



جمهورية مصر العربية
وزارة التربية والتعليم الفني
الإدارة المركزية لشئون الكتب

Revised Edition

Hello!

English for Secondary Schools

Year Three

Teacher's Guide

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Egyptian International Publishing Company – Longman
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Arab Republic of Egypt

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Unit	Title	Grammar	Listening	Reading
Unit 1	Writers and stories	Past simple, past continuous and past perfect	An interview with a writer	An article about the writer Yehia Haqqi
Unit 2	Abdel-Tawab Youssef: <i>My Father, An Egyptian Teacher</i>	Present perfect	A talk about the writer Abdel-Tawab Youssef	Part of <i>My Father, An Egyptian Teacher</i>
Unit 3	The future of books	Future forms and tenses	A discussion about ways to read books	An article about the history of paper
Revision A	Revision A	Revision	Part of <i>My Father, An Egyptian Teacher</i>	The history of libraries; using information online
Unit 4	Women in history	Relative clauses	A talk about Dr Aisha Abd El-Rahman	Two texts about famous women
Unit 5	Emily Dickinson: "If I can stop"	Distributives: <i>all, both, half, each, every, either, neither</i>	A talk about the poet Emily Dickinson	Emily Dickinson's poem "If I can stop"
Unit 6	Work-life balance	<i>so / such ... that; enough / too ... to</i>	Descriptions of types of freelance work	A text about balancing work and home life
Revision B	Revision B	Revision	A job interview	An article about Dr Karimat El-Sayed; a text about values and morals
Unit 7	Reach for the stars	Passive forms: present, future and infinitive	A radio interview with an astronaut	An article about space holidays
Unit 8	Arthur C. Clarke: <i>2001: A Space Odyssey</i>	Past passive and present perfect passive forms	A talk about the science fiction writer Arthur C. Clarke	A summary of part of <i>2001: A Space Odyssey</i>
Unit 9	Science and scientists	Causative: <i>have</i> and <i>get</i>	A talk about mobile phone signals	A description of an experiment
Revision C	Revision C	Revision	An interview with a space scientist	A text about modern technology in cars; a text about medical robots
Unit 10	Finding work	Reported statements	A job interview	A CV
Unit 11	Sir Cecil Spring-Rice: "Day"	Reported questions	A talk about the poet Sir Cecil Spring-Rice	Sir Cecil Spring-Rice's poem "Day"
Unit 12	Lifelong skills	Reported imperatives, suggestions and advice	Three people talking about education	A text about lifelong learning
Revision D	Revision D	Revision	A talk about people who work for an international company	A text about distance learning; the Industrial Revolution in England
Unit 13	Festivals and folk music	<i>-ing</i> forms or the infinitive	Three people talking about festivals	A text about folk music
Unit 14	Madeleine L'Engle: <i>A Wrinkle in Time</i>	Modal verbs of necessity, prohibition and lack of necessity	A discussion about the writer Madeleine L'Engle	A summary of Madeleine L'Engle's <i>A Wrinkle in Time</i>
Unit 15	Building and engineering	Modal verbs of deduction, advice and regret	A conversation about the Cairo metro	A text about great works of engineering
Revision E	Revision E	Revision	Two people talking about buildings	A text about the history of the bagpipes; a text about international treaties
Unit 16	The importance of trees	Conditional forms	A radio programme about trees	A text about the importance of trees
Unit 17	John Steinbeck: <i>The Pearl</i>	Sentences with <i>wish</i>	A talk about the writer John Steinbeck	A summary of John Steinbeck's <i>The Pearl</i>
Unit 18	The power of nature	Alternatives to using <i>if</i>	A professor talking to his students	A text about unusual weather
Revision F	Revision F	Revision	A talk about forests around the world	A text about sandstorms; a text about plastic pollution

Critical thinking / Values	Speaking	Functions	Writing
Understanding the importance of literature and education	Talking about jobs and experiences	Expressing opinions	A summary
Understanding the importance of teaching	Talking about problems	Asking for and giving advice	An email giving advice
Understanding the importance of developments in publishing	Talking about the news	Questioning sources of information	An email about the future of newspapers
Appreciating libraries	Project: How to help charities	Revision	A summary of a book / an email about a teacher
Understanding the changing role of women in society	Talking about good news	Expressing enthusiasm	An email about free time activities
Understanding the importance of helping people	Summarising a song or a poem	Summarising and paraphrasing	A review of a poem
Discussing how to relax	Describing a woman you respect	Asking for and giving reasons	A text about a famous woman
Understanding what makes someone your hero	Project: A survey about influential women	Revision	A text about a job / an email about a woman you admire
Understanding the benefits of technology	Discussing a questionnaire about technology	Agreeing and disagreeing	An essay expressing opinions about modern technology
Appreciating science fiction; understanding the importance of exploration	Discussing the advantages and disadvantages of modern technology	Talking about advantages and disadvantages	An article about the history of space travel
Appreciating the importance of science	Giving facts about famous people	Asking for and giving facts	An essay about a scientist
Considering how to reduce road accidents	Project: Giving incredible facts	Revision	A description of a journey to space / an email about artificial intelligence
Appreciating what makes a successful job applicant	Preparing a CV	Asking and answering personal questions	A CV
Understanding the importance of nature	Giving surprising information	Expressing surprise	A report of an interview
Appreciating the importance of lifelong education	Discussing advice given by older members of the family	Giving and responding to warnings	A story about a warning
The importance of communication for work	Project: Planning and taking part in a job interview	Revision	An email reporting a conversation / a text about what makes someone employable
Appreciating the value of folk music	Discussing a questionnaire about a book club	Making and responding to suggestions	An informal email about music
Appreciating the importance of your family	Planning a camping trip to the desert	Expressing necessity and lack of necessity	A text about a space explorer
Recognising the importance of national and international culture and historical monuments	Discussing building projects	Guessing and deducing information	An article about a building project
Appreciating traditional musical instruments	Project: Planning how to develop an old building	Revision	An email describing a building / a description of your favourite kind of music
Understanding the importance of the natural world	Telling someone how to use something	Giving and ordering instructions	A list of instructions
Understanding the effects of greed	Persuading people to spend money on a good cause	Persuading	An email of persuasion
Understanding the power of nature	Explaining why we have eclipses	Asking for and giving explanations	Descriptions of natural phenomena
Understanding the danger of sandstorms	Project: Planning how to stay healthy	Revision	An email describing the problems with plastic / a text imagining a world without trees

Introduction

This Introduction contains the following sections:

The aims of the course

The developing learner

The role of the teacher

The course components

Assessment

THE AIMS OF THE COURSE

The main aim of *Hello! English for Secondary Schools Year Three* 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- Nagggar, et al., 2003, p.144)

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THE DEVELOPING LEARNER



Hello! English for Secondary Schools Year Three 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 *Hello! English for Secondary Schools Year One* and *Year Two*. Previous structures, lexis and functions are built on and enriched. In the first units of the

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

new materials, students are helped to make the transition from Year Two 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.

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 text aloud and using a cassette recorder.

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

Hello! English for Secondary Schools Year Three makes provision for differences in learning styles by including

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

THE ROLE OF THE TEACHER

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

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

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

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

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

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

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

Advisor: The teacher monitors the progress of the class, deciding how learners are

performing and what extra input should be given, such as further clarification of the task or extra examples of language items.

Monitor: When the students are working individually, 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

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

Preparation, planning and monitoring

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

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

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

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

Using 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.

Group work

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

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 Three* are as follows:

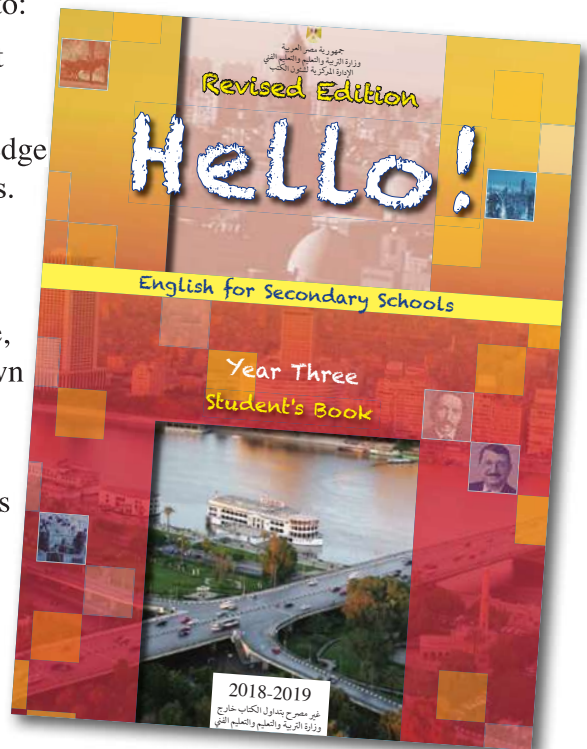
- 1 One Student's Book
- 2 One Workbook
- 3 An Audio CD
- 4 The Website: www.newhelloforegypt.com
- 5 A Course Reader
- 6 A Teacher's Guide

1 The Student's Book

The Student's Book is the lead book of the *Hello! English for Secondary Schools Year Three* 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 Review unit. There is therefore a total of twenty-four units, twelve of which are to be covered in the first semester and twelve in the second semester.

Each group of three units is linked by a common theme, and the second unit in each module focuses on a literary work. The themes in these units connect to the topic of the module.

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 a 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.

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 Focus on grammar section, highlighting the structure of the new language point.

The third page contains 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 think about 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. On this basis, this page contains a Focus on functions box. This box focuses on the functional language, sometimes presented in short audio conversations. Students are then encouraged to use this new functional language in a subsequent speaking activity. The page finishes with a Research box. This activity is designed to encourage students to become independent learners. They will find out information on an aspect of their choice within a given topic area. 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 boxes, which highlight an area of language which has occurred in that lesson. This could be collocations, or areas of vocabulary. 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 Review 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. In this level, all of the Revision units include a project. Each project is designed to encourage students to work together effectively and come to decisions as a team. Each project is related to the unit's topic and it also encourages students to use the language from the unit.

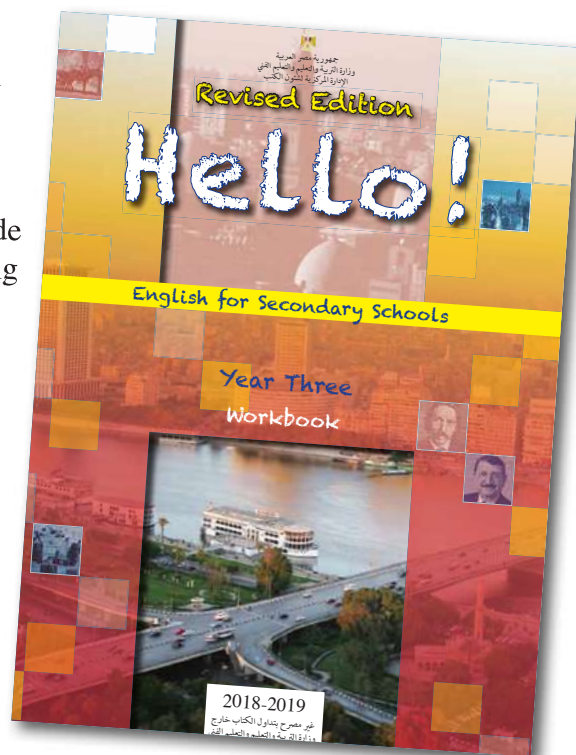
The Revision units do not have a Critical thinking page but instead conclude with an Extra Reading lesson. These lessons link to theme of the main units. The Extra Reading pages always include a fun quiz to get students engaging with the topics, before they read an article about important topics such as how to use information online safely, understanding advances in medical technology and learning about international treaties. There is scope within these lessons for students to meet some more specialised vocabulary and to discuss these themes in more detail.

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 Review 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 contains four pages to complement all five lessons in the

Student's Book.

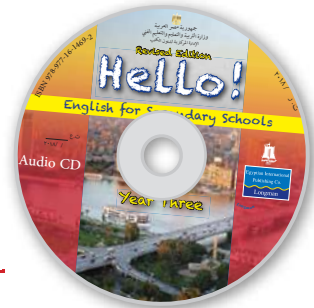
Each unit of the Workbook includes tasks and activities which students should find stimulating, challenging and motivating. These include

- a variety of grammar practice exercises
- a 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. Full tapescripts are included in the Teacher's Guide within the lesson notes.



4 The Website

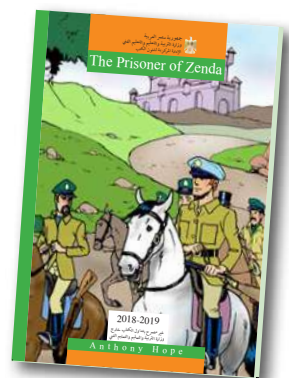
The website (www.newhelloforegypt.com) is a new feature that provides support material for teachers and students. It also encourages students to practise their computer and internet skills.

5 The Reader: The Prisoner of Zenda

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 prescribed 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.



Each unit in the Teacher's Guide starts with an Objectives box which summarises the unit content.

There are tapescripts of all recorded materials.

UNIT 1 WRITERS AND STORIES
SB pages 1-5 WB pages 1-4

Objectives
Listening: Listening for gist, for detail and to interpret meaning
Grammar: Past simple, past continuous and past perfect
Reading: Reading for specific information
Critical thinking: Understanding the importance of literature and education
Functions: Expressing opinions
Writing: A summary

Lesson 1
SB page 1 WB page 1

Before using the book:
• This unit is all about types of writing. There has been a massive increase in the types of writing that we see now. Traditionally there were books, magazines, articles, letters, notes and reports; but now we also have emails, web pages, tweets, etc.

• Put the students into groups and ask them to think of as many different types of writing they can. They can look at the pictures to get some ideas (newspapers, novels, magazines, notes).

• Ask some students to read out their lists and encourage other students to add more ideas.

Writers and stories

Listening
1 Discuss this question in pairs.
2 Check the meanings of these words in your dictionary.
3 Listen to an interview with a writer and answer the questions.

Answers:
1 a) the amount you get by adding several quantities together and then dividing them by the number of quantities
b) unable to understand something clearly
c) demand that something should be done
d) twelve o'clock in the middle of the day
e) poems in general
f) not modern and not fashionable any more
g) a usual way in which you do things

2 Listen to an interview with a writer and answer the questions.

1 Tell the students they are going to listen to an interview with a writer. Tell them to read through the questions before they listen.

2 Play the recording or read from the tapescript and tell the students to listen carefully and note down the answers to the questions. Play the recording again if necessary.

3 Check answers as a class.

Answers:
a) He has written one thousand words.
b) He has written two or three good friends.
c) He has written two or three good friends.

TAPESCRIPT

Interviewer: When did you start writing?
Writer: I first wrote stories and poems when I was at primary school.

Interviewer: What was the first thing you wrote?
Writer: When I was seven, I wrote a poem which won second prize in a national competition for school children.

Interviewer: When did you start writing stories?
Writer: When I was at university I wrote short stories for a student magazine. My head was always full of ideas. While I was finishing one story, I was planning the next one.

Interviewer: Didn't you get confused?
Writer: No, I don't write short stories now. Now, I only write novels they take much longer. So how do you write now? Do you have a fixed routine?

Interviewer: Yes, I write from nine in the morning till three in the afternoon, with a ten minute break for coffee at midday.

Interviewer: Do you use a computer?
Writer: No, I'm old fashioned - I use a pencil and paper. I used a computer for a few weeks, but it gave me a headache. So first I write something by hand, then my secretary types it onto the computer. My publisher insists that I send everything as an email attachment.

Interviewer: How many words do you write usually?
Writer: I write one thousand new words a day for a week. Then I spend two or three days completely happy. I'd changed my last novel six times before I was happy with it.

Interviewer: Do you show other people?
Writer: No, not until a novel's almost finished. Then I give it to two or three good friends and ask them for their opinions.

Interviewer: Do they ever tell you they don't like what you've written?
Writer: Yes! Last year both of the people who read one of my books said they didn't like how my story ended. So I changed it.

Interviewer: What did you think of the ending of your last story?
Writer: When I finished it, I thought it was my best ending yet!

Interviewer: That's very interesting. Thank you for talking to me.
Writer: You're welcome.

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

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

Answers to all exercises are provided.

Ongoing assessment

Together, the 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

TERM

1

Check your English

A Language Functions

1 Finish the following dialogue:

Azza is doing a project about work at school.

Azza I'm doing a school project on work. **1** *Would you mind answering some questions?* ?

Heba No, that's fine.

Azza What would your dream job be?

Heba **2** *I'd like to be a doctor* _____. But I know that I must work hard to be a doctor.

Azza Do you worry that it will be difficult to find work in the future?

Heba No. **3** *There's no point in worrying about it.* I'm sure I'll find a job if I work hard.

Azza Would you be interested in this book about finding work?

4 *I can really recommend it* _____. It's very good.

Heba Thank you, it looks interesting.

Azza What about coming to the talk about work at school this evening?

Heba **5** *That's a good idea* _____. I'll see you there.

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

1 You negotiate with your friend about the best charity work to do.

If you ask me, you should try (visiting orphanages). What about trying (visiting orphanages)? _____

2 You warn your younger brother not to sit beside a smoker.

Don't sit beside a smoker (or else you'll breathe in harmful smoke). _____

3 A friend asks you why you like living in your area.

The best thing about living there is (the friendly neighbours). / I enjoy living there because (the neighbours are friendly). _____

4 A friend at school suggests making a film for your next English class.

I'm not sure how we'd do that. / We can't do that. It would be too difficult. _____

5 A tourist says that the temple they visited the day before is 800 years old. Emphasise that it is about 2,000 years old.

Actually / In fact, the temple is about 2,000 years old. _____

6 You are starting a talk in your English class about the poet Ted Hughes.

Hello, and welcome to my talk about Ted Hughes. / I'm delighted that you have come to my talk about Ted Hughes. _____

7 You recommend a book to your friend, explaining why you prefer it.

I'd suggest (making a revision timetable). / You should (make a revision timetable). _____

8 You are at a restaurant and you want to eat something healthy. Ask a friend for advice.

I want to eat something healthy. What do you think I should choose / have to eat? _____

9 You are in a shop and your friend wants to buy a lot of sweets. Advise him.

You mustn't / shouldn't eat too many sweets. They're bad for you. _____

10 You want to swim in the sea. Your cousin thinks that it is too cold. Persuade him/her to go with you.

Go on! / Just this once, please! / Come on! It will be fun. _____

B Vocabulary and Structure

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

- 1 My cousin phoned me yesterday while I _____ my mother in the kitchen.
 a was helping b helped c have helped d am helping
- 2 Jomana _____ animals, but now she loves them!
 a doesn't like b will like c didn't use to like d is used to liking
- 3 The highest mountain in England is not _____ the highest mountain in Egypt.
 a as high so b as high as c high as d as high like
- 4 The film was absolutely _____. Nobody enjoyed it!
 a bad b badly c awfully d awful
- 5 Maher is an expert on William Golding. He _____ all of his books.
 a read b had read c has read d was reading
- 6 This book is about all the places the sailor _____ before he retired in 2015.
 a had visited b is used to visiting c was visiting d has visited
- 7 Amir is very tired because he _____ tennis all morning.
 a plays b had played c has been playing d had been playing
- 8 I can't go to the museum at noon tomorrow because I _____ volleyball.
 a have played b play c going to play d will be playing
- 9 The teacher asked Baher _____ he had any brothers or sisters.
 a whether b weather c that d unless
- 10 Dina would have bought that dress if it _____ less expensive.
 a has been b will be c is d had been
- 11 Hany loves taking photos and goes to a _____ club after school.
 a photograph b photography c picture d photos
- 12 This music is very loud. Can you turn the radio _____, please?
 a up b down c on d through
- 13 The talk about education was very _____. It made me want to become a teacher.
 a bad b useless c inspiring d calm
- 14 My little brother loves cars and often _____ to drive one in our house!
 a pretends b likes c refuses d has
- 15 The tourists often go to that restaurant because it has a very good _____.
 a accommodation b repetition c foundation d reputation
- 16 Which fingers do you use to _____ text messages on your phone?
 a type b have c let d go
- 17 The firefighters do not yet know the _____ of the fire.
 a reason b cause c meaning d answer
- 18 Hussein tried English food when he went to London, but he wasn't very _____ on it.
 a interesting b enjoy c keen d interested
- 19 The _____ of people in Egypt have brown eyes.
 a most b main c many d majority
- 20 For Egypt, reaching the World Cup Finals in Russia is the _____ of the year.
 a highlight b highline c high power d high-level

4 Rewrite the following sentences using the word(s) in brackets, to give the same meaning:

- 1 I have never read a more interesting book than this. (ever)
I don't think I have ever read a more interesting book than this.
- 2 All of the ingredients in this cake are natural. (artificial)
None of the ingredients in this cake are artificial.
- 3 Radwa drew a lot of pictures when she was young, but she doesn't now. (used to)
Radwa used to draw a lot of pictures when she was younger, but she doesn't now.
- 4 I think that the writer's second book is more interesting than his first. (less)
I think the writer's first book is less interesting than his second.
- 5 Nawal is a very careful driver. (carefully)
Nawal drives very carefully.
- 6 When we arrived at the station, the train wasn't there. (already)
When we arrived at the station, the train had left.
- 7 "Do you like sport, Omar?" (I asked)
I asked Omar if/whether he liked sport.
- 8 Rami didn't see Magdi because he didn't go to the sports club yesterday. (if)
If Rami had gone to the sports club yesterday, he would have seen Magdi.
- 9 I met a lot of friends during my stay in Alexandria. (while)
I met a lot of friends while I stayed in Alexandria.
- 10 Is it necessary for Amal to attend the meeting? (Does)
Does Amal have to attend the meeting?

5 Find and correct the mistakes in the following sentences:

- 1 A lot of young people are now loading music from the internet.
*A lot of young people are now **downloading** music from the internet.*
- 2 Most scientists agree that we will run out to oil at some time in the future.
*Most scientists agree that we will run out **of** oil at some time in the future.*
- 3 A good teacher is someone who is calm and understand.
*A good teacher is someone who is calm and **understanding**.*
- 4 I always email my cousins in England because I don't want to loose touch with them.
*I always email my cousins in England because I don't want to **lose** touch with them.*
- 5 Do you think that we could to ban cars from our cities?
*Do you think that we could **ban** cars from our cities?*
- 6 To walk into the market, we saw that it was very busy.
***Walking** into the market, we saw that it was very busy.*
- 7 You don't have to go in that building! It's old and very dangerous.
*You **mustn't** go in that building! It's old and very dangerous.*
- 8 You can drive my car unless you are careful.
*You can drive my car **as long as** / **provided that** / **on condition that** you are careful.*
- 9 Noha asked me did I do my homework on Saturday.
*Noha asked me **if I had done** my homework on Saturday.*
- 10 That boy mustn't be Egyptian. He doesn't speak Arabic.
*That boy **can't** be Egyptian. He doesn't speak Arabic.*

C Reading Comprehension

6 Read the following passage, then answer the questions:

There are probably hundreds of ancient *tombs* under Egypt's desert. Today, new technology is helping archaeologists to find more and more of them. In 2018, one of these tombs was found close to the Pyramids of Giza. It is believed to be the tomb of a woman called Hetpet.

The tomb's walls, which are made of mud, have beautiful paintings on them. Some of these show Hetpet watching people hunt animals and fishing. There is also a picture of a monkey which is dancing to music.

It is thought that Hetpet was an important woman at the time of the Pharaohs in around 2400 BCE. It is not the first time that archaeologists have learned about Hetpet. In 1909, objects that belonged to Hetpet were found in the same area and were taken to a museum in Germany. Archaeologists hope that they will find more of Hetpet's possessions at some time in the future.

1 Why are archaeologists finding more ancient tombs now?

They are finding more tombs because technology is helping them.

2 Who was Hetpet?

She was an important woman at the time of the Pharaohs in around 2400 BCE.

3 How do we know that the ancient Egyptians kept animals?

Because the pictures on the wall show a monkey which is dancing to music.

4 Do you think that we will learn more about Hetpet in the future? Why/Why not?

Suggested: Yes, because archaeologists are finding more tombs under the desert and they hope that they will find more of Hetpet's possessions in the future.

5 What do you think the word *tomb* means?

5 What do you think the word *tomb* means?

a a place where a person is put after they die

b a cave

c an ancient river

d a kind of plant

6 What does the underlined word these refer to?

a tombs

b the tomb's walls

c the tomb's paintings

d pyramids

D Writing

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

a a review of a poem or a story that you have enjoyed

b why tourism is important for Egypt

Students' own answers

E Translation

8 Translate into Arabic:

1 Global warming is one of the most serious issues we face nowadays.

يُعدّ الاحتباس الحراري أحد أكثر المواضيع أهمية / خطورة التي نواجهها هذه الأيام.

2 Team work is the key to achieving great progress in different fields.

العمل الجماعي مفتاح تحقيق تقدم عظيم في مختلف المجالات.

Translate into English:

1 - لقد أجرى الدكتور مجدي يعقوب الكثير من جراحات القلب الناجحة.

Doctor / Professor Magdy/Magdi Yaqoub has conducted many successful heart surgeries.

2

- علينا أن نشجّع السياحة الجماعية لكي نزيد من الدخل القومي.

We must support group tourism in order to increase the national income.

UNIT 1

WRITERS AND STORIES

SB pages 1-5

WB pages 1-4



UNIT 1

Writers and stories

OBJECTIVES

- Listening** Listening for gist, for detail and to interpret meaning
- Grammar** Past simple, past continuous and past perfect
- Reading** Reading for specific information
- Critical thinking** Understanding the importance of literature and education
- Functions** Expressing opinions
- Writing** Writing a summary

Listening

1 Discuss this question in pairs.
Which forms of literature do you enjoy most: poems, novels, short stories, science fiction, adventure stories or something else? Why?

2 **FOCUS ON VOCABULARY**
Check the meanings of these words in your dictionary.
average (n) confused insist
midday poetry old-fashioned
routine (n)

3 Listen to an interview with a writer and answer the questions.
a What did the speaker write when he was at university? *He wrote short stories.*
b How many words a day does he try to write?
c Who does the writer ask for opinions about his books?

4 Listen again. Are these sentences **True or False?** Correct the false sentences.
a When he was seven years old, the writer won first prize in a poetry competition. *False. He won the second prize.*
b When he was a student, he could usually finish a short story in two or three weeks.
c He used to write short stories, but he doesn't now.
d Every day, the writer writes from three o'clock in the afternoon until nine o'clock at night.
e The writer doesn't use a computer for writing.
f Last year, the writer changed a story because his friends didn't like the beginning.

5 Guess the meaning of the red words from the listening text.
a My **secretary** types it onto the computer.
b My **publisher** insists that I send everything as an email **attachment**.

6 Would you prefer to write a story with a pen, a pencil or on a computer? Why?

WORKBOOK PAGE 1

Objectives

Listening

Listening for gist, for detail and to interpret meaning

Grammar

Past simple, past continuous and past perfect

Reading

Reading for specific information

Critical thinking

Understanding the importance of literature and education

Functions

Expressing opinions

Writing

A summary

LESSON 1

SB page 1

WB page 1

Before using the book:

- This unit is all about types of writing. There has been a massive increase in the types of writing that we see now. Traditionally there were books, magazines, articles, letters, notes and reports; but now we also have

emails, web pages, tweets, etc.

- Put the students into groups and ask them to think of as many different types of writing they can. They can look at the pictures to get some ideas (newspapers, novels, magazines, notes).
- Ask some students to read out their lists and encourage other students to add more ideas.

Listening

1 Discuss this question in pairs.

- Put the students into pairs and ask them to discuss the question.
- Invite some students to report their answers to the class.

2 Check the meanings of these words in your dictionary.

- Write the words from the box on the board.
- Say the words and ask different students to come to the board to underline the stressed syllable in each word.
- Say the words aloud and ask the students to repeat them.
- Now tell the students to look up the meanings of the words in their dictionaries.

Answers:

<i>average</i>	the amount you get by adding several quantities together and then dividing them by the number of quantities
<i>confused</i>	unable to understand something clearly
<i>insist</i>	demand that something should be done
<i>midday</i>	twelve o'clock in the middle of the day
<i>poetry</i>	poems in general
<i>old-fashioned</i>	not modern and not fashionable any more
<i>routine</i>	a usual way in which you do things

3 Listen to an interview with a writer and answer the questions.

- Tell the students they are going to listen to an interview with a writer. Tell them to read through the questions before they listen.
- Play the recording or read from the tapescript and tell the students to listen carefully and note down the answers to the questions. Play the recording again if necessary.
- Check answers as a class.

Answers:

- He writes one thousand words
- He asks two or three good friends.

TAPESCRIPT

Interviewer: When did you start writing?
Writer: I first wrote stories and poems when I was at primary school.

Interviewer: What was the first thing you wrote?
Writer: When I was seven, I wrote a poem which won second prize in a national competition for school children.

Interviewer: When did you start writing stories?
Writer: When I was at university I wrote short stories for a student magazine. My head was always full of ideas. While I was finishing one story, I was planning the next one.

Interviewer: Didn't you get confused?
Writer: Not really. I used to write very quickly. I finished most short stories in two or three days. As soon as I had finished one story, I started the next one.

Interviewer: Do you still write like that?
Writer: No, I don't write short stories now. Now, I only write novels they take much longer.

Interviewer: So how do you write now? Do you have a fixed routine?
Writer: Yes. I write from nine in the morning till three in the afternoon, with a ten minute break for coffee at midday.

Interviewer: Do you use a computer?
Writer: No, I'm old fashioned – I use a pencil and paper. I used a computer for a few weeks, but it gave me a headache. So first I write something by hand, then my secretary types it onto the computer. My publisher insists that I send everything as an email attachment.

Interviewer: How many words do you write usually?
Writer: I write one thousand new words a day for a week. Then I spend two or three days checking the week's work until I'm completely happy. I'd changed my last novel six times before I was happy with it.

Interviewer: Do you show other people?
Writer: No, not until a novel's almost finished. Then I give it to two or three good friends and ask them for their opinions.

Interviewer: Do they ever tell you they don't like what you've written?
Writer: Yes! Last year both of the people who read one of my books said they didn't like how my story ended. So I changed it.

Interviewer: What did you think of the ending of your last story?
Writer: When I finished it, I thought it was my best ending yet!

Interviewer: That's very interesting. Thank you for talking to me.
Writer: You're welcome.

Writers and stories

UNIT 1

1 Match to make phrases using the new words 1-6.

- a send an email 1 routine
- b write 2 attachment
- c have a 3 publisher
- d work for a 4 old-fashioned
- e look 5 midday
- f have lunch at 6 poetry



2 Complete these sentences with the correct form of the words from Exercise 1.

- a Early black and white photos show people in old-fashioned clothes.
- b The sun is at its strongest at _____.
- c I don't really have a _____ during the holidays.
- d My friend won a prize in a _____ competition.
- e I sent an email with two _____. They were photos of my friends.
- f That author's books are very successful, so I think that he will easily find a _____ for his next book.



3 Use your dictionary to answer these questions.

- a The noun is an *attachment*. What is the verb? attach
- b The adjective is *confused*. What is the verb? _____ What is the noun? _____
- c The person is a *publisher*. What is the verb? _____
- d *Midday* is twelve o'clock in the day. What is twelve o'clock at night? _____
- e The noun is *secretary*. What is the adjective? _____
- f The verb is *insist*. What is the adjective? _____
- g What is the opposite of *old-fashioned*? _____



1

- d False. He writes from nine in the morning until three in the afternoon.
- e True.
- f False. They didn't like the end of the story.

5 Guess the meaning of the red words from the listening text.

- 1 Ask the students to read the two sentences in pairs and to discuss the meaning of the words in red. Tell them to guess if they are not sure.
- 2 Check answers as a class.

Answers: _____

- a *secretary* someone whose job is to type letters, arrange meetings, answer telephone calls, etc. in an office
- b *publisher* a person or company that produces books, magazines, etc., and makes them available for people to buy
- attachment* something you attach to/send with an email

6 Would you prefer to write a story with a pen, a pencil or on a computer? Why?

- 1 Tell them to suggest reasons for their answer and note their answers on the board.

Answers: _____

Students' own answers

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

- 1 Ask the students to read through the sentences.
- 2 Explain that you are going to play the recording again and they must decide if each sentence is true or false. They should correct false sentences
- 3 Play the recording and give the students enough time to make their choices.
- 4 Check answers as a class.

Answers: _____

- b True.
- c True.

WORKBOOK

page 1

1 Match to make phrases using the new words 1-6.

- 1 Explain that they must match words from the first column with the words from the second column to make complete phrases.
- 2 Check answers as a class.

Answers: _____

- b 6 c 1 d 3 e 4 f 5

2 Complete these sentences with the correct form of the words from Exercise 1.

- 1 Tell the students that they must use words from Exercise 1 to complete the sentences.
- 2 Check answers as a class.

Answers: _____
 b midday c routine d poetry
 e attachments f publisher

3 Use your dictionary to answer these questions.

- 1 Tell the students to read through the questions. Explain that they will need to use their dictionaries to find the answers.
- 2 Put the students into pairs to compare their answers.
- 3 Check answers as a class.

Answers: _____
 b confuse / confusion c publish
 d midnight e secretarial
 f insistent g modern/fashionable

LESSON 2

SB page 2 WB page 2

Grammar

Past simple, past continuous and past perfect

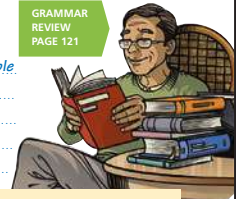
1 Underline all the verbs in these sentences from the listening text. Which tense is each sentence?

- 1 Tell the students to look at the sentences 1–5. Explain that they are all from the listening text in Lesson 1.
- 2 Now go through the instructions with the students. Make sure they understand that they must underline all the verbs and then write the name of the verb form.
- 3 Go through the answers with the class. You can refer them to the information in Focus on grammar if necessary.

UNIT 1

Grammar Past simple, past continuous and past perfect

GRAMMAR REVIEW PAGE 121



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

- 1 I first wrote stories and poems when I was at primary school. *Past simple*
- 2 When I was seven, I wrote a poem which won a prize.
- 3 While I was finishing one story, I was planning the next one.
- 4 As soon as I'd finished a story, I started the next one.
- 5 I'd changed my last novel six times before I was happy with it.

2 What is the meaning of when in the following two sentences? Discuss in pairs.

- a I sat down and did my work **when** I had opened the windows.
- b I returned home **when** Mother was preparing lunch.

FOCUS ON GRAMMAR

Past simple, past continuous and past perfect

- We use the **past simple** to refer to actions which started and finished in the past, often with a time or date:
She **visited** London in 2010.
I **was** in Alexandria a month ago.
- We can also use the past simple to refer to one event followed by another in the past:
When he **had** an idea, he **wrote** a short story.
- We also use the past simple to describe past habits:
I **always ate** breakfast before I went to school.
- We use the **past continuous** to talk about an action that happened at a particular time:
Tarek **was eating** dinner at noon yesterday.
- We also use the past continuous to refer to an action or actions which happened for a length of time in the past. In the past continuous, *as* and *when* mean *while*:
While / As / When I **was doing** my homework, my sister **was helping** my mother.
- We often use the past continuous to talk about an action that was interrupted by an event in the past:
I **was reading** a book when my friend arrived.
- We do not usually use the past continuous with verbs that describe states or senses. We use the past simple:
She **seemed** ill when I visited her.
While I **was** at home, a man knocked on the door and asked for help.
- We use the **past perfect** to talk about the earlier of two actions in the past. The later action is in the past simple:
I **had finished** my work before I took a break.
We weren't hungry because we **had** already **eaten**.
I didn't return home until I **had finished** my work.
When I reached the station, the train **had left**.
I missed it!
When I **had reached** the station, the train left.
I caught it.

3 Complete these sentences with the correct past form of the verbs in brackets.

- a A famous writer wrote (write) this book a year ago.
- b I (read) a book when you (phone) me last night.
- c We (live) near a supermarket before we moved to this house.
- d She (give) it to me while I (read) the newspaper.
- e I (not read) any of his books before I read this one.

4 Choose the correct verbs to complete these sentences.

- a I didn't answer the phone because I **was praying** / **had prayed**.
- b I **telephoned** / **had telephoned** the police after I **was seeing** / **had seen** the accident.
- c By the time Nada arrived, we **were having** / **had had** lunch, so there was nothing for her to eat.
- d I **have** / **had** just finished doing the exercise when my father returned home.
- e While I **playing** / **was playing** football, I fell and broke my leg.

WORKBOOK PAGE 2

2

Answers: _____

- 2 When I was seven, I wrote a poem which won a prize. *Past simple*
- 3 While I was finishing one story, I was planning the next one. *Past continuous*
- 4 As soon as I'd finished a story, I started the next one. *Past perfect / past simple*
- 5 I'd changed my last novel six times before I was happy with it. *Past perfect / past simple*

2 What is the meaning of when in the following two sentences? Discuss in pairs.

- 1 Give students a few minutes to discuss the question in pairs.
- 2 Check answers as a class.

UNIT
1

1 Choose the correct verb.

- a I once used to read / was reading the newspaper every day. Now I don't have the time.
- b As soon as we arrived at school, the first lesson **had begun/began**.
- c **I've already seen** / **I'd already seen** the film before I read the book.
- d What **did you do/were you doing** when I called you? You sounded very busy.
- e **I'd had/I had** my own computer for three years before anything went wrong with it.
- f While she **was doing/is doing** her homework, my sister was listening to music.

2 Find and correct the mistake in each sentence. (One sentence is correct.)

- a I've ~~been~~ to the museum in 2015. went
- b In 2010, my parents lived in a small flat in the city centre. _____
- c Yesterday evening, we revised for our English test when all the lights went out. _____
- d My mother made me a cake. It was tasting of lemons. _____
- e It was dark when we reached the beach because the sun went down. _____
- f After Mona had played the piano, she was helping her sister with her homework. _____



3 Answer these questions.

- a In what year did you start this school?

- b What did you do after leaving school yesterday?

- c What were you doing at eight o'clock yesterday evening?

- d What had you done before you had breakfast this morning?

- e What games did you use to play with your friends?

- f Who did you speak to before the start of this lesson?

Answers: _____

- a when = after
- b when = as / while

3 Complete these sentences with the correct past form of the verbs in brackets.

- 1 Tell the students to read through the gapped sentences carefully.
- 2 Explain that they must complete them using the correct past tense verb. They can do this individually or in pairs. Ask them to refer to the Focus on grammar box or the Grammar review if they need further help.
- 3 Check answers as a class.

Answers: _____

- b was reading / phoned
- c had lived/lived
- d gave / was reading
- e had not read

4 Choose the correct verbs to complete these sentences.

- 1 Tell the students to read through the sentences carefully. Explain that they must choose the correct past tense verb.
- 2 Check answers as a class.

Answers: _____

- b telephoned / had seen
- c had had
- d had
- e was playing

WORKBOOK page 2

1 Choose the correct verb.

- 1 Ask the students to read through the sentences. Explain that they must choose the correct verb form for each one.
- 2 Check answers as a class.

Answers: _____

- b had begun
- c I'd already seen
- d were you doing
- e I'd had
- f was doing

2 Find and correct the mistake in each sentence. (One sentence is correct.)

- 1 Tell the students to read through the sentences carefully. Explain that there is a mistake in each of the sentences except one. Tell them to cross out the mistake and write the correct answer.
- 2 Check answers as a class.

Answers: _____

- b correct
- c Yesterday evening, we **were revising** for our English test when all the lights went out.
- d My mother made be a cake. It **tasted** of lemons.
- e It was dark when we reached the beach because the sun **had gone** down.
- f After Mona played the piano, she **helped** her sister with her homework.

3 Answer these questions.

- 1 Give the students time to read through the questions and to think of their own answers. Encourage them to discuss these in pairs.
- 2 Go over their answers as a class. Accept all correct answers.

Students' own answers

LESSON 3

SB page 3

Reading

1 Check the meanings of these words in your dictionary.

- 1 Ask the students to look at the words in the box.
- 2 Explain that you are going to read out the words and they must mark the stress on each word by underlining the part of the word that has the stress.
- 3 Tell the students to look up the meanings of the words in their dictionaries.
- 4 Check answers as a class.

Answers: _____

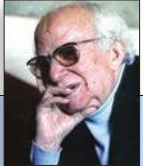
<u>believer</u>	someone who believes that a particular idea or thing is very good
<u>collection</u>	a set of similar things that you keep together
<u>custom</u>	something that people do because it is traditional
<u>disabled</u>	unable to use a part of the body in the way that most people do
<u>district</u>	an area of a city or country
<u>establish</u>	to give someone a respected position in society or in an organisation
<u>law</u>	the system of rules that people in a country or place must obey
<u>pioneer</u>	one of the first people to do something that other people will continue to develop
<u>style</u>	a way of doing something that is typical of a particular person, group or period

Reading

1 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

believer	collection	custom
disabled	district	establish
law	pioneer	style



Yehia Haqqi (1905–1992)

Yehia Haqqi was one of the **pioneers** of modern Egyptian literature. As well as being an important writer, he was an expert on Arab culture.

Yehia Haqqi was born in 1905 in the Sayyida Zeinab **district** of Cairo. He graduated in **law** and worked for a short time as a lawyer. In 1929, he began his career as a diplomat and he worked abroad for more than 20 years. The time he had spent in France, Italy, Turkey and Libya gave him experiences he later used in his writing.

At the same time as he was working, Haqqi was also writing stories. His first short story, published in 1925, **established** him as one of the greatest short story writers of the Arab world.

Haqqi always wanted to help poor and **disabled** people. In 1955, he wrote a **collection** of short stories about the poor and the disabled which won an important prize. One of his novels, *The Postman*, was made into a film. In 1992, he had to go to hospital after an earthquake in Cairo, but gave his bed to a poor person who he thought needed it more.

Haqqi wrote in a new way about Arab society and **customs** in the twentieth century. Haqqi was also interested in the Arabic language and he developed a new **style** of writing which is respected today.

As well as writing his own novels and stories, Haqqi also translated Russian, French, Italian and Turkish literature into Arabic. He was a very strong **believer** in the power of books and he supported many young Egyptian writers.

Haqqi died in 1992, but is still thought of as the father of the modern short story and the novel in Egypt.

2 Read this article about Yehia Haqqi quickly and answer the questions.

- What subject did Haqqi study at university?
He studied law.
- Which countries did Haqqi work in as a diplomat?
- Who did he want to help?
- For which collection of stories did Haqqi win an important prize?

3 Read the article again and choose the correct answers.

- What did Yehia Haqqi write?
A plays B poetry
C fiction D political reports
- What was Yehia Haqqi's main job?
A a lawyer B a diplomat
C a politician D a writer
- When did he start to write?
A While he was working.
B After he had retired.
C Before he started work.
D While he was a student.
- Why is Yehia Haqqi's writing still important today?
A He created a new style of writing.
B It was translated into many languages.
C He translated European literature into Arabic.
D He was an excellent diplomat.

4 Discuss this question in pairs.
How do you think Haqqi's training as a diplomat affected how he wrote?

2 Read this article about Yehia Haqqi quickly and answer the questions.

- 1 Ask the students if they know who Yehia Haqqi is. Write their ideas on the board.
- 2 Tell the students to read the article quickly. When they have finished, ask them to close their books.
- 3 Ask them what they know now and write their ideas on the board.
- 4 Tell them to open their books and answer the questions in pairs.
- 5 Check answers as a class.

Answers: _____

b He worked as a diplomat in France, Italy, Turkey

Critical thinking

1 Answer the following questions.

- a What did Yehia Haqqi know a lot about?
He knew a lot about Arab culture.
- b What did he do after an earthquake?
- c Which of his stories was made into a film?
- d How do you think that Haqqi's work as a lawyer helped him to be a writer?
- e Why do you think that Haqqi was interested in helping young Egyptian writers?

2 Read this quotation from the article and discuss the questions.

Haqqi always wanted to help poor and disabled people. In 1955, he wrote a collection of short stories about the poor and the disabled which won an important prize. One of his novels, *The Postman*, was made into a film. In 1992, he had to go to hospital after an earthquake in Cairo, but gave his bed to a poor person who he thought needed it more.

- a Why did Yehia Haqqi give up his bed to a poor person?
- b Why is it important to always help poor and disabled people?

3 Discuss this question in pairs.

In what ways does reading literature improve your education? Think of the following.

- language and vocabulary
- your own experiences
- other people's experiences
- different cultures
- unusual or different situations



SKILLS FOR LIFE

In order to think critically, you must first know a lot of facts. Read as many books as you can. You can learn a lot from both fiction and non-fiction.

4 FOCUS ON MAKE AND DO

- 1 We usually use *make* to talk about producing, creating or building something new:
*The computer **made** a noise.*
*My uncle is **making** a new table.*
*He's going to **make** a speech.*
- 2 We usually use *do* to talk about work, a task or activities:
*I always **do** my homework.*
*She **did** well in the exam.*
*We **did** a class survey today.*
- 3 Complete these sentences with the correct form of *make* or *do*. Check in a dictionary.
 - a Have you **made** any arrangements for the holidays?
 - b I can't come out because I've got to the washing up.
 - c You have two mistakes in the test.
 - d Ali a good job when he that new table.

WORKBOOK PAGE 3



Answers: _____

- b B c A d A

4 Discuss this question in pairs.

- 1 Tell the students to look at the question and write down a few notes for the answer.
- 2 Invite some students to share their answers with the class. Write their ideas on the board.

Students' own answers

LESSON 4

SB page 4 WB page 3

Critical thinking

1 Answer the following questions.

- 1 Tell the students to read through the questions carefully before trying to answer them.
- 2 You may want to ask them to reread the text about Yehia Haqqi on page 3.
- 3 Put them in pairs to compare their answers.
- 4 Check answers as a class.

Answers: _____

- b He gave his hospital bed to a poor person.
- c *The Postman*

Suggested:

- d He probably met many different people and experienced many different and interesting things in his work, which he could use in his stories.
- e He was a kind man who wanted to help people like himself.

and Libya.

- c He wanted to help poor and disabled people and young writers.
- d He won a prize for a collection of short stories about the poor and disabled.

3 Read the article again and choose the correct answers.

- 1 Tell the students to read through the questions carefully.
- 2 Explain that they will need to look through the text again to find the correct answers.
- 3 Check answers as a class.

2 Read this quotation from the article and discuss the questions.

- 1 Ask the students to read the quotation.
- 2 Put them into pairs and ask them to read the questions and discuss them together.
- 3 Invite some pairs to share their answers with the class.
- 4 Check answers as a class.

Answers: _____

- a Because he thought the poor person needed it more.
- b Because they need help more than other people.

3 Discuss this question in pairs.

- 1 Tell the students to look at the pictures and say what they are (*Russian, Turkish, Italian and French dictionaries*). Ask them how they are related to Yehia Haqqi (*he translated literature from other countries into Arabic*).
- 2 Discuss with the class how reading literature is good for many reasons.
- 3 Tell the students to read the question and look at the different areas in the box such as language, experiences, etc.
- 4 Put the students into pairs to discuss the question. They should try and think of one or two answers for each area in the box.
- 5 Now ask some pairs to share their answers with the class.

Suggested answers: _____

Reading literature improves my education by introducing me to rich new language and vocabulary. It can make me think about my own experiences and also describe new and exciting experiences which I may not have. Reading literature introduces me to other people's experiences and cultures, both of which might be very different from my own. This can help me to become more tolerant towards others. Through literature, I can explore unusual or different cultures and situations and better understand my own.

Skills for life

Read the Skills for life box as a class. Encourage the students to read books outside school.

4 Focus on make and do

- 1 Read the first two points as a class. Ask students if they can think of any other collocations that use *make* or *do* (for example *make time, do judo*).

UNIT
1

1 Complete the puzzle to find a word.

- a someone who can't use part of their body is this
- b things that people do because they are traditional
- c system of rules that people must obey
- d a way of writing that is typical of a person or group
- e one of the first people to do something that others will continue
- f an area of a town or city

The word in the boxes is _____

2 Complete these sentences with words from Exercise 1.

- a I really enjoyed this book. It is written in a very simple style.
- b Yehia Haqqi came from a poor _____ of Cairo.
- c My brother wants to be a lawyer when he graduates, so he's studying _____ at university.
- d Magdi Yacoub was one of the first heart transplant _____s.
- e In my grandfather's village, they still follow the same traditional _____ that he used to follow when he was a boy.
- f Ali's cousin is _____ and cannot walk very well.

3 Use your dictionary to complete these sentences with the correct form of the words in brackets.


- a My sister loves clothes and buys very fashionable dresses. (*fashion*)
- b His first job was as a _____ . (*law*)
- c A _____ is someone who produces books, newspapers or magazines. (*publish*)
- d My parents gave me a _____ of modern short stories for my birthday. (*collect*)
- e Yehia Haqqi was an important twentieth-century _____. (*write*)
- f My mother has a _____ that children learn best by playing games. (*believe*)
- g Although Nawal has a _____, she is very good at sports. (*disabled*)

4 Complete the table.

a good job a noise a mistake a speech a survey

an arrangement the housework well

make	do
<u>a noise</u>	
_____	_____
_____	_____
_____	_____



3

- 2 Ask students to complete part 3 in pairs. They can use a dictionary if necessary.
- 3 Check answers as a class.

Answers: _____

- b do c made d did / made

1 Complete the puzzle to find a word.

- 1 Tell the students to read through the definitions and write the correct words in the puzzle.
- 2 Put the students into pairs to compare their answers.
- 3 Check answers as a class.

Communication skills Expressing opinions

UNIT 1

1 In pairs, can you match the writers below with the jobs they also did during their lives? Listen and check your answers.

- | | |
|----------------------|--|
| a Yehia Haqqi | 1 <input type="checkbox"/> journalist |
| b Jonathan Swift | 2 <input type="checkbox"/> lawyer |
| c Daniel Keyes | 3 <input type="checkbox"/> sailor |
| d William Golding | 4 <input type="checkbox"/> politician |
| e Herman Melville | 5 <input type="checkbox"/> doctor |
| f Rider Haggard | 6 <input checked="" type="checkbox"/> diplomat |
| g Arthur Conan Doyle | 7 <input type="checkbox"/> editor |
| h Charles Dickens | 8 <input type="checkbox"/> teacher |



2 Discuss these questions in pairs. Use expressions from Focus on functions.

- How do you think that a person's job could help them write a story?
- Do you think that some of these jobs would help a writer more than others? Why / Why not?
- What other experiences in people's lives might help them to write a good story?

