " " " " " "
يقرأ فراءة سريعه
تَصَفُّحَ القِطْعَةُ وقِراءَته اسريعاً للإلمام بجَوْهَر
المَوْضوعَ (المَعْني العام)
َ لَقُطَةُ تَصْوِيرِيَّةً يَّا يَا snapshot
عَلَّى الْعَلَيْنِ الْعَلَيْمَةِ - يُصْدِر صَوْتاً
عبر تعلق المحتمد عليه عليه المحتمد عليه المحتمد عليه المحتمد عليه المحتمد عليه المحتمد المحتم
مواصّفاتِ م
فُقّاعة الكلام (بالونَة الكلام التي تَظْهَر في
إِلْرُسوم التَوْضيحيَّة)
أَسُس - مَعايير
تُغْزين storage
تَشْديد في النُطْق (على المَقْطَع الذي نُريد أن نوَضِّحَه stress (n)
أو نَنطقُه بصَهْت عال، وهي هامَة حداً للطَّلاقَة
تَغْزِين storage تَشْديد فِي النَّطْق (على المُقْطَع الذي نُريد أن نوَضِّحَه (n) stress (n) أو ننطقه بِصَوْت عال، وهي هامّة جداً للطّلاقة والعضو ح في الحَديث)
وارور کی عاملاً بنائی از نکرین و اروار در الوالات ) و مارور در الوالات کی در واروالات کی در در الوالات کی در
والوضَوحَ في الْحَديث) صارِم (يَجِب على المُدرِّس أن يَكون صارِماً مع الطُّلَاب) structural
بنائی structural
مَنْهَج تَعْليمي نِظامي مَبْني على طَريقَة structural syllabus نَطَيَّة في تَقْديمُ اللُّغَة
غطيّة في تقديم اللغة
النُّنَة - التركيب structure
مهارات الدراسة (الفَهْم والاستيعاب،
مَهارات الدراسَة والفَهْم والاستيعاب، والله عن ظَهْر قُلْب) وليس الحِفْظ عن ظَهْر قُلْب)
substitute (n)
substitute (v)
successful successful
ماجِح

summarise	يُلَخِّص
summary	مُلَخَّص
support (v)	يُسانِد - يُدَعِّم - يُؤ يِّد
survey (n)	دِراسَة استِطلاعيَّة - مَسْح
swap (v)	يَحل شيئاً مَكان آخَر
systematically	بشُّكُل مُنَظَّم - نِظاميّاً
tackle (v)	يُعالِج
tactic	أسلوب - سياسَة
talk positively	يَتَحَدَّث بإيجابيَّة
tapescript	نَص المادَة المَوْجودَة على الشَرائط.
target work	المَهَمَّة المُسْتَهدَفَة - المَطْلوِب تَدر ِ
task	تَمرين - تَدريب - نَشاط لُغَوى
teacher-centred	النَشاط الذي يَعْتَمِد على المُدَرِّس .
teaching aids/materials	مَواد تَعْلِيميَّة مُساعِدة ومُعينَة
	على التَعَلَّم
technique	أسلوب أسيسي
terrified	مَرعوبِ - مَذْعور
text	المادَة المُكتوبَة - النَص
topic	مَوْضوع ِ
أحَد مَراحِل تَعَلَّم الكِتابَة (trace (v	يَرسُم بِالقَلَم - يَتَتَبَع خط مَنْقوط -
transfer information (v)	يَنقِلُ المَعْلُومَاتِ
trigger (v)	يَبْدأ
upcomingبقَواعِدها أو شَكْلَها)	القادِم - الذي على وشْكُ الحدوِثِ
بِقَواعِدها أو شَكلَها) (use (n	استِخْدام اللُغَة (وليس مُجَرَّد المُعْرِفَة
useful	نافع - مفيد
utilise	يَستَخْدِم - يُوَظف
variety	الْتَنَوُّعَ ٰ
variety of	أنوِاع من
vary	يَخْتَإِلف - يَتَنَوَّع
verification	تأكُّد من صِحَّة شئ - تَحْقيق - تَيَقُّر
vice versa	والعَكس بالعَكس
لشَرْح مِثْل visual aids	الوَسائل البَصَريَّة (التي تُساعِد في ا
	الصُّوَر والرُسوم)
vowel	حَرْف مُتَحَرِّك أَ
vowel warm-up (n)	التَنْشيط والاستِعْداد قَبْل بِدء الدَرْس
مُعَيَّن wind work out (v)	إرجِاع شريط التَسْجيل إلى مَكان
work out (v)	يُفَكر - يُحاوِل أن يَجِد إجابَة
writing patterns	أَغْاط الكِتابَة