FOCUS ON FUNCTIONS

Expressing opinions

- I think / don't think that ...
- In my opinion, ...
- I'd say that ...
- As far as I'm concerned, ...

3 Discuss the following in pairs.

- Do you think that people should only ever do one job? Or is it useful to do more than one job in your career?
- Can you think of other jobs that would help someone be the following? Say why.

- a teacher
- a politician
- a policeman / policewoman
- coach of a sports team
- a hotel manager



4 Research the following about a writer

- Find out about one of the writers in Exercise 1 (or another famous writer). Find out:
- how long they did their first job or jobs
 - how these jobs helped them

WORKBOOK PAGE 4



5

Answers: _____

- a disabled b customs c law d style
e pioneer g district

The word in the boxes is *establish*

2 Complete these sentences with words from Exercise 1.

- Explain that the students must use the words from the puzzle to complete the sentences.
- Check answers as a class.

Answers: _____

- b district c law d pioneer e customs
f disabled

3 Use your dictionary to complete these sentences with the correct form of the words in brackets.

- Ask the students to use the correct form of the words in brackets to complete the sentences. and use their dictionaries if they need help.
- Check answers as a class.

Answers: _____

- b lawyer c publisher d collection
e writer f belief g disability

4 Complete the table.

- Ask the students to tell you as many collocations as they can using the verbs *make* and *do*. Write their ideas on the board.
- Now ask them to do Exercise 4 in pairs.
- Check answers as a class. Were there any collocations on the board that are not in this activity?

Answers: _____

make: a noise, a mistake, a speech, an arrangement

do: a good job, a survey, the housework, well

LESSON 5

SB page 5

WB page 4

Communication skills

1 In pairs, can you match the writers below with the jobs they also did during their lives? Listen and check your answers.

- The exercise presents the students with two lists: one of the names of writers and the other of the jobs they did. Make sure that the students understand all the jobs. If they have difficulty, they can check in a dictionary.
- Tell the students to match each writer with a job. They can guess if they don't know the answer.
- Play the recording or read the tapescript. Students can listen and check their answers.

Answers: _____

b 4 c 7 d 8 e 3
f 2 g 5 h 1

TAPESCRIPT

- a *Yehia Haqqi was a diplomat.*
- b *Jonathan Swift was a politician.*
- c *Daniel Keyes was an editor.*
- d *William Golding was a teacher.*
- e *Herman Melville was a sailor.*
- f *Rider Haggard was a lawyer.*
- g *Arthur Conan Doyle was a doctor.*
- h *Charles Dickens was a journalist.*

2 Discuss these questions in pairs. Use expressions from Focus on functions.

- 1 Tell the students to discuss the questions in pairs. Encourage them to use the language from Focus on functions to give their opinions. You may want to do an example with one of the pairs to demonstrate the idea.
- 2 Continue the discussion with the whole class.

Suggested answers: _____

- a Jobs can give writers experiences that they can use in their writing.
- b Interesting jobs, such as being a politician or a doctor, may give them more experiences to write about than a quieter job, such as a secretary.
- c Their ability to watch or help other people, their experience with children or old people, travelling, a good education and so on.

3 Discuss the following in pairs.

- 1 Put the students into pairs. Tell them to read through the questions and think about their answers.
- 2 Ask some pairs to share their answers with the class.

Suggested answers: _____

- a In the modern world, most people do more than one job in their working career. It can be useful to do more than one job in your career because you can have new experiences and learn new things. What you learn in one job can be useful in the next job.
- b Someone who has worked as a scientist would make a good science teacher.
Lawyers would perhaps make good politicians because they know the law well.

A person who has been a soldier would make a good policeman or policewoman.

A person who has been a sports player would make a good manager of a sports team.

Someone who has worked as a travel agent or tour guide would make a good hotel manager.

4 Research the following about a writer.

- 1 Tell the students to carry out this research in class or for homework. Suggest that they find photographs too if possible.
- 2 They can report back on what they found in the next lesson.

1 Finish the following dialogue.

Amal and Maysa are talking at home.

Amal a What were you doing at six o'clock yesterday evening?

Maysa I was reading a novel at six o'clock yesterday evening.

Amal What do you think of modern novels?

Maysa b _____

Amal I agree, I think classic stories are better too. What do you think of short stories?

Maysa c _____

Amal I don't agree. I think they can be as exciting as longer novels.

2 Plan a two-paragraph summary of the things you discussed in the Student's Book, page 5.

Paragraph 1 (Make a note of jobs that can help writers with their stories. Note the other things that can help writers with their work.)

Paragraph 2 (How can doing a job help you succeed in a different career? Give some examples.)

3 Write your summary in 100–125 words in your notebook.

a Write your first draft quickly. Follow the notes you made in your plan.

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 summary.

c I think that the best thing about short stories is that things happen quickly so they are exciting.

2 Plan a two-paragraph summary of the things you discussed in the Student's Book, page 5.

1 For paragraph one, tell the students to write a list of jobs that can help the students to become good writers. For paragraph two, tell the students to write notes, with examples, about how different jobs can help a writer to succeed.

2 Ask the students to compare their notes in pairs.

3 Write your summary 100-125 words.

1 Tell the students to use their notes to write a summary. Remind students that summaries should include the most important points only,

2 Ask them to check any spellings they are unsure of in their dictionaries. Tell them to correct any mistakes and then rewrite the essay, making any necessary corrections.

3 Put the students into groups. Tell them to pass their texts around so that all the students read all the texts from their group. Ask each group to choose one text to be read out to the whole class.

4 Tell the student with the chosen text from each group to stand up and read out their text.

**1 Finish the following dialogue.**

- 1 Read out the first line of the first dialogue, and check if the students understand the task.
- 2 Tell the students to complete the two conversations, then compare answers with a partner.
- 3 Check answers; invite different pairs to read out the completed conversations.

Suggested answers: _____

- a (Any appropriate answer)
- b I think they help us explore different cultures.

Assessment

Listening Task

Target element: revise the listening activity and vocabulary from the unit

Write the sentences below on the board. Ask the students to read the sentences and then to listen to the recording. Explain that there is one mistake in each sentence. Students need to listen and correct the mistake. You may need to play the recording several times. When they have completed the exercise, go through the answers with the class. (The answers are given below in brackets.)

- 1 I first wrote stories and books when I was at primary school. (~~books~~ poems)
- 2 No, I don't write poems now. (~~poems~~ short stories)
- 3 Do you use a pencil and paper? (~~pencil and paper~~ computer)
- 4 I'd changed my last book six times before I was happy with it. (~~book~~ novel)

Speaking Task

Target element: discuss what things can be learnt from different jobs and revise vocabulary

On the board, write the following list of jobs. If the students don't know any of the words, they can look them up in a dictionary:

aid worker lawyer doctor factory worker policeman/policewoman politician

Put the students into groups and ask them to discuss the things a writer can learn from each of these jobs and how it might help them with their writing.

Example:

Student: *It would be interesting to be an aid worker. You can learn about ordinary people and their problems. You could use their experiences in your writing.*

Reading Task

Target element: revise the main text from the unit

Tell the students to reread the text on page 3 of the Student's Book. Write the gapped sentences below on the board and then put the students into pairs. Tell them to close their books and to complete the sentences. (The answers are given below in brackets.)

- 1 Yehia Haqqi was an expert on ... (Arab culture.)
- 2 He worked abroad for more ... (than twenty years.)
- 3 Haqqi always wanted to help ... (poor and disabled people.)
- 4 Another of his stories, The Postman, was made ... (into a film.)
- 5 Haqqi also translated Russian, French, Italian and Turkish literature ... (into Arabic.)

Now tell the students to open their books and check their answers.

Writing task

Target element: revise key vocabulary and language from the unit

Ask the students to choose one job that they think is very interesting and that helps people to learn about life. Tell them to make notes about what people can learn from the job. Now tell them to write a few sentences about the job and to say what things a person could learn from it. Ask some students to read out their texts to the whole class.

UNIT 2


ABDEL-TAWAB YOUSSEF: MY FATHER, AN EGYPTIAN TEACHER

SB pages 6-10

WB pages 5-8

UNIT 2 Abdel-Tawab Youssef: *My Father, An Egyptian Teacher*

OBJECTIVES **Listening** Listening for specific information; listening for detail
Grammar Present perfect
Reading Reading for gist; reading for specific information
Critical thinking Understanding the importance of teaching
Functions Asking for and giving advice
Writing An email giving advice



Listening

1 Discuss these questions in pairs.

- How many authors of children's books can you name?
- Who was your favourite author of children's books when you were younger? Why?

2 **FOCUS ON VOCABULARY**

Check the meanings of these words in your dictionary.

association cultural
ministry political science

3 Listen to a talk about the writer Abdel-Tawab Youssef. What happened on these dates?

- 1928 *Abdel-Tawab Youssef was born.*
- 1950
- 1956
- 1975
- 1985
- 2015

4 Guess the meaning of the red words from the listening text.

- He **lectured** at the University of Ohio in the United States about writing for children and the **importance** of Arabic literature.
- His books have **influenced** children for many years.

5 Listen again and choose the correct answers.

- The interviewer has just **spoken to / read a book by** Abdel-Tawab Youssef.
- Abdel-Tawab Youssef studied **political science / literature** at Cairo University.
- His father died when he was working for the Egyptian Ministry of **Education / Culture**.
- He wanted to live in Cairo so that he could send his sisters **some money / to school**.
- He travelled to many countries to study children's **schools / culture**.
- He first started writing for **radio / magazines** and television.
- His books are famous **only in Egypt / in many countries**.

6 **FOCUS ON SAYING YEARS**

When we say the name of a year, we usually divide it into two parts. For example, 1908 = *nineteen oh-eight*, 2015 = *two thousand and fifteen* or *twenty fifteen*. Now say these years:

- 2018
- 1805
- 1666
- 1998

6

WORKBOOK PAGE 5

Objectives

Listening

Listening for specific information; listening for detail

Grammar

Present perfect

Reading

Reading for gist; reading for specific information

Critical thinking

Understanding the importance of teaching

Functions

Asking for and giving advice

Writing

An email giving advice

LESSON 1

SB page 6

WB page 5

Before using the book:

- Ask the students to think about the job of a teacher and how their teachers have helped them in the past. Put students into pairs or small groups to discuss the importance of their teachers to them.

- Ask students to share their ideas with the class.
- Explain that in Unit 2, they will be looking at the life of one teacher.

Listening

1 Discuss these questions in pairs.

- Put the students into pairs and ask them to discuss the questions.
- Discuss as a class.

2 Check the meanings of these words in your dictionary.

- Write the words from the box on the board.
- Say the words and ask different students to underline the stressed syllable in each word.
- Say the words aloud and ask the students to repeat them.
- Now tell the students to look up the meanings of the words in their dictionary.

Answers:

<i>association</i>	an organisation for people with the same interests, or who do the same kind of work
<i>cultural</i>	relating to art, music, literature etc.
<i>ministry</i>	a government department
<i>political science</i>	the study of the ideas and activities that are concerned with how a country is governed

3 Listen to a talk about the writer Abdel-Tawab Youssef. What happened on these dates?

- Ask the students if they have read any books by Abdel-Tawab Youssef. Spend a few minutes talking about the books that they know.
- Explain that they are going to hear a talk about the writer. Students listen to the recording and make a note of what happened on each date. Play the recording more than once if necessary.
- Check answers as a class.

Answers:

- 1950 He graduated from Cairo University
- 1956 He married Noaila Rashed
- 1975 He started writing children's stories for radio and television
- 1985 He lectured at the university of Ohio in the United States
- 2015 He died

TAPESCRIPT

Interviewer: Many people have grown up reading the books of Abdel-Tawab Youssef. In fact, I have just finished one of his books, called My Father, An Egyptian Teacher. With me today is Mrs Abdelaziz. She has written a book about why the writer became so successful. So, Mrs Abdelaziz, was Mr Youssef from Cairo?

Mrs Abdelaziz: No, he wasn't, although he lived a lot of his life there. Abdel-Tawab Youssef was born in 1928 in a small village near Beni Suef. When he was a child, he loved to read children's books and he also loved writing.

Interviewer: Did he go to university?

Mrs Abdelaziz: Yes, in 1945 he started studying political science at Cairo University. He graduated in 1950 and then worked for the Egyptian Ministry of Education, but six months later, his father died.

Interviewer: That must have been a difficult time for him.

Mrs Abdelaziz: That's right. He wanted to live in Cairo with his mother and his three younger sisters. His uncles did not think this was a good idea, but he wanted to earn enough money to send his sisters to school, which was unusual at that time.

Interviewer: When did he start writing children's books?

Mrs Abdelaziz: He didn't start for many years. Mr Youssef married Noaila Rashed in 1956 and they had three children. Mr Youssef set up the Children's Cultural Association in 1968 and he travelled to many countries to study children's culture, but he didn't start writing until 1975.

Interviewer: What happened then?

Mrs Abdelaziz: Well, in 1975, he started writing children's stories for radio and television. The stories were very successful and so he started to write novels, poems and plays, often about important events and people in the world. He won many awards for his writing.

Interviewer: Are his books only famous in Egypt?

Mrs Abdelaziz: No. Since he became famous in Egypt, people have translated his books into many languages, including English, French and Chinese. Abdel-Tawab Youssef travelled a lot too. In 1985, he lectured at the university of Ohio in the United States about writing for children and the importance of Arabic

Abdel-Tawab Youssef: My Father, an Egyptian Teacher

UNIT
2

1 Complete these sentences using the first letter of the missing words.

- a Mr Youssef set up an association to help children in 1968.
- b Ali's grandfather was a doctor and later worked for the m of health.
- c The teacher told us about the i of revising before exams.
- d The tourists went on a c tour of Egypt, visiting all the ancient sites.
- e My history teacher i my decision to become a teacher, too.
- f Mona's uncle is an expert on science and often l at the university.



2 The noun form of some adjectives ends in -nce. Use your dictionary to complete the table.

Adjective	Noun
<u>influential</u>	influence
important	_____
_____	confidence
different	_____
intelligent	_____

3 Complete the sentences with the correct form of the words from Exercise 2.

- a Shakespeare's plays have been very influential; many writers have used his stories.
- b The football team are playing with a lot of _____. I think they are going to win!
- c Don't lose those forms. They are very _____.
- d What is the _____ in meaning between *where* and *wear*?
- e You need a lot of _____ to be good at chess.



4 Write these years in words, then say them aloud to your partner.

- a 2020 Two thousand and twenty/Twenty twenty
- b 2007 _____
- c 1898 _____
- d 1266 _____

Interviewer: *literature. He died in 2015, aged 87. His books have influenced children for many years, and I'm sure children will continue to enjoy his books in the future. Thank you!*

4 Guess the meaning of the red words from the listening text.

- 1 Ask the students to do the task individually and compare their answers in pairs.
- 2 Check answers as a class. See if they can explain how they found their answers. For example, they may have worked out the meaning of *importance* because they know the word *important*.

Answers: _____

- a *lectured:* talked to a group of people about a subject
- importance:* the quality of being important
- b *influenced:* had an effect on the way someone or something develops or behaves

5 Listen again and choose the correct answers.

- 1 Ask students to read the sentences. Encourage them to choose the correct options before they listen again.
- 2 Play the recording or read the tapescript.
- 3 Check answers as a class.

Answers: _____

- b political science c Education
- d to school e culture
- f radio g in many countries

6 Focus on saying years

- 1 Ask a student to read the explanation.
- 2 Students work in pairs to say the years correctly.
- 3 Now ask different students around the class to say the dates. Check their pronunciation.

Answers: _____

- a two thousand and eighteen / twenty eighteen
- b eighteen oh-five
- c sixteen sixty-six
- d nineteen ninety-eight

5

WORKBOOK page 5

1 Complete these sentences using the first letter of the missing words.

- 1 Explain that students use the new words the Student's Book to complete the sentences.
- 2 Students can do the task individually or in pairs. If they work individually, they can compare answers with a partner.
- 3 Check answers as a class.

Answers: _____

- b ministry c importance d cultural e influenced
- f lectures

2 The noun form of some adjectives ends in-*nce*. Use your dictionary to complete the table.

- Students can work in pairs to complete the table. They can use their dictionaries if necessary.
- Check answers as a class.

Answers: _____

Adjective	Noun
influential	influence
important	importance
confident	confidence
different	difference
intelligent	intelligence

3 Complete the sentences with the correct form of the words from Exercise 2.

- Tell the students to use words from Exercise 2 to complete the sentences.
- Check answers as a class.

Answers: _____

- | | |
|--------------|----------------|
| b confidence | c important |
| d difference | e intelligence |

4 Write these years in words, then say them aloud to your partner.

- Give the students time to write the years in words.
- When they have finished, they can take it in turns to say the years aloud to their partners. Go round and monitor.
- Ask a few students to say the years to the class to check their answers.

Answers: _____

- two thousand and seven
- eighteen ninety-eight
- twelve sixty-six

Grammar Present perfect

GRAMMAR REVIEW PAGE 121

1 Underline the present perfect verbs in these sentences from the listening text.

- Many people have grown up reading the books of Abdel-Tawab Youssef.
- I have just finished one of his books, called My Father, An Egyptian Teacher.
- She has written a book about why the writer became so successful.
- Since he became famous in Egypt, people have translated his books into many languages.
- His books have influenced children for many years.

2 Choose the correct verbs to complete these sentences.

- It's two weeks since we last met / have met.
- This is the most interesting book I have never / ever read.
- Oh! I lost / have lost my passport. What should I do?
- Tamer had / has had a lot of health problems since he started living in that polluted city.
- Adel hasn't contacted me since he left / leaving Cairo.
- I have ever / never been to the zoo before.
- My cousin has lived / lived abroad since his childhood.
- Belal is not here. He has been / gone to the dentist's.

3 Complete this conversation with the simple past or present perfect form of the verbs in brackets.

- Kamal** Omar, **a** have you read (read) that book that my cousin recommended?
- Omar** Yes, I **b** (just finish) it. Have you read it?
- Kamal** I **c** (not finish) it yet. I **d** (start) reading it on Saturday but I **e** (be) busy since then.
- Omar** You have been very busy since you **f** (begin) working for that charity.
- Kamal** Yes. The people at the charity **g** (ask) me to work there three nights a week.
- Omar** **h** (you agree) to do that?
- Kamal** Yes, I have. I hope to have more time to read books at the weekend!

4 Find and correct the mistakes in the following sentences.

- Nothing like this has never happened to me. Nothing like this has ever happened to me.
- I didn't meet my pen friend yet.
- I haven't finished my work already.
- We haven't travelled by train since years.

FOCUS ON GRAMMAR

Present perfect

- We use the present perfect to talk about past actions that affect or explain the present:
*Ahmed **has hurt** his leg, so he can't play football today.*
- We often use the present perfect to talk about past experiences or events (without saying when), often with *for* (a time period) or *since* (a date or a starting point in the past):
*Mona **has studied** English for ten years.*
*We **have been** at this school since 2012.*
- We also use the present perfect to talk about past experiences or events (without saying when), often with *ever* or *never*.
*I **have never eaten** Chinese food.*
*Have you **ever ridden** a camel?*
- We also use the present perfect to talk about very recent events (often with *just*):
*Leila isn't here. She's **just gone** out.*
- We also use the present perfect to talk about events that have not happened up to now (often with *yet*):
*I **haven't received** a reply to my email **yet**.*
Note: *has / have been* means went and returned.
has / have gone means went but has not returned.

WORKBOOK PAGE 6

LESSON 2

SB page 7 WB page 6

Grammar

Present perfect

1 Underline the present perfect verbs in these sentences from the listening text.

- Tell the students to look at the sentences 1–5.
- Underline all the examples of the present perfect, as in the example.
- Check answers as a class.

1 Find and correct the mistakes in these sentences.

- a They lived in Luxor since 2015.
They have lived in Luxor since 2015.
- b I can't phone my parents because I lose my phone.

- c Nawal's younger sister has studied the past tense, but she hasn't studied the present perfect already.

- d The plane has left just. I can see it in the sky!

- e My uncle has lived abroad since five years.

- f Have you tried ever English food?



2 Complete the sentences with the correct form of the verb in brackets.

Many of today's great writers a have also worked (also work) as teachers. Michael Morpurgo is a famous English writer. He b _____ (write) many books for children and c _____ (win) many awards for his stories. Michael d _____ (start) writing stories for children when he e _____ (be) a primary school teacher. He decided that he f _____ (want) to become a writer. He g _____ (also write) many poems and plays. One of his most famous stories, *War Horse*, h _____ (be made) into a successful film.



3 Write sentences using the present perfect and *because*.

- a Hala hurt her hand. Now she cannot play tennis.
Hala cannot play tennis because she has hurt her hand.
- b Basel is not hungry. He ate a big lunch.

- c We can't go home by bus. The last bus left thirty seconds ago!

- d Hamid's hair is wet. He had a shower.

- e Radwa doesn't know what flying is like. She never flies.

4 Answer the questions about yourself.

- a What have you never done that you would like to do? _____
- b For how long have you studied English? _____
- c Since when have you lived in your home? _____

Answers: _____

- 2 I have just finished one of his books, called *My Father, an Egyptian Teacher*.
- 3 She has written a book about why the writer became so successful.
- 4 Since he became famous in Egypt, people have translated his books into many languages.
- 5 His books have influenced children for many years.

2 Choose the correct verbs to complete these sentences.

- 1 Go through the information in Focus on grammar to revise the uses of the present perfect.
- 2 Students can do the exercise individually and

compare answers in pairs.

- 3 Check answers as a class. For sentence *h*, ask students to explain why *gone* is the correct answer (*because he is not here: he has not returned*).

Answers: _____

- b ever c have lost d has had e left
- f never g has lived h gone

3 Complete this conversation with the simple past or present perfect form of the verbs in brackets.

- 1 Encourage the students to read the whole conversation before they complete it in pairs.
- 2 Check answers as a class. Make sure that they use the past simple in sentences *d* and *f* (*d* = a given time, on Saturday, *f* = a completed action in the past).
- 3 Ask a pair of students to read the completed conversation.

Answers: _____

- b have just finished c have not finished
- d started e have been
- f began g have asked
- h have you agreed

4 Find and correct the mistakes in the following sentences.

- 1 Read the example sentences and ask the students to work individually. They can compare answers in pairs.
- 2 Check their answers as a class.

Answers: _____

- b I **haven't met** my pen friend yet.
- c I haven't finished my work **yet**.
- d We haven't travelled by train **for** years.



1 Find and correct the mistakes in the sentences.

- 1 Students can work individually and compare answers in pairs.
- 2 Check answers as a class.

Answers: _____

- b I can't phone my parents because I **have lost** my phone.
- c Nawal's younger sister has studied the past tense but she hasn't studied the present perfect **yet**.
- d The plane has **just left**. I can see it in the sky!
- e My uncle has lived abroad **for** five years.
- f Have you **ever tried** English food?

2 Complete the sentences with the correct form of the verb in brackets.

- 1 Ask students if they have heard of Michael Morpurgo. He is a famous English writer who has won many awards.
- 2 Students can work individually or in pairs to complete the sentences.

Answers: _____

- b has written c has won d started
- e was f wanted
- g has also written h has been made

3 Write sentences using the present perfect and because.

- 1 Ask a student to read the example sentence. Elicit the answer to *b* to check they understand the task. Remind them to use *just* for very recent actions.
- 2 Students can work individually and can compare answers in pairs.
- 3 Check answers as a class.

Answers: _____

- b Basel is not hungry because he has eaten a big lunch.
- c We can't go home by bus because the last bus has just left.
- d Hamid's hair is wet because he has (just) had a shower.
- e Radwa doesn't know what flying is like because she has never flown.

4 Answer the questions about yourself.

- 1 Give students time to read the questions and answers.
- 2 They could complete the task for homework.

Students' own answers

UNIT
2

Reading

1

FOCUS

ON VOCABULARY

Check the meanings of these words in your dictionary.

discipline layer (n)
 responsible semicircle serious
 silence spoil strict

2 Discuss these questions in pairs.

- a What do you think people are responsible for in the following jobs?

politician secretary teacher writer

- b Which of these jobs would you like to do? Why?

3 Read this part of Abdel-Tawab Youssef's book, My Father, An Egyptian Teacher. In what ways is a teacher like the layers of the earth?


My Father, An Egyptian Teacher

For all those who have had the honour of being called "teacher".

The head teacher realised that the young teacher was worried about his first lesson at the school.

"Don't worry, you have all the qualities to be a good teacher!" he said. "You are very natural with the students. You're **serious** and **responsible**, warm but **strict**. That is what I've learnt about you in the short time you've been here. You will need to **discipline** the students, but you'll be **fatherly** and gentle."

"Do you think so? I've always prepared my lessons well," said the teacher. "I give myself goals and plan how to achieve them. I **plan** an introduction and then use steps. And I like to use paintings and pictures," said the teacher.



"That's good. You've come with fresh ideas," answered the head.

"I believe that a teacher mustn't **silence** his students. He must inspire them and encourage them to communicate and to take part in conversations."

"You don't want to **spoil** the students," warned the head.

"Oh, I won't. We should encourage them to move around the class. We can change the design of the classroom: if there's a discussion, the students can sit in a circle or **semicircle**. We could even have the class outside, under the trees!" said the teacher.

"Good luck with your first class tomorrow," said the head.

The head teacher left him dreaming about his new life as a teacher. He believed that his job was the most important job: he was society's engineer, helping to build it. A teacher is like the **layers** of the earth: whatever level you reach, you can dig deeper to find more layers that are even richer than before. His was the best job in the world.

LESSON 3

SB page 8

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 Tell them that you are going to give a simple explanation of a word and the students must tell

you what it is.

Example:

Teacher: *It means something that makes you feel proud and happy.*

Students: *honour*

4 Continue with all the words in the exercise.

Answers: _____

<i>discipline</i>	to teach someone to obey rules and control their own behavior
<i>honour</i>	something that makes you feel proud and happy
<i>layer</i>	one of several levels of different materials that are on top of each other
<i>responsible</i>	sensible and able to be trusted
<i>semicircle</i>	a group arranged in a curved line
<i>serious</i>	quiet and sensible
<i>silence</i>	make someone stop giving their opinions
<i>spoil</i>	let a child have or do whatever they want, with the result that they behave badly
<i>strict</i>	making sure that people always obey rules

2 Discuss these questions in pairs.

1 Ask the students to discuss the questions in pairs. Go around the class monitoring and helping.

Suggested answers: _____

- a A politician is responsible for the people he or she represents and sometimes for making new laws.
A secretary is responsible for writing emails, answering phone calls and making arrangements for a business or organisation.
A teacher is responsible for teaching students and also for discipline in a classroom.
A writer is responsible for giving interesting facts or telling interesting stories to his or her readers.
- b Students' own answers

3 Read this part of Abdel-Tawab Youssef's book, *My Father, An Egyptian Teacher*. In what ways is a teacher like the layers of the earth?

- 1 Ask students what they can remember about Abdel-Tawab Youssef.
- 2 Read the question and ask students to read the text quickly to find the answer.

Answers: _____

Because whatever level you reach, you can dig deeper to find more layers that are even richer than before. This

means that a teacher can always find new things to experience and to teach to their students.

4 Guess the meaning of the red words from the reading text.

- 1 Ask the students to work in pairs. Tell them to read each sentence and think about the meaning.
- 2 Check answers as a class.

Answers: _____

<i>fatherly</i>	typical of a kind or concerned father
<i>plan</i>	think about something you want to do, and how you will do it

5 Now answer these questions.

- 1 Ask the students to read the text again and find the answers to the questions.
- 2 Students can compare their answers before you check them as a class.

Answers: _____

- b He gives himself goals and plans how to achieve them. He plans an introduction and then uses steps.
- c Because he wants them to communicate and to take part in conversations.
- d The head teacher warns him not to spoil his students.
- e If there is a discussion, he wants them to sit in a circle or semicircle.
- f Because he is helping to build it.

LESSON 4 SB page 9 WB page 7

Critical thinking

1 Read this quotation from *My Father, An Egyptian Teacher* and answer the questions.

- 1 Ask the students what they remember about *My Father, An Egyptian Teacher*.
- 2 Ask the students to read the quotation. Divide the class into small groups to discuss the questions.
- 3 Discuss answers as a class.

Students' own answers

2 Discuss these questions in pairs.

- 1 Ask the students to work in pairs to discuss the questions.
- 2 Ask some of the pairs to share their answers with the whole class.

Students' own answers

3 Focus on verbs and nouns

- 1 Ask the students to read the first part and to do the second part. Then ask them to read out their sentences.

Suggested answers: _____

The ache in my legs is getting better since I have rested. / I ran ten kilometres and now my legs ache!

We have a break after this English lesson. / To make this cake, you must break two eggs into the bowl.

Call me on the phone and we can have a chat. / The two friends hadn't seen each other for a long time and chatted for hours.

There is a big demand for that new sports car. / The teacher demanded that they stopped talking.

The baby has a beautiful face. / I cannot face walking home in this hot weather.

Skills for life

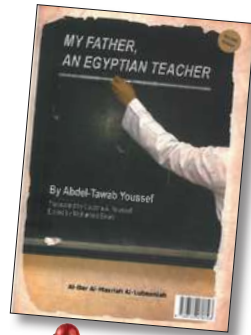
Ask the students to read the Skills for life box. Discuss what teachers do for their students and what students can do to help their teachers.

Critical thinking

1 Read this quotation from *My Father, An Egyptian Teacher* and answer the questions.

"Don't worry, you have all the qualities to be a good teacher!" he said. "You are very natural with the students. You're serious and responsible, warm but strict. That is what I've learnt about you in the short time you've been here. You will need to discipline the students, but you'll be fatherly and gentle."

- a Do you agree that the teacher has all the qualities to be a good teacher? Why / Why not?
- b Which of the qualities listed do you think is the most important for a teacher?
- c Do you think that there are any other qualities that a teacher needs?



SKILLS FOR LIFE

Always show respect to your teachers. Remember that they work hard to help you to have a successful future.



2 Discuss these questions in pairs.

- a Should students always be encouraged to communicate in class? Why / Why not?
- b When might it be useful to sit in a circle or semicircle in class?
- c Are there any lessons that you could have outside, under the trees? Why / Why not?
- d Why do you think that the young teacher thought that his job was the best job in the world?
- e What do you think makes a job worthwhile?
- f Which of the following do you think is most and least important in a job?
 - pay
 - who you work with
 - doing something you enjoy
 - doing something that helps other people
 - how many hours you work

3 FOCUS ON VERBS AND NOUNS

- 1 The verb and noun forms of many words are the same:
I **plan** an introduction and then use steps. He made a **plan** for the lesson.
- 2 Write two sentences for each of these words, one for the noun and one for the verb.

ache break chat demand face

WORKBOOK PAGE 7

1 Answer the questions with these words.

discipline fatherly layer responsible semicircle serious silence spoil strict

a What shape is a week-old moon? Semicircle

b What is the verb which means make someone stop giving their opinions? _____

c What do you call the practice of making people obey rules and orders? _____

d What do you call it when you let a child do whatever they want, with the result that they behave badly? _____

e What do you call behaviour that is typical of a kind or concerned father? _____

f What do you call one of several levels of different materials that are on top of each other? _____

g What do you call someone who is sensible and can be trusted? _____

h What do you call someone who is quiet and does not often laugh? _____

i What do you call someone who makes sure that people always obey rules and does not let people behave badly? _____

2 What do you think a good teacher should be like? What is the most important quality? What is the least important quality? Write two or three sentences saying why.

fatherly / motherly gentle serious strict responsible friendly

3 Now write a list of the qualities that you would need to do the following jobs.

doctor nurse politician vet

4 Complete these sentences with the correct form of these words.

ache break chat demand face plan

a I ran for ten kilometres yesterday and now my legs ache .


b Phone me after school and we can have a _____ about the weekend.

c Let's play a game in the _____ between lessons.

d The tourists sat by the pool and _____ the sun.

e The teacher _____ to know why the students were all late.

f We _____ to go to Greece for the holidays next year.



UNIT
2

7

2 What do you think a good teacher should be like? What is the most important quality? What is the least important quality? Write two or three sentences saying why.

- 1 Students can discuss the task in small groups, or you could discuss it as a class if you prefer.
- 2 Give students time to write their answers.

Students' own answers

3 Now write a list of the qualities that you would need to do the following jobs.

- 1 Students can discuss the task in pairs first.
- 2 Give students time to write their answers.
- 3 Ask students to share their ideas with the class.

Students' own answers

4 Complete these sentences with the correct form of these words.

- 1 Remind students that all these words can be verbs or nouns.
- 2 Students can complete the task individually and compare their answers in pairs.
- 3 Check answers as a class.

Answers: _____
 b chat c break d faced e demanded f plan

WORKBOOK page 7

1 Answer the questions with these words.

- 1 Ask the students to look at the photo and describe the shape of the moon. Then ask a student to read the example answer.
- 2 Tell the students to do the task individually or in pairs.
- 3 Check answers as a class.

Answers: _____

b silence c discipline d spoil e fatherly
 f layer g responsible h serious i strict

LESSON 5 SB page 10 WB page 8

Communication skills

1 When Hamid leaves school, he wants to do something to help other people. Listen to five people giving him advice.

- 1 Ask the students to read the speech bubble. Ask them to say what advice they could give Hamid. Write their ideas on the board.
- 2 Play the recording and discuss if the students thought of any of the same ideas as they heard.
- 3 Play the recording again and ask the students which is the best advice.
- 4 Check answers as a class.

Students' own answers

TAPESCRIPT

Hamid: *When I finish school, I'd like to do something to help other people. What advice can you give me?*

Speaker 1: *I think you should help some of the many people who can't read.*

Speaker 2: *If I were you, I'd work for a children's charity for a year.*

Speaker 3: *Why don't you work for an Egyptian Tourist Office in another country?*

Speaker 4: *You could organise sports activities for children in their school holidays.*

Speaker 5: *I think it'd be a good idea to train to be a doctor. That's the best way to help other people.*

2 Listen again and tick the phrases the speakers use to give advice.

- 1 Ask the students to read the expressions that ask for and give advice.
- 2 Play the recording. Students listen and tick the phrases they hear. You can play the recording more than once after each phrase in the box.
- 3 Check answers as a class.

UNIT 2

Communication skills Asking for and giving advice

- 1 When Hamid leaves school, he wants to do something to help other people. Listen to five people giving him advice.
 - a Which do you think is the best advice?
 - b Compare ideas with a partner.
- 2 Listen again and tick the phrases the speakers use to give advice

FOCUS ON FUNCTIONS

Asking for advice

- What advice can you give me?
- What do you think I should do?
- Can you give me any advice?

Giving advice

- I think you should ...
- Why don't you ...?
- If I were you, I'd ...
- What about -ing ...?
- I think it'd be a good idea to ...
- You could ...
- The best thing you could do would be to ...
- I advise you to ...



4 Research the following about jobs

RESEARCH Conduct a survey among older people that you know and report the results to the rest of the class. Write a summary to put on the classroom wall. Find out:

- why their job is or is not important
- what they most and least enjoy about their job
- if they would recommend this job to you and why / why not

WORKBOOK PAGE 8

3 Work in groups of five and do the following.

- a Each student should think of a problem you would like the other students in your group to help you with. Start like this:

Problem

I'd really like to ..., but I'm not sure about the best way of doing it. What advice can you give me?

- b Write your question on a piece of paper using some of the questions from *Focus on functions*, then give it to another student in your group.
- c Think of an answer to the question you have been given. Use one of the phrases from *Focus on functions*.
- d Take turns to read the questions and your answer to it.
- e After each student speaks, other members of the group should give their own advice for each problem.



Answers: _____

I think you should ...
 Why don't you ...?
 If I were you, I'd ...
 I think it'd be a good idea to ...
 You could ...

3 Work in groups of five and do the following.

- 1 Time to write a problem that they would like help with and a suitable question.
- 2 Students then exchange problems and think of suitable answers.
- 3 Students then read out the problems and their

UNIT 2

1 Finish the following dialogue.
Ragab is talking to his friend Magdi.

Ragab I'd like to keep fit. **a** Do you think I gained weight?

Magdi Maybe a little. If I were you, I'd go swimming every day.

Ragab The swimming pool is a long way from my house. How can I get there?

Magdi **b** _____

Ragab That's a good idea. I'm sure some students in our class go there by bus. I can go with them.

Magdi I'd really like to start a new hobby but I'm not sure which one.

c _____?

Ragab Why don't you start collecting coins? I collect them already so I could help you.

Magdi Thanks, Ragab. That's a good idea.

2 Read part of an email that you have received from an English friend who wants your advice.

We are doing a project about archaeology in Egypt and I'd really like to know more about your country's history. I may be able to visit Egypt later in the year, but at the moment I'm too busy with school work. Is there anywhere you would advise me to look for information? Are there any good websites that you know about, or maybe books? I'm especially interested in any recent findings.

I look forward to hearing from you.

Best wishes,
 Sam

3 Plan a reply to this email giving your friend advice about where to look for information. Make notes under these headings.

- Places in Egypt that archaeologists have worked on recently

- Websites that you have used for similar projects

- Books or magazines that you have studied that might be useful

4 Write your email reply in 125–150 words.

- Follow the notes that you made in your plan and use some of the phrases from the Student's Book to give advice. This is an email to a friend, so use informal language.
- Read what you have written very carefully. Look for grammar and spelling mistakes. Check the correct spelling in your dictionary.
- Correct the mistakes, then write the final email in your notebook.

- 1 Finish the following dialogue.**
- Read out the first line of the first dialogue, and check if the students understand the task.
 - Tell the students to complete the two conversations, then compare answers with a partner.
 - Check answers; invite different pairs to read out the completed conversations.

Suggested answers: _____

- (Any appropriate answer)
- You can go there by bus.
- What advice can you give me?

- 2 Read part of an email that you have received from an English friend who wants your advice.**
- Give students time to read the email extract. Tell them to underline any difficult vocabulary to look up the words in their dictionaries. Check answers as a class.
 - Plan a reply to this email giving your friend advice about where to look for information. Make notes under these headings.**
 - Put them into groups and tell them to discuss different ideas for the three headings. Go round and monitor.

suggested answers. Other members of the group can add their own suggestions.

4 Go round and monitor. Check they are using the phrases from Focus on functions correctly. Make a note of any persistent errors and go over these when they have finished. Praise all good work.

- 4 Research the following about jobs**
- Students need to do this task at home. Read the instructions and make sure that they understand the task.
 - Students can present their work in the next lesson. You can take in their work to mark. Display the best summaries on the classroom wall.

Students' own answers

- 4 Write your email reply in 125–150 words.**
- Tell the students to use their notes from Exercise 3 to write their reply. Remind them that the email is to a friend so the language should be informal.
 - Students can complete the task for homework.

Students' own answers

Assessment

Listening Task

Target element: revise the listening activity and grammar from the unit

Write the following sentences from the listening text on the board. Explain to the students that they should read the gapped sentences carefully. Play the recording and ask the students to listen and complete the sentences. You may need to play the recording several times. When they have completed the exercise, go through the answers with the class. (The answers are given in brackets.)

- 1 Many people reading the books of Abdel-Tawab Youssef. (have grown up)
- 2 Ione of his books, called My Father, An Egyptian Teacher. (have just finished)
- 3 She a book about why the writer became so successful. (has written)
- 4 he became famous in Egypt, people his books into many languages. (Since / have translated)
- 5 His bookschildrenmany years. (have influenced / for)

Speaking Task

Target element: revise the grammar from the unit

Ask students to write down one interesting experience that they have done, and one experience they haven't done but would like to do. For example: *I have travelled on an aeroplane. I haven't swum with dolphins, but I would like to.*

Explain that students now have to go around the class. They should read their sentences to other students and try to find someone who has the same experiences as them. A match can be someone who has done the same thing, or who wants to do the same thing.

Give students a time limit. At the end of the time limit, find out how many students have found a match. Ask them to tell the class about their shared experiences.

Reading Task

Target element: revise the main text from the unit

Tell the students to read the text on Student's Book page 8 again. Explain that you are going to read out the sentences below. If the students think the sentence is true, they remain seated. If they think a sentence is false, they must stand up. When pupils stand up, ask one of them why they think the sentence is false. (The answers are given in brackets.)

- 1 Abdel-Tawab Youssef thought it was an honour to be a teacher. (True)
- 2 The head teacher was worried about his first lesson at the school. (False, the young teacher was worried.)
- 3 Abdel-Tawab Youssef was the father of some of the students. (False, although the head said he will be fatherly to them.)
- 4 Abdel-Tawab Youssef prepares his lessons very carefully. (True)
- 5 Abdel-Tawab Youssef wants the students to sit quietly at their desks. (False. He wants them to move around the class and to communicate.)
- 6 Abdel-Tawab Youssef thought that his was the best job in the world. (True)

Writing Task

Target element: revise and use vocabulary and grammar from the unit

Ask the students to imagine that they are Abdel-Tawab Youssef and that he has just finished his first class at the school. Tell them to write an email to Abdel-Tawab Youssef's best friend describing what he has done that day. Monitor and help the students as they are writing. Finally, ask one or two of the students to read their emails to the class.

UNIT 3

THE FUTURE OF BOOKS

SB pages 11-15

WB pages 9-12

The future of books

UNIT
3

OBJECTIVES
Listening Listening for gist and for detail
Grammar Future forms and tenses
Reading Reading to check predictions and for specific information
Critical thinking Understanding the importance of new developments in publishing
Functions Questioning sources of information
Writing Writing an email about the future of newspapers

Listening

1 Discuss these questions in pairs, giving a reason for your answers.

- If you wanted to read today's news, which would you choose: a traditional newspaper or an online newspaper?
- If you wanted to read a novel, would you choose a traditional book or an electronic book (ebook)?
- If you wanted to find up-to-date information for a school project, would you look in a library or on the internet?

2 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

available button compare
enthusiastic gadget
paperback reduce replace

3 Listen to two boys talking about different ways of reading and answer these questions.

- Which two ways of reading do the speakers compare? *Traditional books,*
- What do they want to watch tomorrow evening?



4 Listen again and answer these questions.

- What is Ziad looking at?
He is looking at an ebook reader.
- How do you turn the pages of an ebook reader?
- Where do you get ebooks from?
- What does Ziad think will happen to the price of ebook readers?
- Which books do the speakers say publishers probably won't publish as ebooks?
- How are ebooks good for the environment?

5 Discuss these questions in pairs.

- Do you think that traditional books, newspapers and magazines will disappear completely? Why / Why not?
- Do you agree that publishers will not replace traditional school books with ebooks? Why / Why not?

6 FOCUS ON COMPUTING TERMS

What is the difference in meaning between these pairs of sentences? Check in your dictionary.

- 1 I'm researching volcanoes, so I **downloaded** some information from a website.
2 I took a great photo of the Pyramids, and I'm **uploading** it onto a website.
- 1 I love books, so I often buy them **online**.
2 I can't buy anything on the internet because the computer is **offline**.

WORKBOOK
PAGE 9

11

Objectives

Listening

Listening for gist and for detail

Grammar

Future forms and tenses

Reading

Reading to check predictions and for specific information

Critical thinking

Understanding the importance of new developments in publishing

Functions

Questioning sources of information

Writing

Writing an email about the future of newspapers

LESSON 1

SB page 11

WB page 9

Before using the book:

- Ask the students to imagine the year 2050. Ask them to think about
 - how the classroom will be different
 - if they will learn in a classroom or online
 - new ways of learning and new learning

materials

- how they feel about the possibility of everything becoming electronic or digital.
- Put students into pairs to discuss their ideas.
- Ask some pairs to share their thoughts with the class.
- Explain that this unit will look at how things might change in the future.

1 Discuss these questions in pairs, giving a reason for your answers.

- 1 Ask the students to list the objects they can see in the pictures at the bottom of the page (an ebook reader, CD-ROMs, a newspaper, a mobile phone).
- 2 Write the word ebooks on the board. Ask for the meaning of e- (electronic). Ask if they know any other words that start in the same way (e-learning, email, etc).
- 3 Put them into pairs to discuss the questions and tell them to give reasons for their answers. Then ask some pairs to share their answers with the class.

Students' own answers

2 Check the meanings of these words in your dictionary.

- 1 Write the words from the box on the board.
- 2 Now say the words and ask the students to repeat them. Invite students to come to the front to underline the stress in each word.
- 3 Say the words aloud and ask the students to repeat them.
- 4 Now tell the students to look up the meanings of the words in their dictionaries.

Answers:

<i>available</i>	if something is available, you can buy or use it
<i>button</i>	a small part on a machine that you can press to make it start, stop, etc.
<i>compare</i>	look at two or more things in order to find out how they are similar or different
<i>enthusiastic</i>	showing a lot of interest and excitement about something
<i>gadget</i>	a small tool or machine that helps you to do something
<i>paperback</i>	a book with a soft paper cover
<i>reduce</i>	make something become less in size, price etc.
<i>replace</i>	start using a different person or thing instead of the one you are using now

3 Listen to two boys talking about different ways of reading and answer these questions.

- 1 Tell the students that they are going to hear two boys talking about two different ways to read.
- 2 Ask them to read through the questions and then listen to the recording. You may need to play the conversation more than once.
- 3 Put the students into pairs to compare answers.

Answers:

- a traditional books, ebooks
- b They want to watch a programme about the future of books.

TAPESCRIPT

- Kasim:* Hi, Ziad.
- Ziad:* Hi, Kasim.
- Kasim:* What are you looking at?
- Ziad:* It's an ebook reader. I'm going to read an ebook on it. It's a novel by William Golding.
- Kasim:* What are ebooks?
- Ziad:* They're electronic books. I read one last week. Now I'm really enthusiastic about the idea of using them to read all my books.
- Kasim:* How do you read them?
- Ziad:* Well, you download them from the internet onto an ebook reader, like this one. As you can see, it is a small computer about the same size as a paperback. It has a screen like the page of a book. So you read the book on the screen and turn the pages by pressing buttons or by touching the screen.
- Kasim:* But surely you can't download all kinds of books?
- Ziad:* You can download many kinds of books, but in the future, they'll probably publish every new book as an ordinary book and as an ebook.
- Kasim:* That sounds amazing, but if you have to pay for the reader and the download, that must be expensive.
- Ziad:* At the moment ebook readers are quite expensive, but I'm sure the publishers will reduce the price when more people buy them. New gadgets are always expensive when only a few people are buying them.
- Kasim:* Do you think publishers will ever replace traditional books completely?
- Ziad:* No, I don't think so. But when more books are available online, I think we'll read most bestsellers as ebooks. On the other hand, I'm sure publishers won't replace some kinds of books.

Kasim: Yes, books that are large or where pictures are important.

Ziad: Ebooks are good for the environment, too.

Kasim: Are they?

Ziad: Yes, think of all the paper that we can save.

Kasim: It's a great idea.

Ziad: This is my cousin's ebook reader, but I really like it, so my father is buying me one for my next birthday.

Kasim: There's a programme about the future of books on TV. The programme starts at seven o'clock tomorrow evening. I think I'll watch that programme. Will you watch it with me?

Ziad: I'd like to, but I can't. I'll be reading tomorrow evening. I want to finish the book by William Golding.

Kasim: You've read a lot of his books, haven't you?

Ziad: Yes. After I finish this book, I'll have read all of his novels.

4 Listen again and answer these questions.

- 1 Tell the students to read through the questions and the example answer.
- 2 Explain that you will play the recording again and they must listen for and write the answers to the questions.
- 3 Put the students into pairs to compare their answers. Ask some students to share their answers with the class.

Answers: _____

- b You press buttons or touch the screen.
- c You download them from the internet.
- d He thinks that the price will go down.
- e Books that are large or where pictures are important.
- f They are not made of paper so we do not need to cut down trees to make them.

5 Discuss these questions in pairs.

- 1 Ask students to think of all the things we can use for reading (such as books, magazines, newspapers, etc). List their ideas on the board.
- 2 Tell the students to read through the questions and make notes.
- 3 Put them into pairs to compare and discuss ideas. Then ask some students to share their answers with the class.

Suggested answers: _____

- a Yes, people will get used to everything being digital./No, there will always be some people who like books to hold and feel, and there will always be some people who cannot afford computers.
- b Yes, not all children/families/schools will be able to afford ebook readers. Also, it's important that children see a range of colourful or large books./ No, in the end everything will be digital, partly for environmental reasons.

6 Focus on computing terms

- 1 Read through the instructions with the class.
- 2 Put the students in pairs to complete the task.
- 3 Check answers as a class.

Answers: _____

- a
 - 1 means that you get information from the internet.
 - 2 means you send something onto the internet.
- b
 - 1 means you buy them on the internet.
 - 2 means you cannot buy them because the computer is not connected to the internet.



1 Match to make phrases.

- 1 Ask the students to look carefully at the two lists of words. Tell them to match each word in column one with a word in column two to make a phrase.
- 2 Check answers as a class.

Answers: _____
 b 4 c 5 d 1 e 6 f 7 g 3

2 Complete these sentences with words from Exercise 1.

- 1 Tell the students to read the gapped sentences and to use the words from Exercise 1 to complete the sentences.
- 2 Check answers as a class.

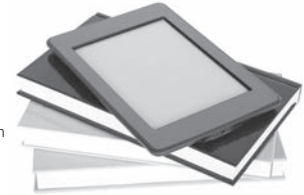
Answers: _____
 b enthusiastic c download d button
 e available f ebook reader

3 Use your dictionary to complete these sentences with the correct form of the word in brackets.

- 1 Ask the students to read the gapped sentences and to use the correct form of the word in brackets to complete each sentence. Tell them to use their dictionary to help them do this. Study the example with the students to ensure they understand the task.
- 2 Check answers as a class.

Answers: _____
 b enthusiasm c availability d unavailable
 e replacement f reduction g comparable

The future of books



1 Match to make phrases.

- | | |
|----------------|---|
| a ebook | 1 <input type="checkbox"/> gadget |
| b download | 2 <input checked="" type="checkbox"/> reader |
| c enthusiastic | 3 <input type="checkbox"/> available |
| d electronic | 4 <input type="checkbox"/> information from a website |
| e paperback | 5 <input type="checkbox"/> students |
| f press | 6 <input type="checkbox"/> book |
| g not | 7 <input type="checkbox"/> a button |

2 Complete these sentences with words from Exercise 1.

- My mother has a special gadget for cutting vegetables.
- Ali is really _____ about his university course. He can't wait for the beginning of the term.
- I'm going to _____ some information from the internet for my school project.
- The television is not on. Can you press the _____?
- This novel is not _____ as an ebook yet, but you'll be able to get it next year.
- The best thing about an _____ is that you can carry a whole library and read from it at any time.

3 Use your dictionary to complete these sentences with the correct form of the word in brackets.

- My father is a football enthusiast. He plays and watches it on TV whenever he can. (*enthusiastic*)
- Her brother has not shown any _____ for any kind of sport. (*enthusiastic*)
- That play is very popular. You'd better check the _____ of tickets. (*available*)
- I wanted to complain to the manager of the shop, but he was _____. (*available*)
- My first computer did not work, so they sent me a _____. (*replace*)
- The air is cleaner now because there has been a _____ in the use of cars. (*reduce*)
- My exam results were _____ to my brother's. They were almost the same. (*compare*)



LESSON 2 SB page 12 WB page 10

UNIT 3

Grammar Future forms and tenses

GRAMMAR REVIEW PAGE 121



1 Underline the future forms and tenses in these sentences from the listening text.

- a I'm going to read an ebook on it.
- b I'm sure the publishers will reduce the price when more people buy them.
- c My father is buying me one for my next birthday.
- d The programme starts at seven o'clock this evening.
- e I think I'll watch that programme. Will you watch it with me?
- f I'll be reading tomorrow evening.
- g After I finish this book, I'll have read all of his novels.

2 Discuss this question in pairs.

What is the difference in meaning between these sentences?

- 1 I can't talk at the moment. I'm doing my homework.
I can't see you later this evening. I'm doing my homework.
- 2 There's a good film on TV tonight. It finishes at ten o'clock.
There's a good film on TV tonight. I think that it will finish at ten o'clock.
- 3 We're going to have fish for dinner. I think we'll have fish for dinner.

3 Choose the correct future forms.

- a Hello, Ali. ① I'm going / I go to the airport in a minute. I ② will fly / 'm flying to Paris later this morning. My plane ③ will leave / leaves at ten o'clock. Perhaps we can meet when I'm back. ④ Are you doing / Will you do anything next Saturday?
- b Hi. My family ① are taking me / take me out today for passing my exams. ② I'm going to apply / I will apply to study Medicine at Assiut University because when I finish my course, ③ I'll probably work / I'm probably working in a hospital.
- c This autumn, my friend ① walks / is walking a long way for charity. In October, he ② will be walking / walks along the Nile. When he finishes in November, he thinks he ③ will have walked / is going to walk 400 kilometres.

FOCUS ON GRAMMAR

Future forms and tenses

- We use the **future simple** (will + infinitive) to make predictions (with no evidence), for future facts and for offers and quick decisions:
*I think it **will be** hot today.*
*This school **will be** 50 years old next year.*
*Someone's at the door. **I'll see** who it is.*
- We use the **future continuous** (will / may + be + -ing) to talk about actions that will be in progress at a time in the future. Use may if you are not certain:
*I can't visit you because I **will / may be doing** my homework this evening.*
- We use the **future perfect** (will have + past participle) to predict something that will be finished by a particular time in the future:
*By the end of next year, the government **will have built** a new school in the village.*
- We use **going to** + infinitive for plans and decisions we have already made:
*I **am going to eat** the meal that I have just cooked.*
- We also use **going to** + infinitive to make predictions with present reality or evidence:
*The other team's players are very big. It's **going to be** a difficult match.*
- We use the **present continuous** for arrangements:
*The basketball team **are playing** two games next week.*
*They've got the tickets. They **are flying to** England!*
- We use the **present simple** for events on a timetable:
*The train **leaves** at six o'clock tomorrow.*

WORKBOOK PAGE 10

- d The programme starts at seven o'clock this evening.
- e I think I'll watch that programme. Will you watch it with me?
- f I'll be reading tomorrow evening.
- g After I finish this book, I'll have read all of his novels.

2 Discuss this question in pairs.

- 1 Ask the students to read through the sentences.
- 2 Put the students into pairs to discuss their answers. They can refer to the information in Focus on grammar to help them.
- 3 Ask some pairs to share their answers with the class.

Answers:

- 1 The first sentence is talking about something happening now. The second sentence is talking about a future arrangement.
- 2 The first sentence is definite: it is a time on a timetable or schedule. The second is a prediction. It is uncertain.
- 3 The first sentence is planned: the person has probably already bought or ordered the fish. The second is something the person has just thought of.

3 Choose the correct future forms.

- 1 Ask the students to read through the three texts carefully and to complete the exercise individually.

- 2 Check answers as a class.

Answers:

- a
- 2 'm flying 3 leaves 4 Are you doing
- b
- 1 are taking me 2 I'm going to apply 3 I'll probably work
- c
- 1 is walking 2 will be walking 3 will have walked

Grammar

Future forms and tenses

1 Underline the future forms and tenses in these sentences from the listening text.

- 1 Tell the students to read through the sentences.
- 2 Students work individually to complete the task. They can compare answers in pairs.
- 3 Check answers as a class.

Answers:

- b I'm sure the publishers will reduce the price when more people buy them.
- c My father is buying me one for my next birthday.



1 Match to make sentences.

- Tell the students to read through the two halves of the sentences carefully and to match the two halves to make correct sentences.
- Check answers as a class.

Answers: _____

- | | | | |
|-----|-----|-----|-----|
| a 6 | b 1 | c 2 | d 5 |
| e 3 | f 4 | g 8 | h 7 |

2 Complete these sentences with the correct future form of the verb in brackets.

- Ask the students to read the gapped sentences carefully.
- Put them into pairs to complete the task. If they find the task difficult, they should refer back to the Focus on grammar box in the Student's Book.
- Check answers as a class.

Answers: _____

- | | |
|-------------------|--------------|
| b are having | c finishes |
| d is going to be | e will close |
| f will have grown | |

3 Complete these questions about the future with your own ideas.

- Give students plenty of time to complete the questions using their own ideas.
- Go round and monitor as they are working.

Students' own answers

4 Now answer the questions in Exercise 3.

- Students now write answers to their own questions, as in the example.
- They could finish this task for homework. If you do the task in class, ask a few students to read their questions and answers to the class.

Students' own answers

1 Match to make sentences.

a There are no clouds in the sky today. I think	1 <input type="checkbox"/> mobile phones will be much smaller.
b I predict that in the future	2 <input type="checkbox"/> everyone is going to go there.
c There's a book club meeting after school and	3 <input type="checkbox"/> will be 75 years old!
d The train to Cairo is on platform four and	4 <input type="checkbox"/> so I'll carry them for you.
e Next year, my grandfather	5 <input type="checkbox"/> it leaves in thirty minutes.
f Those bags look heavy,	6 <input checked="" type="checkbox"/> that it's going to be very hot.
g At one o'clock tomorrow,	7 <input type="checkbox"/> I'll have finished all my homework.
h By ten o'clock tonight,	8 <input type="checkbox"/> I'll be eating lunch with my friends.



2 Complete these sentences with the correct future form of the verb in brackets.

- Experts think that Cairo will grow (grow) by more than half a million people next year.
- We _____ (have) a family party on Saturday. Would you like to come?
- Our last lesson _____ (finish) at two o'clock this afternoon.
- There are a lot of people in the room. It _____ (be) difficult to find a chair.
- Look, there's a sandstorm. I _____ (close) the windows.
- I haven't seen my cousin in England for five years. I'm sure she _____ (grow) a lot!



3 Complete the questions about the future with your own ideas.

- What are you going to do in the holidays next summer? _____
- What do you think will _____
- Which of your friends are _____
- At what time does _____
- Do you think that next year _____
- When you are 25, what will you have _____

4 Now answer the questions in Exercise 3.

- I'm going to stay with my cousins in Tanta. _____
- _____
- _____
- _____
- _____
- _____

LESSON 3 SB page 13

Reading

1 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

- bleach (v) encyclopedia
- mixture press (v) remove
- roller soak (v) trade (v)

2 Discuss these questions in pairs.

- a Who invented the first paper?
- b What do we make most of today's newspapers from?

3 Read the article and check your answers to Exercise 2.

4 Complete these sentences with information from the article.

- a Before people could write on papyrus, they had to *soak it in water, press it and then dry it in the sun.*
- b In the eighth century, Arab travellers learned how to
- c Early paper was very expensive because
- d After people bleach the wood, they
- e As well as making new paper from trees, we can
- f Some people believe that soon

5 Discuss these questions in pairs.

- a What can you read on the Egyptian Knowledge Bank?
- b Do you think that the internet will replace libraries in the future? Why / Why not?
- c What would be the advantages and disadvantages of replacing libraries?
- d Do you prefer to read paper books or online books? Why?

The history of paper

In ancient Egypt, people used a type of tall grass called papyrus. It grew in the Nile valley, and people used it for writing and drawing on. Before people could use it, they **soaked** the leaves of the grass in water, **pressed** them together and then dried them in the sun.

The Chinese made the first paper two thousand years ago. In the eighth century, Arab travellers who **traded** with China learned how to make it, too. At first, paper was very expensive because people made it from cotton, but later it was made from wood and so it became much cheaper.

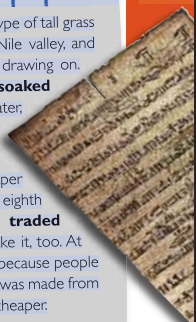


To make paper, people broke the wood into small pieces which they mixed with chemicals and then **bleached**. They then **removed** the water from the **mixture**. The mixture passes through hot **rollers** to produce continuous pieces of dry paper.

Every year, we cut down millions of trees to make new paper. Fortunately, the type of tree that gives us the best wood for making paper grows very quickly, but you can also recycle old paper. We make most of today's newspapers and magazines from recycled paper.

For hundreds of years, we have also used an enormous amount of paper to produce books, especially very large books like **encyclopedias**. Now, you can read encyclopedias and other books on ebooks. You can also read books online, on websites such as the Egyptian Knowledge Bank (EKB).

Some people think that soon everybody will have a computer or a phone and we will get all our information from the internet. They believe that we won't need libraries and that paper books will become part of history.



UNIT 3

13

4 Continue in this way with all the words.

Answers:

- bleach (v) to make something white or lighter in colour by using chemicals or sunlight
- encyclopedia a book that contains facts about many subjects
- mixture something that is made by mixing two or more different substances together
- press (v) to push something firmly and steadily
- remove to take something away
- roller a cylinder-shaped piece of wood, metal, etc. that can be rolled over and over
- soak (v) to cover something with liquid for a period of time
- trade (v) to buy or sell large quantities of goods, especially between one country and another

2 Discuss these questions in pairs.

- 1 Ask the students to name things made of paper. Write their ideas on the board.
- 2 Put the students into pairs to read and discuss the questions. If they don't know the answers, tell them to guess.
- 3 Ask some pairs to share their answers with the class. Students can check if their answers are correct in the next exercise.

Reading

1 Check the meanings of these words in your dictionary.

- 1 Write the words from the box 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 that you are going to give a simple explanation of a word and the students must tell you what it is.

Example:

Teacher: *It means to take something away.*

Students: *remove*

3 Read the article and check your answers to Exercise 2.

- 1 Ask the students to read through the article quickly and then close their books.
- 2 Put them into pairs to tell each other what the text is about.
- 3 Tell the students to open their books and read the questions in Exercise 2 again. Ask them to find the answers in the text and check their original answers.
- 4 Check answers as a class, referring back to the lines in the text for each answer.

Answers: _____

- a The Chinese
- b We make them from recycled paper.

4 Complete these sentences with information from the article.

- 1 Ask the students to read the text again and to complete the sentences with information from the text. Remind them to refer back to the text to help them find the correct answers.
- 2 Check answers as a class.

Answers: _____

- b make paper.
- c people made it from cotton.
- d remove the water from the mixture (which then passes through hot rollers to produce continuous pieces of dry paper).
- e recycle old paper.
- f everyone will have a computer or a phone and we will get all our information from the internet.

5 Discuss these questions in pairs.

- 1 Tell the students to read the questions and make notes.
- 2 Put them into pairs to compare and discuss ideas.
- 3 Discuss the students' answers as a class.

Answers: _____


- a You can read books online.
- b Students' own answers
- c Suggested:

Advantages: It is much quicker and easier to find information on the internet. You would not need to travel to a library to find information. Libraries close but the internet is always open.

Disadvantages: Not everyone will have a computer or a phone, so they will need libraries. You can read a book anywhere, but you cannot always get the internet. Looking at a computer screen is not good for you.

- d Students' own answers

UNIT
3



Critical thinking

1 Answer the following questions.

- a Where does papyrus grow? *It grows in the Nile valley.*
- b When did the Chinese first make paper?
- c What can you read on an ebook?
- d How do you think that Arab traders travelled to China two thousand years ago?
- e Why do you think that wood is bleached when people make paper?
- f Do you think that there will be more or fewer trees in the future? Why?


2 Read this quotation from the article and answer the questions.

Every year, we cut down millions of trees to make new paper. Fortunately, the type of tree that gives us the best wood for making paper grows very quickly, but you can also recycle old paper. We make most of today's newspapers and magazines from recycled paper.

- a Why does the writer use the word *Fortunately*?
- b What do people recycle?
- c Why do you think that some people prefer new paper to recycled paper?
- d How is using recycled paper good for the environment?

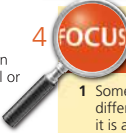
3 Discuss these questions in pairs.

- a Can you think of all the different ways in which you use paper at home, at school or in your everyday life?
- b How are books used to educate people and for enjoyment?
- c What other uses for paper cannot be replaced electronically?



SKILLS FOR LIFE

Recycling is good for the environment. Always recycle what you can.




FOCUS ON WORDS WITH MORE THAN ONE MEANING

- 1 Sometimes the same word can have a different meaning depending on whether it is a verb or a noun. For example, *The teacher **marked** his homework.* (*mark* means checked)
*There was a **mark** on his white shirt.* (*mark* means a small dark area)
- 2 Complete these sentences with one of these words. Check in your dictionary.

book	leaves	type
------	--------	------

- a How quickly can you **type** on a computer?
- b We'd like to a table at the restaurant, please.
- c The train at four o'clock.
- d Which did you take from the library?
- e There are a lot of on the ground in autumn.
- f Papyrus is a of grass.

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WORKBOOK PAGE 11

LESSON 4

SB page 14

Critical thinking

1 Answer the following questions.

- 1 Ask the students what they can remember about the article The history of paper.
- 2 Tell the students to read through the questions. Put them into groups to discuss the answers. Tell them to refer back to the text on Student's Book page 13 if they need to.
- 3 Go through the answers with the class.

Answers: _____

- b They first made it two thousand years ago.
 c You can read encyclopaedias and other books.
 d Suggested: They probably travelled by horse or by boat.
 e Suggested: Paper needs to be white or lightly coloured, so you can see what is written on it.
 f Suggested: Probably less because fewer trees will be planted if paper is not needed. Perhaps there will be more, though, if forests are left untouched and fewer trees are needed for paper.

2 Read this quotation from the article and answer the questions.

- 1 Tell the students to read the quotation in the box. Make sure that they understand it.
- 2 Put them into pairs to discuss the questions. Then ask some pairs to share their answers with the class.

Answers: _____

- a Because it is fortunate that the trees that give us paper grow quickly. If they did not, it would be harder to make paper.
 b Suggested: newspapers, magazines, glass bottles, some plastics
 c They probably think that new paper is cleaner or better quality than recycled paper.
 d It means that you do not need to use energy to make new paper, and you do not need to throw old paper away.

3 Discuss these questions in pairs.

- 1 Tell the students to look at the two pictures and say what they can see (a book being read/used and a book being taken from a bookshelf).
- 2 Put the students into new pairs. Tell them to read the questions and discuss their answers.
- 3 Ask some pairs to share their answers with the class.

Suggested answers: _____

- a at home: in newspapers, magazines, books, stationery (writing paper, cards), paper for writing on
 at school: schoolbooks, exercise books, test papers, posters, maps
 everyday things: bags, posters, adverts, wrapping for goods, food, etc., restaurant menus
 b Books are used in schools to give people access to education. Stories and poems in books also give us

entertainment.

- c Some paper things, such as certificates cannot be replaced electronically. These would not be the same in electronic form.

Skills for life

Read the Skills for life box as a class.
 Encourage the students to recycle what they can.

4 Focus on words with more than one meaning

- 1 Read through the explanation. Ask students if they can think of any other words like mark, which can mean something different depending on whether it is a verb or a noun (for example, park: park a car, visit a park).
- 2 Read the instruction for part 2. Students can do the task in pairs. They can use a dictionary if necessary.
- 3 Check answers as a class.

Answers: _____

- b book c leaves d book
 e leaves f type



1 Match these words with their meanings.

1 Ask the students to look carefully at the words in column one and the meanings in column 2. Ask them to match each word with the correct definition.

2 Check answers as a class.

Answers:

- | | | | |
|-----|-----|-----|-----|
| b 1 | c 7 | d 2 | e 3 |
| f 6 | g 5 | h 4 | |

2 Choose the correct word.

1 Tell the students to read the sentences. Explain that they must choose and circle the correct word to complete each sentence correctly.

2 Check answers as a class.

Answers:

- | | | |
|---------|-----------|----------|
| b soak | c mixture | d bleach |
| e trade | | |

3 Use your dictionary to answer these questions.

1 Ask the students to read the questions. Tell them to use their dictionaries to answer the questions.

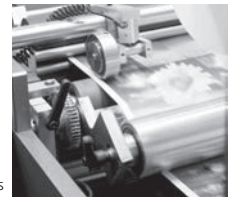
2 Check answers as a class.

Answers:

- | | | | |
|------------|----------|--------|------------|
| b pressure | c trader | d roll | e bleached |
| f removal | | | |

Preparation for next lesson

In Lesson 5, Exercise 4 requires some research which students may need to do at home. If you do not have access to the internet or newspapers in class, set this task for homework so that the students are prepared for the next lesson.



1 Match these words with their meanings.

- | | | |
|----------------|---------------------------------------|--|
| a bleach | 1 <input type="checkbox"/> | a large book that contains facts |
| b encyclopedia | 2 <input type="checkbox"/> | push something hard |
| c mixture | 3 <input type="checkbox"/> | take something away |
| d press | 4 <input type="checkbox"/> | buy or sell large quantities of goods |
| e remove | 5 <input type="checkbox"/> | cover something with liquid for a period of time |
| f roller | 6 <input type="checkbox"/> | a round piece of wood or metal that can be rolled |
| g soak | 7 <input type="checkbox"/> | something made by mixing two or more things together |
| h trade | 8 <input checked="" type="checkbox"/> | make something white by using chemicals |

2 Choose the correct word.

- a After the storm, workmen removed recycled a lot of sand from the roads.
 b Before you can cook these beans, you have to **soak/bleach** them for three hours.
 c The story is an interesting **mixture/encyclopedia** of fact and fiction.
 d You can **bleach/roll** white shirts to keep them looking clean.
 e There has always been a lot of **mixture/trade** between Egypt and Europe.



3 Use your dictionary to answer these questions.

- a The noun is *mixture*. What is the verb? mix
 b The verb is *press*. What is the noun? _____
 c The verb is *trade*. What is the noun for someone who trades? _____
 d The noun is *roller*. What is the verb? _____
 e The verb is *bleach*. What is the adjective? _____
 f The verb is *remove*. What is the noun? _____

LESSON 5 SB page 15 WB page 12

Communication skills Questioning sources of information

- 1 Discuss these questions in pairs.
- Do you always believe what you hear or read in the news? Why / Why not?
 - What is the strangest news that you have heard this year?
 - How do you know if this news was real?



- 2 Listen to this conversation and answer the questions.
- What news has Leila heard? *Crocodiles are living in the Nile near Cairo.*
 - What does Fawzia think about the news?

- 3 Listen again and circle the expressions that you hear to question sources of information.

FOCUS ON FUNCTIONS

Questioning sources of information

- Can you **prove** / **confirm** that?
- What's the **reason** / **source of information** for that?
- I **don't** / **can't** believe that.
- What proof do they have that this is **real** / **true**?
- It **can't** / **must** be true.
- I think that's **a lie** / **real**.
- It is** / **It's not** real news, **it is** / **it's not** false.

- 4 Work in pairs.
- Use the internet, a newspaper or another source to find two interesting or unusual news stories. Write down the sources of information.
 - Now write a news story that is false. Make up a source.
- 5 Work in groups of four.
- Take turns to read your three news stories to the other pair of students. They can challenge you using expressions from Focus on functions.
 - When you hear the other pairs' stories, decide which one is false. Can you tell the difference between real news and false news?

RESEARCH

6 Research the following about the news

Find out:

- how you can know if a news story is reliable
- which organisations you can usually trust

WORKBOOK PAGE 12



- 2 Play the recording. Ask some students to share their answers.

Answers: _____
 b She does not believe it.

TAPESCRIPT

Leila Fawzia, did you know that they have found crocodiles living in the Nile in Cairo?

Fawzia Really? Can you prove that, Leila?

Leila Yes, I read it online.

Fawzia What's the source of information for that?

Leila It's on this website. Look.

Fawzia I don't believe that. What proof do they have that this is true?

Leila I'm not sure. It doesn't say who wrote the article or where they found the crocodiles.

Fawzia Is the same news on any websites that you know and trust?

Leila Wait, I'll check ... no, I can't find it on any other news websites.

Fawzia Then it can't be true. I think that's a lie.

Leila Why do they put news that is not true on the internet?

Fawzia They want people to read their website. It's not real news, it is fake. Always check any stories on websites that you can trust.

- 3 Listen again and circle the expressions that you hear to question sources of information.

- Tell the students to look at the expressions in Focus on functions.
- Explain that you will play the recording again and they must listen and circle the words that they hear. You may need to play the recording more than once.
- Check answers as a class.

Answers: _____
 b source of information c don't d true
 e can't f a lie g It's not / it is

Communication skills

- 1 Discuss these questions in pairs.
- Put the students into pairs and give them time to discuss the questions.
 - Discuss as a class. Point out that it is very important to think about whether a news story is real or not. Present the word fake (not real).
- 2 Listen to this conversation and answer the questions.
- Explain that the students are going to hear a recording of two people having a short conversation. Ask them to read through the questions.

4 Work in pairs.

- 1 If you have access to the internet, the students can do this task in class. Alternatively, they may have prepared this for homework after Lesson 4. Ask them to find two unusual news stories, carefully noting where they found them.
- 2 For b, ask the students to create a false news story and a source. They should work individually and not discuss their stories with their friends.
- 3 Give the students time to compare their stories in pairs. You can go round and check their work while they do this.

5 Work in groups of four.

- 1 Put the students into groups of four. Each pair should read their three news stories to the other pair. The pair that is listening should wait until they have finished each news story. Then can then challenge or ask questions using expressions from Focus on functions. Go round and monitor as they are working and make a note of any errors.
- 2 When the pairs have heard all three stories, they should decide which story is false.
- 3 Ask students to say which real story they found most amazing. They should share this with the class.
- 4 Ask students to say which fake story they found most believable and why. Point out that it is very important to check facts and to be able to identify fake news.

6 Research the following about the news

- 1 Tell the students to carry out this research in class or for homework.
- 2 They can report back on what they found in the next lesson.

UNIT
3

1 Finish the following dialogue.
Mariam is reading the news online.

Mariam This website says that a rich person is going to buy the Pyramids in Giza.
Lina a What's the source of information for that?
Mariam It's on a website called Believe it or not.
Lina b _____?
Mariam Well, I can't see any proof. Do you think it is true?
Lina No. c _____. I think it's a lie. I want to know where they got that information.

2 Plan an email to a newspaper expressing your opinions about the future of newspapers.

Dear ...

Paragraph 1 (Introduce the subject of the email. Say what you think of traditional newspapers.)

Paragraph 2 (Describe different ways in which some people are now finding out the news, and what problems this can bring.)

Paragraph 3 (Describe how you think that newspapers may change in the future. Give two reasons for why these changes may take place.)

Paragraph 4 (Say what you hope will happen to newspapers in the future.)

Yours,...

3 Write your email in 125–150 words.

- a Write your first draft quickly. Remember that emails to newspapers are usually written in quite formal language. Follow the notes you made in your plan.
- 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 in your notebook.



1 Finish the following dialogue.

- 1 Read out the first line of the first dialogue, and check if the students understand the task.
- 2 Tell the students to complete the two conversations, then compare answers with a partner.
- 3 Check answers; invite different pairs to read out the completed conversations.

Suggested answers: _____

- a (Any appropriate answer)
- b Can you find any proof?
- c I don't believe that.

2 Plan an email to a newspaper expressing your opinions about the future of newspapers.

- 1 Tell the students to think back to their discussion about the future of traditional books and newspapers. They can use this in their plans. Tell the students that they are going to plan an email stating their views on the future of newspapers.
- 2 Ask them to read through the plan and use it to organise their email. Remind the students to only make notes. Complete paragraphs are not needed yet.
- 3 Walk round the class and help the students as required.

3 Write your email in 125–150 words.

- 1 Tell the students to use their notes from Exercise 2 to help to write their email. Walk around the class and help the students as needed.
- 2 As they finish, tell them to read their email and check any difficult spellings in their dictionaries.
- 3 Students then write a final copy. They could finish this for homework.
- 4 If you do the task in class, put the students into groups of four and ask them to read out their emails to each other. Tell each group to choose one email to read to the class.

Assessment

Listening Task

Target element: revise key listening passage of the unit

On the board, write the gapped sentences below and ask the students to copy them. Explain that they are going to hear the conversation from Lesson 1 about the different ways of reading again. Tell them to listen carefully and complete the sentences. (The answers are given in brackets.)

- 1 *Now I'm about the idea of using them to read all my books. (really enthusiastic)*
- 2 *But in the future, they'll every new book as an ordinary book and as an ebook. (probably publish)*
- 3 *I'm sure the publishers the price when more people buy them. (will reduce)*
- 4 *Yes, think of all the paper that (we can save)*

Speaking Task

Target element: talk about what the year 2050 will be like

On the board, write the following words:

*transport
newspapers
buildings
food
clothes*

Put the students into pairs or groups and ask them to talk about how each of these things will have changed in 2050. Encourage them to use the future simple will for predictions, the future continuous and the future perfect (and other future forms and tenses if appropriate).

Reading Task

Target element: revise the key reading passage of the unit

Write the sentences below on the board. Explain that some of them are true and some are false. Tell the students to reread the text on Student's Book page 13, The history of paper, and decide which sentences are true and which are false. Tell them to correct the false sentences. (The answers are given in brackets.)

- 1 *Papyrus was used for writing and drawing on in ancient Egypt. (True)*
- 2 *The first paper was expensive because it was made of wood. (False. It was made of cotton)*
- 3 *Old paper can be recycled. (True)*
- 4 *The trees used to make paper grow very slowly. (False. They grow quickly.)*
- 5 *Many people believe that in the future we will not need books, as all information will be on the internet. (True)*

Writing task

Target element: writing about the future

On the board, write a list of things that might change in the future:

*cars
books
houses
schools*

Tell the students to choose one topic and write about how this thing will be different in the future. Tell them to explain in what ways it will change and how it will make our lives different. When they have finished, ask some students to read out their texts to the whole class.

Revision A

SB pages 16-20

WB pages 13-16

Revision A

Listening

1 Discuss these questions in pairs.

- a What do you think that a teacher finds rewarding about teaching?
b What do you think that a teacher has to do, as well as teach?

2 Listen to another part of *My Father, An Egyptian Teacher*. Does it give the same answers as you gave in Exercise 1?

3 Match the words a-e from the listening text with the words and phrases that have a similar meaning 1-5.

a accept	1 <input type="checkbox"/> particularly
b especially	2 <input checked="" type="checkbox"/> a say yes to something
c goods	3 <input type="checkbox"/> student
d pupil	4 <input type="checkbox"/> give back
e return	5 <input type="checkbox"/> things to sell



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4 Listen again and choose the correct answers.

a At the end of each day, the teacher's bag is heavy with ...

- A money B goods
C students' books D library books

b The teacher's son is not sure if his father ...

- A enjoys his job
B works hard enough
C gets enough money
D should work any more

c Many years later, the teacher ...

- A becomes ill
B becomes poor
C moves to Cairo
D finds a new job

d The son takes his father to see ...

- A a friend in Cairo
B a teacher from Beni Suef
C a famous doctor
D a man in hospital

e The father does not want to go to the private hospital because ...

- A it is expensive
B it is in Cairo
C it is private
D he is not very ill

f The teacher is surprised when the doctor ...

- A sends him to hospital
B becomes angry
C says he is very ill
D returns his money

g The doctor is kind to the teacher because ...

- A he helped to make the doctor successful
B the doctor was a friend of his son
C he forgot that he was the doctor's teacher
D he gave the doctor some money

2 Read the questions and give the students a few minutes to discuss them in pairs.

3 Ask the students to share their ideas with the class.

Students' own answers

2 Listen to another part of *My Father, An Egyptian Teacher*. Does it give the same answers as you gave in Exercise 1?

1 Read the question and play the recording.

2 Check answers as a class.

Students' own answers

TAPESCRIPT

My Father, An Egyptian Teacher
My father was a teacher in Beni Suef. Every day, he left home early to teach his first class, and came home late, his bag heavy with the books he had to mark that evening. I often asked him, "Do they pay you enough for all this hard work?"

He smiled and said, "I'm not the owner of a shop who can get money for the goods he sells. But I think I will be rewarded one day."

My father continued to work hard until many years later when he became ill. I took him to see a famous doctor in Cairo. We paid two pounds to see him. That was a lot of money then, especially for a teacher.

Soon we were taken to the doctor's room. The doctor looked at my father for a long time. He asked him many questions while he was examining him. Then he suggested that my father should spend a few days at his own private hospital. My father did not want to accept, because this was very expensive.

The doctor then gave him something and said, "Bring this and some clothes to the hospital tomorrow morning."

My father looked at what the doctor had given him. It was two pounds. "Why have you returned the

LESSON 1

SB page 16

Listening

1 Discuss these questions in pairs.

1 Ask the students what they can remember about the teacher in *My Father, An Egyptian Teacher*, and about the qualities needed to be a good teacher.

money?" he asked.

The doctor smiled. "Please accept this money and listen to what I have to say. I was one of your pupils at Beni Suef. I know it is not easy for you to remember the many pupils that you teach, but we have always remembered you. I have always wanted to meet you again, because you are behind every success that I have had in life."

My father looked at the kind doctor and said, "I have worked hard as a teacher for a moment like this! I'm so happy to know that my work has made your life successful!"

3 Match the words a–e from the listening text with the words and phrases that have a similar meaning 1–5.

- The students can do the task individually and compare their answers in pairs.
- Check answers as a class.

Answers: _____
b 1 c 5 d 3 e 4

4 Listen again and choose the correct answers.

- Ask the students to read a–g and the options before you play the recording again, so that they know what to listen for.
- You may need to play the recording more than once.
- Check answers as a class.

Answers: _____
b C c A d C e A f D g A

LESSON 2

SB page 17

Grammar

1 Look at the picture and answer the questions.

- Explain to the students that the photographs show the same part of Berlin in the 1930s and in 2017.

Grammar

1 Look at the pictures and answer the questions.

- What was happening in picture A? *A lot of people were using horses and carriages.*
- What was this part of the city like in 2017? _____
- What has and has not changed? _____



Above: Potsdamer Platz, Berlin 1930s
Right: Potsdamer Platz, Berlin 2017

2 Complete these sentences with the correct future form of the verbs in brackets.

My brother Karim **a** *is going to study* (study) law at Cairo University next year. His course **b** *starts* (start) in September. We live in the country so my brother **c** *stays* (stay) with an uncle who lives near the university. He has already prepared his room! My parents **d** *drive* (drive) Karim to my uncle's house. I won't be able to go because I **e** *do* (do) school work. I think that I **f** *will visit* (visit) him in January. I'm sure that he **g** *will enjoy* (enjoy) his time in Cairo. By the time Karim is 30, I think that he **h** *will become* (become) a successful lawyer!



3 Complete these sentences with your own ideas, then ask and answer them in pairs.

- Have you ever ...?
- What were you doing ...?
- When did you ...?
- Who are you going to ...?
- When you are 25, will you have ...?
- Before last year, had you ...?



- The students can discuss questions a–c in pairs or small groups. Go round as they are working and check they are using past tenses correctly. Make a note of any persistent errors and go over these at the end.
- Ask a few students to share their ideas with the class.

Suggested answers: _____

- A lot of people were using horses and carriages. Cars and buses were using the roads as well. A man was selling newspapers. A lot of people were walking in the streets. Some people were crossing the roads.
- The buildings have nearly all changed. They have built a lot of tall office buildings. The clock

tower has not been changed, but the big square behind the clock tower is not there now. The roads look quieter, with fewer cars and people. It was busier in the first photo.

- c A lot has changed. All the buildings were smaller in the 1930s. There were more horses, buses and cars and I think the roads were bigger and wider. There were a lot more people in the square. They have built a lot of new buildings and changed the roads, too.

2 Complete these sentences with the correct future form of the verbs in brackets.

- 1 Ask the students to read the whole text before they complete the sentences. They can do this individually and can compare answers in pairs. If they need help with this, they can refer back to Focus on grammar on page 12.
- 2 Check their answers as a class.

Answers: _____

- b starts c is going to stay
 d are driving/are going to drive
 e will be doing f will visit g will enjoy
 h will have become

3 Complete these sentences with your own ideas, then ask and answer them in pairs.

- 1 Ask the students to read through the prompts and the example answer.
- 2 Give them time to complete each question.
- 3 Ask the students to work in pairs to ask and answer their questions. Go round and monitor. Make a note of any persistent errors and go over these at the end.
- 4 Ask a few students to demonstrate their conversations to the class.

Students' own answers

LESSON 3 SB page 18**Reading****1 Complete this article about the history of libraries with these words.**

- Before the students open their books, ask them what they think of libraries. How often do they use one? What do they know about the history of libraries? Write their ideas on the board.
- Ask the students to open their books and to look at Exercise 1.
- Give the students time to complete the task. Check answers as a class.

Answers:

- | | |
|---------------|----------------|
| b established | c collections |
| d importance | e available |
| f online | g enthusiastic |

2 Read the text again. Are these sentences True or False? Correct the false sentences.

- The students should read the text again to do this task.
- Encourage them to discuss their answers in pairs. Then, discuss as a class.

Answers:

- False. It was on papyrus.
- True
- True
- False. It has one of every book printed in the country.
- False. You can read them online but you cannot borrow them.

3 Discuss these questions in pairs.

- Give the students time to discuss the questions.
- Ask the students to share their ideas with the class.

Students' own answers

Revision A



al-Qarawiyyin Library

Reading**1 Complete this article about the history of libraries with these words.**

available collections
enthusiastic established
importance ~~influential~~ online

2 Read the text again. Are these sentences True or False? Correct the false sentences.

- The first library in the world was al-Qarawiyyin Library in Morocco. *False. It is the oldest library that you can still visit, but there were older libraries.*
- The writing in Armana and Thebes was on pieces of leather.
- Books in the Library of Alexandria were not usually made from paper.
- You could not borrow printed books before 1400.
- The British Library has one of every book printed in the world.
- You can borrow books and magazines from the Egyptian Knowledge Bank.

3 Discuss these questions in pairs.

- Have you used the Egyptian Knowledge Bank?
- Do you prefer to use a digital library or a real library? Why?

18

The history of libraries

One of the most amazing and **a** *influential* libraries in the world is the Bibliotheca Alexandrina. It opened in 2002 and can hold eight million books. But we have had libraries for thousands of years. Probably the oldest library that you can still visit is al-Qarawiyyin Library in Morocco. The daughter of a trader **b** the library in 859 CE. However, people had collected books a long time before this.

Archaeologists have found writing on **c** of papyrus in Amarna and Thebes from around 1300 BCE. The ancient Greeks had libraries where they kept thousands of original books (they did not want copies). The famous Library of Alexandria opened in around 300 BCE. The aim of this library was to have one of each of the world's books, although books were then made of papyrus or leather.

Before 1450, people had written books by hand. Then, people started printing books for the first time. Many universities also started to open, and most of these had important libraries. The rulers of many countries understood the **d** of books to people's education and began to open national libraries. Now there are many very famous national libraries around the world. The British Library opened in 1753 as part of the British Museum and is one of the largest libraries in the world. It keeps one of all the books, magazines, newspapers and maps printed in Britain. By 1988, there were so many of these that it had to move to a new, bigger building.

Today, you can also use digital libraries, where thousands of books and magazines are **e** to people **f** An example is the Egyptian Knowledge Bank (www.ekb.eg) which has dictionaries, encyclopedias, videos and all kinds of books online. People have been very **g** about this digital library since it opened in 2016.



LESSON 4 SB page 19

Communication skills Project

1 Discuss these questions in pairs.

- Which charities do you know?
- Who or what do the charities help, and why?
- In what way can we help these charities?

**2 Read the situation, then write down some ideas about how you could help the charity.**

A local charity helps children without parents. The charity always needs books, clothes, toys and other things that the children can use. It also needs people to help to take children for days out of the city, to organise sports and games and to help with other activities.

3 Work in groups of five or six.

- Each person should make a suggestion about how to help the charity.
- One person in each group should now choose the best two suggestions from the group. Explain why you have chosen the suggestions using some of these expressions.

- I think / don't think that ...
- In my opinion ...
- I'd say that ...
- As far as I'm concerned ...

4 Give a talk to the class.

- Choose a person from your group to give a talk.
- That person should explain to the class the reasons for your two suggestions on how to help the charity. Use some of these expressions.

- I think we should ...
- Why don't we ...?
- What about -ing?
- I think it would be a good idea to ...
- The best thing we could do would be to ...
- I advise us to ...

5 When you have listened to all the talks, have a class vote on the best way to help the charity.

Revision A

3 Work in groups of five or six.

- Divide the class into groups of five or six and make sure the students understand the task.
- Appoint one spokesperson in each group who can choose the best two suggestions. Make sure that they use the expressions from the box to justify their choices.

4 Give a talk to the class.

- Each group chooses one person to give a talk. This should be a different person from the spokesperson from the last activity,
- Other members of the group should help them to plan a short talk.
- Students from each group give their talks to the class. They should use some of the expressions from the box. Praise all good work.

5 When you have listened to all the talks, have a class vote on the best way to help the charity.

- Have a vote on the best choice.

Communication skills

1 Discuss these questions in pairs.

- Give the students a few minutes to discuss the questions. They can use the photographs as prompts.
- Have a brief class discussion.

2 Read the situation, then write down some ideas about how you could help the charity.

- Ask the students to read the situation. Make sure that they understand it.
- Ask the students to make some notes about their ideas.

LESSON 5 SB page 20**Extra reading****1 Check the meanings of these words and phrases in your dictionary.**

- Write the words and phrases from the box on the board.
- Say the words and ask different students to come to the board to underline the stressed syllable in each word or phrase.
- Say the words aloud and ask the students to repeat them.
- Now tell the students to look up the meanings of the words in their dictionaries.

Answers:

<u>access</u> (v)	find and use information, especially on a computer
<u>appear</u>	begin to be seen
<u>inaccurate</u>	not correct
<u>keyword</u>	a word that is very important or necessary
<u>media</u>	television, radio and newspapers
<u>relevant</u>	directly relating to the subject or problem being discussed
<u>search engine</u>	a computer program that looks for keywords on different websites
<u>update</u> (v)	add the most recent information about something

2 Work in pairs and do the quiz.

- Ask the students to read through the quiz quickly and check that they understand all the questions.
- Explain that the students can work in pairs to read each question and to choose the answer that is true for them.
- Go round the class, monitoring and helping.

Revision **A****Extra reading****1 FOCUS ON VOCABULARY**

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

access (v) appear inaccurate keyword
media relevant search engine update (v)

2 Work in pairs and do the quiz.

1 Your homework is 'Find out information about the oldest pyramid in the world.' How do you find this information on the internet?

- Type in the homework title and see what happens.
- Type in only a few keywords.

2 You have a list of many websites that can give you the information that you want. Which website do you use?

- The website that is top of the list.
- The websites that you know and trust.

3 You find the information that you need is different on different websites. What do you do?

- Use the information from the website that is top of the list.
- Check the facts on two or three websites that give information on the subject.

3 Do you think that you use the internet wisely if you answered mostly a or mostly b to each question in the quiz? Why?

4 Read about using information online and check your answers to Exercise 3.

5 Read the text again and answer these questions.

- How does a search engine work?
- Why shouldn't you type too many words into a search engine?
- How do some companies make sure that they appear first in search results?
- Why do some websites give you inaccurate information?
- How do you know if information on a website is up to date?

Using information online

If you can access the internet, you can also access the world's biggest library. The problem is that the library is so big that it is not always easy to find what you need.

If you want a particular website, it is easy to type in the website address (URL), then the pages will appear on your screen. However, if you don't have the name of a website, you can easily use a **search engine**. These are computer programs that look through thousands of websites for **keywords**. They then show you the results of the search, and you can choose the website you need.

Remember that keywords are important. If you type in one word – *pyramids*, for example – you will get thousands of search results. If you put in too many words, the search engine might find many websites which are not **relevant**. So it is best to put in three or four important keywords, for example *oldest pyramid in world*.

Search engines are very useful, but it is important to remember that not all websites are reliable. Some companies pay to have their websites **appear** first in search results. Some websites will give information that might be **inaccurate**. What they say is a fact might only be their opinion. Some websites might want to sell you something.

How do you know which information is reliable? You can usually trust university or government websites and the websites of big **media** companies. However, if you are not sure, check any facts on two or three different websites to make sure that they all say the same thing. Check that the information on the website is not old information, too. The website should say when the information was last **updated**.

6 PROJECT

- Find out about two or three websites that can give you reliable information for your studying.
- Write a report about the websites and why they are reliable. Write a conclusion saying what you have learnt about websites.

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3 Do you think that you use the internet wisely if you answered mostly a or mostly b to each question in the quiz? Why?

- Ask different pairs to report their answers in the quiz to the class. Encourage them to give a reason for their answers.
- Find out how many students answered mostly a and how many mostly b. Ask them if they think that they use the internet wisely. They can check their answers in Exercise 4.

4 Read about using information online and check your answers to Exercise 3.

- Ask the students to read the text quickly and

check their answers to Exercise 3.

- 2 Check answers as a class.

Answers: _____

You are most likely to use the internet wisely if you answer b in each case.

5 Read the text again and answer these questions.

- 1 Encourage the students to read the questions first before they read the text again carefully.
- 2 They can compare their answers in pairs.
- 3 Check answers as a class.

Answers: _____

- a It looks through thousands of websites for keywords.
 - b Because it might find many websites that are not relevant.
 - c They pay money.
 - d They want to give you their opinions, or they might want to sell you something.
 - e The website should say when it was last updated.
-

6 Project

- 1 Read the instructions and make sure that students understand the task.
- 2 Students can complete the project for homework.

Students' own answers

Practice Test 1a

A Vocabulary and structure

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

- 1 Nesma first met her best friend when she _____ at primary school.
a has been b was being **c was** d is
- 2 I'm going to wait until they _____ the price of the phone before I buy it.
a prevent b increase **c reduce** d replace
- 3 What _____ at midday yesterday?
a are you doing **b were you doing** c you were doing d have you done
- 4 We can't use the internet at the moment because the computer is _____.
a out of line **b offline** c online d in line
- 5 Kamal _____ an English person before he met my friend Jack.
a did not meet b has not met c won't meet **d had not met**
- 6 It is best to _____ the dried fish in water before you cook it.
a sink b seek **c soak** d save
- 7 Before there was a bus to her village, Mona and her brother _____ to school.
a had always walked b were walking
c have always walked d walk
- 8 The students were very helpful and helped to _____ some of the rubbish that was in the canal.
a remove b rescue c respect d research
- 9 You can't talk to Tarek because he _____ out.
a used to go b had gone **c has just gone** d goes
- 10 Do you often _____ music from the internet?
a load b take **c download** d upload
- 11 Ola is nervous because she _____ a talk to the class before.
a never gives b had never given c never used to give **d has never given**
- 12 My father said that his teacher was very _____. My father couldn't talk in his lessons!
a enthusiastic **b strict** c fatherly d kind
- 13 Don't be late. The bus _____ at exactly ten o'clock!
a leaves b going to leave c has left d left
- 14 Nabila _____ her grandchildren. She always gives them lots of sweets and presents!
a annoys b hates c spills **d spoils**
- 15 A lot of people are waiting for the museum to open. It _____ busy there today!
a is being b was **c is going to be** d has been
- 16 The teacher is going to _____ our homework tomorrow.
a write b do **c mark** d manufacture
- 17 It is very hot in the house. I _____ on the air conditioner.
a am turning b turn **c will turn** d am going to turn
- 18 Hazem does not like cold water but we _____ him that swimming is good for him!
a encouraged **b convinced** c confused d discouraged

Practice Test 1a

PRACTICE TEST

1a

- 19 We can't use classroom five tomorrow because they _____ the walls.
a paint b will have painted **c are painting** d will paint
- 20 Where does your family _____ to go on holiday next summer?
a invent b invest c invite **d intend**
- 21 The mechanic _____ repairing your car by the end of the week.
a will finish **b will have finished** c will be finishing d is finishing
- 22 To make bread, first make a _____ of flour and water.
a mixture b mixing c moisture d monument
- 23 I haven't seen the new adventure film _____.
a just **b yet** c already d never
- 24 The school secretary is _____ for sending emails to the parents.
a irresponsible b respected **c responsible** d awarded
- 25 Ahmed _____ London. He is going to return to Cairo next week.
a has gone b has been **c has gone to** d has been to
- 26 Not many people have read my cousin's book because she could not find a _____.
a library **b publisher** c bookshop d bookseller
- 27 Karim has been really good at English _____ he went to England on holiday last summer.
a when b for c although **d since**
- 28 My grandparents' house is old-fashioned and does not have many _____.
a gadgets b galleries c technology d electricity
- 29 When we saw the hotel, we _____ that it was a great place for a holiday.
a were knowing b had known c have known **d knew**
- 30 This film is very _____. I'd prefer to watch something that will make us laugh!
a sensible b funny **c serious** d fun

B Reading Comprehension

2 Read the following passage, then answer the questions:

Dear Ali,
How are you?
I had wanted to email you before I started my new job, but I did not have time! I've now worked here for two weeks. I'm working in an old building in the middle of the city at the moment and I travel to work by bus. By the end of next year, they will have finished building a new office in a different part of the city. So after that, I'll be travelling to work every day on the metro!
Before I started this job, I hadn't known very much about new technology. Now I use it every day. I often talk to people in other countries, using the internet.
The work is different every day. Yesterday I was interviewing a businesswoman from Japan. Today I'm visiting a new hotel in Cairo and tomorrow I'm going to a meeting in Damietta. I think I'll have to get up very early because the train leaves at 5a.m.!
The job is very tiring and I don't have a routine yet, but I'm enjoying it. I have already written a lot of articles. You can read them online. I've met some famous people, too. There is a photo of me interviewing a politician in the attachment to this email. He works for the Ministry of *Antiquities*, so he knows all about ancient Egypt. I haven't met any sports people yet, but there is an important tennis competition next month. There are some famous tennis players going there and I'm sure I'll interview one.
Write soon.
Best wishes,
Munir

Practice Test 1a

PRACTICE TEST

1a

2 Rassendyll's position in society gave him opportunities. Do you agree? Why?

Suggested: I agree that Rassendyll's position gave him opportunities because he went to a good school and learnt many languages, as well as learning to ride a horse and to use a gun and a sword.

3 Do you think there might be a problem with the fact that Rudolf looks very much like the King?

Suggested: There might be a problem if Rudolf decides to pretend to be the King, because many people will think he is King of Ruritania.

C Writing

4 Finish the following dialogue:

Amir is discussing his homework with Nasser.

Amir I need to research information about Rudyard Kipling for an essay, but I don't know which website to use.

Nasser 1 *I think you should type his name into a search engine* _____.

Amir I tried typing his name into a search engine but I got hundreds of results. One website said that he wrote only one poem.

Nasser 2 *I don't think that's true* _____.
He wrote lots of poems. Where did you find that information?

Amir It's a website called *All about poems*. Do you think that the information is wrong?

Nasser Yes. 3 *I can't believe that* _____.
I think that's incorrect. What's the title of the essay?

Amir 4 *The title is Rudyard Kipling's most popular poems* _____.

Nasser OK. Type the essay title *Rudyard Kipling's most popular poems* in the search engine. You will get fewer results now.

Amir Yes, look: *Kipling's ten most popular poems!*

Nasser 5 *I'd say that/In my opinion, that should be useful* _____.

Amir Yes, I think it is very useful.

Nasser It's important to write down your sources of information.

6 *Why don't you write the sources of information at the bottom of your work*

Amir That's a good idea. I'll write it at the bottom of my work.

5 Write a paragraph of about ONE HUNDRED AND TWENTY (120) words on ONE (1) of the following:

a a summary of a book that you have enjoyed

b reading literature improves your education.

6 A Translate into Arabic:

1 We all appreciate the profession of teaching because a good teacher builds a good citizen.

نحن نقدر جميعاً مهنة التدريس لأن المدرس الجيد يبني مواطنًا جيّدًا.

2 We should honour great writers and thinkers, especially those who have published distinguished works.

لا بدّ أن نُجِلّ الكتاب والمفكرين العظام/العظماء، وخاصة هؤلاء اللذين نشرُوا أعمالاً مميّزة.

B Translate ONE (1) sentence only into English:

1 - لقد كتب الروائي عبد التواب يوسف الكثير من قصص الأطفال الشيقة.

Novelist Abdel-Tawab Youssef wrote many exciting children stories.

2 - بمجرد أنني رأيت الحادث، اتصلت بالشرطة وحضروا على الفور.

As soon as I saw the accident, I called the police and they came immediately.

Practice Test 1b

Practice Test 1b

A Vocabulary and structure

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

- The writer wrote his first story when he _____ at university.
a was being b had been **c was** d has been
- London has a/an _____ of 557 mm of rain each year.
a average b number c ability d water
- My little brother is sad because he _____ his favourite toy.
a is breaking b was breaking c had broken **d has broken**
- I sometimes get _____ about the meanings of *whether* and *weather*.
a confirmed b confident **c confused** d concluded
- Dina _____ the test when the teacher told them to stop.
a hasn't finished **b hadn't finished** c not finishing d haven't finished
- Kamal did not want to tidy his room before he went out, but his mother _____.
a told b ordered **c insisted** d said
- The car _____ fast when it hit the tree.
a was moving b moves c has moved d is moving
- Hoda's father works for an important _____.
a job b building **c ministry** d work
- I've tried Chinese food, but I haven't tried French food _____.
a already b never c yet **d just**
- Walid always makes a revision _____ two months before the exams.
a plain b plane c pain **d plan**
- Your bags look heavy. I _____ you to carry them.
a will be helped **b am helping** c help d will help
- Are there any tickets _____ for the tennis match this evening?
a attracted b available **c based** d belonging
- The teacher says that we _____ relative clauses next week.
a going to study b study c are studying **d studying**
- To turn the computer on, you must press this _____.
a bottom **b basket** c battery d button
- My grandfather _____ 70 on his next birthday!
a is being **b will be** c is going to be d will have been
- Adel loves windsurfing. He is very _____ about the sport.
a enjoyable **b enthusiastic** c excellent d efficient
- The police know what the thief _____ at eight o'clock last night.
a has done b does **c was doing** d is doing
- I sent my friend an email with a photo as an _____.
a attached **b attachment** c attack d attractive
- The tourists _____ walking until they had reached the top of the mountain.
a didn't stop b stopped c haven't stopped d won't stop
- Hamid is _____, so he cannot walk.
a deaf b blind c unable **d disabled**

Practice Test 1b

PRACTICE TEST

1b

- 21 Ali isn't here. He _____ to the park.
a has been b has gone c had been d had gone
- 22 The head teacher believes that _____ is very important in the classroom.
 a discipline b indifference c violence d noise
- 23 At ten o'clock tomorrow, I _____ on a train to Aswan!
a travel b will have travelled c going to travel d will be travelling
- 24 My father does the same things every day. He likes to have a _____.
a root b work c routine d way
- 25 We _____ studying this book by the end of this year.
a finish b will be finishing c will have finished d are finishing
- 26 There was a _____ at the university about new technology.
a legend b lie c tale d lecture
- 27 I _____ the office until I had checked that all the doors were locked.
a won't leave b wouldn't leave c hadn't left d wasn't left
- 28 The head teacher _____ the students before the visitor gave her talk.
 a silenced b declared c sheltered d shouted
- 29 It's 35 degrees and it's only 7 a.m. It _____ very hot today.
a was b is going to be c is being d will be being
- 30 The computer in the library does not work, so they are going to _____ it.
a reduce b replace c download d upload

B Reading Comprehension

2 Read the following passage, then answer the questions:

The Chinese invented paper, and they were also the first to use paper bank notes for money. Before paper notes were invented in the seventh century, wealthy Chinese traders had used metal coins. These had a hole in the middle so that traders could carry them on pieces of material. But these were very heavy to carry. As a result, traders left the money with someone they trusted. Instead, they carried a piece of paper which said how much money they had. The trader could use this paper note to promise anyone that they could pay for the goods that they wanted to buy.

People in Europe only started to use paper bank notes in the seventeenth century. In England, the King needed money to help fight a war with France. Banks encouraged people to leave money with them and gave handwritten notes saying how much money they had left. The notes said, "I promise to pay the *bearer* the sum of ..." and you can still see the same words on English notes today. Bank workers continued to hand write notes until 1853, when the first notes were printed.

The paper used for bank notes is usually made from a mixture of paper and cotton, and sometimes other materials. Although these other materials make the notes stronger than normal paper, most bank notes only last for about two years. For this reason, some countries tried using plastic notes in 1983. However, the first plastic notes in England were not very successful because the ink came off the notes onto people's hands! Five years later, in 1988, Australia successfully used plastic notes for the first time. Today, many countries use plastic notes, which are stronger than paper notes, last longer and are harder to copy.

- 1 Why did Chinese traders first use notes instead of coins?
 a Because the coins were too heavy to carry. b Because coins had holes in them.
c Because traders could not trust everyone. d Because they preferred paper.
- 2 Why did banks in England first want people to leave their money with them?
 a The King needed money to fight a war. b People preferred notes to coins.
c People wanted their money to be safe. d Banks opened for the first time.

C Writing

4 Finish the following dialogue:

Zeinab and Riham are planning a school project.

Zeinab It says here that because Australia is moving north every year, sat-navs can't find some important places.

Riham 1 *I don't believe that* It can't be true.

Zeinab No, this is real news. It is not fake.

Riham 2 *What proof do you have that this is real*

Zeinab I can prove it because it's on the website of an organisation that I can trust. Do you think that I should write about this for my school project?

Riham Yes. 3 *In my opinion, it would be very interesting*

Zeinab I agree, it would be interesting. How do you think I should start it?

Riham 4 *I think you should start by describing why Australia is moving north*

Zeinab OK, I'll start by describing why it is moving north.

Riham You should definitely include where you got the information, too.

5 *What's the source of information*

Zeinab It's a website called *True facts about Australia*.

6 *Why don't you use the same website to find more information*

Riham That's a good idea. I'll see if I can find other interesting information on the same website.

5 Write an email to a friend of ONE HUNDRED AND TWENTY (120) words on ONE (1) of the following:

Your name is Nour. Your friend's name is Wessam. His/Her address is Wessam@newmail.com.

- a a teacher who has helped or inspired you
- b which websites you should use to find out reliable information

6 A Translate into Arabic:

1 A good teacher should be responsible, and should care for the needs of students.

..... لا بد أن يكون المدرس الجيد مسؤولاً وأن يهتم باحتياجات الطلاب.

2 Walid was tired this evening because he had been playing tennis all morning.

..... كان وليد متعباً هذا المساء لأنه كان يلعب التنس طوال النهار.

B Translate ONE (1) sentence only into English:

1 - لقد كان يحيى حقي واحداً من رواد الأدب المصري الحديث.
Yahia Haqqi was one of the pioneers of modern Egyptian literature.

2 - في مصر القديمة، استخدم الناس نوعاً من النباتات الطويلة يُسمى البردي في صناعة الورق.
In ancient Egypt, people used a type of tall plant, called papyrus, to make paper.

UNIT 4

WOMEN IN HISTORY

SB pages 21-25

WB pages 21-24

Objectives

Listening

Listening for gist and to interpret information

Grammar

Relative clauses

Reading

Read for specific information and to interpret reference words

Critical thinking

The changing role of women in society

Functions

Expressing enthusiasm

Writing

Writing an email about free-time activities

UNIT 4

Women in history

OBJECTIVES

- Listening** Listening for gist and to interpret information
- Grammar** Relative clauses
- Reading** Reading for specific information and to interpret reference words
- Critical thinking** Understanding the changing role of women in society
- Functions** Expressing enthusiasm
- Writing** Writing an email about free-time activities

Listening

1 Look at the pictures and answer the questions.


a Can you match the names to the pictures?

- Florence Nightingale
- Dr Aisha Abd El-Rahman
- Lotfia El Nadi
- Amy Johnson

b What do you know about these women? Discuss your ideas in pairs.



2



3



4

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

a Dr Aisha wrote in the newspaper *Al Akhbar*. *False. She wrote in the newspaper Al-Ahram.*

b Dr Aisha was born in 1913.

c Dr Aisha's father encouraged her to go to school.

d She started school when she was seven years old.

e She started teaching Arabic literature in 1942.

f Dr Aisha taught in universities in different countries.

g Dr Aisha died at the age of 98.

5 Discuss this question in pairs.
Dr Aisha spent most of her life on her work. Do you think this was a good idea? Why / Why not?

2 **FOCUS ON VOCABULARY**

Check the meanings of these words in your dictionary.

appreciate	argue for
award (v)	government
positive	respected (adj)
role	

3 Listen to a talk about a famous woman and answer the questions.

a Which woman from Exercise 1 do they discuss?

b Were your ideas about her correct?

6 **FOCUS ON EXPRESSIONS WITH GET**

Get has many meanings, for example: *Aisha's mother encouraged her daughter to get a good education (get means have)*. What do these examples of *get* mean? Check in a dictionary.

a I got an email from my friend this morning.

b We got a new TV from the shops.

c How are you getting home this evening?

d It's getting very hot outside.

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PAGE 21

21

LESSON 1

SB page 21

WB page 21

Before using the book:

- Collect photos of different women who are well known (one photo per group of four students). Display the photos around the classroom. On the board, write the questions:

**Who is she? Why is she important?
What has she done? Where is she from?**

- Ask the students to work in groups to read and answer the questions on the board about the woman in the photo nearest their group.
- Ask a student from each group to report back to the class. You can also give some additional information about the women you have chosen.
- Explain that this unit is about women throughout history and the different things they have accomplished.

Listening

1 Look at the pictures and answer the questions.

- 1 Ask the students to study the pictures of the four women, then write the number of each picture in the box with the name that matches it, as in the example.
- 2 Go through the answers with the class.
- 3 For part b, put the students into pairs to discuss what they know about the four women. Ask some students to share their answers with the class.

Answers: _____

a

- 3 Florence Nightingale
- 4 Dr Aisha Abd El-Rahman
- 2 Amy Johnson

b

Florence Nightingale: a nurse who introduced new ways of nursing. (British)

Dr Aisha Abd El-Rahman: a writer and teacher (Egyptian)

Lotfia El Nadi: one of Egypt's first female pilots (Egyptian)

Amy Johnson: a pilot who broke world records for solo flights (British)

2 Check the meanings of these words in your dictionary.

- 1 Write the words from the box on the board.
- 2 Say the words and ask different students to come to the front of the class and underline the stress on each word.
- 3 Now put the students into pairs and ask them to practise saying the words.
- 4 Tell the students to look up the meanings of the words in their dictionaries.

Answers: _____

appreciate understand and enjoy the good qualities of something

argue for clearly explain why something is true or must be done

award officially give someone a prize or money

government the group of people who make decisions about how to rule a country

positive hopeful and confident

respected admired by many people because of your achievements, skills etc.

role the position that someone has in a job or activity

 **3 Listen to a talk about a famous woman and answer the questions.**

- 1 Explain that you are going to play a talk about a famous woman. Ask the students to listen carefully and say which woman from Exercise 1 is being described.
- 2 Play the recording again and ask the students to listen to check if their ideas were correct. Ask some students to share their answers with the class.

Answers: _____

a Dr Aisha Abd El-Rahman

b Students' own answers

T A P E S C R I P T

Dr Aisha Abd El-Rahman, who is known as Bint El Shatei, is one of the most famous people in Egyptian and Arab culture. As well as writing books on society and culture, she also wrote poems and for fifty years wrote for the newspaper Al-Ahram. During her life, she helped to improve women's position in Egyptian society.

Dr Aisha was born in 1913. Her father was an important man and Dr Aisha used to go with him to meetings at which she learned to read and write. At a time when many girls didn't go to school, Aisha's mother encouraged her daughter to get a good education and, as a result, Aisha started school at the age of five.

Dr Aisha was successful at school and went to Cairo University, where she studied Arabic language and literature. She was awarded her degree in 1939 and then joined the university staff as a research assistant. In 1942, she was employed as a government inspector for the teaching of Arabic Literature.

Using the name Bint El-Shatei, Dr Aisha wrote many books and articles in which she argued for a more positive role for women in the modern world.

Dr Aisha was a respected teacher and taught at many universities across the Arab world. With her husband, Professor Amin El-Kholy, Dr Aisha spent holidays visiting European museums, universities and libraries.

Dr Aisha died in 1998 at the age of eighty-five. Her work, which had taken up much of her personal life, is still appreciated today.

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

- 1 Ask the students to read through the sentences.
- 2 Tell them to listen to the recording again and decide if each sentence is true or false. They should correct the false sentences.
- 3 Put the students into pairs to compare and discuss their answers.
- 4 Check answers as a class.

Answers: _____

- b True
- c False. Her mother encouraged her.
- d False. She started when she was five.
- e False. She was a government inspector for the teaching of Arabic Literature.
- f True
- g False. She was eighty-five.

5 Discuss this question in pairs.

- 1 Tell the students to read through the question and make notes.
- 2 Put them into pairs to compare and discuss their ideas. Ask some students to share their answers with the class.

Suggested answers: _____

It was good in that she spent her life doing the things that she was most interested in and helping and inspiring other people. However, it may not have been good for her personal life because she would not have had much time to spend with family and friends.

6 Focus on expressions with get

- 1 Ask a student to read the explanation and instructions.
- 2 Students can work in pairs to discuss the meaning of get in sentences a–d. They can write in their notebooks and check their answers in a dictionary.

Answers: _____

- a received b bought c travelling d becoming


Women in history
UNIT 4

1 Change or add a word or phrase to correct the mistakes in these definitions. (Four are correct.)

- a argue for explain why something ~~should not~~ be done should
- b appreciate dislike the good qualities or value of something _____
- c award give a prize to someone who has achieved something _____
- d government the group of people who control a country or state _____
- e positive have a bad effect _____
- f role the position that someone has in an activity or situation _____
- g respected admired by many people because of achievements, skills etc. _____

2 Complete these sentences with words from Exercise 1.

- a My older brother has been awarded a maths prize from Cairo University.
- b Exercise can have a _____ effect on your health and fitness.
- c Nurses have an important _____ in looking after patients in a hospital.
- d My parents always _____ it when I work hard at school.
- e This new hospital was built with money from the _____.
- f Mrs Nagwa is a _____ teacher at the school. Her students usually do very well in their exams.



3 Use your dictionary to complete these sentences with the correct form of the word in brackets.

- a The people that I help at the charity are always very appreciative of my work. (appreciate)
- b Young children are usually very _____ towards their teachers. (respect)
- c They are well behaved children who come from a _____ family. (respected)
- d How long has the King _____ that country? (government)
- e It was a great football match. Both teams played very _____. (positive)
- f The _____ for winning the swimming race is a gold cup. (award)
- g The whole class clapped _____ at the end of the interesting speech. They had learned a lot. (appreciate)

21

WORKBOOK page 21

1 Change or add a word or phrase to correct the mistakes in these definitions. (Four are correct).

- 1 Ask the students to look carefully at the list of words on the left and the definitions on the right. Remind the students that four of the definitions are correct. Tell them that if a definition is incorrect, they must cross out a word or the entire phrase and write the correct one at the end, as in the example.
- 2 Ask different students to share their answers and check them with the class.

Grammar Relative clauses

1 Underline the relative clauses in these sentences from the listening text. Circle the relative pronouns.

- 1 Dr Aisha Abd El-Rahman, who is known as Bint El-Shatei, is one of the most famous people in Egyptian and Arab culture.
- 2 Dr Aisha used to go with him to meetings, at which she learned to read and write.
- 3 She went to Cairo University, where she studied Arabic language and literature.
- 4 Dr Aisha wrote many books and articles in which she argued for a more positive role for women.
- 5 Her work, which took up much of her personal life, is still appreciated today.

GRAMMAR REVIEW PAGE 122



2 Answer these questions in pairs.

- a In which sentence is the relative clause important to understand the sentence?
- b In which sentences do the relative clauses give us more information?

3 Join these pairs of sentences using a relative clause.

- a Dr Aisha was born in Damietta in 1913. Dr Aisha's father was an important man. Dr Aisha, whose father was an important man, was born in Damietta in 1913.
- b Dr Aisha wrote many articles. She discussed women and society in these articles.
- c Raneem El Welily is a famous squash player. She was born in 1989.
- d Raneem El Welily won a competition in 2015. This made her the number one women's squash player in the world.

4 Choose the correct words to complete these sentences.

- a Adel is my friend who / whose brother won the poetry competition.
- b Have you seen what / which I bought from London?
- c Alexandria, which / where is Egypt's second biggest city, is a wonderful place for a holiday.
- d He made a bad mistake for / to which he had to apologise.

FOCUS ON GRAMMAR

Relative clauses

- We use **Type 1** relative clauses to give necessary information about people or things:
*She is the woman **who / that** wrote two books.*
- We use **who / that** for people and **which / that** for things:
*That's the book **which / that** is a best seller.*
- We use **whose** to show possession or relationship:
*Ahmed is the boy **whose** father is a teacher.*
- We use **where** for places and **when** for time:
*This is the place **where** we often have picnics.*
*Friday is the day **when** I visit my relatives in our village.*
- Sometimes you need to use a preposition before the relative pronouns (but never before **who** or **that**):
*This is the article **in which** she writes about science.*
*That is the stadium **at which** we saw the cup final.*
- In informal English, you can often leave out the object pronoun:
I need to talk to someone (who / that) I can trust.
- We use **Type 2** relative clauses to give extra information about people or things. We do not usually use **that** as a relative pronoun:
*The book, **which** I bought last week, is really interesting.*
*Mr Samir, **who** teaches us science, is always friendly.*
- We always use a comma to separate a Type 2 relative clause. You cannot leave out the object pronouns.
- We can also use **what** to mean *the thing that / which*. **What** is preceded by a verb and not a noun:
*We'd better decide **what** we need to buy.*

WORKBOOK PAGE 22

Answers: _____
b positive c role d appreciate
e government f respected

3 Use your dictionary to complete these sentences with the correct form of the word in brackets.

- 1 Study the example with the students to ensure that they understand the task.
Tell them to use their dictionaries to find the correct form of the word in brackets to complete each sentence.
- 2 Check answers as a class.

Answers: _____
b respectful c respectable
d governed e positively
f award g appreciatively

LESSON 2

SB page 22 WB page 22

Grammar

Relative clauses

1 Underline the relative clauses in these sentences from the listening text. Circle the relative pronouns.

- 1 Remind the students that a relative clause is a part of a sentence that defines something or gives additional information. It has a verb and it is joined to the rest of the sentence by a relative pronoun such as *which, where, who, whose* or *that*.

- 2 Read Focus on grammar with the students and make sure they understand it.
- 3 Tell the students to read through the exercise. Put the students into pairs and ask them to complete the task.
- 4 Check answers as a class.

Answers: _____
2 Dr Aisha used to go with him to meetings, at which she learned to read and write.
3 She went to Cairo University, where she studied

Answers: _____
b like the good qualities or value of something
c correct
d correct
e have a good effect
f correct
g correct

2 Complete these sentences with words from Exercise 1.

- 1 Tell the students to read the gapped sentences and use the words from Exercise 1 to complete the sentences.
- 2 Check answers as a class.

Arabic language and literature.

4 Dr Aisha wrote many books and articles (in which she argued for a more positive role for women.

5 Her work, which took up much of her personal life, is still appreciated today.

2 Answer these questions in pairs.

- Put the students into pairs and ask them to read through the questions. Remind them to refer to Focus on grammar or the Grammar review to help them discuss the questions if necessary
- Tell them to discuss their answers together. Go through the answers with the class.

Answers:

- Sentence 4 – it says what the articles do.
- The other sentences do this.

3 Join these pairs of sentences using a relative clause.

- Ask the students to read through the sentences. Explain that they must combine each pair of sentences using a relative clause. Study the first example with the students to make sure they understand the task.
- Tell the students to work independently. Put them into pairs to compare their answers.
- Check answers as a class. Ask the students if they know Raneem El Welily.

Answers:

- Dr Aisha wrote many articles in which she discussed women and society.
- Raneem El Welily, who was born in 1989, is a famous squash player./ Raneem El Welily, who is a famous squash player, was born in 1989.
- Raneem El Welily won a competition in 2015, which made her the number one women’s squash player in the world.

1 Choose the correct relative pronoun.

- Yesterday, my brother and I played a long game of tennis, which/what made me very tired.
- The nurse, whose/who must look after young children, has worked at the hospital for ten years.
- The person which/who does most of the cooking in our family is my mother.
- 1837 was the year when/which Victoria became queen of Britain.
- I've just read a newspaper article in which/in where the life of a famous woman is described in detail.
- My sister went to London University, which/where she studied history.



2 Complete these sentences with the correct phrase.

at which for which in-which to which

- Lord of the Flies* is a story in which a group of school boys are shipwrecked on an island.
- She asked me where I had been, _____ I replied, "I can't tell you."
- Tomorrow, I'm going to a meeting _____ we're going to discuss women's role in society.
- They said something very cruel, _____ I think they should apologise.

3 Rewrite the following sentences, putting the information in brackets into a relative clause.

- Cleopatra was the last pharaoh of Egypt. (She was very beautiful.)
Cleopatra, who was very beautiful, was the last pharaoh of Egypt.
- Woman's Day is on March 8th. (This day marks an important event in 1909.)

- Alexandria is in the north of Egypt. (My mother was born in Alexandria.)

- Abdel-Tawab Youssef is a famous children's writer. (His books have been translated into many languages.)

4 Rewrite the sentences without a relative pronoun.

- I spoke to the worker who was cleaning my office. I spoke to the worker cleaning my office.
- Did you like the room that we stayed in? _____
- Wael did something wrong, for which he apologised _____
- I always like to buy cotton that is from Egypt. _____

4 Choose the correct words to complete these sentences.

- Tell the students to complete the task independently. Put them into pairs to compare their answers.
- Check answers as a class.

Answers:

- b what c which d for



1 Choose the correct relative pronoun.

- Ask the students to read the sentences carefully

and circle the relative pronoun which completes the sentence correctly.

- 2 Check answers as a class.

Answers: _____

b who c who d when e in which
f where

2 Complete these sentences with the correct phrase.

- 1 Ask the students to look at the phrases in the box and then read the sentences carefully. Tell them to use a phrase from the box to complete each sentence.
- 2 Check answers as a class.

Answers: _____

b to which c at which d for which

3 Rewrite the following sentences, putting the information in brackets into a relative clause.

- 1 Study the example with the class. Explain that the students must complete the sentences using a relative pronoun and the words in brackets to create a relative clause.
- 2 Put the students into pairs to compare their answers. Ask some students to share their answers with the class.

Answers: _____

- b Woman's Day, which marks an important event in 1909, is on March 8th.
- c Alexandria, where my mother was born, is in northern Egypt.
- d Abdel-Tawab Youssef is a famous children's writer whose books have been translated into many languages. / Abdel Tawab Youssef, whose books have been translated into many languages, is a famous children's writer.

4 Rewrite these sentences without a relative pronoun.

- 1 Remind the students that you can often leave out the object pronoun in Type 1 relative clauses. Study the example with the class.
- 2 Tell the students to complete the task in pairs.
- 3 Check answers as a class.

Answers: _____

- b Did you like the room we stayed in?
c No change possible
d I always like to buy cotton from Egypt.

LESSON 3 SB page 23

Reading

1 Check the meanings of these words in your dictionary.

- Write each word from the box on a separate piece of paper several times until there is one word each for half the students in the class. Write each definition on a separate piece of paper. (It may be helpful to write the words and the definitions on different coloured paper).
- Give each student either a definition or a word. Tell them to move round the class until they find their matching word or definition. Once all the students are in pairs (with a word and a definition in each pair), ask them to read the word and the definition to the class.
- Ask the students to consolidate the task by checking all the words in their dictionaries.

Answers:

<i>career</i>	a job or profession you have trained for and intend to do for a long time
<i>be in charge of</i>	be the person who is responsible for something or someone
<i>director</i>	someone who controls or manages a company, organisation or activity.
<i>impressive</i>	making you admire something
<i>licence</i>	an official document that allows you to do something
<i>nursing</i>	the job of looking after people who are ill or injured
<i>solo</i>	done alone, without anyone else helping you
<i>suitable</i>	right or acceptable for a particular situation

2 Read the articles and answer these questions.

- Ask the students to look at the pictures and the titles. Ask them to tell you what they know

Reading

1 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

career (be in) charge of
director impressive licence
nursing solo suitable

2 Read the articles and answer these questions.

- Florence Nightingale is remembered for two reasons. What are they? *She was asked to be in charge of wounded soldiers abroad.*
- What happened in 1933 and 1944?

3 Read again and answer these questions.

- Why did Florence Nightingale's parents not want their daughter to be a nurse? *They did not think it was a suitable job.*
- Why was Florence Nightingale asked to be in charge of nursing soldiers abroad?
- What did Florence Nightingale do after returning from Europe?
- Why did Lotfia El Nadi work as a secretary?
- How did she become famous?
- How did she help other women?

4 What do the following words and phrases in bold from the articles refer to?

- Her family did not think that **this** was a suitable job for their young daughter. *being a nurse.*
- She opened the Nightingale School of Nursing, the first school of **this kind**.
- She was only the second woman ever to fly like **this**.
- Aziza Moharam later became a director **there**.

5 Discuss this question in pairs.

Which of the two women do you think was more **impressive**? Give your reasons.

Florence Nightingale

Florence Nightingale was born in 1820 into a wealthy family in Italy, but grew up and went to school in England. When she was 17, she decided that she wanted to be a nurse, although her family did not think that this was a **suitable** job for their young daughter. However, Florence's work in a London hospital was so effective that the British government asked her to be in **charge of the nursing** of wounded soldiers abroad. After working in Europe, she returned to England and opened the Nightingale School of Nursing in London, the first school of this kind.



Lotfia El Nadi



In 1932, Lotfia El Nadi was the first and only woman to join a new school for pilots at Almaza airport. Her parents did not want her to be a pilot, so El Nadi worked as a secretary at the airport to pay for her lessons. When she was only 26, El Nadi became the first woman in Egypt to have a pilot's **licence**. In December 1933, she became famous when she flew **solo** in an international race, which went from Cairo to Alexandria. She was only the second woman ever to fly like this. El Nadi, who had to stop flying after an accident, died in 2002 aged 94. However, her achievements encouraged other women to have a **career** in flying. For example, in 1944, Linda Masoud became the first woman teacher at the flying school and Aziza Moharam later became a **director** there.

about Florence Nightingale and Lotfia El Nadi.

- Ask the students to read the two questions and to scan the texts to find the answers.

Answers:

- She opened the first school of nursing.
- 1933: Lotfia El Nadi became famous when she flew solo from Cairo to Alexandria.
1944: Linda Masoud became the first woman teacher at the flying school.

3 Read again and answer these questions.

- Encourage the students to read the questions and to read the text again to find the answers.
- Check answers as a class.

Critical thinking

1 Answer the following questions.

- a Where was Florence Nightingale born? *She was born in Italy.*
- b What was special about Florence Nightingale's nursing school?
- c What did Lotfia El Nadi do when she was only 26?
- d Why do you think Florence Nightingale's family thought that nursing was not a suitable job for their daughter?
- e Why do you think that Lotfia El Nadi wanted to become a pilot?
- f Why do you think that other women wanted a similar career to Lotfia El Nadi?

2 Read this quotation and answer the questions.

- a What kind of people want to become nurses?
- b What other jobs are there in which you have to look after other people?
- c What do you think hospitals were like when Florence Nightingale started work?
- d In what ways have hospitals improved since those times? Think about the following:

- cleanliness and hygiene
- equipment
- medicines
- staff
- technology

Florence Nightingale was determined to be a nurse and finally her parents agreed. She trained to be a nurse in Germany, and then returned to England to be in charge of a London hospital. There, she trained other women to be nurses and introduced new ideas into hospitals. For example, she made sure there was always hot water for doctors and nurses to use.



3 Discuss these questions in pairs.

- a What jobs can women do today that they could not do 50 years ago?
- b Do you think there are some jobs that only men or only women should do?
- c Can you think of other women who have worked hard for their community or their country?

WORKBOOK PAGE 23

SKILLS FOR LIFE

Remember that everyone has the same ability to be successful in life if he / she works hard.



Answers: _____

- b Because her work in London was so effective.
- c She opened the Nightingale School of Nursing.
- d To pay for her flying lessons.
- e She was only the second woman ever to fly solo from Cairo to Alexandria.
- f Her achievements encouraged other women to have a career in flying.

4 What do the following words and phrases in bold from the articles refer to?

- 1 Tell the students to find each phrase in the articles to help them decide what the bold words refer to.
- 2 Study the example with the class. Tell the

students to work in pairs and to compare their answers.

3 Check answers as a class.

Answers: _____

- b this type of school
- c flying solo
- d at the flying school

5 Discuss this question in pairs.

- 1 Tell the students to read the question and discuss in pairs.
- 2 Ask the students who think Florence Nightingale was more impressive to be in one group and the students who think Lotfia El Nadi was more impressive to be in another group. Tell each group to list the reasons why they think their person was more impressive.
- 3 Ask a spokesperson from each group to read their list to the class.

Students' own answers

LESSON 4

SB page 24 WB page 23

Critical thinking

1 Answer the following questions.

- 1 Ask students to tell you what they can remember about Florence Nightingale and Lotfia El Nadi from the previous lesson.
- 2 Tell the students to read the questions and discuss the answers in groups. They can refer back to the texts on page 23 again if necessary.
- 3 Check answers as a class.

Answers: _____

- b It was the first of its kind.
- c She became the first woman in Egypt to have a pilot's licence.
- d Suggested: Many women did not work at that time so any work was considered unsuitable, especially a job working with people who were ill and often very poor.
- e Suggested: She probably thought that it would be exciting.

- f Suggested: Because they realised that it was possible for women to have an interesting career in flying after what she achieved.

2 Read this quotation and answer the questions.

- 1 Tell the students to read the quotation and discuss it as a class. Make sure the students understand it. Look at the words in the box for **d** and make sure the students understand them.
- 2 Students discuss the questions in pairs. Ask some pairs to share their answers.
- 3 Ask about the differences between the pictures of a hospital in Florence Nightingale's time (top) and a modern hospital (bottom).

Suggested answers:

- a People who want to care for and help others.
- b Doctors, carers, teachers, dentists, etc.
- c They were probably not very clean and they were very crowded because more people became ill then. There were probably not many medicines.
- d The cleanliness and hygiene in hospitals is much better now, and the equipment and medicines are now very modern and efficient. There are more staff members who are better trained and there is a lot of technology which can help ill people.

3 Discuss these questions in pairs.

- 1 Ask the students to think of all the jobs they know in English. Write them on the board.
- 2 Put the students into pairs and ask them to read the questions. Tell them to discuss the answers in pairs.
- 3 Go through the answers with the class and encourage class discussion.

Suggested answers:

- a Today women can do almost any job. Fifty years ago, some women found jobs as teachers, secretaries or nurses but it was harder for them to find work.
- b Some jobs are very physical and need a lot of strength, for example, road workers. Perhaps

1 Choose the correct word.

- a A 14-year-old Japanese boy has become the youngest person to complete a **lonely/solo** voyage across the Pacific Ocean.
- b Before you can fly alone, you need to have a pilot's **licence/qualification**.
- c My father spent all his **career/carer** working in a bank.
- d Some films are not **sure/suitable** for young children.
- e That film was made by a famous **directions/director**.
- f My uncle is in **charge/control** of the Science Department in a secondary school.
- g The **nurse/nursing** staff at the hospital work very hard to look after the patients.
- h Your grades are **impress/impressive**, Jena.



2 Match these words with their meanings. (You do not need one.)

- | | | |
|---------------------|---------------------------------------|--|
| a (be) in charge of | 1 <input type="checkbox"/> | done on your own, without help from another person |
| b impressive | 2 <input checked="" type="checkbox"/> | be responsible for or in control of something |
| c licence | 3 <input type="checkbox"/> | a job of looking after people who are ill |
| d nursing | 4 <input type="checkbox"/> | right in a particular situation |
| e solo | 5 <input type="checkbox"/> | a journey by air |
| f suitable | 6 <input type="checkbox"/> | making you admire something |
| | 7 <input type="checkbox"/> | an official document that gives permission to do something |

3 Use your dictionary to answer these questions.

- a The job is *nursing*. What is the name of the person? nurse
- b The adjective is *impressive*. What is the verb? _____
- c The noun is *director*. What is the verb? _____
- d The adjective is *suitable*. What is the noun? _____
- e The adjective is *solo*. What is the name of the person? _____

4 What do you notice about the answers to these questions?

- a The noun is *licence*. What is the verb? _____
- b The noun is *practice*. What is the verb? _____
- c The noun is *advice*. What is the verb? _____

these jobs are better for men.

- c Students' answers

Skills for life

Read the Skills for life box as a class. Ask the students if they agree with this.



1 Choose the correct word.

- 1 Tell the students to read through the sentences and to choose the correct word then check answers as a class.

Communication skills Expressing enthusiasm

UNIT 4

- 1 Discuss these questions in pairs.
- a What makes you happy or enthusiastic about doing something?
 - b What are some of the things that your friends are enthusiastic about?



- 2 Listen to five short conversations and answer these questions.

- a What is the reason for the speakers' enthusiasm in each conversation?
1 They can get a really good job when they finish studying.
- b In which conversation does the second speaker sound most enthusiastic?

- 3 Listen again and tick the expressions used by the speakers that express enthusiasm.

FOCUS ON FUNCTIONS

Expressing enthusiasm

- Hey, that's terrific.
- That's really great news, isn't it?
- I can't tell you how happy that makes me.
- That's fantastic!
- I'm over the moon.
- I can't wait (to start).
- I'm really enthusiastic about it.
- I'm really looking forward to it.
- Wow! That's brilliant!
- What a great idea!
- Wonderful news!

- 4 Work in pairs. Take turns to be Student A and Student B.

Student A: Tell your partner some good news about some of these subjects:

- Some good news about your family or a friend.
- Something good that has happened at your school.
- The return of a popular TV programme.
- A future holiday that you will have.
- A new sport or activity that you can try.

Student B: Respond enthusiastically to the news that you hear, using expressions from Focus on Functions.

- 5 Research the following about free-time activities

Do a class survey. Find out about the most popular free-time activities in your area. Think about the following:

- sports
- cultural activities
- places to go

Present your results in a leaflet or brochure.

WORKBOOK PAGE 24



25

Answers: _____

- b licence c career d suitable e director
- f charge g nursing h impressive

2 Match these words with their meanings. (You do not need one.)

- 1 Tell the students to match each word a–f with a meaning 1–7. Point out that there is one definition that they do not need.
- 2 Check answers as a class.

Answers: _____

- b 6 c 7 d 3 e 1 f 4

3 Use your dictionary to answer these questions.

- 1 Study the example. Explain that the students need to find the correct form for each word when it is used as a different part of speech. Tell them to use their dictionaries to help them. Check answers as a class.

Answers: _____

- b impress c direct d suitability
- e soloist

4 What do you notice about the answers to these questions?

- 1 Tell the students to read and answer the questions. They can use dictionaries. Check answers as a class.

Answers: _____

- a license b practise c advise
- They all change the *c* in the noun form to *s* in the verb form.

LESSON 5

SB page 25 WB page 24

Communication skills

1 Discuss these questions in pairs.

- 1 Write the words *enthusiasm* and *enthusiastic* on the board and check that the students understand what they mean.

- 2 Put the students into pairs to discuss the questions. Ask the students to share their ideas with the class.

Students' own answers

2 Listen to five short conversations and answer these questions.

- 1 Read the rubric, the questions and the sample answer with the class.
- 2 Play the recording and give the students time to note down their answers. Check answers as a class.

Answers:

- a Speaker 2: *He's just found out that he did very well in an exam.*
- Speaker 3: *He's starting a new sport next week (karate).*
- Speaker 4: *She's having a baby.*
- Speaker 5: *He's just been accepted at Cairo University.*
- b Conversation 4.

TAPESCRIPT

1

Girl 1: *There's a report in the newspaper which says that it is easier for women to get good jobs now.*

Girl 2: *That's really great news, isn't it? I'm sure that we can get a really good job when we finish studying.*

2

Boy 1: *I was very worried about the exam last week, but I've just found out that I did very well. I was first in the class!*

Boy 2: *Wow! That's brilliant! Well done.*

3

Boy 3: *I'm starting a new sport at the sports club next week. I'm learning karate. I'm really looking forward to it.*

Boy 4: *What a great idea! Maybe I'll learn karate too.*

4

Woman: *Hi, Nadia. You're going to have a new cousin. I've just heard that I'm going to have a baby! I'm over the moon!*

Girl 3: *Wonderful news! I can't tell you how happy that makes me!*

5

Girl 4: *Look! I've been accepted at Cairo University. I can study English there! I can't wait to start!*

Girl 5: *That's fantastic!*

Answers:

- That's fantastic!
- Wow! That's brilliant.
- What a great idea!
- Wonderful news!

4 Work in pairs. Take turns to be Student A and Student B.

- 1 Read the instructions and make sure that the students understand the task. Encourage them to say the expressions of enthusiasm with the correct intonation. They should sound excited. Point out that they can use any expression from Focus on functions, not only the ones that have been ticked.
- 2 Go round the class while the students are speaking in pairs. Make a note of any common errors and go over these at the end. Ask a few pairs of students to demonstrate their conversations to the class. Praise all good work.

5 Research the following about free-time activities.

- 1 Read the task as a class and give the students time to do their survey. Allow them to walk around the class to do this (if you have a large class, you could divide the class into two or three groups).
- 2 Students can prepare their leaflets or brochures for homework. You can take these in to mark. Display the best ones on the classroom wall.

**3 Listen again and tick the expressions used by the speakers that express enthusiasm.**

- 1 Go through the Focus on functions box with the class, then play the recording again.
- 2 The students listen carefully and tick the expressions that they hear.

1 Complete the expressions that show enthusiasm.

- a We've got a school trip to the museum next week. I'm really looking forward to it.
- b I came first in the English exam last week! I'm over _____
- c I've started playing tennis at the sports club. I'm really enthusiastic _____
- d We're going to start a book club at school. I can't _____
- e "Do you like this picture? I drew it myself." "Hey, that's _____"



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

- a A friend tells you that they won a swimming race.
That's fantastic!
- b A friend says that there's a new computer program that can help you with your English.

- c A friend says that scientists have found a new cure for a serious illness.

- d Your older cousin says that he/she is getting married.

3 Read part of an email that you have received from students at an English school. Were the results of their project the same or different to what you found out?

We have just finished a school project in which we asked all the students in our class about their free-time activities. The most popular activities were playing tennis, playing computer games and talking to friends. Is this the same as for people in your class? I look forward to hearing from you.

4 Plan a reply to this email using the results of the research you did in the Student's Book. Make notes under these headings.

- Most popular sports / outdoor activities

- Most popular cultural activities

- Favourite places to go or to visit

5 Write your email in 130–150 words.

- a Follow the notes that you made in your plan. This is an email to an English student. It needs to be informal.
- 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 in your notebook.

- 2 Ask them to compare answers in pairs. Then go through the answers with the class. Accept all correct answers.

Suggested answers: _____

- b What a great idea!
- c That's great news, isn't it?
- d That's fantastic!

3 Read part of an email that you have received from students at an English school. Were the results of their project the same or different to what you found out.

- 1 Remind the students about the research they did on free-time activities in the Student's Book. Give the students time to read the email and to discuss the answer to the question. Discuss as a class.

Students' own answers

4 Plan a reply to this email using the results of the research you did in the Student's Book. Make notes under these headings.

- 1 Go through the instructions and make sure that the students are clear about the task. Go round as they work and help with any queries.

5 Write your email in 130–150 words.

- 1 Tell the students to use their notes from Exercise 4 to help to write their emails. Walk round the class and help the students as needed.
- 2 As they finish, tell them to read their emails, check any difficult spellings in their dictionaries and correct any errors before writing a final copy. Put the students into pairs to read their final emails to their partner.

WORKBOOK page 24

1 Complete the expressions that show enthusiasm.

- 1 Tell the students to read the gapped dialogues and to complete the expressions of enthusiasm. Check answers as a class.

Answers: _____

- b the moon c about it d wait e terrific

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

- 1 Ask the students to read the situations and to write a suitable expression of enthusiasm for each.

Assessment

Listening Task

Target element: revise a key listening text from the unit

On the board write the sentences below and ask the students to copy them. Tell the students that you are going to play the recording from Lesson 5, Exercise 2 again and explain that they must decide if the sentences are true or false. They should correct the false sentences. (The answers are given below in brackets.)

- 1 *The newspaper report says it is harder for women to get good jobs now. (False. It is easier.)*
- 2 *The boy did not think he would do well in the exam. (True)*
- 3 *The boy is very good at karate. (False. He is learning how to do karate next week.)*
- 4 *The woman is Nadia's aunt. (True)*
- 5 *The girl is going to study maths at Cairo University. (False. She is going to study English.)*

Speaking Task

Target element: revise key language from the unit

On the board, write the following prompts. Students work in pairs and take it in turns to talk about each topic, using relative clauses.

A man who you admire and why.

A building which is special to you and why.

A story in which someone becomes lost.

A time when you were afraid and why.

A place where you like to go and why.

Reading Task

Target element: revise the main texts from the unit

Tell the students to reread the two texts on Student's Book page 23 about Florence Nightingale and Lotfia El Nadi. Put the students into pairs and ask them to find things that are similar about the two women's lives. Tell them to write their ideas in their notebooks.

Writing task

Target element: to practise writing about something you are enthusiastic about

Ask the students to think about something they are enthusiastic about (for example a hobby, a sport, a book, a school subject etc.).

Ask the students to write a paragraph about the subject, explaining why. Encourage them to use relative clauses. Tell them to check for mistakes and to use their dictionaries to check spelling where necessary. Ask some students to read out their paragraphs to the class.

UNIT 5

EMILY DICKINSON: "IF I CAN STOP"

SB pages 26-30

WB pages 25-28

UNIT 5 Emily Dickinson: "If I can stop"

OBJECTIVES

- Listening** Listening for gist and for specific information
- Grammar** Distributives: *all, both, half, each, every, either, neither*
- Reading** Reading for detailed information
- Critical thinking** Understanding the importance of helping people
- Functions** Summarising and paraphrasing
- Writing** Writing a review of a poem

Listening

1 Discuss these questions in pairs.

- Which words rhyme with *slow*?
- What is a verse?

2 Choose the correct meaning of the words and phrases.

- break someone's heart
A love someone
B make someone very unhappy
- break rules
A do what you should
B not do what you should
- challenging
A impossible to do
B interesting because it needs a lot of skill to do
- moving
A making you feel strong emotions
B making you laugh
- alive
A living
B not living

3 Listen to a talk about the poet Emily Dickinson. When were most of her poems published?

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

- Many modern poems do not follow the rules of traditional poems. **True**
- Emily Dickinson's poems were very traditional.
- Emily Dickinson's publisher changed her poems so they were easier to read.
- Emily Dickinson liked to wear colourful clothes.
- She spent a lot of her time travelling around the country.
- She did not like friends to visit her house.
- She wrote 800 poems.
- Clare's favourite poem is called "If I can stop".

5 FOCUS ON PHRASES WITH BREAK

What do you think the following phrases with **break** mean?

- Emily Dickinson's poems often **broke the rules**. *did not follow the usual rules*.
- It **broke my heart** to hear about the earthquake.
- You can go to prison if you **break the law**.
- He walked up the mountain so quickly that he **broke a record**.
- I never **break a promise**: I said I'd help you, so I will help you.

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WORKBOOK PAGE 25

Objectives

Listening

Listening for gist and for specific information

Grammar

Distributives: *all, both, half, each, every, either, neither*

Reading

Reading for detailed information

Critical thinking

Understanding the importance of helping people

Functions

Summarising and paraphrasing

Writing

Writing a review of a poem

LESSON 1

SB page 26

WB page 25

Before using the book:

- Write *The Gardener* and *If* on the board. Ask the students if they can remember what these are (they are poems which they studied in Secondary 1 and 2). Can they remember who wrote them (*The Gardener* is by Robert Louis Stevenson and *If* is by

Rudyard Kipling)?

- Ask the students to tell you anything they can remember about these poems, then open it up into a class discussion about poems in general. Ask students which poems or poets they like most why.
- Explain that in this unit, they are going to learn about another poet and her poetry.

Listening

1 Discuss these questions in pairs.

- 1 Read the questions and give the students time to discuss their answers in pairs.
- 2 Check answers as a class.
- 3 You might also want to talk about what else they know about poetry. Do they know any differences between traditional and modern poetry, for example? Explain that they will hear more about this later in the lesson.

Answers: _____

- a Suggested: know, go, grow, so, sew, low
 b A verse is a group of lines that form part of a poem.

2 Choose the correct meaning of the words and phrases.

- 1 Explain that the students will meet these words and phrases in the listening text. They can do the task in pairs, using their dictionaries if necessary.
- 2 Check answers as a class. Make sure they pronounce the words and phrases correctly.

Answers: _____

- b B c B d A e A

3 Listen to a talk about the poet Emily Dickinson. When were most of her poems published?

- 1 Ask the students if they have ever heard of the American poet Emily Dickinson. If they have, what do they know about her?
- 2 Explain that they will hear a talk about her. Ask them to listen and answer the question. Play the recording.

Answers: _____

Most of her poems were published after she died in 1886.

T A P E S C R I P T

Interviewer: *In today's programme, we are looking at the poet Emily Dickinson. With me is the author Clare Lovell who has written a book which calls Emily the first modern poet. Clare, Emily Dickinson was born in 1830, so why do you call her modern?*

Clare Lovell: *Well traditionally, poems usually have three or more verses and in every verse, there are words that rhyme at the end of some of the lines. Today, modern poems do not always follow these rules. They may have either no words that rhyme, or words that partly rhyme, for example young and song. Many modern poets do not really follow any rules at all! But their poems work very well.*

Interviewer: *So did Emily Dickinson's poems break the usual rules?*

Clare Lovell: *Well they were certainly different to most poems at that time. Many of her poems had very short lines, no titles, and sometimes no punctuation!*

Interviewer: *So are her poems challenging to read?*

Clare Lovell: *No, they aren't. Most of them were changed by her publishers so that they are more like normal poems.*

Interviewer: *Tell me about her life.*

Clare Lovell: *When she was a child, she was good at both writing and playing the piano. But she was an unusual adult. She always wore white clothes and she spent nearly all her life at home, where she wrote her poems. She spent about half of her time writing poems, and the other half helping with the housework, as her mother was very ill. She had a few friends but she didn't like to see them often. She preferred to write long letters to each friend instead. She wrote a lot of poems, but most of them were not published until after she died in 1886.*

Interviewer: *Did she marry?*

Clare Lovell: *No. We think that two men might have asked her to marry them but she accepted neither of their offers.*

Interviewer: *Which of her poems is most famous?*

Clare Lovell: *That is difficult to say! Only a few of her poems were published when she was alive, but you can read all of her 1,800 poems today. My favourite poem is called If I can stop. It is about what how important it is to help people in life. It's very moving.*

Interviewer: *That sounds lovely, I'm going to read that poem next. Thank you for your time.*

Emily Dickinson: "If I can stop"

UNIT
5

1 Match these words with their meanings.

- a alive 1 making you feel strong emotions, especially sadness
- b challenging 2 a person or company that produces books for people to buy
- c moving 3 living, not dead
- d publisher 4 interesting but difficult to do

2 Complete these sentences with words from Exercise 1.

- a My cousin wrote a novel but hasn't found a publisher yet.
- b The film about the war was very _____. A lot of people cried at the end!
- c Although the plane crashed, rescuers were pleased to find that all the passengers were _____.
- d The walk across the mountains was beautiful but very _____.



3 Complete these sentences with an expression using break.

break someone's heart break the law break a promise break a record

- a I knew that Ahmed would not be late because he never breaks a promise.
- b If you drive too fast, you will _____. The police might fine you.
- c It _____ Amira's _____ when her best friend moved to Dubai.
- d The football team did not lose for 50 matches and _____.

4 Answer these questions.

- a Do you know anyone who has broken a record? What did they do?

- b In what ways can people break the law?

- c Would you ever break a promise? Why/Why not?

- d What do you think it means if you *break for lunch*?

- e What do you usually do in your school break?

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- f True
- g False. She wrote 1,800 poems.
- h True

5 Focus on phrases with break.

- 1 Explain that there are many different phrases with *break*. The students met two in Exercise 2. Read the example sentence and quickly elicit the answer to *b*.
- 2 Students can complete the task in pairs. They can use a dictionary if necessary.
- 3 Check answers as a class.

Answers: _____

- b made me very unhappy
- c do something that is illegal
- d did something better than anyone else, or achieved something that no one else has achieved
- e don't do what you have promised to do



WORKBOOK

page 25

1 Match these words with their meanings.

- 1 Students match the keywords from the lesson a–d with their meanings. They can do this individually.
- 2 Check answers as a class.

Answers: _____

- a 3 b 4 c 1 d 2



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

- 1 Ask the students to read the sentences. See if they can do any of the task before you play the recording again.
- 2 Play the recording more than once if necessary.
- 3 Check answers as a class.

Answers: _____

- b False. They were very different to most poems at that time.
- c True
- d False. She always wore white clothes.
- e False. She spent nearly all her life at home.

2 Complete these sentences with words from Exercise 1.

- 1 Students can do this task in pairs.
- 2 Ask the students to read the completed sentences. Check that they pronounce the new words correctly.
- 3 Ask them which sentence is shown in the picture (*sentence d*).

Answers: _____

- b moving c alive d challenging

3 Complete these sentences with an expression using *break*.

- Students can do this task individually or in pairs.
- Check answers as a class.

Answers: _____
 b break the law
 c broke (Amira's) heart
 d broke a record

4 Answer these questions.

- Give the students time to think of suitable answers to each question, using their own ideas.
- They can compare answers in pairs.
- Ask some students to read out their answers.

Answers: _____
 a Students' own answers
 b They can steal something that does not belong to them, they can drive too fast, break or damage something, hurt someone, etc.
 c Students' own answers
 d Stop working so you can have lunch.
 e Students' own answers

LESSON 2

SB page 27 WB page 26

Grammar

Distributives: *all, both, half, each, every, either, neither*

1 Choose the correct words in these sentences from the listening text. Then listen and check your answers.

- Give students time to read through the sentences and to circle the correct words. They can do this in pairs. If they are not sure of the answers, they can refer to the Focus on grammar box or the Grammar review.
- Play the recording for them to check their answers.

Grammar Distributives: *all, both, half, each, every, either, neither*

GRAMMAR REVIEW PAGE 122

- Choose the correct word in these sentences from the listening text. Then listen and check your answers.
 - Poems usually have three or more verses and in every **either** verse, there are words that rhyme.
 - They may have **either / neither** no words that rhyme, or words that partly rhyme.
 - When she was a child, she was good at **both / all** writing and playing the piano.
 - She spent nearly **every / all** her life at home.
 - She spent about **both / half** of her time writing poems.
 - She preferred to write long letters to **each / all** friend instead.
 - Two men wanted to marry her, but she accepted **either / neither** of their offers.



FOCUS ON GRAMMAR

Distributives: *all, both, half, each, every, either, neither*

- We use *all* with a singular verb with uncountable nouns, but with a plural verb with countable nouns:
All Mona's money is at home, so all her friends are helping her.
- We use *half (of)* before nouns. Use a plural verb after plural nouns:
He ate half (of) the cake this morning. Half (of) my friends like tennis.
- Do not use *of* in expressions of quantity:
My house is half a kilometre from here.
- We usually use *each, every, either* and *neither* before singular nouns:
Each student wears a uniform. Every person has a role in society. Neither answer is correct.
- You can also use *each, either* and *neither* + *of* with plural nouns:
I don't like either of the photos. I like neither of the photos. Each of the girls spoke well.
- Use *each* to refer to members of a group as individuals. When there are only two in a group, we usually use *both*:
I gave each of my three brothers a card and both my parents a present.
- Every* has a similar meaning to *each* but usually refers to all the members of a group together:
Every student was given a book.
- Either* and *neither* refer to one of two. *Neither* is the same as *not ... either*:
Sara and I can go on either Friday or Saturday, but neither of us can go on Sunday.

2 Find and correct the mistakes in the following sentences.

- I don't like neither of the T-shirts.
I don't like either of the T-shirts.
- I need to be good at every speaking and writing English to get the job.
- All engineer in the factory was given a separate job to do.
- Each the students in my class speak English very well.

3 Complete the sentences with the following words.

~~all~~ both each either
 every half neither

- ~~All~~ the students in our class are from Cairo.
- The cake was cut into six pieces, so three of us ate of it and we kept the other three pieces until later.
- The teacher told the class that student had done very well that year.
- I was offered tea or coffee, but I had of them because I don't like hot drinks.
- The tour guide gave tourist a ticket to enter the museum.
- My mother said I could have a cheese or a chicken sandwich.
- I was very hungry, so I had the cheese and the chicken sandwich!

WORKBOOK PAGE 26

Answers: _____
 b either c both d all e half
 f each g neither

T A P E S C R I P T

- Poems usually have three or more verses and in every verse, there are words that rhyme.
- They may have either no words that rhyme, or words that partly rhyme.
- When she was a child, she was good at both writing and playing the piano.
- She spent nearly all her life at home.
- She spent about half of her time writing poems.
- She preferred to write long letters to each friend instead.

1 Choose the correct words.

Stay in our wonderful hotels on the beach!

You can stay in a **either/both** the three-star Sand Hotel or the two-star Blue Hotel. **Both/Neither** hotels have a café for breakfast and **each/all** room has a fridge and TV. **Neither/All** hotel has a restaurant, but there is a lovely restaurant next to the Sand Hotel. **All/Each** our staff members are trained to make sure that you have a perfect holiday. We want **every/all** visitor to our hotels to leave with a smile on their face!



2 Complete the sentences with the correct distributive.

both each either every half neither

- a We looked at two hotels on the internet and either of them would be great for a holiday.
- b _____ of the five tourists from the north of Europe had blond hair.
- c Tarek loves tennis and watches _____ match on television.
- d There were two photos of me on my cousin's phone but I liked _____ of them.
- e My sister bought two new skirts and _____ of them are long and green.
- f The film was very boring and _____ of the people left before the end.

3 Match the questions and answers.

- a Do you prefer coffee or tea? About half of them are from my village.
- b At a restaurant, would you rather have fish or meat? Each of them speaks some English, but my mother is the best!
- c Which member of your family is the best at speaking English? Every subject is different. I don't think I have a favourite.
- d How many students in your class live near you? I like neither of them. I don't like hot drinks.
- e Which school subject do you think is most interesting? I like both, but it depends on the time of year.
- f Do you prefer to have a holiday on a beach or in the countryside? I like both, but I usually have chicken.

4 Answer the questions from Exercise 3 for yourself. Use distributives where possible.

- a _____
- b _____
- c _____
- d _____
- e _____
- f _____

g *Two men wanted to marry her, but she accepted neither of their offers.*

2 Find and correct the mistakes in the following sentences.

- 1 Read the example and check that the students understand the task.
- 2 They can complete the task in pairs. Remind them to refer to the Focus on grammar box or the Grammar review if they need more help.
- 3 Check answers as a class.

Answers: _____

- b I need to be good at **both** speaking and writing English to get the job.

- c **Each** (or **Every**) engineer in the factory was given a separate job to do.
- d **All** the students in my class speak English very well.

3 Complete the sentences with the following words.

- 1 Read the example and check that the students understand the task.
- 2 Students can do the task individually and then compare answers in pairs.
- 3 Check answers as a class. Remind the students that in *c*, *every* is correct because it refers to all the members of the class. In *e*, *each* is correct as it refers to individuals in a group.

Answers: _____

- b half c every d neither
- e each f either g both

WORKBOOK page 26

1 Choose the correct words.

- 1 Ask the students to look at and describe the picture.
- 2 Encourage the students to read all the text first, before they try to circle the correct words. They can do this individually or in pairs.
- 3 Check answers as a class. Ask the students to read the sentences aloud.

Answers: _____

- b Both c each d Neither e All
- f every

2 Complete the sentences with the correct distributive.

- 1 Students can complete the task in pairs.
- 2 Check answers as a class. Ask the students to read the sentences aloud.

Answers: _____

- b Each c every d neither e both f half

3 Match the questions and answers.

- 1 Ask a pair of students to read the example question and answer.
- 2 Students complete the task in pairs.
- 3 Check answers as a class. Ask pairs of students to read the questions and matching answers aloud.

Answers: _____
a 4 b 6 c 2 d 1 e 3 f 5

4 Answer the questions from Exercise 3 for yourself. Use distributives where possible.

- 1 Make sure that the students understand the task. Elicit a suitable answer for question 1.
- 2 You could set the task for homework. If you do it in class, ask a few students to read the questions and their answers. These should not be the same as in Exercise 3.

Students' own answers

LESSON 3

SB page 28

Reading

1 Discuss these questions in pairs.

- 1 Ask the students what they can remember about the poet Emily Dickinson from Lesson 1. Then ask them to read the questions in the Students' Book.
- 2 Give the students a few minutes to discuss the question in pairs. Then, ask a few students to share their ideas.

Answers: _____
a Students' own answers
b They can be about any subject, but common subjects are love, life, death and nature.

2 Match these words and phrases with their meanings.

- 1 Explain that the students are going to study a

UNIT
5

Reading

1 Discuss these questions in pairs.

- Which poems or poets do you know?
- What subjects do poets often write about?

2 Match these words and phrases with their meanings.

a robin	1	<input type="checkbox"/> becoming unconscious for a short time
b aching	2	<input type="checkbox"/> without success
c fainting	3	<input checked="" type="checkbox"/> a small brown bird with an orange front
d in vain	4	<input type="checkbox"/> make something less difficult
e ease	5	<input type="checkbox"/> pain

3 Read and listen to a poem by Emily Dickinson. Which words in the poem rhyme?

If I can stop one heart from breaking,
I shall not live in vain;
If I can ease one life the aching,
Or cool one pain,
Or help one fainting robin
Unto his nest again,
I shall not live in vain.

4 Read the poem again and choose the correct answer.

- If the speaker in the poem can stop a person from being sad, her life ...
A will be wasted B will be successful
- The speaker hopes she can make someone's life ...
A less painful B longer
- The robin needs help into its nest because ...
A it is becoming unconscious
B it is very young

5 Work in pairs. Can you match these sentences with lines from the poem?

- My life will not be wasted *Lines 2 and 7*
- If I could stop one person from feeling sad
- If I could help someone who is feeling weak get to somewhere safe

6 To paraphrase means to write or say something in a shorter, simpler way. Can you paraphrase the poem in your own words?

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poem by Emily Dickinson. First, they are going to meet some words and phrases from the poem.

- 2 Students can do the task in pairs. They can use their dictionaries if necessary.
- 3 Check answers as a class.
- 4 Ask the students if they can name any other birds in English (for example, *parrot, seagull, pigeon*).

Answers: _____
a 3 b 5 c 1 d 2 e 4

3 Read and listen to a poem by Emily Dickinson. Which words in the poem rhyme?

- 1 Ask the students to look at the pictures and elicit what they show (*a robin in a tree / a robin next to a nest*).
- 2 Read the question. Ask the students to listen to and read the poem. Play the recording.
- 3 Check answers as a class.

Answers: _____
 breaking/aching, vain/pain/again

T A P E S C R I P T

*If I can stop one heart from breaking,
 I shall not live in vain;
 If I can ease one life the aching,
 Or cool one pain,
 Or help one fainting robin
 Unto his nest again,
 I shall not live in vain.*

4 Read the poem again and choose the correct answer.

- 1 Ask the students to read through the questions and options before reading the poem again.
- 2 Students can work in pairs to find the answers. Go round and monitor while they are doing this. Reassure the students if they find this difficult: poems often use language that is different from usual English, so the meaning is not always immediately clear.
- 3 Check answers as a class.

Answers: _____
 a B b A c A

5 Work in pairs. Can you match these sentences with lines from the poem?

- 1 As pointed out above, poems often use language that is different from usual English. For example, the poem uses *unto* instead of *into*. In this task, students look at paraphrased lines from the poem, as in the example.
- 2 Students discuss the other two sentences in pairs.

- 3 Check answers as a class.

Answers: _____
 b If I can stop one heart from breaking
 c If I could help the fainting robin unto his nest again.

6 To paraphrase means to write or say something in a shorter, simpler way. Can you paraphrase the poem in your own words?

- 1 Read through the rubric as a class and point out how useful it is to be able to paraphrase a text. This skill will help them when they are revising, for example.
- 2 Give the students time to paraphrase the poem. They can work in pairs, or you could set this task for homework.

Suggested answers: _____
 If I could stop one person from feeling sad, or help someone who is feeling ill, or help someone who is feeling weak to get to somewhere safe, then my life will be meaningful / have more meaning to me.

LESSON 4 SB page 29 WB page 27

Critical thinking

1 Answer the questions.

- 1 Before the students open their books, ask them what they can remember about the poem "If I can stop". Discuss briefly as a class.
- 2 Ask the students to read the questions. Go round and monitor their work, making sure they understand the two quotations. They may need help with the words *lighten* (make less heavy) and *burden* (a heavy load, but also a difficulty or problem that people must live with).
- 3 Students can answer the questions in pairs or small groups.
- 4 Discuss their answers as a class.
- 5 Ask the students what they can remember about Helen Keller (*Helen Keller (1880-1968) was an American who was deaf and blind but wrote many important books*) and Charles Dickens (*Charles Dickens (1812-1870) was an important English writer*). What do they think that the quotation by Helen Keller means?

Answers: _____

- a It has one.
- b Suggested: Your life has meaning if you can help people.
- c Suggested: The quotation by Charles Dickens.
- d Students' own answers

2 Discuss these questions in pairs.

- 1 Give the students time to discuss the questions in pairs.
- 2 Check answers as a class and open the questions up into a class discussion.

Answers: _____

- a Students' own answers
- b We learn that she wants to help people and that she is kind.
- c Some of them must have been ill or had a difficult time, because she wants to ease their pain.
- d Suggested: When they are ill or have problems with the people they love; when they are having problems

Critical thinking

1 Answer the questions.

- a How many verses does "If I can stop" have?
- b What is the message of the poem?
- c Read the two quotations. Which one has the same message as the poem?
- d What can you do in your life to follow the advice in the poem?

"The best and most beautiful things in the world cannot be seen or even touched – they must be felt with the heart."

Helen Keller



2 Discuss these questions in pairs.

- a Do you like the poem? Why / Why not?
- b What can we learn about Emily Dickinson's character from the poem?
- c What can we learn about the people she knew?
- d When do people need help in life?
- e What can we do to help make people's lives better?

"No one is useless in this world who lightens the burdens of another."

Charles Dickens



3 Complete the sentences with these words and phrases.

ache ease faint in vain

- a It was so hot inside the room that I thought I was going to ... *faint* ...
- b I ran ten kilometres yesterday and now my legs ... !
- c Mona has a bad headache but this medicine should ... the pain.
- d We walked up to the castle It was closed.

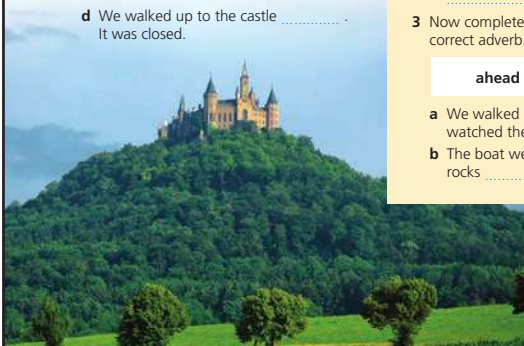
4 FOCUS ON ADJECTIVES AND ADVERBS STARTING WITH A-

- 1 The adjective forms of some verbs start with a:
The child is sleeping. = *The child is asleep.*
The adverb form of some nouns also start with a:
We swam to the shore. = *We swam ashore.*
- 2 Rewrite these sentences with the adjective form of the verb.
 - a I always wake up at six o'clock.
 - b That 500-year-old tree is still living.
- 3 Now complete these sentences with the correct adverb.

ahead along

- a We walked ... the beach and watched the swimmers.
- b The boat went slowly because there were rocks

WORKBOOK PAGE 27



at school or at work, etc.

- e Suggested: We can talk to them about their problems. If they are ill, we can help them by visiting them or helping with their housework, etc.

3 Complete the sentences with these words and phrases.

- 1 Students should be familiar with these words and phrases from the poem. Ask them to complete each sentence.
- 2 Check answers as a class.

Answers: _____

- b ache c ease d in vain

UNIT
5

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

- a In winter, we often see robins in the trees in the park.
- b Hassan's tooth hurt all night and he went to the dentist because the a_____g did not stop today.
- c It was very hot and busy in the market today and one tourist f_____d.
- d We ran to the station but it was in v_____n. The train had already left.
- e It hurt when I hit my head on the shelf, but the pain soon e_____d.

2 Complete the sentences using these words.

ahead alive along ashore asleep awake

- a The tourists left the boat and went ashore for the afternoon.
- b My father drove the car slowly because we saw there was a sandstorm _____.
- c Some of the fish in the market are still _____, so they are very fresh.
- d It's late, but the children are still _____. I can hear them talking.
- e To get to the bank, walk _____ this road and turn right at the baker's.
- f Don't make too much noise. The baby is _____.

3 Put the lines of this poem "A bird came down" by Emily Dickinson in the correct order.

- And ate the fellow, raw.
- 1 A bird came down the walk:
- He bit an angle worm in halves
- He did not know I saw;



Glossary:

angle worm – a long, thin animal, with no bones and no legs, that lives in soil
fellow – a man or a boy
halves – the plural of half

4 Answer the questions about the poem.

- a Which words in the poem rhyme? _____
- b A fellow is another word for a man or boy. Who is the fellow in the poem?

5 How many words can you think of that rhyme with the following words?

- a break awake, take, lake, ache, make, bake, earthquake _____
- b light _____
- c mine _____
- d piano _____
- e song _____
- f well _____

27

4 Focus on adjectives and adverbs starting with A-

- 1 Go over part 1 with the class. Point out that the *a* is a *schwa* and is not stressed in these words.
- 2 Ask the students to complete parts 2 and 3 individually, and to compare answers in pairs.
- 3 Check answers as a class.

Answers: _____
2
a I'm always awake at six o'clock.
b That 500-year-old tree is still alive.
3
a along b ahead

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

- 1 Read the example and ask the students to complete the sentences in pairs.
- 2 Check answers as a class.

Answers: _____
b aching c fainted d vain
e eased

2 Complete the sentences using these words.

- 1 Students complete the task individually.
- 2 Ask them to read the completed sentences aloud. Make sure they pronounce the keywords correctly (with unstressed initial *a*).

Answers: _____
b ahead c alive d awake
e along f asleep

3 Put the lines of this poem "A bird came down" by Emily Dickinson in the correct order.

- 1 Explain that this is part of another poem by Emily Dickinson, but the lines are not in the correct order. First, go through the glossary and explain the new words. You can use the picture to explain *angle worm*.

- 2 Students work in pairs to try and order the poem.
- 3 Check answers as a class. Ask the students to read the completed poem aloud.
- 4 Point out that the students can find the full poem online if they are interested.

Answers: _____
4 And ate the fellow, raw.
1 A bird came down the walk
3 He bit an angle worm in halves
2 He did not know I saw;

4 Answer the questions about the poem.

- Students can do the task quickly in pairs.
- Go over their answers as a class.

Answers: _____

- a raw/saw b the angle worm

5 How many words can you think of that rhyme with the following words?

- Read through the example. Can the students add any words that rhyme with *break*?
- Students complete the task in pairs or small groups. Ask which pair or group can come up with the most answers.
- Check their answers and praise the winner!

Suggested answers: _____

- bright, right, fight, eyesight, flight, fortnight, night
- line, headline, online, shine, fine, sunshine
- go, know, grow, tomato, potato, so, slow, snow
- long, wrong, belong, along, strong
- bell, spell, smell, sell, tell

LESSON 5

SB page 30 WB page 28

Communication skills

1 Listen to a conversation and answer the questions.

- Read the title and make sure that the students understand the meaning of *summarising* and *paraphrasing*.
- Read through the questions with the class.
- Play the recording. The students listen and answer the questions.

Answers: _____

- He thinks it is about the sun going down.
- No, he thinks it is about love.

UNIT
5

Communication skills

Summarising and paraphrasing

1 Listen to a conversation and answer the questions.

- What are Ashraf and Tarek talking about?
They are talking about a poem.
- What does Ashraf think the poem is about?
.....
- Does Tarek agree? Why / Why not?

2 Listen again and put the expressions below in the order you hear them.

FOCUS ON FUNCTIONS

Summarising and paraphrasing

- What she's trying to say is that ...
- Can you paraphrase / summarise that?
- I think I can summarise the (poem).
- I think that it means ...
- In other words

SKILLS FOR LIFE

Always try to understand how other people feel about things.

3 Work in pairs.

- Think of a short poem or song that you know in Arabic.
- Discuss what it means. Can you paraphrase or summarise it in English?

4 Work in different pairs.

- Take turns to read your song or poem to your partner.
- After you have heard the song or poem, ask the person to paraphrase or summarise it.
- Explain your song or poem to your partner using expressions from *Focus on functions*. Does your partner agree with you, or can they summarise it in a different way?

5 Research a modern Egyptian poet

Find out:

- what he or she writes about
- how he or she is different to traditional poets

WORKBOOK
PAGE 28

TAPESCRIPT

Tarek: What are you reading, Ashraf?
Ashraf: It's a poem by the English writer Emily Brontë. Shall I read it to you?
Tarek: Yes, please!
Ashraf: It will not shine again: Its sad course is done; I have seen the last ray wane Of the cold, bright sun.
Tarek: It's nice, but I'm not sure I understand it. Can you paraphrase that?
Ashraf: Yes. I think that it means how the writer feels when the sun is going down. Perhaps it is the end of the day.
Tarek: What about the line, its sad course is done. Why is it sad?
Ashraf: What she's trying to say is that she is sad

that the day is over, because night has arrived.

Tarek: What about the last lines, I have seen the last ray wane of the cold bright sun?

Ashraf: The sun is cold and bright. In other words, the sun is going down. It is often cold in England when that happens.

Tarek: I think I can summarise the poem in a different way.

Ashraf: What's that?

Tarek: I think she's talking about a love which has ended. It used to shine like the sun, but now it will not shine again. Now the other person seems cold, like the sun in the evening.

Ashraf: Perhaps you're right! I like poems. They can have many different meanings.

5 Research a modern Egyptian poet

- 1 Read the task as a class and ask the students to complete it at home. They can use the internet or the library to help them.
- 2 Take in their work to mark, or ask a few students to present their findings to the class in the next lesson.

2 Listen again and put the expressions below in the order you hear them.

- 1 Go through the expressions for summarising and paraphrasing, then play the recording again. You can play it more than once if necessary.
- 2 Go over their answers as a class.

Answers: _____
a 3 b 1 c 5 d 2 e 4

Skills for life

Read the Skills for life box as a class. Ask the students why it is important to think about other people's feelings.

3 Work in pairs.

- 1 Give the students time to think of a short poem or song that they know.
- 2 Go round and monitor while the students work in pairs to discuss the poem or song.
- 3 Ask some pairs to share their ideas with the class.

4 Work in different pairs.

- 1 Put the students into new pairs for this task. Read the instructions and make sure they understand the task.
- 2 Go round and monitor and make sure they are using the expressions from Focus on functions.
- 3 At the end, ask a few students to summarise their songs or poems for the class.

WORKBOOK page 28

1 Read these reviews of the two poems by Emily Dickinson and answer the questions.

- 1 Ask students what they can remember about Emily Dickinson and the poems that they have read by her.
- 2 Explain that the Workbook has reviews of the two poems they have read. Read questions a–c as a class so students know what to look out for, then give them time to read the reviews and to do the task. They can compare answers in pairs.
- 3 Check answers as a class.

Answers: _____

a Review A is for "If I can stop". Review B is for "A bird came down".

b
A

The poem is quite short and has just one verse. Most of the lines rhyme and I found it easy to read. I like the message of the poem. The writer wants to help people who are perhaps less happy than she is. It's a lovely poem.

B

This poem has just one verse. Two of the lines rhyme and two do not. It is very short and it's not difficult to understand. The writer describe a bird eating a worm, but the bird does not know that she is watching it. The poem makes the bird seem strong: it bites the worm in half and then eats it raw. I don't really like the poem.

c The reviewer prefers "If I can stop ". We know this because the review finds it easy to read, likes the message of the poem and says it is lovely. The reviewer does not like "A bird came down".

2 Plan a review of a poem.

- 1 Go through the list of instructions and make sure the students understand the task. If they wish, they can choose a different poem from the one they spoke about for Lesson 5 in the Student's Book.
- 2 Go round and monitor as they are working and offer help as necessary.

UNIT
5

1 Read these reviews of the two poems by Emily Dickinson and answer the questions.

A

The poem is quite short and has just one verse. Most of the lines rhyme and I found it easy to read. I like the message of the poem. The writer wants to help people who are perhaps less happy than she is. It's a lovely poem.

B

This poem has just one verse. Two of the lines rhyme and two do not. It is very short and it's not difficult to understand. The writer describes a bird eating a worm, but the bird does not know that she is watching it. The poem makes the bird seem strong: it bites the worm in half and then eats it raw. I don't really like the poem.



a Which review is for "A bird came down" and which one is for "If I can stop"?

b Circle all the positive comments about each poem and underline the comments which are negative.

c Which poem does the reviewer prefer? How do you know this?

2 Plan a review of a poem.

a Choose a poem by the poet you researched in the Student's Book.

b Plan a short review of the poem by answering these questions.

- Is it a long poem or a short poem? How many verses has it got?

- Which lines of the poem rhyme?

- Is it easy to understand? What is the poem about?

- What do you think of the poem?

3 Write a review of the poem in your notebook.

a Write about 50–70 words.

b Read what you have written carefully. Look for grammar and spelling mistakes. Check the correct spelling in your dictionary.

c Correct the mistakes, then write the final review.

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3 Write a review of the poem in your notebook.

- 1 Give the students time to write their reviews. They can use the models in the Workbook as guidance.
- 2 Ask a few students to read their reviews to the class at the end.
- 3 You can take in their work to mark.

Assessment

Listening Task

Target element: revise a key listening text from the unit

On the board write the questions below and ask the students to copy them down. Tell the students that you are going to play the listening from Lesson 1, Exercise 3 again and explain that they must listen and answer the questions. (The answers are in brackets below.)

- 1 What has Clare Lovell written?** (She has written a book about Emily Dickinson.)
- 2 What was different about Emily Dickinson's poems?** (Many of them had very short lines, not titles and sometimes no punctuation.)
- 3 What was Emily Dickinson good at when she was a child?** (She was good at both writing and playing the piano.)
- 4 What did she spend her time doing as an adult?** (She spent about half of her time writing poems, and the other half with the housework.)
- 5 How did she like to communicate with her friends?** (She wrote long letters to them.)
- 6 Which is Clare Lovell's favourite poem by Emily Dickinson?** (*If I can stop*)

Speaking Task

Target element: revise key language from the unit

Ask the students to think of a poem, song, short story or film that they like. Get students to work in pairs and to take it in turns to summarise what they have chosen.

Reading Task

Target element: revise the key reading passage of the unit

Write the sentences below on the board. Explain that some of them are correct but some of them contain the wrong words. Tell the students to reread the poem on Student's Book page 28, and to correct the wrong words. With a strong class you can ask them to do this without referring back to the text. (The answers are in brackets below.)

If I can stop one law from breaking, (~~law~~ heart)

I shall not work in vain; (~~work~~ live)

If I can ease one leg from aching, (~~leg~~ life)

Or stop one pain, (~~stop~~ cool)

Or help one sleeping robin (~~sleeping~~ fainting)

Unto his house again, (~~house~~ nest)

I shall not work in vain. (~~work~~ live)

Writing Task

Target element: revise key language from the unit

On the board, write the following words:

all, both, half, each, every, either, neither

Tell the students to write one sentence using each distributive in context. When they have finished, ask some students to read out their sentences to the whole class.

UNIT 6

WORK-LIFE BALANCE

SB pages 31-35

WB pages 29-32

Objectives

Listening

Predicting and listening for specific information

Grammar

so / such ... that; enough / too ... to

Reading

Predicting and reading for specific information

Critical thinking


Discussing how to relax

Functions

Asking for and giving reasons

Writing

A text about a famous woman



UNIT 6

Work-life balance

OBJECTIVES

- Listening** Predicting and listening for specific information
- Grammar** *so / such ... that; enough / too ... to*
- Reading** Predicting and reading for specific information
- Critical thinking** Discussing how to relax
- Functions** Asking for and giving reasons
- Writing** Writing a text about a famous woman

1 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

accounts freelance (adj) organisation

2 Discuss this question in pairs.
The people in the pictures are freelance workers. What do you think is different about their working hours?

3 Listen to some freelance workers talking about their work. Do the speakers include any ideas which are similar to yours in Exercise 2?

4 Listen again and complete the table.

Advantages of freelance work	Disadvantages of freelance work
<i>You can choose how much work you want to do.</i>
.....

5 Guess the meaning of the words in red from the listening text.


a The problem with being a freelance worker is that you don't always get **regular** work.

b You must meet the **deadlines**.

c I can choose exactly which projects to **take on**.

d If you are working for an organisation, they find the **clients** for you.

e It is more **social** when you are working in an office.



6 Discuss this question in pairs.
What would you like or dislike about freelance work?

7 FOCUS ON COLLOCATIONS

We usually use **make** to talk about producing something, **do** for actions and **get** for receiving. Complete the sentences with the correct form of **make, get** or **do**. Then listen and check.

a You can **make** your own timetable.

b I'm only a few hours of work a day.

c Freelance workers have to their own accounts.

d The problem with being a freelance worker is that you don't always regular work.

e It can be hard to money and look after my family.

WORKBOOK PAGE 29

31

LESSON 1

SB page 31

WB page 29

Before using the book:

- Ask students how many hours they spend each day on school work, and how many hours they spend relaxing. Do they think this is a good balance?
- How many hours a day do the students think people should work, and how many

hours should they have to relax?

- Put the students into pairs to discuss their ideas.
- Ask some pairs to share their thoughts with the class.
- Explain that this unit is about the balance between work and relaxing.

Listening

1 Check the meanings of these words in your dictionary.


- 1 Allow time for the students to find the three words in their dictionaries.
- 2 Invite the class to suggest sentences which contain each word. Write good examples on the board.

Answers:

<i>accounts</i>	a record of the money that a person or company has received and spent
<i>freelance (adj)</i>	working independently for several different companies
<i>organisation</i>	an organised group of people such as a business

2 Discuss this question in pairs.

- 1 Ask the students to look at the pictures and read the question.
- 2 Students discuss their ideas in pairs while you go round and listen.
- 3 Invite volunteers to share their ideas with the class. Tell them they can check their answers in Exercise 3.

 **3 Listen to some freelance workers talking about their work. Do the speakers include any ideas which are similar to yours in Exercise 2?**

- 1 Read the question and then play the recording.
- 2 Check answers as a class.

Answers:

They do not work the same office hours as many people, they can be more flexible. You may also work in different places and for different people. This also means you may not always find work.

TAPESCRIPT

Narrator: 1

Speaker 1: I'm a freelance writer. I have just had my first child, so I'm too busy to go to work every day. What I like about freelance work is that you can choose how much work you want to do. Before my son was born, I worked very hard. Sometimes I worked so hard that I had to work until late at night. Now, I'm

only doing a few hours of work a day. Later, as my son gets older, I'll increase the amount of work that I do. The problem with being a freelance worker is that you don't always get regular work. There are times when you can't work hard enough to live comfortably. Also, it can be hard to make money and look after my family.

Narrator: 2

Speaker 2: When I was younger, I worked such long hours that I didn't have any time to myself. The best thing about freelance work is that you can choose your working hours. When you don't have to go to an office each day, you can manage your time. Because you're working for yourself, you can make your own timetable. But of course it is very important that you get the work done on time. You must meet the deadlines.

Narrator: 3

Speaker 3: When I moved away from the city I was working in, I had to make a difficult decision: either to find a new job, or to carry on working for the same company, but freelance. I'm a book designer, so my job is one which can be done almost anywhere. All I need is a computer and the internet, and I can do my job wherever I want to. I need to travel to meetings, but I can take my work with me. When you're a freelance worker, you can choose where you want to do your job.

Narrator: 4

Speaker 4: I'm a freelance project manager for a big organisation. I work on lots of different projects. The best thing about working freelance is that I can choose exactly which projects to take on. I find my own clients, so I usually look for the ones that provide the most interesting projects. The disadvantage of this is that you can't always find new clients to work with when you are freelance. If you are working for an organisation, they find the clients for you.

Narrator: 5

Speaker 5: I'm a freelance accountant. I like my job, but it sometimes gets lonely working on your own. It is more sociable when you are working in an office. Also, freelance workers have to do their own accounts! For an accountant that's not a problem, but I

know other freelance workers who find doing their job and doing their accounts is too difficult for them to do on their own.

4 Listen again and complete the table.

- 1 Tell the students to copy the two headings into their notebooks.
- 2 Students then listen while you play the recording again.
- 3 Put them in pairs to discuss and write down the advantages and disadvantages of freelance work according to the recording. Go round and monitor.
- 4 Check answers as a class. If necessary, play the recording again.

Answers: _____

Advantages of freelance work	Disadvantages of freelance work
You can choose your working hours. You can make your own timetable. You can work almost anywhere. You can choose which projects to take on.	You don't always get regular work. There are times when you can't work hard enough to live comfortably. It can be hard to work hard and look after a family. You sometimes get lonely working on your own. You can't always find new clients when you are a freelance.

5 Guess the meaning of the words in red from the listening text.

- 1 Put the students in pairs to read the sentences and guess the meanings of the words in red.
- 2 Check answers as a class.

Answers: _____

- a *regular* repeated, planned for the same time every day
- b *deadline* a date of time by which you must finish something
- c *take on* start doing or be responsible for
- d *client* someone who pays a person or organisation for work or advice
- e *sociable* friendly, likes to be with other people

6 Discuss this question in pairs.

- 1 Tell the students to discuss the question with a partner. Tell them to note down the main points. Go round and listen, offering prompts if necessary.
- 2 Ask some students to share ideas with the class. Encourage a class discussion.

7 Focus on collocations

- 1 Read out the first sentence, completed as the example.
- 2 Students complete the exercise in pairs.
- 3 Play the recording. Students listen and check their answers.
- 4 Check answers as a class.

Answers: _____

- b doing c do d get e make/get

T A P E S C R I P T

- a *You can make your own timetable.*
- b *I'm only doing a few hours of work a day.*
- c *Freelance workers have to do their own accounts.*
- d *The problem with being a freelance worker is that you don't always get regular work.*
- e *It can be hard to make money and look after my family.*

Work-life balance

UNIT
6

1 Match these words with their meanings.

- a accounts 1 a group of people with a particular purpose, such as a business
- b deadline 2 a date or time by which you must finish something
- c client 3 start being responsible for
- d freelance 4 someone who pays a person or organisation for services or advice
- e organisation 5 repeated, normal or usual
- f take on 6 working independently for several different organisations
- g sociable 7 friendly and likes to be with other people
- h regular 8 a record of the money that a company or person has received and spent

2 Complete the sentences with words from Exercise 1.

- a The company has an accountant to do the company accounts.
- b Tarek is not employed by the computer company. He is a _____ worker.
- c It is good to do _____ exercise, so I go running every day.
- d Manal has to finish the work tonight because there is an important _____ tomorrow morning.
- e Hamdi is very tired because he decided to _____ two new projects at work.
- f My father will be late home today because he has a meeting with an important _____.
- g Your brother is very _____. He likes talking to everyone he meets!
- h The United Nations is an important _____ that works all over the world.



3 Choose the correct verb.

- a Before the start of the new year, the teachers work together to make/do a school timetable.
- b Some graduates think that it is harder to get/make work today than it used to be.
- c Before I start revising, I always get/make a revision plan.
- d My friend Mona did/made really well in the test last week.
- e Sami did/made a lot of work last night, but he still didn't finish his homework!
- f How much money did Fareeda get/do when she was working in the bank last year?

4 What do you think are the advantages and disadvantages of freelance work?

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2 Complete the sentences with words from Exercise 1.

- 1 Check that the students understand the task.
- 2 Students complete the sentences, then compare their answers in pairs.
- 3 Check answers as a class. Invite different students to read out the completed sentences.

Answers: _____

- b freelance c regular d deadline
- e take on f client g sociable
- h organisation

3 Choose the correct verb.

- 1 Students read the example and then continue with the exercise.
- 2 Tell them to check in pairs. Then ask different students to read out the completed sentences.

Answers: _____

- b get c make d did e did
- f get

4 What do you think are the advantages and disadvantages of freelance work?

- 1 Refer the students to Student's Book page 31, Exercise 6. Remind them of their discussions.
- 2 Tell them to plan what to write first; let them work together if they wish to. Go round and offer suggestions where necessary.



WORKBOOK

page 29

1 Match these words with their meanings.

- 1 Read out the example and check that the students understand the task.
- 2 Put them in pairs to complete the task. Go round and offer help where needed.
- 3 Check answers as a class. Ask different students to read out their answers.

Answers: _____

- 1 e 2 b 3 f 4 c
- 5 h 6 d 7 g 8 a

- 3 Allow time for them to write their texts. Go round and check.
- 4 Choose two or three students to read their work to the class.

Students' own answers

LESSON 2

SB page 32

WB page 30

Grammar

so / such ... that; enough / too ... to

1 Choose the correct word in these sentences from the listening text. Then listen and check your answers.

- 1 Read out the first sentence, completed as the example.
- 2 Tell the students to complete the task individually.
- 3 Play the recording for them to check their answers. Invite different students to read out the completed sentences.

Answers: _____
 b so c enough d such e too

TAPESCRIPT

- I'm too busy to go to work every day.*
- Sometimes I worked so hard that I had to work until late at night.*
- There are times when you can't work hard enough to live comfortably.*
- I worked such long hours that I didn't have any time to myself.*
- Other freelance workers find doing their accounts is too difficult for them to do on their own.*

2 Choose the correct answer.

- 1 Read out the example sentence and check that the students understand the task. Remind them that they can refer to the Focus on grammar box.
- 2 Students complete the task individually or in pairs.
- 3 Check answers as a class.

Answers: _____
 b enough c too d too difficult e such
 f such

3 Complete the sentences with a word from each box.

- 1 Make sure that the students understand that they can complete the sentences by choosing a word

UNIT 6

Grammar *so / such ... that; enough / too ... to*

GRAMMAR REVIEW PAGE 123

1 Choose the correct word in these sentences from the listening text. Then listen and check your answers.

- I'm **enough / too** busy to go to work every day.*
- Sometimes I worked **too / so** hard that I had to work until late at night.*
- There are times when you can't work hard **enough / such** to live comfortably.*
- I worked **so / such** long hours that I didn't have any time to myself.*
- Other freelance workers find doing their accounts is **enough / too** difficult for them to do on their own.*

2 Choose the correct answer.

- The exercise was **so / such** easy that I finished it in two minutes.
- Rami is careful **enough / so** to make very few mistakes.
- This soup is **too / enough** hot to eat.
- The question is **difficult enough / too difficult** for the little boy to answer.
- It's **such / so** an amazing play that you can't miss it.
- They are **such / too** long questions that we don't have time to answer them all.

3 Complete the sentences with a word from each box.

enough	too	difficult	long
so	such	good	dark

- The test was **too / difficult** to finish.
- It was not **so / such** to see any stars in the sky.
- The food in that restaurant is **too / enough** that we go every week.
- It was **so / such** a **difficult / long** game that we didn't finish it until ten o'clock!

4 Now complete these sentences with a partner.

- It is so hot outside ...
- It is such an interesting book ...
- The sea was warm enough ...
- The wall was too high ...
- There were so many people in the room ...



FOCUS ON GRAMMAR

- so / such ... that; enough / too ... to**
- We use **so** or **such** ... **that** and **enough / too ... to** to express result.
 - We use **so** before an adjective (without a noun) or an adverb:
*That cake was **so nice** that I'll have another one!*
*They walked **so slowly** that they missed the train.*
 - We use **such** before an adjective followed by a noun:
*It was **such a useful book** that I read it twice.*
*Tarek is **such a friendly person** that everyone likes him.*
 - We use adjective / adverb + **enough + to + infinitive** to mean **as much or as many as necessary**. It usually has a positive meaning:
*Hamdi is **tall and fast enough to be** very good at basketball.*
*Hamdi is **clever enough to answer** the difficult questions.*
 - We use **too + adjective / adverb + to + infinitive** to mean **more than is wanted or necessary**.
*The sea is **too cold to swim** in.*
*The coffee was **too hot to drink**.*
 - Note that **not (hot / fast) enough to ...** means the same as **too (cold / slow) to ...**

WORKBOOK PAGE 30

32

from each box.

- 2 Students complete the task individually.
- 3 Check answers as a class.

Answers: _____
 b dark enough c so good d such a long

4 Now complete these sentences with a partner.

- 1 Read out the first incomplete sentence and elicit a suitable ending.
- 2 Allow time for the students to complete the task in pairs.
- 3 Check answers as a class. Invite different

1 Match to make sentences.

- | | |
|----------------------------------|---|
| a That salad was so nice that | 1 <input type="checkbox"/> be put on the back of your car. |
| b It was such a long film that | 2 <input type="checkbox"/> hold 50,000 spectators. |
| c The stadium is big enough to | 3 <input type="checkbox"/> play tennis outside. |
| d That ladder is too long to | 4 <input checked="" type="checkbox"/> I'll ask the restaurant for the recipe. |
| e Today is much too hot to | 5 <input type="checkbox"/> they can push over trees. |
| f Elephants are so powerful that | 6 <input type="checkbox"/> some people fell asleep before the end. |

2 Find and correct the mistakes in these sentences.

- a This is ~~so~~ an old tree that it is amazing it is still alive.
This is such an old tree that it is amazing it is still alive.
- b Nobody has been to the top of this mountain because it is dangerous enough to climb.

- c This book is such famous that nearly everyone has read it.

- d I wanted to buy a new phone but it was too expensive for me buy.



3 Rewrite the sentences with the word in brackets, to give the same meaning.

- a The hat was too small. I couldn't wear it. (enough)
The hat wasn't big enough to wear.
- b The boys ran very slowly. They didn't win the race. (too)

- c Ola is very intelligent. She passed the exam easily. (so)

- d Hamdi is really strong. He is very good at weight-lifting. (such)

- e Hana felt ill. She couldn't come to school. (enough)

4 Answer these questions.

- a Is it ever too hot to play games in the park? When?

- b Have you ever read a book that was so interesting that you wanted to read it again? What was it called?

- c Have you ever seen a film that was so funny that you couldn't stop laughing? What happened?

- d Have you ever read a story that was too difficult to believe? What happened?

- e Is it ever cold enough to snow in Egypt? When did it last happen?

students to read out the completed sentences.

Students' own answers

1 Match to make sentences.

- 1 Tell the students to read the example and check that they understand the task.
- 2 Allow time for them to complete the task individually. Go round and offer help where needed.
- 3 Check answers as a class.

Answers: _____

d 1 c 2 e 3 a 4 f 5 b 6

2 Find and correct the mistakes in these sentences.

- 1 Ask the students to read the sentences and correct the mistakes. Go round and offer help where needed.
- 2 Check answers as a class.

Answers: _____

- b Nobody has been to the top of this mountain because it is **too dangerous** to climb.
- c This book is **so famous** that nearly everyone has read it.
- d I wanted to buy a new phone but it was too expensive for me **to** buy.

3 Rewrite the sentences with the word in brackets, to give the same meaning.

- 1 Allow time for the students to read the instructions and the example.
- 2 Students then complete the task individually or in pairs. Go round and offer help where needed.
- 3 Check answers as a class.

Answers: _____

- b The boys ran too slowly to win the race.
- c Ola is so intelligent that she passed the exam easily.
- d Hamdi is such a strong man/boy that he is very good at weight-lifting.
- e Hana did not feel well enough to come to school.

4 Answer these questions.

- 1 Allow time for the students to discuss the questions in pairs.
- 2 Check answers as a class.

Students' own answers

LESSON 3 SB page 33

Reading

1 Discuss this question in pairs.

- Put the students in pairs to look at the pictures and discuss the question. Go round and listen, offering prompts if necessary.
- Ask volunteers to report back to the class.

Answers: _____

It is about finding a balance between work and free time.

2 Check the meanings of these words in your dictionary.

- Write the words from the box on the board.
- Now say the words and ask the students to repeat them.
- Tell the students to look up the meanings of the words in their dictionaries.

Answers: _____

separate to divide into two or more parts
stress a continuous feeling of worry about work or your personal life that stops you from relaxing
task a piece of work that someone has to do

3 Read about work-life balance and complete the missing paragraph titles.

- Allow time for the students to read the text quickly.
- Tell the students to read the four titles and match them with the paragraphs (A–D).
- Check answers as a class.

Answers: _____

- B Don't carry work around.
- C Take a break.
- D Ask for help.

Reading

1 Discuss this question in pairs.

Look at the pictures and the title of the article. What do you think the article is going to be about?

2 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

separate (v) stress (n) task

3 Read about work-life balance and complete the missing paragraph titles.

Take a break.
~~Separate work from home.~~
 Don't carry work around.
 Ask for help.

4 Which of the words in bold from the article mean the following?

CHECK IN YOUR DICTIONARY

- a when two equal things are treated as though they are equally important **balance**.
- b have an illness or health problem
- c making you worried and unable to relax
- d not go to work for a period of time
- e keep something less than a particular amount
- f when you do not have enough of something



Finding a balance

A *Separate work from home.*

It is important for people to **separate** their work life from their home life. At the end of the work day, people should focus on the fact that this is also the end of that activity or **task**. Mothers and fathers both often need to work, but they have to balance their family and work. Parents who work should make sure that they spend enough quality time with their children.

B

Many people find it difficult to get the **balance** right between their work and their free time. Modern technology means that some people can be at work wherever they are. People can carry laptops and phones with them at all times which means that they can read their emails even in their free time. This allows many people to have more flexible working hours or to work from home. The problem is that some companies find it so easy to contact people that they expect them to be available for work all the time. Even people who are relaxing at home may get an important call from work that they have to answer.

C

Although most workers enjoy what they do, people need rest as well. Some people work such long hours that they may **suffer from stress**. This can lead to a **lack** of sleep and feeling exhausted at work. People should remember that athletes who train for a competition always take breaks, so why should they not do the same from work? A break can also help to **limit** the number of days they need to **take off** because of illness.

D

Everyone has times when work can be difficult. If you have a problem at work, ask your manager for advice. He or she should be able to help you. This is often the best way out of **stressful** situations. It is part of a manager's job to help people with their problems.

4 Which of the words in bold from the article mean the following?

- Read out the question and the first definition. Tell the students to find *balance* in the text.
- Put the students in pairs to read the definitions and find the words in the text. They can check in their dictionaries.

Answers: _____

- b suffer from
- c stressful
- d take (days) off
- e limit
- f lack

3 Discuss these questions in pairs.

1 Ask the students to read the tips for relaxing. Help them with any queries. Then give them time to discuss them and to think of their own ideas.

2 Discuss answers as a class.

4 Focus on words with related meanings

1 Read out the first task and ask the students to look up *feel* and *suffer* in their dictionaries; invite a volunteer to explain the difference (see below).

2 Allow time for them to complete the task individually and then to compare answers with a partner.

3 Check answers as a class.

4 Allow time for the students to read and complete the sentences in part 2. Go round and monitor.

5 Check answers as a class.

Answers: _____

- 1
- | | |
|-------------------------------------|---|
| a <i>feel</i> | to experience a sensation |
| <i>suffer</i> | to experience pain, difficulty or loss |
| b <i>training</i> | to be given teaching or practice in a profession or skill |
| <i>exercise</i> | to do physical exercises in order to be healthy |
| c <i>available for work at work</i> | free (to work) doing some work |
| d <i>remind</i> | to make someone remember something |
| <i>tell</i> | to express something in words |

2
b suffer c Remind d exercise



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

- Tell the students to read the instructions and to look at the example.
- Allow time for them to complete the task.
- Check answers as a class.

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

- When I was young, my mother often *s*eparate*d* me from my brother to stop us from arguing!
- Adel's job is very *s*_____*l*. He is a firefighter and his work is often very dangerous.
- The sports team has a good b_____*e* between people who are fast and people who are strong.
- Tamer never goes on a plane. He *s*_____*s* from a fear of flying!
- The teacher gave us all a t_____*k*. Mine was to interview four students.
- In the north of Europe, some people become ill in winter because there is a l_____*k* of sunshine.
- You should l_____*t* the number of sweets you eat. They are very bad for your teeth.



2 Choose the correct words.

- After our walk in the mountains, I *felt/suffered* really tired.
- Are you coming to football *training/exercise* after school?
- I can't phone my mother because she is *available for/at* work.
- Please *remind/tell* me to buy my cousin a present, or I will forget!
- My grandmother isn't well. She often *feels/suffers* from headaches.

3 Complete these sentences with the correct prepositions.

for from from of off

- People who work long hours often suffer *from* stress.
 - Your father reminds me _____ a famous actor!
 - The school library is available _____ the English class today.
 - When you make a cake, you need to separate the white of the egg _____ the yellow.
 - The plane is taking _____ soon.
- 4 The phrasal verb *take off* has more than one meaning. Match the examples a–d below with their definitions 1–4. Check in your dictionary.
- | | |
|---|---|
| a I can't take off any time this week. | 1 <input type="checkbox"/> removed something |
| b It was hot so I took off my jacket. | 2 <input checked="" type="checkbox"/> not go to work for a period of time |
| c The plane took off at half past four. | 3 <input type="checkbox"/> suddenly became successful |
| d Her sports career took off after she won the competition. | 4 <input type="checkbox"/> left the ground |

Answers: _____

- | | | |
|-------------|-----------|-----------|
| b stressful | c balance | d suffers |
| e task | f lack | g limit |

2 Choose the correct words.

- Read out the first sentence, completed as the example.
- Students complete the task.
- Check answers as a class. Ask different students to read out each sentence.

Answers: _____

- | | | | |
|------------|------|----------|-----------|
| b training | c at | d remind | e suffers |
|------------|------|----------|-----------|

2 Check answers as a class.

Answers: _____
1 b 2 a 3 d 4 c

LESSON 5

SB page 35 WB page 32

Communication skills

1 Listen to this conversation, answer the question and do the following.

- Tell the students they are going to hear two girls talking about a person they admire.
- Play the conversations, then allow time for the students to discuss the answer to part a in pairs.
- Check answers as a class.
- Then read part b and play the conversation again. Students listen and tick the phrases that they hear.

Answers: _____

a
A primary school teacher, an aunt

b

Asking for reasons	Giving reasons
Why ... ?	For two reasons.
Is that why ... ?	That's one of the reasons.
	Mainly because ...

UNIT 6

Communication skills Asking for and giving reasons

1 Listen to this conversation, answer the question and do the following.

a Who does each speaker admire? *A primary school teacher, ...*

b Listen again and tick the phrases below that you hear.

FOCUS ON FUNCTIONS

<p>Asking for reasons</p> <p><input type="checkbox"/> Can you tell me why?</p> <p><input checked="" type="checkbox"/> Why ...?</p> <p><input type="checkbox"/> Is that the reason ...?</p> <p><input type="checkbox"/> Is that why ...?</p> <p><input type="checkbox"/> What (did you choose her) for?</p> <p><input type="checkbox"/> What's the reason for ...?</p>	<p>Giving reasons</p> <p><input type="checkbox"/> (It's) because ...</p> <p><input type="checkbox"/> For (two / three) reasons.</p> <p><input type="checkbox"/> To start with ...</p> <p><input type="checkbox"/> Firstly / Secondly, because ...</p> <p><input type="checkbox"/> That's one of the reasons.</p> <p><input type="checkbox"/> Mainly because ...</p>
--	--

2 Plan a talk about a woman you respect.

a Choose a woman to talk about. The person can be one of the following:

- someone who is living now or someone from the past.
- someone from Egypt or from another country.
- someone you know or someone who is known by many people.

b Complete this questionnaire about the woman you have chosen.

Name:

Nationality:

Now or in the past?

Well-known or unknown to most people?

Occupation or situation:

Person's good qualities:

Reasons why I respect this person:

1

2

3

4 Research the following about a famous woman

Find out:

- why she is or was famous
- some interesting facts about her

WORKBOOK PAGE 32

3 Complete these sentences with the correct prepositions.

- Students can complete the task individually or in pairs.
- Check answers as a class.

Answers: _____

b of c for d from e off

4 The phrasal verb *take off* has more than one meaning. Match the examples a–d below with their definitions 1–4. Check in your dictionary.

- Check that the students understand the task. You might want to set this for homework.

TAPESCRIPT

Girl 1: Who do you particularly admire?
 Girl 2: I've chosen the teacher I had when I first started primary school.
 Girl 1: Why have you chosen her?
 Girl 2: Well, for two reasons, really. To start with, she was such a good teacher that she really helped me. She taught everything in a really interesting way. And secondly, because when I started school, I was very nervous and she looked after me.
 Girl 1: I've chosen my aunt. She's a doctor and she works in a children's hospital.
 Girl 2: Is that why you particularly respect her?

Girl 1: Yes, that's one of the reasons, but it's mainly because she really loves the children she works with. And they love her because she's so kind that they always smile when they see her!

Girl 2: That's wonderful.

2 Plan a talk about a woman you respect.

- 1 Go through the instructions with the class.
- 2 Give students time to complete the questionnaire. Go round and monitor while they are doing this and help them if necessary.

3 Work in small groups.

- 1 Read the instructions and put students into groups of two or three people.
- 2 Students take turns to talk about the woman they have chosen.
- 3 Encourage students to ask questions using expressions from Focus on functions.
- 4 When all the students have spoken, invite different groups to repeat their conversations for the class.

4 Research the following about a famous woman.

- 1 Tell the students to carry out this research in class or for homework. Suggest that they illustrate their work with photographs if possible.
- 2 They will also need this information for the writing task.



1 Complete with the correct word.

- 1 Read out the first pair of sentences, completed as the example.
- 2 Tell the students to complete the task alone, then check in pairs.
- 3 Go round and offer help where needed.
- 4 Check answers as a class.

Answers: _____

- | | |
|--------------------|--------------|
| a because | b tell/start |
| c reasons/secondly | d reason |

1 Complete with the correct words.

- a A I gave my mobile phone to my sister yesterday.
B What did you do that for?
A Mainly _____, someone bought me a new one for my birthday.
- b A Can you _____ me why you were late for school?
B To _____ with, I didn't hear my alarm clock.
- c A Why do you want to study science at university?
B For two _____. Firstly, because I enjoy science, and _____ because I want to be a doctor when I leave.
- d A I was busy all day yesterday.
B Is that the _____ you didn't phone me?

2 Take notes about a famous woman.

Paragraph 1 (Introduce the woman you chose in the Student's Book. Write some facts about her and say how you know about her.)

Paragraph 2 Paragraph 2 (Describe the woman's personal qualities and give examples of things she has done which show these qualities.)

Paragraph 3 Paragraph 3 (Say briefly why you admire this woman.)

3 Write your text in 100–125 words.

- a Write your first draft quickly. Your style should not be too formal. Follow the notes you made in your plan.
- 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 text in your notebook.

2 Take notes about a famous woman.

- 1 Explain that students are going to plan a text about the woman they researched in the Students' Book.
- 2 Go round while they are planning their text and help them with any queries.
- 3 Write your text in 100–125 words.**
 - 1 Students can complete the task in class or for homework.
 - 2 Take in their work to mark in the next lesson.

Assessment

Listening Task

Target element: 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 31 of the Student's Book again. Remind them that they will hear four people talking about freelance work. Tell the students to complete the gapped sentences with the missing words by listening carefully to the four speakers. (The answers are given in brackets.)

- 1 I'm to work every day. (too busy to go)
- 2 Sometimes I worked I had to work until late at night. (so hard that)
- 3 There are times when you can't work comfortably. (hard enough to live)
- 4 I worked that I didn't have any time to myself. (such long hours)
- 5 Other freelance workers find doing their accounts on their own. (is too difficult for them to do)

Speaking Task

Target element: functions and vocabulary from the unit

In lesson 4, students talked about ways to relax. Now ask students to write down how they relax. Organise the students to work in pairs and tell them to share their ideas. Encourage them to ask for and give reasons for why they relax this way using the expressions from Focus on functions on page 35. Move around and listen to the conversations. Open it up into a class discussion and end with a vote on the most popular way to relax.

Reading Task

Target element: language from the unit

Tell the students to look again at the text about finding a balance on page 33 of the Student's Book. Ask them to write six sentences about the text. 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 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: grammar in the unit

Write these sentences on the board and ask the students to write appropriate sentences for each. Ask some of the students to read out their completed sentences to the class while the rest of the class listen.

- Something that is too difficult to do. Say why.**
A person who is clever enough to be very successful. Say why.
A time when it was so hot that you did not want to do anything.
A meal that was so nice that you always remember it. Say why.

Revision B

SB pages 36-40

WB pages 33-36

LESSON 1

SB page 36

Listening

1 Discuss these questions in pairs.

- 1 Ask students how they find out about the news. Give the students a few minutes to discuss the question in pairs. Write their ideas on the board. Explain that in today's lesson, they are going to listen to someone who wants to work in journalism.
- 2 Give students a few minutes to discuss the questions in pairs.
- 3 Ask a few pairs to share their ideas with the class.

Answers:

- a Students' own answers
- b Suggested: Local news, sports, weather, etc.

2 Listen to a job interview. Which job does the woman want to do and why?

- 1 Read the question and play the recording.
- 2 Ask students to answer the question.

Answers:

She wants to be a freelance journalist at a national newspaper, so she can have experience of working for a large newspaper.

TAPESCRIPT

- Interviewer:** As you know, we are looking for a freelance journalist. So, you're interested in applying, are you?
- Candidate:** Yes, that's right.
- Interviewer:** I would like to ask you a few questions. Could you tell me more about your qualifications?
- Candidate:** Of course. I have both a degree in law

Revision B

Listening

1 Discuss these questions in pairs.

- a What qualifications would be useful if you wanted to become a journalist, do you think?
- b What kind of news does a local newspaper report?

2 Listen to a job interview. Which job does the woman want to do and why?

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

- a The interview is for a new member of staff. *False. It is for a freelance job.*
- b The woman who wants the job studied how to be a journalist at university.
- c Her first job was on a large national newspaper.
- d She only wrote news at the place where she first worked.
- e The people at her first job liked her work so much that she became manager.
- f The woman would like to get some experience working for a large national newspaper.
- g The woman wants to work flexible hours because she has a baby.
- h The interviewer will call her tomorrow.



4 Discuss these questions in pairs.

- a Would you give the woman in the interview the job? Why / Why not?
- b The woman in the interview has a law degree. What kinds of job would a law degree usually be suitable for?
- c Now suggest possible occupations for students with the following degrees. You can check in your dictionary.

business studies English history
geography politics

5 Match to form two-word phrases from the listening text, then write a sentence using each phrase in context.

- | | | |
|-------------|---|--|
| a freelance | 1 | <input type="checkbox"/> staff |
| b law | 2 | <input type="checkbox"/> hours |
| c local | 3 | <input checked="" type="checkbox"/> a journalist |
| d member of | 4 | <input type="checkbox"/> newspaper |
| e flexible | 5 | <input type="checkbox"/> degree |

- a *My cousin is a freelance journalist.*



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and some experience as a journalist, too.

Interviewer: Can you tell me about your experience?

Candidate: Certainly. Firstly, I started writing for a local newspaper. I wanted to write news, but there weren't enough staff there to only write news, so soon I was in charge of writing each part of the newspaper: you know, the weather, sports and travel. They liked my work so much that I became manager in just two years.

Interviewer: It's good that you were the manager of the local newspaper. However, we

don't have enough work to have a new member of staff here. We only need a freelance journalist. Why do you want the job?

Candidate: *Mainly because I know your newspaper has a very good reputation. I would like to get some experience working for a large national newspaper like yours, which millions of people read every day.*

Interviewer: *Your experience is certainly impressive. Do you have any questions for me?*

Candidate: *Yes. Firstly, I have a degree in law. This could help me in my work, couldn't it?*

Interviewer: *Certainly. Our journalists write about all kinds of subjects.*

Candidate: *Secondly, I also have two children at school. Are the hours flexible or do I need to be at my desk at certain times?*

Interviewer: *We already have a few mothers working for us, so yes, we can be flexible. I think you'll find working here very interesting.*

Candidate: *Thank you. Well, I'm available to start whenever you like.*

Interviewer: *Good. I'll call you next week.*

- 2 Ask some pairs to share their ideas with the class.

Answers: _____

- a Students' own answers
- b A lawyer, something in business or with the government, etc.
- c Suggested: business person/manager; tour guide; archaeologist; teacher; politician

5 Match to form two-word phrases from the listening text, then write a sentence using each phrase in context.

- 1 Students can work in pairs to do the first part.
- 2 They could finish the task for homework.

Answers: _____

1 d 2 e 3 a 4 c 5 b

Suggested:

You need a law degree to be a lawyer.

Find out about the new shop in the local newspaper.

We asked a member of staff where we could buy bags.

Many doctors and nurses have to work flexible hours.

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

- 1 Encourage students to read the sentences before they listen again and correct the false sentences.
- 2 Play the recording more than once if necessary.
- 3 Check answers as a class.

Answers: _____

- b False, she studied law.
- c False, it was with a local newspaper.
- d False, she had to write other things as well.
- e True
- f True
- g False, she wants to work flexible hours because she has two children.
- h False, the interviewer will call her next week.

4 Discuss these questions in pairs.

- 1 Give students time to discuss a–c in pairs. Go round and monitor while they are working and make a note of any persistent errors. Go over these at the end.

LESSON 2 SB page 37**Grammar****1 Choose the correct answer.**

- Revise the use of distributives.
- Read the example answer. Ask the students to do the task individually and to compare answers in pairs.
- Check answers as a class. If the students need more help, they can refer back to Focus on grammar on page 27 or the Grammar review on page 122.

Answers: _____

b C c C d D e A

2 Match a–f with 1–4 and complete with these words.

- Read the example and make sure that the students understand the task. Elicit the answer to *b* to check.
- Ask the students to complete the task in pairs.
- Check answers as a class. If the students need more help, they can refer back to Focus on grammar on page 32 or the Grammar review on page 123.

Answers: _____b 5 such c 1 so d 2 such
e 3 too f 4 enough**3 Rewrite these sentences using a relative clause.**

- Read the example and make sure that the students understand the task. Elicit the answer to *b* to check.
- Ask the students to do the task individually and to compare answers in pairs.
- Check answers as a class. If students need more help, they can refer back to Focus on grammar on page 22 or the Grammar review on page 122.

Grammar**1 Choose the correct answer.**

- There are two pens on the desk, but of them is mine.
A either **B neither** C both D all
- The teacher talked to of the fifteen students while they were working.
A either B every C each D both
- The museum is open today and tomorrow, but I can't go on day.
A neither B both C either D all
- My parents have a mobile phone.
A all B each C every D both
- My father runs in the park day of the week.
A every B all C half D either

2 Match a–f with 1–4 and complete with these words.

enough so such too

- | | |
|---|--|
| a The test was so easy | 1 <input type="checkbox"/> that we all fell asleep before the end. |
| b It was delicious food | 2 <input type="checkbox"/> that nobody has been to the top of it. |
| c The film was long | 3 <input type="checkbox"/> to go in that box. |
| d It is a dangerous mountain | 4 <input type="checkbox"/> to go swimming. |
| e The toy is big | 5 <input type="checkbox"/> that we all asked for more. |
| f The sea isn't calm | 6 <input checked="" type="checkbox"/> that we all got a hundred percent. |

3 Rewrite these sentences using a relative clause.

- Dr Aisha Abd El-Rahman wrote in the newspaper *Al-Ahram*. She was born in 1913.
Dr Aisha Abd El-Rahman, who was born in 1913, wrote in the newspaper Al-Ahram.
- I read an interesting article. In the article, a woman argued for a more positive role for women in society.
- Florence Nightingale wanted to be a nurse. Her family did not think that this was a suitable job for her.
- Emily Dickinson did not like to leave her home. She wrote most of her poems there.
- Emily Dickinson was a very famous American poet. Her poems were published after her death.

4 Complete these sentences with your own ideas.

- Primary school was a place where ...
- The summer holiday last year was a time when ...
- I've just read a book which ...
- My cousins are people whose ...
- My best friend is a person who ...
- The school subject that ...



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Answers: _____

- I read an interesting article in which a woman argued for a more positive role for women in society.
- Florence Nightingale wanted to be a nurse, which her family did not think was a suitable job for her.
- Emily Dickinson did not like to leave her home, where she wrote most of her poems.
- Emily Dickinson, whose poems were published after her death, was a very famous, American poet.

4 Complete these sentences with your own ideas.

- Read the first line and elicit a suitable ending for the sentence.

Reading

1 Look at the title below and discuss these questions in pairs.

- a Who was Marie Curie?
b Why do you think she was important to Dr El-Sayed?

2 Read the article and do the following.

- a Check your answers to Exercise 1.
b Complete the article with these words.

appreciated both educate ~~either~~
enough occupation who

3 Read the article again and answer these questions.

- a Where was Dr Karimat El-Sayed working when she won her award? *She was working at Ain Shams University in Cairo.*
b What did she do to win this award?
c Why is she special in the world of science?
d What did the teacher in Britain show her?
e Why has El-Sayed travelled around Egypt?
f Why does she think that the pioneers in science today are often women?

Karimat El-Sayed thanks Marie Curie

You may not know **a** *either*, the name Dr Karimat El-Sayed or her work, but in 2003 she won an award as one of the best women scientists in the world. Dr Karimat El-Sayed, **b** was a science professor at Ain Shams University in Cairo, won the award for her work on the structure of metal. Dr El-Sayed is special in the world of science because she was the first Egyptian woman to receive one of these awards. As an enthusiastic scientist, she has spent much of her life encouraging other women to become scientists. "When you **c** a woman, you educate a family, a nation," she says.

When she was at secondary school, Dr El-Sayed heard about the discoveries of the woman scientist Marie Curie and decided that she wanted to be a scientist herself. El-Sayed, who worked very hard at school, was good at **d** science and maths. However, it was not common for women to go to university at that time, so it took her a long time to get her family to agree to the idea.

After she had graduated, El-Sayed travelled to Britain to continue her studies. There, one of her women teachers, who was also a scientist, really inspired her. The teacher showed her that it was possible to balance having an important job with having a family, explaining that after work, she really **e** her time with her children. Later, El-Sayed married a man who was also a research scientist, and they had three children.

Dr El-Sayed has spent a lot of her time travelling around Egypt encouraging girls to think seriously about science as an **f** She thinks that there are not **g** women scientists to do important work, although they are often good at research. "Women like details. The pioneers (in science today) are women."



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- 2 Ask the students to write their answers in their notebooks.
3 Encourage several different students to share their answers with the class. Accept all correct answers.

Suggested answers: _____

- a I first learnt English.
b I relaxed with my friends.
c was really exciting.
d friends are all good at English.
e I can always trust.
f I like most is English.

LESSON 3

SB page 38

Reading

1 Look at the title below and discuss these questions in pairs.

- 1 Give students a few minutes to discuss the questions.
2 Explain that they can check their answers in the next activity.

2 Read the article and do the following.

- 1 Students read the article quickly to check their answers to Exercise 1 and to complete the text with the words from the box. Explain that all these words should be familiar to the students.
2 Check answers as a class.

Answers: _____

- a
a She was a scientist.
b Suggested: Because she achieved a lot in her work at a time when it was difficult for women to work.
b
b who c educate d both
e appreciated f occupation g enough

3 Read the article again and answer these questions.

- 1 Encourage students to read all the questions before they read again, so they know what information to look for.
2 Students can compare answers in pairs.
3 Check answers as a class.
4 If you have time, discuss the last question. Do students agree that women might be better scientists because they like details?

Answers: _____

- b She won it for her work on the structure of metal.
c Because she was the first women to win one of these awards.
d She showed her that it was possible to balance having an important job with having a family.

- e She wanted to encourage girls to think about science as an occupation.
- f Because women are often good at research and they like details.

LESSON 4

SB page 39

Communication skills

1 You are going to do a survey about successful women in Egypt.

- 1 Ask the students to look at the photos. Get them to tell you what they know about these important women.
- 2 Read the instructions and give the students time to write their lists. They should include other women, not only the ones shown on the page.

2 Work in pairs and do the following.

- 1 Go through the instructions. Students work in pairs and discuss their lists using the expressions from the boxes.
- 2 Go round and monitor while they are working and make a note of any persistent errors. Go over these at the end.

3 Give a talk.

- 1 Ask the students to prepare their talks in pairs and then to choose one person to give the talk. The talks can be given to the whole class, or in groups if this is easier.
- 2 Praise all good work.

4 After you have heard each person's talk, work in pairs to summarise what you heard. Use some of these expressions.

- 1 Remind students that summarising and paraphrasing is a useful skill. Give them time to summarise the talks in pairs.
- 2 Ask a few students to share their summaries with the class.

Communication skills Project

1 You are going to do a survey about successful women in Egypt.

- 1 First, make a list of five successful women. They can be alive now or they can be from history.
- 2 Think of reasons why they are successful.



Nefertiti



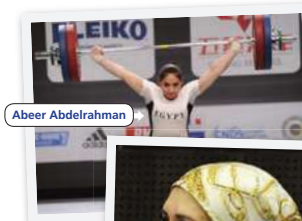
Lotfia El Nadi



Dr Aisha Abd El-Rahman



Rania Elwani



Abeer Abdelrahman

2 Work in pairs and do the following.

- 1 Compare your lists. Ask your partner why he or she chose these women. Use some of these expressions.

- What did you choose her for?
- Can you tell me why ...?
- What's the reason for ...?
- Is that why / the reason that ...?

- 2 Listen to your partner's questions about the women you chose and answer using some of these expressions.

- To start with ...
- It's (mainly) because ...
- For (two / three) reasons.
- Firstly / Secondly because ...

- 3 When you have listened to your partner, decide between you on the two most successful women on your list.

3 Give a talk.

- 1 When you have chosen the two most successful women, give a talk to the class.
- 2 Give reasons for your choices.

4 After you have heard each person's talk, work in pairs to summarise what you heard. Use some of these expressions.

- I think I can summarise the talk.
- What he's / she's trying to say is that ...
- I think that he / she means ...
- In other words ...

5 Have a class vote.

- 1 As a class, have a vote on who you think is the most successful woman in Egypt.
- 2 When you have decided, work in pairs. Imagine that one of you is the most successful woman in Egypt. Tell her that she has won. The woman can respond using some of these expressions.

- Hey, that's terrific.
- That's really great news, isn't it?
- I can't tell you how happy that makes me.
- I'm over the moon.
- Wow! That's brilliant / fantastic!

5 Have a class vote.

- 1 Students vote on who they believe to be the most successful woman.
- 2 Students can work in pairs to role play the successful women hearing the good news.
- 3 Ask a few students to demonstrate their role plays to the class.

LESSON 5

SB page 40 WB pages 33-36

Extra reading

1 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

charitable colleague envy
female loyal male
value (n) voluntary

2 Work in pairs and do the quiz.

1 Who do you like to work with?

- a My friends and people like me.
b All kinds of people.

2 How would you feel if someone that you knew got a better job than you?

- a I would be angry.
b I would work harder so I got a good job, too.

3 What do you like to do at the weekends?

- a I relax and watch TV.
b I relax, but I also like to help other people.

4 What have you learned at school?

- a How to pass exams.
b How to pass exams and how to behave in life.

3 Do you think that you have better morals if you answered mostly a or mostly b to each question in the quiz? Why?

4 Read the article about values and morals and answer the questions.

- a According to the article, what changes happen when a student leaves secondary school?
b What should students never forget after they leave school?
c How should you be with people who are very different from you?
d What should you not feel if someone is promoted before you?
e What is the best way to be rewarded at work?
f Why should you help your local community?
g What does the article say is rewarding?

Values and morals

At school, you have probably had the support of your teachers, your family and your friends. When you leave secondary school, you will start to have responsibility for your own life. This means being in control of your time and also your choice of career. However, it is important never to forget the **values** and morals that your family and your school have taught you.

Show respect to older people, but also to your work **colleagues**, both **male** and **female**. Remember to be **tolerant** of people who are different to you. Be **loyal** to all your friends.

When you are at work, make sure that you help and support your work colleagues. It is good to be ambitious, but do not **envy** people who are promoted before you. Be patient and always work hard, and you will be rewarded one day.

When you are not at work, spend some time helping your local community. This is an excellent way to meet new people, and to help improve the lives of others. Try to help the poor whenever you can. Most people find that **voluntary** and **charitable** work is so rewarding that they are happy to do it.

Your school has taught you how to pass your exams, but it has also taught you important values and morals that will help whatever career you choose.

5 Discuss this question in pairs.

What kind of voluntary or charitable work could you do in the future?

6 PROJECT

- a Use the internet or the library to find out about charities.
- Which charities are there that help your community?
 - Which activities could you do to help the community?
- b Work in small groups. Make a poster advertising which charities and activities are available to the community.

WORKBOOK
PAGES 33-36

5 Now tell the students to look up the meanings of the words in their dictionaries.

Answers:

- charitable charitable organisations give money or help to people who need it
colleague someone you work with
envy wish that you had or could do something that someone else has or can do
female a girl or woman, not a boy or man
loyal always faithful to a person, country, etc.
male a boy or man, not a girl or woman
value (n) moral belief in what is right and wrong
voluntary working without being paid

2 Work in pairs and do the quiz.

- 1 Explain that students can work in pairs to read each question and to choose the answer that is true for them.
- 2 Go round and monitor while they are doing this and help with any queries.
- 3 Do you think that you have better morals if you answered mostly a or mostly b to each question in the quiz? Why?

1 Give students time to analyse their answers to the quiz.

- 2 Ask students to put their hands up if they answered mostly b, then ask students if they think that they have good morals. Encourage them to explain why this is the case if they answered b.

4 Read the article about values and morals and answer the questions.

- 1 Encourage students to read the questions first before they read the text, so that they know what information to look for.
- 2 Students read the text and answer the questions individually. They can compare

Extra reading

1 Check the meanings of these words in your dictionary.

- 1 Explain to the students that in this lesson they will read about the importance of values and morals. Ask them for examples of values and morals.
- 2 Write the words from the box on the board.
- 3 Say the words and ask different students to come to the board to underline the stressed syllable in each word.
- 4 Say the words aloud and ask the students to repeat them.

answers in pairs.

3 Check answers as a class.

Answers: _____

- a You start to have a responsibility for your own life, so you are in control of your own time and choice of career.
 - b They should never forget the values and morals that their family and school have taught them.
 - c You should be tolerant.
 - d You should not feel envy.
 - e The best way is to work hard and be patient.
 - f Because it is an excellent way to meet new people and to improve the lives of others.
 - g Voluntary and charitable work is rewarding.
-

5 Discuss this question in pairs.

- 1 Give students time to discuss the question.
- 2 Open the topic up into a class discussion.
- 3 Encourage students to do voluntary or charitable work. Explain that the project can give them ideas about how they could do this.

6 Project

- 1 Read the instructions and make sure that students understand the task.
- 2 Students can display their posters on the board for other groups to study.

Practice Test 2a

PRACTICE
TEST
2a

A Vocabulary and structure

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

- 1 Tanta is the city _____ my grandparents were born.
a which **b** where c who d when
- 2 My mother really _____ it when my sisters and I cooked dinner for her.
a apologised **b** appreciated c appealed d thanked
- 3 This is the book _____ my favourite character goes to the Arctic.
a which b that **c** in which d to which
- 4 Mr Shabana has an important _____ in the government.
a role b roll c rule d root
- 5 Omar, _____ mother is a scientist, always does well in the science tests.
a whose b who c who's d for whom
- 6 The army captain is in _____ of fifty soldiers today.
a charge b change c core d care
- 7 Lina has two brothers, but they are not good at basketball because _____ tall.
a either is b each are **c** neither is d neither are
- 8 I don't think that tree is _____ any more. All its leaves are brown.
a live b life **c** alive d alone
- 9 There was a fire in the toyshop and _____ toy was damaged.
a both b all **c** every d half
- 10 Ali said that he would be here at midday and here he is. He never _____ a promise.
a takes **b** breaks c makes d keeps
- 11 It is _____ big car that all the family can travel in it.
a so b such c enough **d** such a
- 12 We walked a really long way to get to the shop, but it was in _____. It had already closed.
a veil b vein **c** vain d view
- 13 Ahmed thinks that it is _____ hot to play tennis in the park today.
a so b such c enough **d** too
- 14 The publisher told the writer that the _____ for his new book was next April.
a deadline b debt c line d end
- 15 The phone is _____ for her to buy. She doesn't have enough money.
a expensive enough **b** too expensive c so expensive d such an expensive
- 16 It is usual for people to suffer from _____ when they have an important job.
a stressful b distressed **c** stress d stressed
- 17 The question was _____ difficult that nobody could answer it.
a so b such c enough d too
- 18 Using the computer for a long time _____ Hana headaches.
a takes **b** gives c does d makes
- 19 My sister is _____ to go to school. She is only two.
a so old b too old **c** not old enough d such old

Practice Test 2a

PRACTICE TEST

2a

- 20 This book has some useful _____ on how best to revise.
a tops b taps c tapes **d tips**
- 21 Hamdi wants to study _____ English or history at university. He's not sure.
a either b both c neither d half
- 22 We usually take a 30-_____ break at a school.
a minutes **b** minute c minutes' d minute's
- 23 My mother gave _____ child at the party a small present.
a all **b** each c either d both
- 24 Don't drink too much coffee or it will keep you _____ at night.
a wake b woken c asleep **d** awake
- 25 Our school is _____ kilometre from my house.
a half of **b** half a c half of a d half
- 26 Khaled wants to be a _____ so that he can help his country.
a political b politics **c** politician d population
- 27 The shop, _____ I visited last week, has some great souvenirs.
a when b where c who **d** which
- 28 The palace is very _____. It has more than 30 rooms!
a impressed **b** impressive c improved d industrial
- 29 I could not decide _____ to wear to the wedding party.
a which **b** what c that d who
- 30 Dr Amany would like to take _____ more work at the hospital but she doesn't have time.
a on b up c over d in

B Reading Comprehension

2 Read the following passage, then answer the questions:

Heba had worked in nursing for many years. She was in charge of four other nurses and she was respected by each member of staff at the hospital. It was difficult and sometimes very stressful work. She was responsible for the health of a lot of people. However, she always felt happy when people recovered and finally went home again. She always found this very rewarding.

She worked such long hours that it was sometimes difficult to be sociable after work. She usually went home and watched a film on television with her family. She found this a good way to *unwind*.

It was a Tuesday morning. Heba had started work very early that day and she was doing her regular check of the patients. She gave them their medicine and made sure that they were comfortable. Then she went to check a new patient. He was in a private room, separate from the other patients. He was a man who had been sent to the hospital the night before after a bad traffic accident.

Heba looked at the man, who was unconscious when he first arrived. Heba had seen him before. He was a famous actor who everybody in her family knew and liked. The doctor said that he had suffered a bad head injury from the crash. He was so ill that he would have to stay in hospital for many weeks. But something was very strange. Heba had seen him in a film the week before. In the film, he had to go to hospital after an accident, and he had later died. Heba didn't want that to happen in her hospital!

- 1 Why was the man who came to hospital unconscious?
 - a He had fallen asleep.
 - b He was not alive.
 - c He had had a bad accident.
 - d The nurse did not know.
- 2 Why do you think that he was in a private room?
 - a He was very poor.
 - b He had a dangerous disease.
 - c He didn't like other people.
 - d He was famous.
- 3 What was unusual about the actor coming to hospital?
 - a The same thing had happened to him in a film.
 - b He had never been there before.
 - c He was never ill.
 - d He usually had private doctors.
- 4 Where does this text come from?
 - a a science magazine
 - b a newspaper article
 - c a poem
 - d a story
- 5 What does the underlined word that refer to?
 - a the actor dying
 - b Heba's job as a nurse
 - c what the doctor told her
 - d other strange things
- 6 What do you think the word *unwind* means?
 - a go to sleep
 - b sit down
 - c relax
 - d make money
- 7 What did Heba always find rewarding?

She found it rewarding when people recovered and finally went home.
- 8 Why was it sometimes very stressful at Heba's work?

It was stressful because she had a lot of responsibilities. The other nurses and the patients depended on her.
- 9 What do you think will happen to the actor? Why?

Suggested: I think that he will get better because Heba is a very good nurse and really wants to help him.
- 10 Do you think that Heba was a good nurse? Why/Why not?

Yes, she was. Each of the nurses she worked with respected her and she had worked there for many years.

The Novel

3 a Choose the correct answer:

- 1 Why did Colonel Sapt and Fritz von Tarlenheim not eat much on the evening they had dinner at the hunting lodge?
 - a They knew the food was poisoned.
 - b They were not hungry.
 - c They were very ill.
 - d They did not want to eat much before the important coronation.
- 2 Why did the poor people in the capital want Duke Michael to become King?
 - a They wanted things to change.
 - b They wanted things to stay the same.
 - c They thought he was a lazy man.
 - d They wanted a war with the King.
- 3 The King has to return to the palace in the dark because ...
 - a they don't want people to know that he was ill
 - b he is not wearing the King's clothes
 - c the poor people would attack him if they saw him
 - d he is frightened of the Duke
- 4 Rudolf has to leave the country before it's light so that ...
 - a the Duke can become King
 - b nobody knows that he pretended to be the King
 - c he can write a story about what happened
 - d people don't think that he poisoned the King

Practice Test 2a

PRACTICE TEST

2a

b Answer TWO (2) of the following questions:

1 Why do you think Duke Michael tried to get rid of his brother by poisoning him instead of any other way?

Suggested: Because it would be difficult to prove that he was responsible for the poisoning.

2 If you were Rassendyll, would you agree to risk your life and replace the King? Why?

Suggested: Yes, because the future of the country depended on it. / No, because Rassendyll was not from that country and he could be in a lot of danger.

3 Why do you think that Rudolf really believed that he was the King in the capital city?

He started to believe it because everyone acted as though he was the King: they smiled and threw flowers.

C Writing

4 Finish the following dialogue:

Warda is telling Samia about some work.

Warda I've been asked to write an article for a website.

Samia 1 *That's fantastic/terrific* What's it about?

Warda It's about recycling.

Samia 2 *Why did you choose recycling*

Warda I chose recycling because I think it's an important subject.

Samia What is going to be in the article?

Warda Well, it's a bit difficult to explain.

Samia 3 *Can you summarise it*

Warda Yes, to summarise, the article is going to be about how people can recycle more.

Samia 4 *Can you tell me why they asked you to write?*

Warda For two reasons. Firstly, I sent them the idea for the article last week and they liked it. 5 *Secondly, because I have written for them before*

Samia When did you write for them before?

Warda I wrote an article last year. 6 *I'm really looking forward to writing this one*

Samia Well, I'm looking forward to reading it!

5 Write a paragraph of about ONE HUNDRED AND TWENTY (120) words on ONE (1) of the following:

a a sport that you enjoy doing or watching

b a famous woman that you respect

6 A Translate into Arabic:

1 Egyptian women have always played a vital role in development projects.

..... *دائماً ما لعبت النساء المصريات دوراً حيوياً في مشروعات التطوير.*

2 It is important for people to separate their work from their home life.

..... *من المهم أن يفصل الناس بين عملهم وبين حياتهم الخاصة / بالبيت.*

B Translate ONE (1) sentence only into English:

1 *- حُسن الحظ، كانت المشكلة سهلة جداً على أخي ليحلها. Fortunately, the problem was very easy for my brother to solve.*

2 *- سوف تتمتع المدارس بجميع الوسائل التعليمية والتكنولوجية الحديثة. Schools will enjoy all the modern educational and technological media.*

Practice Test 2b

PRACTICE
TEST
2b

A Vocabulary and structure

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

- 1 The explorer did not go with anyone else to Antarctica. He went _____.
a slightly **b** solo c special d lonely
- 2 _____ the rice that you need is in the cupboard.
a All b Both c Either d Each
- 3 In most countries, you need a/an _____ to drive a car.
a letter b degree **c** licence d qualification
- 4 Nagwa is enjoying her new job because _____ day of the week is different.
a both b all **c** every d either
- 5 I told my little brother to read this book because it is _____ for young children.
a suitable b employable c reliable d impossible
- 6 Grandmother says that my brothers and I can _____ take a cake from the kitchen.
a each b every c both d either
- 7 My cousin wants to have a _____ in law.
a mark b work **c** degree d licence
- 8 There are two restaurants by the park and they are _____ very good.
a all b either c each **d** both
- 9 To find the bank, walk _____ this road and it is on the right.
a alive b ashore **c** along d around
- 10 By this time tomorrow, my father _____ to England.
a will fly b would fly **c** will have flown d flies
- 11 Ashraf is a good student. He never _____ the rules.
a becomes b blocks c follows **d** breaks
- 12 The light from the sun is _____ strong that you cannot look at it.
a such b enough **c** so d too
- 13 The maths test was very _____ so nobody did very well at it.
a challenging b easy c uncertain d promising
- 14 You can see Ali now because he _____ home.
a just arrived b has yet arrived **c** has just arrived d already arrived
- 15 We were very tired after the sports competition and we were all _____ by nine o'clock!
a along b ahead c awake **d** asleep
- 16 This bag is very heavy. I'm not strong _____ to lift it!
a such **b** enough c so d too
- 17 They thought they were lost in the desert, but they became _____ when they saw a road.
a hopeful b dreadful c helpless d hopeless
- 18 The bus went _____ slowly that it was quicker to walk!
a such b enough **c** so d too

Practice Test 2b

PRACTICE TEST

2b

- 19 Imad hit his head and became _____, but he is feeling much better now.
a uncommon b uncertain **c unconscious** d unhealthy
- 20 This is _____ an exciting book that I don't want to stop reading it!
a such b enough c so d too
- 21 Mariam has always been good with money and does the _____ for a large company in Cairo.
a accounts b accountants c achievements d activities
- 22 Jomana, _____ is good friends with my sister, is really good at tennis.
a who b whose c what d which
- 23 Yunis was ill last year and had to take a lot of time _____ work.
a from b in c on **d off**
- 24 This is the hotel _____ I stayed when I was young.
a which b what **c where** d when
- 25 Fatma and Mona are very good friends and never like to be _____.
a helpful **b separated** c obeyed d together
- 26 This is a book _____ the hero travels to space.
a which b where **c in which** d at which
- 27 Mustafa is always very _____ and likes to talk to everyone!
a social **b sociable** c socially d sociably
- 28 Saturday, _____ we always play football, is always a busy day for me.
a that **b when** c where d what
- 29 I think that parents should _____ the amount of time that children play computer games, because the games are bad for them.
a increase b recycle c recover **d limit**
- 30 Maya _____ the fruit carefully before she bought it.
a had checked b checks c has checked d checking

B Reading Comprehension

2 Read the following passage, then answer the questions:

In my project, I have to write about three powerful women in history. It is not easy to decide who to write about because there have been many important women! However, I'm going to start with Hatshepsut, who was ruler of ancient Egypt for longer than any other woman. She was the daughter of Thutmose I. During her time as Pharaoh, she helped to build many important buildings, started trade with new countries and won some important wars. She died in around 1458 BCE. Archaeologists did not know very much about Hatshepsut until the nineteenth century. This might be because pictures and sculptures of the Pharaoh show her as a man.

Next, I want to write about *Emperor Wu Zetian*. Wu Zetian had a good education. She was ruler of China in the first century CE and helped to improve Chinese people's education. Wu Zetian, who died at the age of 80, also helped to improve China's agriculture. In that way, there was enough food for everyone to eat. She is impressive because she is the only woman in China to have ruled as an Emperor.

Finally, I will include Britain's Queen Victoria who ruled from 1837 to 1901. She was a respected Queen for 63 years at a time when Britain was the most powerful country in the world. She was also a wife and the mother of nine children. The Queen insisted on a law to stop people using slaves in 1838. She was also responsible for reducing the number of hours that people had to work in factories.

- 1 Which of the following did Hatshepsut not do to help ancient Egypt?
a sell goods to other countries b win battles with other countries
c help to build **d open new schools**

- 2 How do you think that Wu Zetian's education helped her to be a good ruler?
 a She learned how to help other people. b She could trade with other countries.
 c She knew about art. d She could win wars.
- 3 How did Wu Zetian make sure that people had enough to eat?
 a She helped people's education. b She improved farms.
 c She opened shops. d She opened factories.
- 4 What is the main idea of the text?
 a Women should be rulers. b Women can do great things.
 c Women were usually successful in the past.
 d You can trust women.
- 5 What does the underlined word this refer to?
 a Why archaeologists did not know very much about Hatshepsut.
 b Why Hatshepsut died.
 c Why people thought Hatshepsut was a man.
 d Why people painted pictures of Hatshepsut.
- 6 What do you think the word *Emperor* refers to?
 a someone's name b a part of China
 c the name of a book d the title of a ruler
- 7 Which three women does the writer choose to write about?

Hatshepsut, Wu Zetian and Queen Victoria

- 8 Do you agree with the choice of these three women? Why/Why not?
Suggested: Yes, because they were all important rulers. / No, I think other women have been more powerful in history, for example Cleopatra.
- 9 What were 3 of Hatshepsut's accomplishments?
She helped to build important buildings, started trade with other countries and won important wars.
- 10 Give a suitable title for this passage.
Suggested: Three great women from history

The Novel

- 3 a Choose the correct answer:
- 1 Why wasn't Rassendyll as sick as the King was?
 a He was stronger than the King. b He did not eat the same food as the King.
 c He did not eat as many cakes as the King. d He knew what was planned for the King.
- 2 How does Rassendyll feel about pretending to be the King?
 a He is looking forward to it. b He feels nervous.
 c He feels confident. d He loves it.
- 3 What was the city of Strelsau like?
 a It was modern. b It was very old.
 c It was a mixture of old and new buildings. d It was very poor.
- 4 Why do you think that Rassendyll was afraid when he saw Antoinette de Mauban on the balcony?
 a Because he thought that she might recognise him.
 b Because she recognised him.
 c Because she wanted to marry the King.
 d Because she knew that he was not the King.

b Answer TWO (2) of the following questions:

- 1 Why do you think that Fritz and Sapt locked up Johann's mother with the King?

Because she saw them carrying the King out of the room and they probably are not sure if they can trust her.

Practice Test 2b

PRACTICE TEST

2b

2 Why do you think that Sapt told Rassendyll the history of the King's life?

I think Sapt told him because if Rassendyll is going to be the King for a while, he needs to know how to act.

3 Was Rassendyll right not to bear responsibilities in England? Why?

Suggested: He did not have to bear responsibilities because he comes from a rich family, but this has made him lazy. In Ruritania he is starting to learn that it is important to bear responsibilities for people to have a better life.

C Writing

4 Finish the following dialogue:

Ramy and Shady are talking about a friend who has a new job.

Ramy Ahmed has got a new job at the bank in Damietta.

Shady 1 *Wonderful news / That's fantastic* . When does he start?

Ramy Next week. 2 *He's really looking forward to it* .

Shady Yes, I'm sure he can't wait to start. 3 *Why did he want to work in a bank* ?

Ramy For two reasons. Firstly, because they pay him well.

4 *Secondly, because he is good with numbers*

Shady Yes, you must be good with numbers to work in a bank!

Ramy He has friends in Damietta, too.

Shady 5 *Is that why he is working in Damietta*

Ramy Yes. He knows Damietta very well, too. Look. This is the title of his new job. It's very long.

Shady 6 *Can you paraphrase that* ?

Ramy Yes. To paraphrase, it means that he is in charge of business accounts.

5 Write an email to your friend of ONE HUNDRED AND TWENTY (120) words on ONE (1) of the following:

Your name is Gehad. Your friend's name is Shams. His/Her address is Shams@newmail.com.

a the important role of women in society

b a job you would like to do and why you would like to do it

Students' own answers

6 A Translate into Arabic:

1 In 2003, Dr Karimat El-Sayed won an award as one of the world's best scientists.

فازت الدكتورة كريمات السيد بجائزة كواحدة من أفضل العلماء بالعالم.

2 The problem with freelance work is that you don't always get regular work.

(تتمثل) المشكلة في العمل الحرّ / بالقطعة (في) أنك لا تحصل على عمل بانتظام.

B Translate ONE (1) sentence only into English:

1 - هل تعلم أن أول أطباء أسنان في العالم كانوا مصريين؟

Do you know that the first dentists in the world were Egyptian?

2 - احترس! هذا المكان أعمق من أن يسبح فيه الأطفال.

Look / Watch out! This place is too deep for children to swim in.

UNIT 7

REACH FOR THE STARS

SB pages 41-45

WB pages 41-44

Reach for the stars

UNIT
7

OBJECTIVES

Listening Listening for specific information and for detail
Grammar Passive forms: present, future and infinitive
Reading Reading for gist and for specific information
Critical thinking Understanding the benefits of technology
Functions Agreeing and disagreeing
Writing Writing an essay expressing opinions

Listening

1 Discuss this question in pairs.
What do you think reach for the stars means?

2 Check the meanings of these words and phrases in your dictionary.
 launch (v) leak (n) mission weightless

3 Listen and answer these questions.
 a Where could you hear this conversation? *On a radio programme.*
 b Who are the two speakers?
 c What is going to happen in the next two days?

4 Listen again and choose the correct answers to these questions.
 a What time is the space rocket launching?
 A early morning **B early evening** C late morning D late evening
 b What are the astronauts going to do in space?
 A Build a space station. B Clean the space station.
 C Repair the space station. D Walk around the space station.
 c There is a problem with
 A the temperature control system B the water system
 C dangerous equipment D the outside of the space station
 d Why does the astronaut say that the space walk is not dangerous?
 A He has done space walks before. B He will be attached to the space station all the time.
 C The astronauts look after each other. D Astronauts are well trained to do space walks.

5 **FOCUS ON REACH** The verb reach can mean different things depending on the context. Match these uses of reach with their meanings.

1 <input checked="" type="checkbox"/> It takes six hours to reach the Space Station.	a get to a particular level
2 <input type="checkbox"/> The baby is reaching towards the vase of flowers.	b move your hand to touch something
3 <input type="checkbox"/> That ladder can reach the top of the wall.	c arrive at a place
4 <input type="checkbox"/> Temperatures in the desert can reach 50°C.	d be long enough to get to a place

WORKBOOK
PAGE 41

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Objectives

Listening

Listening for specific information and for detail

Grammar

Passive forms: present, future and infinitive

Reading

Reading for gist and for specific information

Critical thinking

Understanding the benefits of technology

Functions

Agreeing and disagreeing

Writing

Writing an essay expressing opinions

LESSON 1

SB page 41

WB page 41

Before using the book:

- Put the students into groups of four or five. Tell them to make lists of all the inventions they can think of from the last hundred years, for example TV, radio, and computers.

- Ask a student from each group to stand up and read out the group's list.
- Explain that this unit is about technology, and in particular, space technology.

Listening

1 Discuss this question in pairs.

- 1 Tell the students to look at the three pictures on the page and to describe them.
- 2 Ask the students to discuss the question in pairs.
- 3 Check answers as a class.

Answers: _____
 It literally means *put your hand out to try and touch the stars*, but here the phrase means *try and go to space, where the stars are*.

2 Check the meanings of these words and phrases in your dictionary.

- 1 Write the words from the box on the board.
- 2 Now tell the students to look up the words in their dictionaries.
- 3 When they have done this, explain that you are going to say the meaning of one of the words in English and they must say which word you are describing.

Example:

Teacher: *An important job that someone has been given to do.*

Students: *Mission*

- 4 Continue in this way with all the words.

Answers: _____

<i>launch</i>	send a spaceship into the sky
<i>leak (n)</i>	a small hole that liquid or gas gets out through
<i>mission</i>	an important job that someone has been given to do
<i>weightless</i>	having no weight, especially when you are floating in space

 **3 Listen and answer these questions.**

- 1 Ask the students to read the questions and explain that you are going to play the recording.
- 2 Tell them to discuss their answers in pairs.
- 3 Check answers as a class.

Answers: _____

- b The two speakers are the interviewer and the astronaut.
- c The astronaut is going to go to the International Space Station.

T A P E S C R I P T

Interviewer: Thank you for coming into the studio this morning. Could you start by telling the listeners what you're doing this week?

Astronaut: Well, this is a very special week for me. Tomorrow afternoon, I'm being taken with two other astronauts to a secret location. The spaceship launches at 7.50 the next evening.

Interviewer: How exciting! How long does it take to reach the Space Station?

Astronaut: It takes about six hours. I'm really looking forward to it.

Interviewer: What is your mission, exactly?

Astronaut: There are two or three little things that need to be looked at on the International Space Station, but the main problem is the temperature control system. We think there may be a leak of some kind.

Interviewer: Is that a problem?

Astronaut: We don't think so. We think it will be repaired quite quickly.

Interviewer: Is it a difficult job?

Astronaut: No, not particularly, but we'll almost certainly need to spend some time working outside.

Interviewer: Do you mean a space walk?

Astronaut: Yes, maybe, but we won't know until we're there. Then all the equipment will be examined.

Interviewer: Isn't that really dangerous?

Astronaut: Not really. We're given a lot of training. We're told exactly what to do in these situations when we will be weightless in space.

Interviewer: How long will you be in space for?

Astronaut: We'll probably be there for about five or six days. It depends on how serious the problems are.

Interviewer: I'm sure you'll be interviewed by a lot of journalists after your mission, but we'd love to talk to you again when you get back!

Astronaut: I'd be happy to.

Interviewer: Thank you.

Reach for the stars

UNIT
7

1 Complete the sentences with two or more answers.

a tap a new ship car for damage a rocket a patient a plastic cup

- a You can launch a new ship and a rocket.
- b You can examine _____
- c You can get a leak in _____

2 Complete the sentences. (You do not need one word.)

astronaut examined launch
leak missions repair
secret space walk system

- a The car stopped because there was a leak in the petrol tank.
- b Our air conditioner has broken down, but someone is coming to _____ it tomorrow.
- c The doctor _____ me carefully before he gave me the medicine.
- d Computer passwords should always be _____. You should never tell anyone.
- e The astronauts went on a two-hour _____ to replace a broken part.
- f Some drivers have a sat-nav _____ in their cars to help them find directions.
- g The rocket is going to reach the moon on Tuesday. Everyone watched it _____ on TV.
- h Space _____ can take several years.

3 Match to make sentences.

- a It took them nearly an hour to reach _____
- b He was too small to reach _____
- c Egypt reached the final _____
- d Temperatures on the planet Saturn can reach _____
- e The firefighter used a ladder to reach _____

- 1 minus 168°C.
- 2 the top floors of the flats.
- 3 the top of the mountain.
- 4 of the Africa Cup of Nations in 2017.
- 5 the cupboard door.



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

- Tell the students to read through the questions.
- Explain you are going to play the recording again. The students should listen and answer the questions.
- Ask them to compare their answers in pairs.
- Check answers as a class. You can play the recording again if necessary.

Answers: _____

b C c A d D

5 Focus on reach

- Read the instructions and put the students into pairs to do the matching task.
- Check answers as a class. Ask which of the definitions matches the use of *reach* in the unit title (c).

Answers: _____

2 b 3 d 4 a



WORKBOOK page 41

1 Complete the sentences with two or more answers.

- Tell the students to use two answers from the box to complete each sentence.

- Check answers as a class.

Answers: _____

- b a car for damage and a patient.
- c a tap and a plastic cup.

2 Complete the sentences. (You do not need one word.)

- Tell the students to read the gapped sentences and use a word from the box to complete each sentence. Explain that there is one word in the box that they do not need.

- Check answers as a class.

Answers: _____

- b repair c examined d secret
- e space walk f system g launch
- h missions

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3 Match to make sentences.

- Read the example answer and make sure that students understand the task.
- Ask the students to complete the task in pairs.
- Invite some students to read the completed sentences aloud.

Answers: _____

1 d 2 e 3 a 4 c 5 b

LESSON 2

SB page 42

WB page 42

Grammar

Passive forms: present, future and infinitive

1 Underline the passive verbs in these sentences from the listening text. Which form of the passive are they?

- Tell the students to look at the sentences a–f.
- Ask the students to underline the passive verbs and to identify the verb form, as in the example.
- Ask the students to compare their answers in pairs. Check answers as a class.

Answers: _____

- There are two or three little things that need to be looked at. *Passive infinitive*
- Then all the equipment will be examined. *Future passive*
- We're given a lot of training. *Present simple passive*
- We're told exactly what to do in these situations. *Present simple passive*
- I'm sure you'll be interviewed by a lot of journalists after your mission. *Future passive*

2 Change these sentences into the passive.

- Before students do the task, go through the Focus on grammar box with the class and answer any questions.
- Read the example answer in Exercise 2 and make sure that the students understand the task.
- Students work in pairs to change the active sentences into the passive.
- Check answers as a class. If students need more help, they can refer to the Grammar review on page 123.

Answers: _____

- A lot of photos are being taken of the astronauts.
- A lot is always learned from space missions.
- A new space station will probably be built (by scientists) in the future.

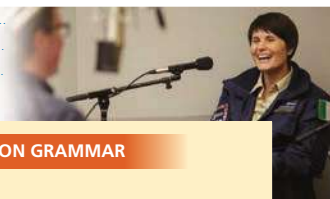
UNIT 7

Grammar Passive forms: present, future and infinitive

GRAMMAR REVIEW PAGE 123

1 Underline the passive verbs in these sentences from the listening text. Which form of the passive are they?

- I'm being taken with two other astronauts to a secret location. *Present continuous passive*
- There are two or three little things that need to be looked at.
- Then all the equipment will be examined.
- We're given a lot of training.
- We're told exactly what to do in these situations.
- I'm sure you'll be interviewed by a lot of journalists after your mission.



2 Change these sentences into the passive.

- We will interview the astronauts in the International Space Station. *The astronauts in the International Space Station will be interviewed.*
- We are taking a lot of photos of the astronauts.
- We always learn a lot from space missions.
- Scientists will probably build a new space station in the future.
- They will send many astronauts from many countries into space.
- They could fly into space in special rockets.

FOCUS ON GRAMMAR

Passive forms: present, future and infinitive

- We use the passive form when the action is more important than the agent (who or what did it):
The International Space Station is seen in the sky every night. (It is not important who sees it.)
- The passive is formed using the verb *be* in the same tense as the active verb, followed by the past participle.
- Present simple passive (*am / is / are + past participle*):
(active) → *We always take the bottles for recycling.* (passive) → *The bottles are always taken for recycling.*
- Present continuous passive (*am / is / are + being + past participle*):
(active) → *The chef is preparing lunch now.* (passive) → *Lunch is being prepared now.*
- Future simple passive (*will + be + past participle*):
(active) → *The teachers will mark the exams tomorrow.* (passive) → *The exams will be marked tomorrow.*
- Passive infinitives (*be + past participle*) are used after modal verbs and *going to*:
(active) → *We could see many tourists in the pool.* (passive) → *Many tourists could be seen in the pool.*
(active) → *The government is going to build a new road.* (passive) → *A new road is going to be built.*
- If we want to say who or what did the action, we use *by*:
I think the new park will be used by all the children in the area.

WORKBOOK PAGE 42

42

- Many astronauts from many countries will be sent into space.
- They could be flown into space in special rockets.

3 Choose the correct verbs to complete these sentences.

- Tell the students to read the sentences carefully and to choose the correct verb for each.
- Put the students into pairs and ask them to compare their answers.
- Check answers as a class.

Answers: _____

- is used
- to be repaired
- take
- is sold

1 Find and correct the mistakes in the sentences.

- a The children are been taken to the park today.
The children are being taken to the park today.
- b There is a hole in the roof, which needs be looked at.

- c Your homework will marked tomorrow.

- d All the students are giving a lot of training before they sail the boats.

- e A lot of bread is baking at the baker's today.

2 Rewrite these sentences using passive verbs (you may not need the agent).

- a They're showing the TV programme about space at the moment.
The TV programme about space is being shown at the moment.
- b Someone will tell him where to park the car when he gets there.

- c We must reduce the amount of energy that we use every year.

- d They're selling more electric cars than last year.

- e You should cook meat well before you eat it.

- f The farmers feed the animals every morning.

- g They are going to clean the windows today.



3 Complete the sentences with the correct passive form of the verb in brackets.

- a When you arrive at the hotel, you will be shown (show) to your room.
- b Those toys _____ (sell) in many shops near here.
- c Many new ways of saving energy _____ (develop) by scientists at the moment.
- d I've seen the plans. Two new hotels _____ (build) near the beach next year.
- e Don't put those old batteries in the bin. They should _____ (take) to a special place.

4 Answer these questions.

- a What can be seen from your classroom window?

- b Are any new buildings going to be built in your area soon? What are they?

- c Which rules must be followed at your school and at home?

- d What could be done in your area to make it safer for young children?

4 Correct the underlined verbs.

- 1 Explain to the students that the underlined verbs are incorrect. They need to correct them, as in the example.
- 2 Give students a few minutes to complete the task individually.
- 3 Ask some students to read out their answers.

Answers: _____
 b being done c be written d be followed
 e be solved



1 Find and correct the mistakes in the sentences.

- 1 Ask the students to read the sentences and find the mistake in each. They should write the sentence correctly, as in the example.
- 2 Students can compare answers in pairs.
- 3 Check answers as a class.

Answers: _____

- b There is a hole in the roof, which needs **to be** looked at.
- c Your homework **will be** marked tomorrow.
- d All the students **are given** a lot of training before they sail the boats.
- e A lot of bread **is being baked** at the baker's today.

2 Rewrite these sentences using passive verbs. (you may not need the agent.)

- 1 Read the example sentence, then elicit an answer for sentence b.
- 2 Students can do the task individually and compare answers in pairs.
- 3 Check answers as a class.

Answers: _____

- b He will be told where to park the car when he gets there.
- c The amount of energy we use every year must be reduced.

- d More electric cars are being sold than last year.
- e Meat should be cooked well before it is eaten.
- f The animals are fed every morning.
- g The windows are going to be cleaned today.

3 Complete the sentences with the correct passive form of the verb in brackets.

- 1 Tell the students to read the sentences and do the task individually. They can compare answers in pairs.
- 2 Check answers as a class.

<i>side effect</i>	the bad or unwanted effect something such as medicine has on your body
<i>spin (v)</i>	turn round and round very quickly
<i>tourism</i>	when people travel to a place on holiday

2 Read the article quickly to find the answers to these questions.

- 1 Tell the students to look at the title of the article and at the picture. Ask what the students can see happening. Ask what the students think the article might be about.
- 2 Ask the students to read the three questions. Tell them to read the text quickly to find the answers.
- 3 Check answers as a class.

Answers: _____

- b The space station will fly around/orbit the earth there.
 c A holiday in space costs a lot of money at the moment.
-

3 Read the article again and complete these sentences.

- 1 Explain that students must read sentences *a* to *f* before they read the text again to complete them.
- 2 Ask the students to work individually and to compare their answers in pairs.
- 3 Check answers as a class.

Answers: _____

- b rocket.
 c a special area with zero gravity.
 d treatments for most side effects.
 e amazing.
 f will become cheaper/go down/decrease.
-

4 Discuss these questions in pairs.

- 1 Tell the students to work in pairs. Remind them what the word weightless means.
- 2 Now tell the students to read the questions and then work in pairs to discuss their answers.
- 3 Ask some students to share their answers with the class. Accept all reasonable answers.

Students' own answers

LESSON 4

SB page 44

WB page 43

Critical thinking

1 Answer the following questions.

- 1 Ask students what they can remember about the text Space holidays on page 43.
- 2 Put the students into pairs. Tell them to read the questions and to discuss the answers together. They can read the text again.
- 3 Check answers as a class.

Answers:

- b It is like a giant spinning wheel that looks like a bike wheel.
- c football and basketball
- d Students' own answers
- e They probably felt sick or ill. Perhaps they had headaches.
- f Suggested: It probably looks very small but beautiful.

2 Read this quotation from the article and discuss the questions.

- 1 Tell the students to look at the picture of the man in space. Ask them what they can see (e.g. an astronaut, a space ship, earth). Write their ideas on the board.
- 2 Tell the students to read the quotation. Ask them to explain what it means.
- 3 Tell the students to read the two questions and answer them in pairs.
- 4 Check answers as a class.

Suggested answers:

- a It showed that we could send people into space and onto other planets.
- b Suggested: They want to understand space. Maybe they want to find oil or important rocks on other planets to make money.

3 Discuss these questions in pairs.

- 1 These questions encourage the students to think and talk about technology. Tell the students to look at the list and to think of all the technologies that are related to these areas of life. Write their ideas on the board.

UNIT 7

Critical thinking

1 Answer the following questions.

- a When is it predicted that people will go on space holidays? *In the next ten years*
- b What does the writer of the article compare the space station to?
- c What weightless sports will people do in space?
- d Do you think that many people will want to book their holidays in space? Why / Why not?
- e What kind of side effects do you think astronauts have suffered in space?
- f What do you think the earth looks like from a height of 320 kilometres?

2 Read this quotation from the article and discuss the questions.

20 July 2019 is the 50th anniversary of a man first walking on the moon.

- a Why do you think that a man first walking on the moon in 1969 was so important?
- b Countries spend a lot of money on space exploration. What do you think is their main reason for doing this?

3 Discuss these questions in pairs.

- a How has technology improved the lives of people in your country over the last 50 years? Think of these areas of life:

- Transport
- Communications
- Health
- Education
- Work
- Homes


- b How do you think our lives will be improved by technology in the future?



SKILLS FOR LIFE

It is important to understand new technology because most jobs will expect you to use it.

44

FOCUS ON THE SUFFIX -FUL AND -LESS

- 1 The suffix *-ful* usually means *full of*, while the suffix *-less* usually means *without*: Experts are *hopeful* that there will be treatments for most side effects. The area for zero gravity is for *weightless* sport.
- 2 Complete these sentences with the correct form of these words.

•fear	home	pain	power
	taste	use	

- a Tarek is not frightened of anything. He is *fearless*.
- b My phone can do many things. It is really
- c It is very sad that there are many people living in the city.
- d I don't like this sandwich. It is completely
- e My tooth hurts. It is really
- f The car can go very fast. It is extremely

WORKBOOK PAGE 43

- 3 Put the students into pairs and tell them to discuss questions a and b.
- 4 Check answers as a class. There are many possible answers.

Skills for life

Read the Skills for life box as a class. Do the students agree with what it says? Discuss as a class.

4 Focus on the suffix *-ful* and *-less*

- 1 Go over part 1 with the class. Point out that the word stress falls on the first syllable when you add these suffixes.

UNIT
7

1 Match these words with their meanings. (You do not need one word and one meaning.)

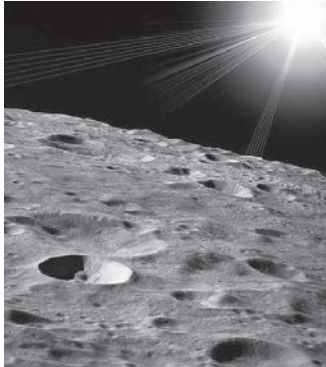
- | | | |
|------------------|---------------------------------------|---|
| a anniversary | 1 <input type="checkbox"/> | very bad or unkind |
| b distance | 2 <input type="checkbox"/> | the business of providing tourists with places to stay, things to do etc. |
| c giant | 3 <input type="checkbox"/> | the amount of space between two places |
| d gravity | 4 <input checked="" type="checkbox"/> | a date that is remembered because something important happened |
| e horrible | 5 <input type="checkbox"/> | an unexpected result of an activity |
| f representative | 6 <input type="checkbox"/> | what makes objects fall to the ground |
| g spin | 7 <input type="checkbox"/> | turn around and around very quickly |
| h tourism | 8 <input type="checkbox"/> | very big |
| i weightless | 9 <input type="checkbox"/> | someone who is chosen to do things, speak etc. for someone else |

2 Answer the questions about Exercise 1.

- a Which word has no written meaning? _____
- b Write the meaning for this word. _____
- c Which meaning does not match any of the words? _____
- d Write the word which matches this meaning. _____

3 Complete these sentences with some of the words from Exercise 1.

- a The moon has less gravity than the earth, so you could jump much higher there.
- b Today is the 50th _____ of when my grandparents were married!
- c _____ is very important for Egypt, so we should always welcome visitors.
- d The _____ between Cairo and London is 3,500 kilometres.
- e When you are _____ in space, it must be very difficult to stand still.
- f Some basketball players can _____ the ball on one finger!

4 Complete these sentences with the suffix *-ful* or *-less*.

- a This phone doesn't work. It is completely useless.
- b Ahmed worked really hard for the exam. We are hope _____ that he has done very well.
- c I told my little brother not to worry, because when the dentist looks at your teeth, it is pain _____.
- d My grandfather was ill, but the doctor gave him some power _____ medicine and now he feels fine.

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2 Students can do part 2 in pairs.

3 Ask some students to read out the completed sentences.

Answers: _____

- b useful (*powerful* is also possible)
c homeless d tasteless e painful
f powerful



WORKBOOK

page 43

1 Match these words with their meanings. (You do not need one word and one meaning.)

1 Tell the students to match the definitions and the

words. Explain that there is one word and one definition which they do not need.

2 Check answers as a class.

Answers: _____

- b 3 c 8 d 6 e 1
f 9 g 7 h 2

2 Answer the questions about Exercise 1.

1 Ask the students to read the questions and write their answers.

2 Put the students in pairs to compare their answers.

3 Check answers as a class.

Answers: _____

- a weightless
b having no weight
c an unexpected result of an activity
d side effect

3 Complete these sentences with words from Exercise 1.

1 Explain that the students need to use a word from Exercise 1 to complete each sentence.

2 Check answers as a class.

Answers: _____

- b anniversary c Tourism d distance
e weightless f spin

4 Complete these sentences with the suffix *-ful* or *-less*.

1 Read the example sentence and tell the students to write the correct suffixes.

2 Put the students in pairs to compare their answers.

3 Ask some students to read out their sentences to the whole class.

Answers: _____

- b hopeful c painless d powerful

LESSON 5

SB page 45

WB page 44

Communication skills

1 Complete the questionnaire.

- 1 Ask the students to tell you what forms of modern technology they can see in the pictures. Tell them that they are now going to complete a questionnaire about technology.
- 2 Tell the students to read the questionnaire and ask them to underline any unfamiliar vocabulary. Help them with any difficult words.
- 3 Now tell the students to complete the questionnaire by circling their choices. There are no right or wrong answers.

2 Compare answers with a partner. Agree or disagree with each other using expressions from Focus on functions.

- 1 Go over the expressions for agreeing and disagreeing in the Focus on functions box.
- 2 Put the students into pairs. Explain that they must compare their answers to the questionnaire. Tell the students to explain why they have a certain point of view. Their partner should agree or disagree using one of the expressions.
- 3 Do an example with a confident student to make the activity clear for the whole class.

Example:

Student: *Modern technology has improved people's lives.*

Teacher: *I don't agree. I think it has made us very busy. Life is too fast now.*

- 4 Continue with one or two more examples.
- 5 Now tell the students to discuss the questions in their pairs. After a while, swap the pairs and continue to discuss. Go around the class to listen to their ideas.

3 Work in groups of three or four.

- 1 Put the students into groups of three or four.

Communication skills Agreeing and disagreeing with an opinion

1 Complete the questionnaire.

Modern technology

Do you agree with A–G below? Circle your answers.

[1 = strongly agree / 2 = agree / 3 = don't know / 4 = disagree / 5 = strongly disagree]

A Modern technology has improved everyone's lives.	1	2	3	4	5
B Some people have benefited more from modern technology than others.	1	2	3	4	5
C Computers, mobile phones and satellite technology have made people happier.	1	2	3	4	5
D We should spend more money on education and health and less on new technology.	1	2	3	4	5
E Instant communication by satellite technology is a good thing.	1	2	3	4	5
F Space exploration is a waste of money.	1	2	3	4	5
G We need modern technology to help solve problems like climate change, global warming, etc.	1	2	3	4	5

2 Compare answers with a partner. Agree or disagree with each other using expressions from Focus on functions.

FOCUS ON FUNCTIONS

Agreeing with an opinion
 I (completely) agree.
 I couldn't agree more.
 (Yes), you're quite right.
 I'd go along with that.
 That's true.

Disagreeing with an opinion
 I (completely) disagree.
 I don't agree.
 I'm not (so) sure.
 That's (just) not true.

3 Work in groups of three or four.

- Choose one of the sentences A–G from the questionnaire and write your opinion.
I do not believe that space exploration is a waste of money.
- Make a note of your reasons, for example:
 - Everyone benefits from space technology in their everyday lives. For example, satellite technology is used for mobile phones, television, etc.
 - People have always explored their world. The next step is to explore space.
 - Space exploration is exciting.
 - We may need to live in space in the future.
- Take turns to give your opinions and your reasons. Don't read your notes, but refer to them as you speak.

4 Research the following about space technology

- Find out:
- how we use space technology every day
 - which materials we use that were first used in space
- Then say how you think space technology might help us in the future.

WORKBOOK PAGE 44



- 2 Tell them to choose one of the sentences from the questionnaire in Exercise 1.
- 3 Ask the students to write their opinion about that topic. They can look at the example in the book.
- 4 Tell them to think of the reasons why they hold that opinion. Tell them to make notes.
- 5 Ask the students to take turns to share their opinions on the topic. Do an example for the class with one of the groups to make the task clear.

Example:

Student 1: *I think that space exploration is a waste of money. We should spend the*

1 Finish the following dialogue.

Sami and Kamal have been watching a TV programme about space.

Sami I think that space exploration is too expensive.

Kamal a I don't agree. We need to explore space to learn more.

Sami We should use the money to develop new technology on earth.

Kamal A lot of new technology was first developed for space exploration.

Sami b _____ . I read that small cameras were first developed in space! We all use those on mobile phones now, don't we?

Kamal a _____ .

2 You are going to write about the subject you discussed in the Student's Book.

a Write the sentence you chose to talk about from the questionnaire.

b Write notes using the ideas that you discussed with your group.

Paragraph 1 (Introduce the subject and express your opinion.)

Paragraph 2 (Give the main reason for your opinion.)

Paragraph 3 (Say what other people in your group said and if you agree or disagree.)

Paragraph 4 (Say why you think that this is an important subject and finish your notes.)

3 Write your essay in 125–150 words.

a Use the notes you made to write your essay quickly.

b Read what you have written carefully. Look for grammar and spelling mistakes. Check the correct spelling in your dictionary.

c Correct the mistakes, then write the final essay in your notebook.

- When they have finished their work, they can display it on the board for other students to look at.

**1 Finish the following dialogue.**

- Read out the first line of the first dialogue, and check if the students understand the task.
- Tell the students to complete the two conversations, then compare answers with a partner.
- Check answers; invite different pairs to read out the completed conversations.

Suggested answers: _____

- (Any appropriate answer)
- I agree.
- yes, we do.

2 You are going to write about the subject you discussed in the Student's Book.

- Put the students back in the same groups that you created for Exercise 3 in the Student's Book.
- Tell them to write down the sentence that they chose to talk about.
- Ask them to focus on the four paragraphs in the Workbook and to write notes for each.

money on growing more food, on education and on better transport.

Student 2: I couldn't agree more. Space exploration is a waste of money. We can spend the money to build better schools and to help old people.

Student 3: I'm not so sure. I think space exploration is a good thing. We can learn a lot of things from space.

4 Research the following about space technology

- Tell the students to carry out this research in class or for homework. Suggest that they illustrate their work with photographs if possible.

3 Write your essay in 125–150 words.

- Tell the students to use their notes to write an essay.
- Ask them to check any spellings they are unsure of in their dictionaries.
- Help them to correct any mistakes and then ask them to rewrite the essay.
- Now put the students into groups. Tell them to pass the essays around so that all the students in each group read all the essays from their group.
- Tell them to choose the best essay in their group.

Assessment

Listening Task

Target element: listen and react to opinions

Tell the students to think about one important piece of technology that has been invented in the last hundred years. Ask them to write a sentence about that technology.

Example:

Cars are the most important invention in the last hundred years.

Now put the students into groups. Each student reads out their sentence to the group. The others say if they agree or disagree, and explain why.

Example:

Student 1: *Cars are the most important invention in the last hundred years.*

Student 2: *I completely disagree. I think they have created many problems for us.*

Student 3: *I disagree too. I think the computer is more important.*

Speaking Task

Target element: practise and use some of the key vocabulary and grammar from the unit

Tell the students to imagine that they are in the government. Ask them to think about how they want to spend the government money. Tell them to think of things like transport, communication, health, education, work and housing. Give them time to make notes. Now put them into groups. Tell them to explain to each other how they want to spend the money. The other students in the group must say if they agree or disagree, and why.

Example:

Student 1: *I want to spend the money on education. We need more schools and we need more teachers.*

Student 2: *I disagree. I want to spend the money on transport. We need more trains and buses in the cities.*

Reading Task

Target element: revise the main text from the unit

Tell the students to read the text "Space holidays" on Student's Book page 43 again. Now explain that you are going to read out some sentences (see below) about the text. If the students think the sentences are true they must stay seated, but if they think they are false they must stand up.

When students stand, ask one of them to say why they think the sentence was false.

July 2000 was the 50th anniversary of a man first walking on the moon. (False, it was 2019)

People often have holidays in space. (False, although they might in the future)

Astronauts can suffer from horrible side effects. (True)

One of the fun things about going into space is that you become weightless. (True)

Holidays in space are very cheap. (False, they are expensive)

Writing task

Target element: revise and use the vocabulary and grammar from the unit

Ask the students to plan a brochure advertising holidays in space. Tell them to describe what needs to be done before people go, and what will or could be seen when they go into space. Remind them also to think carefully about the tenses they use and encourage them to use passive forms.

Move around the class and help the students. Finally, ask one or two of the students to read out their brochures to the class.

UNIT 8

ARTHUR C. CLARKE : 2001: A SPACE ODYSSEY

SB pages 46-50

WB pages 45-48

UNIT 8

Arthur C. Clarke: 2001: A Space Odyssey

OBJECTIVES

- Listening** Listening for specific information and listening for detail
- Grammar** Past passive and present perfect passive forms
- Reading** Reading for gist, reading for detail and guessing the meaning of words
- Critical thinking** Appreciating science fiction; understanding the importance of exploration
- Functions** Talking about advantages and disadvantages
- Writing** Writing about the history of space travel

Listening

1 Discuss these questions in pairs.

- a What kind of books do you like to read?
- b Do you prefer books about facts or fiction? Why?

FOCUS ON VOCABULARY

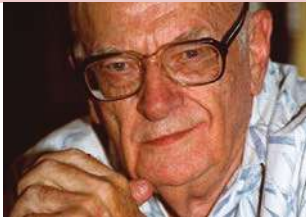
Check the meanings of these words in your dictionary.

consultant director physics
radar technician foundation

3 Listen to a talk about the science fiction writer Arthur C. Clarke. What is he famous for, as well as his writing?

4 Listen again and choose the correct information.

- a Arthur C. Clarke's father was a farmer **writer**.
- b Arthur C. Clarke **went to university / got a job** when he finished school.
- c During the war, he worked with **spaceships / radar**.
- d His science fiction stories were published in **books / magazines**.
- e Many of his stories were about people travelling **into space / under the sea**.
- f Scientists and technicians asked Clarke about his ideas for **radar / satellites**.
- g Arthur C. Clarke helped a director to make a film of **one / three** of his stories.
- h The film, *2001: A Space Odyssey*, **was not / was** very popular.



5 Discuss these questions in pairs.

- a Have you watched *2001: A Space Odyssey*?
- b Which science fiction films have you seen? What did you think of them?
- c Do you know any science fiction stories that have come true? What happened?

FOCUS ON SUFFIXES FOR JOBS

1 Many words for jobs end with the suffix **-ian** or **-ist**, for example *technician, scientist*.

2 Complete these sentences with the correct form of the word in brackets. Check in your dictionary.

- a If you like working with electrical goods, you should become an **electrician** . (*electricity*)
- b My brother wants to become a (*politics*)
- c After studying ancient history, Mona became an (*archaeology*)
- d We want to buy some medicine from the (*chemicals*)

WORKBOOK PAGE 45

Objectives

Listening

Listening for specific information and listening for detail

Grammar

Past passive forms

Reading

Reading for gist reading for detail and guessing the meaning of words

Critical thinking

Appreciating science fiction; understanding the importance of exploration

Functions

Talking about advantages and disadvantages

Writing

An article about the history of space travel

LESSON 1

SB page 46

WB page 45

Before using the book:

- Ask the students to think about a story or a film in which people went into space. What happened? Put the students into pairs or small groups to tell each other about their story or film.

- Ask them to share their ideas with the class.
- Explain that in Unit 8, they will be learning about a famous writer who wrote about people travelling into space.

Listening

1 Discuss these questions in pairs.


- Put the students into pairs to discuss the two questions. Go round and listen, offering prompts if necessary.
- Ask some pairs to report their ideas to the class and encourage a short class discussion.

Students' own answers**2 Check the meanings of these words in your dictionary.**

- Write the words from the box on the board.
- Say the words and ask different students to come to the board to underline the stressed syllable in each word.
- Say the words aloud and ask the students to repeat them.
- Tell the students to look up the meanings of the words in their dictionaries.

Answers:

<i>consultant</i>	someone with a lot of experience in a subject whose job is to give advice about it
<i>director</i>	someone who gives instructions to actors and other people in a film
<i>physics</i>	the science that deals with the structure of objects and substances
<i>radar</i>	a method of finding the position of things such as planes by sending out radio waves
<i>technician</i>	someone who does practical work connected with science or technology
<i>foundation</i>	a base idea or belief that something is based on.

 **3 Listen to a talk about the science fiction writer Arthur C. Clarke. What is he famous for, as well as his writing?**

- Explain that the photograph shows Arthur C. Clarke. Ask the students if they know anything about him or his stories.
- Play the recording. Students listen and answer the question.
- Check answers as a class.

Answers:

He was also famous for being a scientist / scientific consultant.

TAPESCRIPT

Narrator: Today, I'm going to give a talk about one of the most famous writers of science fiction: Arthur C. Clarke. He was born in England in 1917, the son of a farmer. He was always interested in science, but his father died and his family did not have much money, so Clarke had to find work as soon as he finished school. He got a job with the government, although he wrote for science magazines in his free time.


He was able to develop his skills in science during the Second World War, when he worked with radar. This system was being used for the first time, to help planes to land. Many science articles by Clarke had been published in magazines before the war ended. He predicted satellite television in one article. Later, his science fiction stories were also published in magazines.

Clarke decided to go to university after the war and he graduated in maths and physics. He became the editor of a science magazine and continued to write articles and stories. Many of his stories were about people travelling into space in rockets. Soon he was famous as a writer and also as a scientific consultant.

Scientists and technicians knew that Clarke could be asked about spaceships and satellites, and he was happy to talk about his ideas.

In 1964, Clarke was asked to work on a film for the famous director Stanley Kubrick. The director wanted to make a film of one of Clarke's short stories. This became 2001: A Space Odyssey. The film, about travelling far into space, has been watched by many millions of people since it was made in 1968.

After a serious illness, Clarke was in a wheelchair for many years and he died in 2008, but he is remembered as a great scientist as well as a writer. The Arthur C Clarke Foundation has promoted the use of technology to improve the quality of life in developing countries, and there are now parts of space that have been named after him.

 **4 Listen again and choose the correct information.**

- Encourage the students to read through the sentences carefully before they listen again, so they know what information to listen for.

Arthur C. Clarke: 2001: A Space Odyssey

UNIT
8

1 Match these words with their meanings.

- a consultant 1 the science that deals with the structure of objects
- b director 2 someone who does practical work in science or technology
- c physics 3 equipment that finds the position of things using radio waves
- d radar 4 an expert in a field whose job is to give advice about it
- e technician 5 someone who decides how a play, film etc. should be made

2 Complete these sentences with words from Exercise 1.

- a We saw a film being made by a famous director today!
- b The company needed help with its advertising so they asked a _____ to work with them.
- c Most planes can land in any type of weather because the pilots can use _____.
- d My cousin is a _____ and works in the laboratory of a big company that makes medicine.
- e We learnt how to measure energy in our _____ lesson today.



3 Use your dictionary to answer these questions.

- a The noun is *consultant*. What is the verb? consult
- b The noun is *director*. What is the verb? _____
- c The noun for the subject is *physics*. What do you call the person who works in physics? _____
- d The noun is *technician*. What is the adjective? _____

4 Use your dictionary to complete the table with words for jobs.

-ian	-ist
<u>electrician</u>	<u>scientist</u>
<u>politician</u>	<u>archaeologist</u>
_____	_____
_____	_____

5 Can you think of any jobs which do not end in -ist, -ian or -er/-or?

cook, pilot

45

Students' own answers

6 Focus on suffixes for jobs

- 1 Read the first part as a class. Point out that suffixes are not usually stressed.
- 2 Students complete the second part in pairs. They can use a dictionary as necessary.
- 3 Check answers as a class.
- 4 Ask the students if they can think of any other jobs with these suffixes, for example *historian, musician, mathematician; geologist, dentist, journalist*.

Answers: _____
b politician c archaeologist d chemist

WORKBOOK page 45

1 Match these words with their meanings.

- 1 Read out the example and make sure the students understand the task.
- 2 Tell the students to continue with the exercise individually.
- 3 Check answers as a class.

Answers: _____
1 c 2 e 3 d 4 a 5 b

2 Complete these sentences with words from Exercise 1.

- 1 Ask the students to complete the sentences, using words from Exercise 1. Go round and offer help where necessary.
- 2 Check answers as a class.

Answers: _____
b consultant c radar d technician e physics

5 Discuss these questions in pairs.

- 1 Read out the first question and invite answers from the class.
- 2 Ask the students to discuss the questions in pairs. Go round and monitor.
- 3 Invite the students to share their ideas with the class and encourage a class discussion.

3 Use your dictionary to answer these questions.

- 1 Ask the students to use a dictionary to find the correct form of each word.
- 2 Check answers as a class.

Answers: _____

- b direct c physicist d technical

4 Use your dictionary to complete the table with words for jobs.

- Students can work in pairs and use their dictionaries to complete the table.
- See which pair can find the most words. Praise all good work.

Suggested answers: _____

electrician, politician, technician, musician, optician, librarian
 scientist, archaeologist, journalist, florist, physicist, artist, dentist

5 Can you think of any jobs which do not end in -ist, -ian or -er/-or?

- Read the examples then ask the students to work in small groups.
- Write the students' suggestions on the board.

Suggested answers: _____

architect, businessman/woman, mechanic, secretary, shop assistant, surgeon, vet

LESSON 2

SB page 47 WB page 46

Grammar

1 Underline the passive forms in these sentences from the listening text. What is the tense of the passive verbs?

- Remind the students that in Unit 7, they looked at the present, future and infinitive forms of the passive. Explain that in today's lesson, they are going to study some more forms of the passive.
- Tell the students to complete the task individually. Go round and monitor.
- Check answers as a class.

Answers: _____

- b Many science articles by Clarke had been published in magazines before the war ended. *Past perfect passive*
 c His science fiction stories were also published in

magazines. *Past passive*

- d Scientists and technicians knew that Clarke could be asked about spaceships and satellites. *Passive infinitive*
 e Clarke was asked to work on a film for the famous director Stanley Kubrick. *Past passive*
 f The film has been watched by millions of people since it was made in 1968. *Present perfect passive/Past passive*
 g There are now parts of space that have been named after him. *Present perfect passive*

Grammar Past passive and present perfect passive forms

GRAMMAR REVIEW PAGE 123

1 Underline the passive forms in these sentences from the listening text. What is the tense of the passive verbs?

- a Radar was being used for the first time, to help planes to land. *Past continuous passive*
 b Many science articles by Clarke had been published in magazines before the war ended.
 c His science fiction stories were also published in magazines.
 d Scientists and technicians knew that Clarke could be asked about spaceships and satellites.
 e Clarke was asked to work on a film for the famous director Stanley Kubrick.
 f The film has been watched by many millions of people since it was made in 1968.
 g There are now parts of space that have been named after him.

2 Rewrite the sentences in Exercise 1 using active verbs.

- a Scientists were using radar for the first time, to help planes to land.

3 Find and correct the mistakes in the following sentences.

- a By last summer, the new factory had built.
By last summer, the new factory had been built.
 b When Father returned home, his dinner was making.
 c I had waited at the garage until my car repaired.
 d My mobile lost in the sports club yesterday.

4 Answer these questions with the passive form of the verbs and the information in brackets.

- a When did they first send a rocket into space? (1944)
The first rocket was sent into space in 1944.
 b How many people have they sent to walk on the moon? (12)
 c How many times had spaceships flown to the moon before Apollo 11 in 1969? (many)
 d When could people first see photographs of the dark side of the moon? (1959)

5 Choose the correct verbs to complete these sentences.

- a New bridges have been / have built in Cairo recently.
 b When we arrived at the hotel, our room was preparing / was being prepared.
 c The computer was checked / was checking by the teacher yesterday.
 d The house had decorated / had been decorated before the party.

FOCUS ON GRAMMAR

Past passive forms

- Past simple passive** (was / were (not) + past participle):
 The government **built** a new school in the village last year. (active)
 A new school **was built** in the village last year. (passive)
- Past continuous passive** (was / were (not) + being + past participle):
 They **were decorating** my house all day yesterday. (active)
 The house **was being decorated** when my father came home. (passive)
- Present perfect passive** (has / have (not) + been + past participle):
 Actors **have used** the hotel in many famous films. (active)
 The hotel **has been used** in many famous films. (passive)
- Past perfect passive** (had (not) + been + past participle):
 Mother **had not made** the bread before we went to bed. (active)
 The bread **had not been made** before we went to bed. (passive)

WORKBOOK PAGE 46

2 Rewrite the sentences in Exercise 1 using active verbs.

- 1 Read the Focus on grammar box with the class and answer any questions.
- 2 Look at Exercise 2 and the example answer.
- 3 Students can work in pairs to complete the task. Go round and help them as they are working.
- 4 Check answers as a class.

Answers: _____

- b Publishers had published many science articles by Clarke in magazines before the war ended.
- c Publishers also published his science fiction stories in magazines.
- d Scientists and technicians knew that they could ask Clarke about spaceships and satellites.
- e Stanley Kubrick asked Clarke to work on a film for him. / People asked Clarke to work on a film for the famous director Stanley Kubrick.
- f Many millions of people have watched the film since Stanley Kubrick made it in 1968.
- g There are now parts of space that scientists have named after him.

3 Find and correct the mistakes in the following sentences.

- 1 Read the example and make sure that the students understand the task.
- 2 Allow time for the students to complete the task alone or in pairs. Go round and help where necessary.
- 3 Check answers as a class. If the students have problems, refer them to the Grammar review on page 123.

Answers: _____

- b When Father returned home, his dinner **was being made**.
- c I had waited at the garage until my car **was repaired**.
- d My mobile **was lost** in the sports club yesterday.

4 Answer these questions with the passive form of the verbs and the information in brackets.

- 1 Explain that the answer to each question is given in brackets, but the students must answer in a full sentence, using the correct passive form.
- 2 Allow time for them to complete the answers in

pairs.

- 3 Check answers as a class.

Answers: _____

- b Twelve people have been sent to walk on the moon.
- c Many spaceships had flown to the moon before Apollo 11 in 1969.
- d The dark side of the moon could first be seen in photographs in 1959.

5 Choose the correct verbs to complete these sentences.

- 1 Read out the first sentence, completed as the example
- 2 Ask the students to complete the task in pairs. Go round and monitor.
- 3 Check answers as a class. Ask some students to read out the completed sentences.

Answers: _____

- b was being prepared
- c was checked
- d had been decorated



1 Complete the sentences with the correct passive form of the verb in brackets.

- Allow time for the students to complete the task. Go round and offer help where needed.
- Check answers as a class.

Answers: _____

- b were not made c has been sent
 d were being photographed
 e has been read

2 Rewrite these sentences in the passive.

- Students can do the task individually and compare answers in pairs.
- Check answers as a class. Ask different students to read out each completed sentence.

Answers: _____

- b Yesterday evening, the TV programme was watched by nearly a million people.
 c The school windows have been cleaned.
 d I was taken to the tennis competition at the weekend (by the club's bus).
 e Some trees were being cut down in the park today.

3 Choose the correct verbs to complete the text.

- Suggest to the students that they read the whole text before they choose the correct verbs.
- Go round and monitor while they are working.
- Check answers as a class.

Answers: _____

- b had been left c were being checked
 d were being put e interviewed
 f was used g be recovered

1 Complete the sentences with the correct passive form of the verb in brackets.

- This picture was painted (paint) in the nineteenth century.
- When we went into the hotel room, the beds were not made (not make).
- This funny photo on the internet is very popular. It is sent (send) to hundreds of people!
- When we arrived at the theatre, the actors were being photographed (photograph).
- This library book is very old. I think it is read (read) by a lot of people!



2 Rewrite these sentences in the passive.

- They had opened the hotel before they built those flats.
The hotel had been opened before the flats were built.
- Yesterday evening, nearly a million people watched the TV programme.

- They have cleaned the school windows.

- The club's bus took me to the tennis competition at the weekend.

- They were cutting down some trees in the park today.



3 Choose the correct verbs to complete the text.

After the storm, some scientists **a sent/were sent** to the beach to see what had happened. A lot of wood and plastic bottles **b had left/had been left** on the beach by the big waves. When I arrived, the buildings on the beach **c were checking/were being checked** for damage. Some of the plastic bottles **d put/were being put** into rubbish bags, too. **e interviewed/was interviewed** one of the scientists. He said that in the summer, the beach **f used/was used** by thousands of tourists. He said that the beach would **g recover/be recovered** completely by the summer.

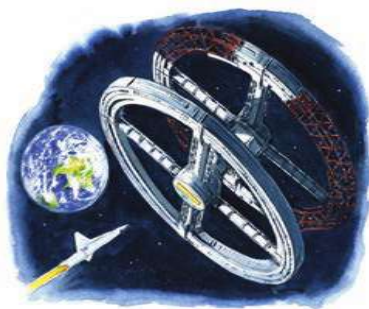
LESSON 3 SB page 48

UNIT 8

Reading

1 Discuss these questions in pairs.

- a What is happening in the picture?
- b Do you think that people will travel to different planets in the future? Why / Why not?
- c What problems do you think people would have on long space journeys?



2 FOCUS ON VOCABULARY

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

- be about to
- emergency
- interrupt
- pressure

3 Read this summary of part of Arthur C. Clarke's 2001: A Space Odyssey. What problems did the astronauts have?

4 Guess the meanings of these words in bold from the story from their context.

- controls (n)
- horrified
- threaten
- zero-gravity

5 Read again and answer the questions.

- a Why were the three astronauts being looked after by Bowman and Poole? *They were sleeping on the long journey to Saturn.*
- b Who or what was Hal?
- c Why did Hal interrupt Poole's video message?
- d Why was it easy for Bowman to change the part in space?
- e Why did Bowman and Poole decide to contact earth?
- f What happened to Poole while he was outside the spaceship?
- g How did Bowman make Hal help him to wake the astronauts?

2001: A Space Odyssey

Only two men were awake on the spaceship *Discovery*. Their names were David Bowman and Frank Poole. Their job was to look after the spaceship and the three other astronauts, who were sleeping during the long journey to the planet Saturn. Bowman and Poole were helped by Hal, an extremely intelligent computer. One morning, Poole was watching a video message that had been sent to him by his family on earth. It was **interrupted** by Hal, who said that part AE35 of the spaceship **was about to** fail. Part AE35 was important because it sent messages to earth.

Poole went outside the spaceship to replace the part. He was used to working in **zero-gravity** so he changed the part easily. However, when Bowman checked the old part later, he found nothing wrong. That afternoon, Hal told them that the new part AE35 was also about to fail. The men were not used to hearing that there were problems with the spaceship and they thought that this was strange, so they contacted earth. They were told that something was wrong with Hal and that they should turn the computer off. Suddenly, they lost contact with earth. Part AE35 was not working.

Poole decided to replace the new part AE35, but while he was outside, the spaceship suddenly moved forward and hit him. He was killed. Bowman was **horrified** and wondered if Poole was killed by Hal. He decided to wake up the other astronauts, but to do this, he needed Hal's help. At first, Hal refused, but when Bowman **threatened** to cut Hal's wires, the computer finally agreed.

Bowman started to wake up the other astronauts, but suddenly he felt the inside of the spaceship become very cold. The **pressure** inside the spaceship was falling fast and all the air was disappearing. Bowman ran to an **emergency** room so he could breathe some oxygen. He now understood that the computer that had been built to help him was trying to kill him. He had to find Hal's **controls** so that he could turn off the computer.

Students' own answers

2 Check the meanings of these words and phrases in your dictionary.

- 1 Allow time for the students to find the words and phrases in their dictionaries.
- 2 Invite the class to suggest sentences which contain each word or phrase. Write good examples on the board.

Answers:

- be about to* be ready to start doing something
- emergency* relating to an unexpected and dangerous situation
- interrupt* stop a process or activity for a short time
- pressure* the force that a gas or liquid had when it is inside a container

3 Read this summary of part of Arthur C. Clarke's 2001: A Space Odyssey. What problems did the astronauts have?

- 1 Allow time for the students to read the text.
- 2 Put the students in pairs to discuss the questions.
- 3 Invite different students to share the answers. Were the problems the same as the students suggested in Exercise 1c?

Answers:

The astronauts had problems with a part of the spaceship that communicated with earth. Bowman had a big problem when Poole was killed. Then the air started to disappear from the spaceship so Bowman had to stop the computer, Hal.

4 Guess the meanings of these words in bold from the story from their context.

- 1 Remind the students of the importance of working out the meaning of new words from context.

Reading

1 Discuss these questions in pairs.

- 1 Ask the students to look at the picture and describe it. Write useful words on the board (e.g. *space, space ship, space station, earth*).
- 2 Put them in pairs to discuss the questions. Go round and listen.
- 3 Invite different students to report back to the class.
- 4 Explain that in today's lesson, they are going to read a summary of *2001: A Space Odyssey*. You might want to explain that an odyssey is a long, exciting journey.

- 2 Ask the students to work in pairs. Tell them to find each word in the text and think about the meaning.
- 3 Check answers as a class.

Answers: _____

- controls* parts of a machine that you use to make it work
- horrified* shocked
- threaten* tell someone you will hurt them or cause serious problems for them if they do not do what you want
- zero-gravity* without the force that makes objects fall to the ground

5 Read again and answer the questions.

- 1 Encourage the students to read the questions first so they know what information to read for.
- 2 Students can do the task individually and can compare answers in pairs. Go round and help with any queries.
- 3 Check answers as a class. Ask the students if they enjoyed the story and ask them to say why or why not.

Answers: _____

- b Hal was an extremely intelligent computer on the spaceship.
- c Hal interrupted to say that the part of the spaceship that sent messages to earth was about to fail.
- d Because he was used to working in zero-gravity.
- e Because they thought it was strange that there were problems with the spaceship.
- f The spaceship suddenly moved forward and killed him.
- g He threatened to cut his wires.

LESSON 4

SB page 49 WB page 47

1 Read this quotation from 2001: A Space Odyssey and discuss these questions in pairs.

- 1 Ask the students to tell you what they can

Critical thinking

1 Read this quotation from 2001: A Space Odyssey and discuss these questions in pairs.

- a Who was Bowman?
- b Why did he have to run to an emergency room?
- c Why did he think that the computer was trying to kill him?
- d What do you think will happen next in the story?

Bowman ran to an emergency room so he could breathe some oxygen. He now understood that the computer that had been built to help him was trying to kill him. He had to find Hal's controls so that he could turn off the computer.

2 Discuss these questions in pairs.


- a Do you think that computers could ever go wrong and try to hurt people? Why / Why not?
- b What do you think of science fiction? Can we learn anything from it?
- c Do you think that science fiction can ever become science fact? Why / Why not?

3 Work in pairs. Read these quotations. Which do you agree with?

- Space exploration is a waste of time and money. We should use this money to solve problems on earth.
- Everywhere on earth has been explored. Now we should explore everywhere in space.
- In the future, when there are too many people on the earth, we will need to move into space to survive.
- One day, space travel will be common. People will work and go for holidays in space.

4 Discuss these questions in pairs.

- a Would you like to go into space? Why / Why not?
- b People have explored the earth since the beginning of time. Why do you think exploration is so important?
- c Which areas of the world would be most interesting to explore, do you think? Why?
- d Which areas of the world do you think are least explored, and why?



SKILLS FOR LIFE

Although it is not real, fiction can give you many ideas which you can use in life. Read as much as you can.

5 FOCUS ON ABOUT

The adverb *about* can mean different things. Match these examples of *about* with their meanings.

- | | |
|---|---|
| 1 <input checked="" type="checkbox"/> There were about 100 people in the theatre. | a ready to start doing something |
| 2 <input type="checkbox"/> I was about to go out when my friend arrived. | b almost |
| 3 <input type="checkbox"/> Breakfast is just about ready. | c nearby |
| 4 <input type="checkbox"/> There's a message for Ahmed. Is he about? | d a little more or less than a number or amount |

WORKBOOK PAGE 47

remember about the story from the previous lesson.

- 2 Ask the students to read the quotation and to discuss the questions in pairs. They can read the summary on page 48 again if necessary.
- 3 Check answers as a class.

Answers: _____

- a He was an astronaut.
- b Because the pressure was falling and air was disappearing from the spaceship, so he needed oxygen.
- c Because Poole was killed outside the spaceship and now the air was disappearing. Hal could control these things.
- d Students' own answers

1 Complete the sentences using these words.

controls emergency horrified interrupt pressure threatened zero-gravity

- a The controls for this computer game don't work. Can I try yours?
- b The children were _____ to find a poisonous snake in their tent.
- c The teacher said that we should never _____ her while she is talking.
- d In _____, things that are not attached to something start to float around.
- e Air _____ is usually high in good weather and low in bad weather.
- f The shopkeeper _____ to call the police when the man refused to pay.
- g Ambulances drive very fast when there is an _____.

2 Use your dictionary to answer these questions.

- a The noun is *emergency*. What is the adjective? _____
- b The adjective is *remote*. What is the noun? _____
- c The verb is *interrupt*. What is the noun? _____
- d The noun is *pressure*. What is the adjective? _____
- e The adjective is *horrified*. What is the verb? _____
- f The verb is *threaten*. What is the adjective? _____

3 Answer the questions.

- a What are you about to do? _____
- b About how many students are there in your school? _____

4 Which parts of the world do you think should be explored more? Why? Write a paragraph to explain your ideas.



quotations and check their understanding.

- 2 Put the students in pairs to discuss each quotation and decide if they agree with them or not.
- 3 Ask a student to read the first quotation. Have a class vote to find out who agrees and who disagrees. Ask some students to explain their opinions.
- 4 Follow the same procedure for each quotation.

4 Discuss these questions in pairs.

- 1 Ask the students to work in pairs to discuss the questions.
- 2 Ask some of the pairs to share their answers with the whole class.

Students' own answers

Skills for life

- 1 Read the Skills for life box as a class.
- 2 Ask the students to put up their hands if they read a lot of fiction. Ask them about their favourite books.

5 Focus on about

- 1 Read the rubric and the example answer.
- 2 Ask the students to work in pairs to complete the task.
- 3 Check answers as a class.

Answers: _____
2 a 3 b 4 c

WORKBOOK page 47

1 Complete the sentences using these words.

- 1 Tell the students to complete the exercise individually.
- 2 Check answers as a class.

Answers: _____
b horrified c interrupt d zero-gravity
e pressure f threatened g emergency

2 Discuss these questions in pairs.

- 1 Read the first question. Invite some initial ideas from the whole class.
- 2 Tell the students to discuss each question in pairs. Go round and listen, making suggestions where necessary.
- 3 Invite some students to report their ideas about each question to the class.

Students' own answers

3 Work in pairs. Read these quotations. Which do you agree with?

- 1 Give the students time to read the four

2 Use your dictionary to answer these questions.

- 1 Read the example answer.
- 2 Tell the students to complete the task individually and to compare answers in pairs.
- 3 Check answers as a class.

Answers: _____

- a emergency b remoteness
- c interruption d pressurised
- e horrify
- f threatened or threatening

3 Answer the questions.

- 1 Remind the students that the word about has different meanings.
- 2 Ask the students to quickly discuss the questions in pairs and to write their answers.

Suggested answers: _____

- a I am about to do Exercise 4.
- b There are about 300.

4 Which parts of the world do you think should be explored more? Why? Write a paragraph to explain your ideas.

Students' own answers

UNIT
8

Communication skills

Talking about advantages and disadvantages

1 Read this definition of artificial intelligence (AI) and answer the questions.

artificial intelligence (n) the science of how to make computers do things that usually need human intelligence

- a Which of the following are examples of artificial intelligence?
 - computers translating languages
 - computers answering questions
 - cars without drivers
 - email warnings from a bank
- b Do you think that artificial intelligence is a good thing or bad thing? Why?

2 Listen to a conversation about artificial intelligence and answer the questions.

- a Do Hala and Randa have the same ideas as you had in Exercise 1?
- b What happened to the computer that learned to play chess?

3 Listen again and put the expressions below in the order that you hear them.

4 Work in pairs. Talk about the advantages and disadvantages of the following, using expressions from Focus on functions.

- a social media
- b the internet
- c space travel
- d tourism
- e ebook readers
- f electric cars

FOCUS ON FUNCTIONS

Talking about advantages and disadvantages

- a One negative / positive side is that ...
- b What are the pros and cons?
- c A positive / negative side to that is ...
- d What is the advantage / disadvantage of that?
- e Another advantage / downside is that ...
- f What is the benefit / downside of that?

6 Research the history of space travel

- Find out about two of the following:
 - The first man on the moon
 - The Space Shuttle
 - The Mir Space Station
- Give a talk to the class, telling them what you have found.

WORKBOOK
PAGE 48

LESSON 5

SB page 50 WB page 48

Communication skills

1 Read this definition of artificial intelligence (AI) and answer the questions.

- 1 Ask the students to describe what they can see in the pictures.
- 2 Read the rubric. Point out that artificial intelligence is often abbreviated to AI.
- 3 Give the students time to do the task.

4 Ask a few students to share their ideas with the class.

Answers: _____

- a All of them are.
b Students' own answers



2 Listen to a conversation about artificial intelligence and answer the questions.

- 1 Read the questions with the class so that the students know what information to listen for.
- 2 Play the recording and check their answers.

Answers: _____

- a Students' own answers
b Now it always wins games of chess.

2 Play the recording. You can play the recording more than once if necessary.

3 Check answers as a class.

Answers: _____

- a 5 b 1 c 4 d 3 e 6 f 2

4 Work in pairs. Talk about the advantages and disadvantages of the following, using expressions from Focus on functions.

- 1 Discuss the advantages and disadvantages of social media with the class first, as an example.
- 2 Students work in pairs to discuss the other topics. Go round and monitor. Make a note of any persistent errors and go over these at the end.

TAPESCRIPT

Hala: I've just read an article about artificial intelligence.

Randa: Really? What are the pros and cons of that?

Hala: Some teachers are using AI in schools. For example, some computers can mark students' work.

Randa: What is the benefit of that?

Hala: Well, it saves teachers time. AI can also be used to translate languages.

Randa: What is the advantage of that? Doesn't that mean that we won't need to learn English any more?

Hala: No, we'll still need English to communicate, but a positive side of that is that it can translate something very quickly if you are not sure what a word means.

Randa: That's true.

Hala: One negative side is that people worry that the computers will become more intelligent than us. For example, a chess expert programmed a computer to be good at chess. Now the computer always wins. The expert does not know how this is possible!

Randa: Another downside of AI is that it is taking away some people's jobs.

Hala: Yes, that is a worry.

5 Compare your answers to other pairs.

- 1 Students can work in groups of four to compare their ideas.
- 2 Invite a few students to share their ideas with the class. Open it up into a class discussion to see if they all agree.

6 Research the history of space travel.

- 1 Students can research one of these topics and prepare a talk about it.
- 2 Tell them to make notes. They will need these for the writing task.
- 3 Students can give their talk to the class, or to groups if you have a large class.
- 4 Praise all good work.



3 Listen again and put the expressions below in the order that you hear them.

- 1 Ask the students to read the expressions and to listen and put them in order.

**1 Put the conversation in the correct order.**

- Students should read the whole conversation before they try to reorder it.
- Ask a volunteer to read the completed conversation aloud and check that all the students agree this is correct.

Answers: _____

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

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

- Ask the students to read the situations and to write a suitable expression for each.
- Ask them to compare answers in pairs. Then go through the answers with the class. Accept all correct answers.

Suggested answers: _____

- One advantage is that it is less expensive to visit at this time.
- Another benefit/advantage is that it is not very hot.
- What are the advantages to (having) a holiday in the winter?

3 Plan an article about the history of space travel in your notebook.

- Go through the instructions and check that the students understand the task.
- Go round and monitor as they are taking their notes and help as necessary.

4 Write your article in 100–150 words.

- Read the instructions.
- Go round and monitor as they are writing. Make sure they correct any mistakes in their first draft.
- They can finish the task for homework. You can take in their work to mark.

1 Put the conversation in the correct order.

- Lamia What is the downside?
- Sawzan No. Another downside is that electric cars are more expensive to buy at the moment.
- Lamia Is using a lot of energy the only downside?
- Lamia What are the pros and cons of using electric cars?
- Lamia They are expensive, that's true. However, if everyone bought an electric car, they would become less expensive.
- Sawzan I'll start with the advantages. One advantage is that electric cars produce less pollution.
- Sawzan One downside is that if everyone had an electric car, it would use a huge amount of energy to recharge all the cars.

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

- You want to travel across Egypt by bus. You want to know the good points and bad points of this.
What are the pros and cons of travelling by bus across Egypt?
- Your English penfriend wants to visit Egypt in April. It is less expensive to visit at this time than in the summer.



- Another good thing about visiting Egypt in April is that it is not very hot.
- Your cousins always have a holiday in the winter. You want to know if it is better to go away at this time.

3 Plan an article about the history of space travel in your notebook.

- Choose one of the events that you researched in the Student's Book, or another important event.
- Why was it important? What had or had not been done before this event?
- Who or what was changed by the event?
- Write a list of any pros and cons that occurred because of the event.

4 Write your article in 100–150 words.

- Write your first draft quickly. Follow the notes that you made in your plan. Use expressions to talk about advantages and disadvantages and past passive forms when you can.
- Read what you have written very carefully. Look for grammar and spelling mistakes. Check the correct spelling in your dictionary.
- Correct the mistakes, then write the final summary in your notebook. Include photos or pictures if you can.

Assessment

Listening Task

Target element: revise the key listening activity and key grammar

Write the sentences below from the listening text on the board. Ask the students to read the sentences and to complete them by listening to the recording. You may need to play the recording several times. When they have completed the exercise, check answers as a class. (The answers are given in brackets.)

- 1 *This system for the first time, to help planes to land (was being used)*
- 2 *Many science articles by Clarke in magazines before the war ended. (had been published)*
- 3 *Scientists and technicians knew that Clarke about spaceships and satellites. (could be asked)*
- 4 *In 1964, Clarke on a film for the famous director Stanley Kubrick. (was asked to work)*
- 5 *The film, about travelling far into space, by many millions of people since it in 1968. (has been watched / was made)*

Speaking Task

Target element: revise the key functional language

Put the students into pairs. Ask one student in each pair to think about the advantages of doing their homework on a Saturday morning. Ask the other student to think about the disadvantages. They can take notes.

Students then tell their partner what they think. Encourage them not to read their notes, although they can refer to them as prompts. Encourage their partners to agree or disagree with what they say.

Go round and monitor as they are working. Praise all good work.

Reading Task

Target element: revise the main text from the unit

Tell the students to read the text on Student's Book page 48 again. Explain that you are going to read out some sentences. If the students think the sentence is true, they remain seated. If they think a sentence is false, they must stand up. When the students stand up, ask one of them why they think the sentence is false. (The answers are given in brackets.)

- a *There were five astronauts and a computer on the spaceship. (True)*
- b *The computer told Frank that a part of the spaceship was broken. (False. It was about to break.)*
- c *Bowman found out what the problem was with part AE35. (False. There was nothing wrong with it.)*
- d *Poole and Bowman thought it was unusual when Hal said there was a problem with another part. (True)*
- e *The computer hit Poole. (False. The spaceship suddenly moved forward and hit him.)*
- f *Hal finally agreed to help Bowman wake up the other astronauts. (True)*

Writing Task

Target element: revise and use vocabulary and grammar from the unit

Ask the students to imagine that they are Bowman. He is in the emergency room and he needs to write a report to send to earth about what has happened on the spaceship that day. Encourage the students to use passive forms where appropriate.

Move round the class and help the students as they are writing. Finally, ask one or two of the students to read their emails to the class.

UNIT 9

SCIENCE AND SCIENTISTS

SB pages 51-55

WB pages 49-52

Objectives

Listening

Listening for gist and for detail

Grammar

Causative: *have* and *get*

Reading

Reading for gist and to guess the meaning of unknown words

Critical thinking

Appreciating the importance of science

Functions

Asking for and giving facts

Writing

Writing an essay about a scientist

Science and scientists

9

OBJECTIVES

- Listening** Listening for gist and for detail
- Grammar** Causative: *have* and *get*
- Reading** Reading for gist and to guess the meaning of unknown words
- Critical thinking** Appreciating the importance of science
- Functions** Asking for and giving facts
- Writing** Writing an essay about a scientist

Listening

- 1 **Discuss these questions in pairs.**
 - a How often do you use a mobile phone?
 - b What problems might you have if you use a mobile phone a lot?

2

FOCUS

ON VOCABULARY

Check the meanings of these words in your dictionary.

cancer
cause (n)
illness
install

link (n)
mast
signal (n)

- 3 **Listen to a talk about signals for mobile phones. How big are the dangers from mobile phones and phone masts?**
- 4 **Listen again and complete these sentences with information from the listening text.**
 - a Scientists think that mobile phone signals are too weak to *damage our health*.
 - b Mobile phones have not been around long enough to
 - c Parents should limit the amount of time that children
 - d People who live near mobile phones masts worry
 - e Some people have complained about
 - f In the experiment, the mobile phone mast was only turned on
 - g The students probably felt ill because
 - h To be safe, scientists believe that mobile phone masts
- 5 **Discuss these questions in pairs.**
 - a Do you worry that mobile phone signals might damage your health? Why / Why not?
 - b Do you think that some people spend too much time on their mobile phones? Why / Why not?
 - c Would you want to sleep next to a mobile phone that was on? Why / Why not?
 - d Do you think that the experiment with the students was useful? Why / Why not?
 - e Why is it important to research the possible causes of illnesses?

WORKBOOK
PAGE 49

LESSON 1

SB page 51

WB page 49

Before using the book:

- Write the list of words below on the board and ask if the students can see any connection between the words (they are all different types of scientists): *archaeologist, biologist, chemist, geographer, geologist, oceanographer, physicist, zoologist*

- Say the words and ask the students to repeat them after you several times.
- Ask if the students can describe any of the jobs.
- Allow students to use their dictionaries to learn what each of these scientists does.
- Explain that in this unit, they are going to look at some of the work that scientists do.

Listening

1 Discuss these questions in pairs.


- 1 Ask the students to study the photos. Ask what they think each person is doing in the pictures and what jobs they can see. You can use the top picture to present *phone mast*. The other pictures show a man using a mobile phone and a person sleeping by his mobile phone.
- 2 Tell the students to read the questions and make some notes for their answers.
- 3 Put them into pairs to compare and discuss ideas.
- 4 Ask some students to share their answers with the class.

2 Check the meanings of these words in your dictionary.

- 1 Write the words from the box on the board.
- 2 Now say the words and ask the students to repeat them. Invite some students to come to the front to underline the stress in each word.
- 3 Say the words aloud and ask the students to repeat them.
- 4 Now tell the students to look up the meanings of the words in their dictionaries.

Answers:

<u>cancer</u>	a serious disease in which cells in a body grown in a way that is not normal
<u>cause</u> (n)	a person, event or thing that makes something happen
<u>illness</u>	a disease of the body or mind
<u>install</u>	put a piece of equipment somewhere so that it is ready to be used
<u>link</u>	a connection between two or more events, people or ideas
<u>mast</u>	a tall pole
<u>signal</u>	light or sound waves that carry information to a radio, television, etc.


3 Listen to a talk about signals for mobile phones. How big are the dangers from mobile phones and phone masts?

- 1 Before the students listen, briefly explain about how mobile phones work. Mobile phones receive signals from and send signals to telephone masts which are usually located in

high places such as on buildings or hills.

- 2 Tell the students that they are going to listen to a talk about the possible dangers of the signals which are sent from the masts and to our phones.
- 3 Ask them to listen and to answer the question.
- 4 Check answers as a class.

Answers:

Scientists do not think the dangers are very big because the signals sent to and from our phones are too weak. Signals sent from masts are stronger but there is no proof that they cause illnesses.

T A P E S C R I P T

Narrator: Most people love their mobile phone, but some people are worried about the effect that mobile phone signals might have on our health. These signals are sent to and from our mobile phones and mobile devices all the time. Scientists think that the signals are too weak to do any damage to our health. However, mobile phones have not been around long enough for scientists to be certain of this. For that reason, parents of children with mobile phones should get their children to limit the amount of time they spend using them. They should also get them to turn off their mobile phones when they go to sleep, or to put them in a different room. Although mobile phone signals are weak, the signals sent from mobile phone masts are much stronger. Some people who live near mobile phone masts in particular worry about what the radio waves might do to them. These waves are very powerful and can travel for many kilometres. They can pass through buildings, so they can easily pass through our bodies too. Many people who live close to masts have complained about feeling tired, getting headaches and even getting forms of cancer. But is there really a link between illnesses and radio waves?

It seems that there is no proof that radio waves make people ill. In 2014, scientists did an experiment in England. They had ten students moved into a house with a mobile phone mast in the garden. They had the mobile phone mast turned on ten days after the students moved in. However, the students thought that the mast was on all the time and they told the scientists that they felt ill. The result of the experiment seems to show that the cause of

illnesses might be worrying about the effects of phone masts, rather than the radio waves themselves.

However, to be safe, scientists believe that we should have mobile phone masts installed in high or remote areas wherever possible. It's probably a good idea for people who live close to mobile phone masts to get their health checked frequently, too.

Follow this advice and you will be able to get things done on your mobile phone without worrying about your health.



4 Listen again and complete these sentences with information from the listening text.

- 1 Ask the students to read the sentence beginnings and the example answer.
- 2 Explain that you will play the recording again and they need to listen and complete the sentences with a correct ending.
- 3 Put the students into pairs to compare and discuss their ideas.
- 4 Check answers as a class. Accept all reasonable answers.

Answers: _____

- b be certain of this.
- c spend on their phones.
- d about what the radio waves might do to them.
- e feeling tired, getting headaches or getting forms of cancer.
- f ten days after the students moved in.
- g they worried about the effects of the phone masts.
- h should be installed in high or remote areas.

5 Discuss these questions in pairs.

- 1 Tell the students to read the questions and make some notes for their answers.
- 2 Put them into pairs to compare and discuss ideas.
- 3 Ask some pairs to share their answers with the class.

Answers: _____

- a, b, c: Students' own answers
- d Suggested: Yes, because it proved that people worry about the effect of mobile signals, even if the signals did not do them any harm.
- e Because in that way, we can find possible cures for them.

Science and scientists

UNIT 9

1 Change or add a word or phrase to correct the mistakes in these definitions. (One is correct.)

- a cancer a serious disease in which cells in your body grow in a way that is normal
not normal
- b cause the person or thing that stops something happening _____
- c illness the health of your body or mind _____
- d install put a piece of bread somewhere so that it is ready to use _____
- e link a connection between two or more people, situations etc. _____
- f mast a tall pole often used for sending waves of water _____
- g signal a number of letters that send information to radio, television etc. _____

2 Complete these sentences with words from Exercise 1.

- a Most scientists agree that human activity is the cause of global warming.
- b Our English teacher wants us to form a _____ between our school and a school in England.
- c It is sometimes difficult to get a telephone _____ in remote parts of the country.
- d Diabetes is an _____ which affects a lot of people.
- e Hala's grandmother is very ill. She has _____.
- f They have put a new telephone _____ on the roof of that building.
- g My mother bought a new washing machine and my uncle is going to _____ it this evening.

3 Use your dictionary to complete these sentences with the correct form of the word in brackets.

- a Bad traffic is causing a lot of people to be late for work today. (cause)
- b Fareeda looks _____. I think she should see a doctor. (illness)
- c Look at the lights on that boat, are they _____ to us? (signal)
- d The teacher asked the technician to _____ all the computers in the classroom. (link)
- e We bought a new program for our computer and the _____ has been successful. (install)

4 Answer the questions using one of these words.

mast pole tower stick

- a Which is used to send radio waves?
mast
- b Which could you use to help you to walk?

- c Which could you walk up to get a good view?

- d What do you put a flag on? _____



49

Answers: _____

- b the person or thing that **makes something happen**
- c **a disease** of your body or mind
- d put a piece of **equipment** somewhere so that it is ready to use
- e correct
- f a tall pole on land often used for sending **radio waves**
- g **waves** that send information to radio, television, etc.

2 Complete these sentences with words from Exercise 1.

- 1 Tell the students to read the gapped sentences and complete them, using the words from Exercise 1.
- 2 Check answers as a class.

Answers: _____

- b link c signal d illness
- e cancer f mast g install

3 Use your dictionary to complete these sentences with the correct form of the word in brackets.

- 1 Tell the students to use their dictionaries to find the correct form of each word.
- 2 Put them into pairs to compare their answers.
- 3 Check answers as a class.

Answers: _____

- b ill c signalling d link
- e installation



1 Change or add a word or phrase to correct the mistakes in these definitions. (One is correct.)

- 1 Ask the students to look carefully at the words on the left and the definitions on the right.
- 2 Explain that all but one of the definitions contains a mistake. The students need to change a word or phrase to make each definition accurate.
- 3 Students can do the task individually and compare their answers in pairs.
- 4 Check answers as a class.

4 Answer the questions using one of these words.

- 1 Ask students what the picture shows and elicit *the Egyptian flag on a pole (a flagpole)*.
- 2 Students complete the task individually.
- 3 Check answers as a class.

Answers: _____

- b stick c tower d pole

LESSON 2

SB page 52

WB page 50

Grammar

1 Underline the examples of *have* and *get* and the verbs that follow them in these sentences from the listening text.

- Go through the example and make sure that the students understand the task.
- Put them into pairs to complete the exercise.
- Check answers as a class.

Answers: _____

- They should also get them to turn off their mobile phones when they go to sleep.
- They had ten students move into a house with a mobile phone mast in the garden.
- They had the mobile phone mast turned on.
- Scientists believe that we should have mobile phone masts installed in high or remote areas.
- It's probably a good idea for people who live close to mobile phone masts to get their health checked frequently, too.

2 What is the difference between these pairs of sentences? Discuss in pairs.

- Tell the students to read through each pair of sentences and to discuss the differences in meaning.
- Check answers as a class.

Answers: _____

In sentences 1, the people do the action themselves. In sentences 2, someone else does the action for them.

3 Choose the correct words to complete these sentences.

- Read the Focus on grammar box with the class and answer any questions.
- Put the students into pairs and ask them to choose the correct word in each sentence.
- Check answers as a class.

Answers: _____

- b tidy c typed d has

Grammar Causative: *have* and *get*

GRAMMAR REVIEW PAGE 124

1 Underline the examples of *have* and *get* and the verbs that follow them in these sentences from the listening text.

- Parents should get their children to limit the amount of time they spend using mobile phones.
- They should also get them to turn off their mobile phones when they go to sleep.
- They had ten students move into a house with a mobile phone mast in the garden.
- They had the mobile phone mast turned on.
- Scientists believe that we should have mobile phone masts installed in high or remote areas.
- It's probably a good idea for people who live close to mobile phone masts to get their health checked frequently.

2 What is the difference between these pairs of sentences? Discuss in pairs.

- 1 Mariam washed the windows.
2 Mariam had the windows washed.
- 1 Ali will repair his car.
2 Ali will get his car repaired.

3 Choose the correct words to complete these sentences.

- Got / had Ali to go to the sports club with me, although he didn't want to go.
- Mother had Shaimaa tidy / to tidy her room before she went out.
- Before the meeting, the manager always gets the reports typed / typing.
- Dina has / does the flat cleaned every week.

4 Rewrite these sentences using the causative form.

- Adel always asks someone to fix his computer. Adel always has his computer fixed.
- The dentist pulled out Fareeda's bad tooth.
- The park manager wants someone to water the plants every day.
- Lamia will ask some workmen to decorate her house.

5 Find and correct the mistakes in the following sentences.

- I hadn't my hair cut yesterday. I didn't have my hair cut yesterday.
- My brother always has his clothes to clean.
- I have my car checked before I left the garage last week.



ON GRAMMAR

The active causative *have* and *get*

- We use *have* + object + infinitive without *to*, or *get* + object + infinitive with *to* to mean *make* or *persuade* someone to do something. *Have* is more formal than *get*.
The teacher had us do some extra work today.
Please get Yasser to help you.

The passive causative *have* and *get*

- We use *get* / *have* + object + past participle to say that the action is done by someone else:
I don't cut my hair. I have my hair cut.
Do you usually get your room cleaned?
No, I clean it myself.
- This is similar in meaning to the passive: we do not need to say who does the action. It can be used in any tense:
We always get our clothes washed.
(Our clothes are washed for us.)
I had my teeth checked yesterday.
(My teeth were checked yesterday.)
Ali is getting his car repaired.
(Ali's car is being repaired.)
- Like the passive, we can say who does the action by adding *by*:
I'm having my homework checked by the teacher.
- Notice how we use the causative form in questions and answers:
Did you have your meal prepared?
No, I didn't (have it prepared). I prepared it myself.

WORKBOOK PAGE 50

4 Rewrite these sentences using the causative form.

- Tell the students to read the sentences.
- Review the example with the class and make sure the students understand they must do the same, using the causative form.
- Put them into pairs to compare their answers.
- Check answers as a class.

Answers: _____

- Fareeda had/got her bad tooth pulled out (by the dentist).
- The park manager has/gets the plants watered every day.
- Lamia will have/get her house decorated (by some workmen).



1 Find and correct the mistakes in these sentences. (One sentence is correct.)

- a The PE teacher had us ~~ran~~ around the playground four times.
The PE teacher had us run around the playground four times.
- b If you don't know how to use the computer, get your older brother help you.

- c How often do you get your teeth check at the dentist's clinic?

- d We're eating in a restaurant tonight because my parents are having the kitchen painted.

- e Walid had his eyes testing last week, and now he needs to wear glasses.



2 Complete the sentences with the correct form of these verbs.

buy do install repair tidy

- a Can I borrow your bike? I can't use mine because I'm having it repaired.
- b My mother usually gets me _____ my bedroom at the weekend.
- c Hamdi's homework was not very good so the teacher had him _____ it again.
- d The manager got a technician _____ a new computer program.
- e Ali is going to the stadium this afternoon. Let's get him _____ some tickets for next week's match.

3 Rewrite these sentences using the causative form.

- a We don't always wash our car.
We don't always have our car washed.
- b Abdullah asked the painter to paint his house last week.

- c My parents water the plants at the weekend.

- d Tarek prints his photos after he takes them.

- e When my cousins were in England, my uncle sent them some money.

4 Which of the following do you do yourself? Which do you have done for you? Write sentences.

check your teeth cook food cut your hair tidy your room wash your clothes

- a I have my teeth checked twice a year.
- b _____
- c _____
- d _____
- e _____

5 Find and correct the mistakes in the following sentences.

- 1 Tell the students to cross out each mistake in the sentences and write the correct answer. They can work in pairs.
- 2 Check answers as a class. If students need more help with this, they can refer to the *Grammar review* on page 124.

Answers: _____

- b My brother always has his clothes cleaned.
- c I had my car checked before I left the garage last week.

1 Find and correct the mistakes in these sentences. (One sentence is correct).

- 1 Tell the students to cross out each mistake in the sentences and write the correct answer. They can work in pairs.
- 2 Check answers as a class.

Answers: _____

- b If you don't know how to use the computer, get your older brother to help you.
- c How often do you get your teeth checked at the dentist's?
- d Correct
- e Walid had his eyes tested last week, and now he needs to wear glasses.

2 Complete the sentences with the correct form of these verbs.

- 1 Tell the students to complete the sentences individually. They can compare answers in pairs.
- 2 Check answers as a class.

Answers: _____

- b to tidy c do d to install
- e to buy

3 Rewrite these sentences using the causative form.

- 1 Tell the students to rewrite the sentences using the causative form. They can compare answers in pairs.
- 2 Check answers as a class.

Answers: _____

- b Abdullah had/got his house painted last week.
- c My parents have/get the garden watered at the weekend.
- d Tarek has/gets his photos printed after he takes them.
- e When my cousins were in England, my uncle had/got some money sent to them.

4 Which of the following do you do yourself? Which do you have done for you? Write sentences.

- Go through the activities in the box and ask students to say which they have done for them.
- Give students time to write their sentences. They can complete the task for homework.

Students' own answers

LESSON 3

SB page 53

Reading

1 Check the meanings of these words in your dictionary.

- Write the words from the box on the board.
- Say the words and ask different students to come to the board to underline the stressed syllable in each word.
- Say the words aloud and ask the students to repeat them.
- Now tell the students to look up the meanings of the words in their dictionaries.
- Now give a definition and ask the students to tell you the word and put this word into a meaningful sentence. Repeat for all the words.

Answers: _____

- gain* (v) increase in something
- invisible* impossible to see
- process* (n) a series of events or changes that happen naturally
- remove* (v) to take something away
- release* (v) let go; stop holding something

2 Look at the picture and title. What do you think the article is about?

- Ask the students to look at the title of the article and the diagram and to discuss their ideas in pairs.

Reading

1 FOCUS ON VOCABULARY



Check the meanings of these words in your dictionary.

- gain (v) invisible
- process (n) remove release (v)

2 Look at the picture and title. What do you think the article is about?

3 Read the article, check your ideas and answer these questions.

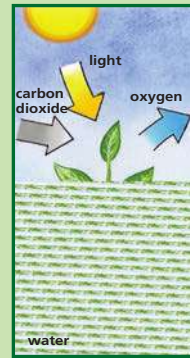
- What did Van Helmot want to find out by doing his experiments?
Where plants get their food from.
- What was the invisible food?
- How are leaves like factories?

4 Read the article again and choose the correct answers.

- It had been thought that plants got their food from ...
A sunshine **B soil**
C rain water D air
 - Van Helmot decided to do his experiments ...
A to prove that what most people thought was right
B to show that what most people thought was wrong
C to check people's ideas
D to prove that other scientists' ideas were wrong
 - How was the tree different after the experiment?
A It weighed more. B It had fewer leaves.
C It weighed less. D It ate more.
 - After his experiment, where did Van Helmot think the tree's extra weight had come from?
A the soil B water
C light from the sun D oxygen in the air
 - What food is produced by a plant's leaves?
A oxygen B soil C water D sugar
- 5 Plants can produce their own food and oxygen. What else can benefit from this fact?**

Food from the air

Everyone has seen plants growing, but have you ever thought where they get their food from? In 1652, a European scientist called Van Helmot asked this question. Before this time, it had always been thought that plants must get their food from soil. However, Van Helmot decided to test the theory with experiments.



First, some soil was dried, put into a pot and weighed. After a small tree had been weighed, it was planted in a pot and rain water was added. Then, he had the tree watered regularly with rain water.

After five years, the tree was removed from the pot and weighed again.

Van Helmot found that the tree had **gained** a huge amount of weight. When he got the soil weighed, however, it was almost exactly the same weight as it had been five years earlier. Van Helmot thought this was strange, but decided that the extra weight of the tree must have come from the water. He did not realise that the tree was being fed by another **invisible** food.

We now know that plants and trees make their own food. Their leaves are like factories that produce everything they need, so that plants can change the energy from the sun into chemical energy. During this **process**, oxygen and sugar are produced. The oxygen is **released** back into the air, and the sugar is used by the plant as food.

- Ask some students to share their answers with the class. They can check their answers in the next task.

3 Read the article, check your ideas and answer these questions.

- Tell the students to read the text quickly and then close their books.
- Discuss with the students whether any of their ideas from Exercise 2 were correct. This is a way to talk about the information in the article and to help students who may not have understood it fully. Use the diagram in the article to help with understanding: it shows how photosynthesis works.
- Now ask the students to open their books and

3 Check answers as a class.

Answers: _____
 bC c A d B e D

5 Plants can produce their own food and oxygen. What else can benefit from this fact?

- 1 Ask the students to read the question.
- 2 Put them into pairs to discuss their ideas.
- 3 Ask some pairs to share their ideas with the class.

Suggested answers: _____
 People, animals and insects eat the plants and get their energy, and breathe the oxygen that the plants produce.

LESSON 4

SB page 54 WB page 51

Critical thinking

1 Answer the following questions about the article on page 53.

- 1 Ask students what they can remember about the text *Food from the air*.
- 2 Put the students into pairs and ask them to look at the picture. Ask them to discuss who the man is and what he is doing (*the scientist Van Helmot, weighing the soil sample*).
- 3 Tell the students to read through the questions a–f. Put them into groups to discuss the answers. If they are not sure, they can reread the article.
- 4 Check answers as a class.

Answers: _____
 b oxygen and sugar
 c It is released into the air.
 d Suggested: Because plants usually grow in soil.
 e Suggested: So that he knew the weight of the soil and not the soil with the water in it.
 f Suggested: Because it is clean and natural, and plants outside drink rainwater.

Critical thinking

1 Answer the following questions about the article on page 53.

- a At the end of Van Helmot's experiment, the soil weighed the same as before. What did this show?
It showed that the weight that was gained by the tree had not come from the soil.
- b What is produced by a plant's leaves?
- c What happens to oxygen at the end of the process?
- d Why do you think that it had been thought that plants got their food from soil?
- e Why do you think that Van Helmot dried the soil he used for his experiment?
- f Why do you think that he used rain water?



2 Read this quotation from the article and discuss the questions.

It had always been thought that plants must get their food from soil. However, Van Helmot decided to test the theory with experiments.

- a What might people still think about plants if scientists had not done experiments on them?
- b Why are experiments so important for scientists?
- c What should scientists do to make sure the results of their experiments are correct?

4 FOCUS ON THE PREFIXES IN-, IM- AND UN-

- 1 The prefix *-in* can mean *not*: *invisible* = *not seen / visible*. Be careful: some adjectives already begin with *in-*. To make these negative, we add *un-*: *infected* → *uninfected*.
- 2 The negative prefix changes to *im-* when it comes before adjectives starting *p* or *m*: *impossible*.
- 3 Complete these sentences with the word in brackets and the correct prefix, *in-*, *im-* or *un-*:
 - a My little brother is often angry. He is very *intolerant*. (*tolerant*)
 - b Manal had an accident, but she is OK. She was (*injured*)
 - c When you write an email to a friend, it is (*formal*)
 - d This information is not correct. It is (*accurate*)
 - e Some animals are very clever, but I think ducks are (*intelligent*)
 - f The small child talked rudely. He was (*polite*)
 - g We waited an hour for the bus and began to feel (*patient*)

WORKBOOK PAGE 51

SKILLS FOR LIFE

Help to look after our planet. People, animals and plants all need clean air to breathe.

read the article again.

- 4 Put the students into pairs and ask them to discuss the questions.
- 5 Check answers as a class.

Answers: _____
 b energy from the sun
 c Because they produce everything that they need.

4 Read the article again and choose the correct answers.

- 1 Explain that the students must read the sentences and choose the correct answer from the four alternatives.
- 2 Put them into pairs to compare their answers.

2 Read this quotation from the article and discuss the questions.

- 1 Tell the students to read the quotation. Make sure they understand the text.
- 2 Put the students into pairs. Tell them to read the questions and discuss the answers in pairs.
- 3 Ask some pairs to share their answers with the whole class.

Suggested answers: _____

- a People might still think that plants get their food from soil.
- b Experiments are the way that scientists prove or disprove scientific ideas.
- c They should record details, repeat experiments and compare results with other scientists.

3 Discuss these questions in pairs.

- 1 Put the students into pairs. Ask them to read through the questions and discuss their answers.
- 2 Discuss answers as a class.

Suggested answers: _____

- a Students may mention such discoveries as Einstein's Theory of General Relativity; continental drift and plate tectonics; global warming; DNA; penicillin and antibiotics; the HIV virus; neutrons or the internet.
- b Students may mention such discoveries as a cure for HIV-AIDS, Alzheimer's disease, cancer and other terminal diseases; life on other planets; alternative renewable sources of energy.
- c Students may mention such problems as global warming, water shortages and producing enough food for all the world's population.

Skills for life

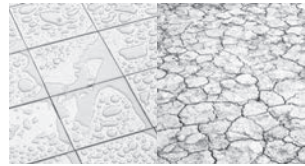
Read the Skills for life box as a class. Encourage the students to do all they can to look after our planet.

4 Focus on the prefixes *in-*, *im-* and *un-*

- 1 Read parts 1 and 2 with the class. Ask the students if they can think of any other words that have the prefix *in-*, *un-* or *im-* and write their ideas on the board.

1 Match these words with their opposites.

- | | |
|-------------|---|
| a dry | 1 <input type="checkbox"/> visible |
| b gain | 2 <input checked="" type="checkbox"/> wet |
| c invisible | 3 <input type="checkbox"/> capture |
| d release | 4 <input type="checkbox"/> add |
| e remove | 5 <input type="checkbox"/> lose |



2 Complete the sentences with the correct word.

gain invisible process release removed

- a The car should not be parked there so the police will have it removed.
- b You can see some air pollution, but a lot of it is _____.
- c Children grow fast and _____ a lot of weight in their teenage years.
- d It is not usually possible to _____ zoo animals into the wild, because they would not know how to survive.
- e It was a long and difficult _____ to build the bridge, but cars can use it now.



3 Use your dictionary to answer these questions.

- a The verb is *gain*. What is the noun? gain
- b The noun is *process*. What is the adjective? _____
- c The adjective is *invisible*. What is the noun? _____
- d The verb is *release*. What is the noun? _____
- e The verb is *remove*. What is the noun? _____

4 Use your dictionary to complete these sentences with the correct prefix, *in-*, *im-* or *un-*

- a I wrote a letter to my friend so the language was very in formal.
- b Tarek fell off his bike this morning, but fortunately he was _____ injured.
- c This timetable is very old and the information is _____ accurate.
- d It is _____ polite to eat with your mouth open.
- e The primary school children were very noisy and the teacher started to be _____ patient.
- f A tour guide cannot be _____ tolerant because he or she meets so many different people from many different countries.
- g Scientists do not think that all animals are _____ intelligent. Some of them are very clever.

2 Students can complete the third part in pairs.

3 Check answers as a class. Remind students that the prefixes are usually unstressed.

Answers: _____

- | | | |
|-----------------|------------|--------------|
| b uninjured | c informal | d inaccurate |
| e unintelligent | f impolite | g impatient |



1 Match these words with their opposites.

- 1 Ask students to say what they can see in the picture and elicit *wet* and *dry*.
- 2 Ask students to match the opposites.

Communication skills Asking for and giving facts

1 Work in pairs.

- a You are going to listen to an expert talking about illnesses in the time of the ancient Egyptians. Think of two questions you would like to be answered.
- b What other questions do you think he will answer?



UNIT 9

2 Listen and circle the expressions that you hear to ask for facts.

FOCUS ON FUNCTIONS

Asking for facts

- a I've heard that the ancient Egyptians had illnesses that were similar to ours today. Is that **correctly true**?
- b **Could / Can** you tell us something about what was eaten at this time?
- c And is it **true / right** that they did not eat much meat?
- d **Is it possible / Do you mean** that only rich people ate meat?
- e And **do we know / can we tell** if the ancient Egyptians had doctors?

5 Work in pairs. Have conversations using expressions from Focus on functions.

- a **Student A** Prepare 3–4 questions to ask your partner about a famous scientist, using expressions from Exercise 2.
- b **Student B** Prepare 3–4 questions to ask your partner about a famous sports person or doctor, using expressions from Exercise 2.
- c Take turns to answer your partner's questions using expressions from Exercise 3. Remember which ones to use if you are uncertain of the answer.

3 Listen again and put these phrases in the order that you hear them. Which two phrases show uncertainty?

FOCUS ON FUNCTIONS

Giving facts

- It is possible that ...
- 1 It is a well-known fact that ...
- We can be confident that ...
- We can't be sure of this, but ...
- What is certain is that ...

6 Research important scientists

Find out about two of these important scientists:



WORKBOOK PAGE 52

55

3 Use your dictionary to answer these questions.

- 1 Read the example question. Students can complete the task in pairs. They can use a dictionary if necessary.
- 2 Check answers as a class.

Answers: _____

- b processed
- c invisibility
- d release
- e removal

4 Use your dictionary to complete these sentences with the correct prefix, in-, im- or un-.

- 1 Read the example question.
- 2 Students can complete the words individually and compare answers in pairs.
- 3 Check answers as a class.

Answers: _____

- b uninjured
- c inaccurate
- d impolite
- e impatient
- f intolerant
- g unintelligent

LESSON 5

SB page 55 WB page 52

Communication skills

1 Work in pairs.

- 1 Before students look at Exercise 1, ask the students to name as many illnesses as they can in English. Write their ideas on the board. Then ask them if they know any cures for illnesses. Again, write their ideas on the board.
- 2 Explain that they are going to listen to someone talking about illnesses and cures in ancient Egypt.
- 3 Ask the students to discuss parts a and b in pairs. Tell them to take notes of their answers because they will need these later in the lesson.
- 4 Go round and monitor while they are working and help as necessary.
- 5 Ask a few students to share their ideas with the class.

3 Check the answers with the class.

Answers: _____

- 1 c
- 2 a
- 3 d
- 4 e
- 5 b

2 Complete the sentences with the correct word.

- 1 Ask the students to complete the gapped sentences individually and compare answers in pairs.
- 2 Check answers as a class.

Answers: _____

- b invisible
- c gain
- d release
- e process

2 Listen and circle the expressions that you hear to ask for facts.

- 1 Explain to the students that you are going to play a recording of some people asking an expert some questions.
- 2 Quickly read the expressions that ask for facts in the Focus on functions box.
- 3 Play the recording. Students listen and circle the expressions that they hear.

Answers: _____

b can c true d Do you mean 3 do we know

T A P E S C R I P T

Boy 1: I've heard that the ancient Egyptians had illnesses that were similar to ours today. Is that correct?

Man: Yes, it is. Like today, water from the Nile helped plants to grow, but it could also make people ill if they drank it.

Girl 1: Can you tell us something about what was eaten at this time?

Man: Yes. It is a well-known fact that people who lived near the Nile had a lot of fruit, vegetables and fish to eat.

Boy 2: And is it true that they did not eat much meat?

Man: Well, what is certain is that not everybody ate much meat.

Girl 2: Do you mean that only rich people ate meat?

Man: We can't be sure of this, but meat was not eaten regularly.

Boy 3: And do we know if the ancient Egyptians had doctors?

Man: Yes, there is a papyrus which describes cures for illnesses, so we can be confident that there were ancient Egyptian doctors. It is possible that some of their cures did not help the patients, but some of them are the same as the ones we have today.

3 Listen again and put these phrases in the order that you hear them. Which two phrases show uncertainty?

- 1 Quickly go over the expressions that give facts in the Focus on functions box. Play the recording. Students listen and put the phrases in the order that they hear them. Students then answer the question.

Answers: _____

[5] It is possible that ...

- [1] It is a well-known fact that ...
- [4] We can be confident that ...
- [3] We can't be sure of this, but ...
- [2] What is certain is that ...

It is possible that / We can't be sure of this, but ... show uncertainty.

4 Listen again and answer the questions.

- 1 Remind the students about their discussion in Exercise 1. Ask them to refer back to their notes. Now ask question *a* and see if any of the students predicted correctly.
- 3 Look at the questions in Exercise 2 again (in Focus on functions). Give the students time to answer these in pairs. You could play the recording again if necessary.

Answers: _____

- a Students' own answers
- b
 - a Yes, it is,
 - b Fruit, vegetables and fish were eaten.
 - c Not everybody ate much meat.
 - d We can't be sure of that, but meat was not eaten regularly.
 - e Yes, there were doctors then.

5 Work in pairs. Have conversations using expressions from Focus on functions.

- 1 Make sure that the students understand the task. Students work in pairs. One of them prepares three or four questions to ask their partner about a famous scientist. They also think of some facts they know about a famous sports person. The other student does the same but thinks of questions to ask about a famous sports person and thinks of facts about a famous scientist.
- 2 When they are ready, the students work in pairs to ask and answer their questions using expressions from Focus on functions. Go round and monitor while they are working. Do not interrupt but make a note of any persistent errors and go over these at the end.
- 4 Ask a few pairs of students to demonstrate their dialogues to the class.

6 Research important scientists

- 1 Look at the photos of the scientists. Encourage the students to choose two and to find out as much as they can about them and their work.

1 Complete the conversation with the correct expression to ask for or give facts.

certain confident correct know
possible sure tell well-known

Heba I've heard that the world's first dentist probably came from Egypt. Is that **a** correct?

Maya We think so. It is **a** fact that Hesy-Ra was an ancient Egyptian who lived under Pharaoh Djoser in around 2600 BCE. It is **c** that he was the first dentist in Egyptian history.

Heba Can you **d** me something about who he treated?

Maya We can be **e** that he looked after some of the people who were working on the pyramids. He probably treated the Pharaoh, too, but we can't be **f** of this.

Heba Do we **g** if he was a rich man, then?

Maya No, but what is **h** is that he was an important person. He had his own tomb in Saqqara and pictures show him at different ages of his life.



2 Answer these questions about the scientists you researched in the Student's Book, using some of the expressions that give facts.

- a When and where were the scientists born?

- b Do you know anything about their education or early lives?

- c Do you know how they became important or famous?

- d In what ways did their findings help or change the world?

- e How important are the scientists today?

3 Write an essay about one of the scientists.

- a Use some of your answers to Exercise 2 above to write an essay in about 100–150 words.
- 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 essay in your notebook.

through the heart and lungs.

Samira Moussa (1917–1952): Egyptian. Nuclear physicist who helped in the use of affordable nuclear technology in medicine.

Alexander Fleming (1881–1955): Scottish. Discovered penicillin, the first antibiotic, which altered the treatment of bacterial infections.

WORKBOOK page 52

1 Complete the conversation with the correct expression to ask for or give facts.

- 1 Ask students to read through the whole conversation before they complete the gaps. Students can work individually and compare their responses in pairs.
- 2 Check answers as a class. Ask a pair of students to read the answers.

Answers: _____
 b well-known c possible d tell
 e confident f sure g know
 h certain

2 Answer these questions about the scientists you researched in the Student's Book, using some of the expressions that give facts.

- 1 Read the questions with the class and elicit a suitable answer to *a*. They should use a suitable expression from Focus on functions. Give the students time to answer the remaining questions.

Students' own answers

3 Write an essay about one of the scientists.

- 1 Tell the students to use the notes they made to help them write their essay.
- 2 Walk round the class and help them as needed.
- 3 Students should use a dictionary and correct any errors in their first drafts.
- 4 Display the completed essays around the room and ask all the students to read each essay. Encourage constructive criticism, but also praise all good work.

- 2 When they have gathered their material, put all students who have studied the same scientist into a group to put together a presentation on their chosen scientist. Their presentation may include a poster or a slide presentation.

Notes

Fawzia Fahim (1931–): Egyptian. Biochemist. Discovered the effects of snake venom and its possible link with helping to fight cancer.

Gregor Mendel (1822–1884): Austrian. “The Father of Genetics”. Studied inheritance of genetic information in pea plants.

Ibn Al-Nafis (1213–1288): Arab. Born in Damascus. Physician. Described the circulation of blood

Assessment

Listening Task

Target element: review the key listening activity of the unit

On the board, write the sentences below and tell the students to copy them. Explain that you are going to play the listening text from Exercise 3 on page 51 of the Student's Book and they must listen, cross out the mistake in each sentence and write the correct word or words. (The answers are given below in brackets.)

- 1 Parents should get their children to increase the amount of time they spend using mobile phones. (~~increase~~ limit)
- 2 They should also get them to turn off their mobile phones when they go out. (~~out~~ to sleep)
- 3 They had ten students move into a house with a mobile phone mast on the roof. (~~on the roof~~ in the garden)
- 4 Scientists believe that we should have mobile phone masts installed in high or busy areas. (~~busy~~ remote)
- 5 It's probably a good idea for people who live close to mobile phone masts to get their teeth checked frequently. (~~teeth~~ health)

Speaking Task

Target element: discuss different science jobs and decide which one is the most important

On the board, write the following jobs:

Food scientist
Nuclear scientist
Medical scientist
Space scientist
Environmental scientist

Check that the students understand the job titles. Ask them to think about which is the most important job. Tell them to make notes about why they think this. Put the students into groups and give them three minutes to discuss which is the most important and which is the least important job, and why. Monitor the students as they work. Then ask some students to report back, giving reasons for their choices.

Reading Task

Target element: revise the key text from the unit

On the board, write the sentences below. Ask the students to reread the text *Food from the air* on Student's Book page 53 and decide if the sentences are true or false. Tell them to write *True* or *False* next to each sentence and to correct the false sentences. (The answers are given below in brackets.)

- 1 Van Helmot was a farmer. (False. He was a scientist.)
- 2 He thought that the food for plants came from the soil. (True)
- 3 After five years, the soil had gained weight. (False. The soil was the same weight but the tree had gained weight.)
- 4 We now know that plants and trees make their own food. (True)
- 5 Plants change the sun's energy into oxygen. (False. They change it into chemical energy.)

Writing task

Target element: to practise the key grammar

Tell the students to imagine that they are the ruler of a country. Ask them to write a list of all the things that they do themselves and all the things that they have done for them. Encourage them to use the causative *have* and *get*, and to use their imaginations!

Students can read out their work to the class (or to groups if you have a large class).

Revision C

SB pages 56-60

WB pages 53-56

Revision C

Listening

1 Discuss this question in pairs.

In which of the following places would you not expect to find rubbish?

the sea the desert space rainforests

2 Listen to a space scientist being interviewed by a journalist. What do these numbers and dates refer to?

- a 1961 *The year that a man first went into space.*
- b 7,000
- c 18,000
- d 2015
- e 90

3 Listen again and answer the questions.

- a What happens to parts of spaceships after they are sent into space? *They stay in space and continue to orbit the earth.*
- b What is the problem with space rubbish?
- c What will happen to astronauts on the space station if there is a problem?
- d Why didn't the astronauts have to leave the space station in 2015?
- e What two ideas have been suggested to remove space rubbish?

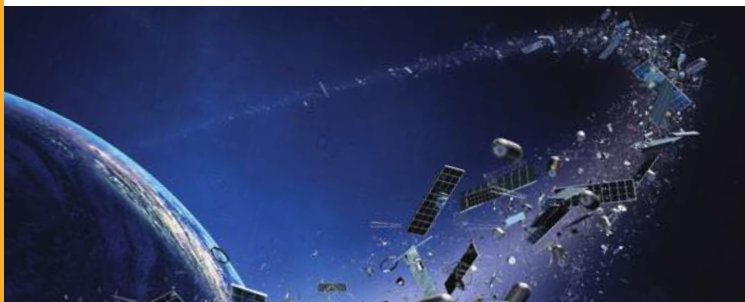


4 Discuss this question in pairs.

Which of the two ideas to remove space rubbish is best, do you think? Why?

5 Match the words from the listening a-e with the words that have a similar meaning 1-5.

- | | |
|------------|--|
| a fail | 1 <input type="checkbox"/> go round |
| b correct | 2 <input type="checkbox"/> go back |
| c orbit | 3 <input checked="" type="checkbox"/> stop working |
| d continue | 4 <input type="checkbox"/> right |
| e return | 5 <input type="checkbox"/> go on |



places where it should not be.

2 Listen to a space scientist being interviewed by a journalist. What do these numbers and dates refer to?

- 1 Ask the students to say what they can see in the photograph and revise vocabulary related to space (*spaceship, space station, earth, orbit, satellite, astronaut*).
- 2 Ask the students to read the numbers and make sure that they can say them correctly.
- 3 Explain that they are going to hear an interview with a space scientist. Ask them to listen and find out what the numbers and dates refer to.
- 4 Play the recording. Check answers as a class.

Answers: _____

- b The number of spaceships and satellites that have been sent into space.
- c The number of large objects that go around the earth.
- d The year that the space station was almost hit by space rubbish.
- e The number of minutes before they thought that the space station would be hit by space rubbish.

TAPESCRIPT

Journalist: *I've heard that there is a lot of rubbish in space. Is that correct?*

Scientist: *Yes, it is. The first man in space was on Vostok 1, which launched from earth in 1961. Since that time, around 7,000 spaceships and satellites have been sent into space. It's a well-known fact that not all parts of a spaceship return to earth. A lot of parts stay in space and continue to orbit the Earth. Satellites also break or stop working. So all of these parts become rubbish.*

LESSON 1

SB page 56

Listening

1 Discuss this question in pairs.

- 1 Give the students time to discuss the question. Then ask the students to share their ideas with the class. Do they all agree?
- 2 Ask the students if they have any suggestions of how we can stop people leaving rubbish in

Journalist: *Is it possible that spaceships or astronauts could be hit by this space rubbish? That would be very dangerous, wouldn't it?*

Scientist: *Yes, it is possible. It is thought that there are about 18,000 large objects going around the earth. Most of this is space rubbish. But it is believed that there are thousands of smaller objects too. These travel very fast. A spaceship can be badly damaged or fail if it is hit by one of these objects.*

Journalist: *That is a huge amount of space rubbish! Can you tell us what would happen if an object hit the space station, for example?*

Scientist: *The astronauts are trained for this situation. If there is a problem, they will be taken back to earth. This almost happened in 2015. The astronauts were told that the space station might be hit by space rubbish in 90 minutes' time. They were ready to leave the space station, but fortunately, it was not hit.*

Journalist: *What can be done to help this situation in the future? Can the space rubbish be removed?*

Scientist: *Many ideas have been suggested. One idea is to push the rubbish far out into space, where it cannot damage anything. Another idea is to send a special spaceship into space that has a net. The space rubbish can then be caught using the net. The rubbish is then taken closer to the earth, where it will be burned.*

Journalist: *They are interesting ideas! Thank you very much.*

4 Discuss this question in pairs.

- 1 Give the students time to discuss the question in pairs.
- 2 Open it up into a class discussion and a class vote.

Students' own answers

5 Match the words from the listening a–e with the words that have a similar meaning 1–5.

- 1 Ask the students to do the task individually and to compare answers in pairs.
- 2 Check answers as a class.

Answers: _____

b 4 c 1 d 5 e 2

3 Listen again and answer the questions.

- 1 Ask the students to read the questions and try to answer them. Play the recording again.
- 2 Check answers as a class. You can play the recording again if necessary.

Answers: _____

- b It travels very fast and spaceships can be badly damaged if they are hit by space rubbish.
- c They will be taken back to earth in a space shuttle.
- d Because it was not hit.
- e To push rubbish far out into space, or to send a special spaceship with a net that can catch the rubbish.

LESSON 2 SB page 57

Grammar

1 Choose the correct verb.



The power of the sun

Energy **a produces / is produced** when the light from the sun **b reaches / is reached** the earth. To use this energy, special glass **c used / is used**. Sunlight **d captures / is captured** by the glass, before it **e changes / is changed** into electricity.

Some people **f put / are put** this special glass on the roofs of their houses. This **g is collected / collects** heat and **h warms / is warmed** water in the people's homes. The main problem with this kind of energy is that the sun **i does not produce / is not produced** the same quantity of energy all the time. It **j depends / is depended** on the time of day and the time of year.

Revision C

2 Discuss this question in pairs.

How is energy from the sun used in Egypt?

3 Change the active sentences into passive and the passive sentences into active.

- a Trees take in carbon dioxide and produce oxygen.
Carbon dioxide is taken in and oxygen is produced by trees.
- b Noise pollution in cities is often reduced by trees.
- c Some trees produce more than a million seeds every year.
- d Trees are usually killed by insects, diseases or people, not old age.
- e People have grown trees in gardens for thousands of years.

4 Complete these sentences with the causative form and the verb in brackets.

- a We can't go into the living room because we are *having it decorated*. (decorate)
- b Khaled is not here at the moment because he is (hair cut)
- c The farmer is by the vet. (horse check)
- d Our windows were dirty so we (clean)
- e The teacher could not read Amal's writing, so he (write again)

A man hasn't been sent to Mars yet, but I think that someone will be sent there in the future.

5 Work in pairs. Read the list and answer the questions using the passive.

- a What has already happened and what hasn't happened yet?
- b What do you think will happen in the future?

- a rocket to Mars
- a man on Mars
- a man on the moon
- a hotel on the moon
- a rocket to the sun
- all rubbish removed from space



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Answers: _____
 b reaches c is used d is captured
 e is changed f put g collects
 h warms i does not produce
 j depends

2 Discuss this question in pairs.

- 1 Give the students time to discuss the question.
- 2 Then open it up into a class discussion.

Suggested answers: _____

The sun's energy is used to grow crops. It gives us light, energy (from solar panels) and heats water (in tanks on rooftops).

3 Change the active sentences into passive and the passive sentences into active.

- 1 Ask the students to complete the task in pairs. Go round and help while they are doing this.
- 2 Check answers as a class.

Answers: _____

- b Trees often reduce noise pollution in cities.
 c More than a million seeds are produced by some trees every year.
 d Insects, diseases and people usually kill trees, not old age.
 e Trees have been grown in gardens (by people) for thousands of years.

Grammar

1 Choose the correct verb.

- 1 Ask the students to look at the picture and say what they can see (a house with solar panels on the roof). Ask what other sources of energy the students know about.
- 2 Now ask the students to read through the text and to choose the correct verbs, as in the example.
- 3 Check answers as a class. If the students need to revise the use of passive verbs, they can refer to the Grammar review on page 123.

4 Complete these sentences with the causative form and the verb in brackets.

- 1 Read the example sentence and elicit the answer to *b*. Students can refer to Focus on grammar on page 52 if necessary.
- 2 Students can complete the task in pairs. Go round and help while they are working.
- 3 Check answers as a class.

Answers: _____

- b having/getting his hair cut.
 c having/getting the horse checked.
 d had/got them cleaned.
 e had her write it again/got her to write it again.

5 Work in pairs. Read the list and answer the questions using the passive.

- 1 Read the instructions, the list in the box and the example in the speech bubble.
- 2 Ask the students to discuss the rest of the list in pairs. Go round and monitor, making sure that they use the passive correctly. Make a note of any persistent errors and go over these at the end.
- 3 Ask a few students to share their ideas with the class.

Suggested answers: _____

A rocket has already been sent to Mars.
 A man could be sent to Mars in the future.
 A man has already been sent to the moon.
 I don't think that a hotel will be built on the moon.
 A rocket couldn't be sent to the sun because it is too hot.
 I don't think that all rubbish will be removed from space because there is so much.

LESSON 3

SB page 58

Reading

1 Look at the pictures and discuss these questions in pairs.

- 1 Ask the students to look at the two pictures and to say what they can see (*a sat-nav system; an in-car computer that limits the car speed according to the speed limit of the road*).
- 2 Put the students into pairs and tell them to read the two questions and discuss their answers.
- 3 Invite some pairs to share their answers with the class.
- 4 Write their ideas on the board because you will use them in the next exercise.

2 Read the article about technology in cars. Does it include any of your ideas from Exercise 1?

Revision C

Reading

- 1 Look at the pictures and discuss these questions in pairs.
 - a How can computers help drivers in a car?
 - b How do you think that drivers will be helped by technology in the future?
- 2 Read the article about technology in cars. Does it include any of your ideas from Exercise 1?
- 3 Complete these sentences with information from the article.
 - a When something goes wrong with the engine, it will be *examined by the computer which will find the cause of the problem.*
 - b The computer will find the distance to the nearest garage where
 - c The nearest garage will check that it has
 - d When you take your car to the garage, the parts
 - e You cannot drive faster than the rules say that you can because
 - f The number of serious accidents

- 4 Discuss these questions in pairs.
 - a What do you think about the devices that are described in the article?
 - b We all want the number of road accidents to be reduced. What other ways are there of doing this? Think about the following:

- car makers • car drivers
- the police • schools

We can get car drivers to think about how fast they are driving near schools by putting up signs.



Fast Forward

You are driving your smart car along the main road from Cairo to Aswan when something goes wrong with the engine. You do not know what the problem is, but you do not need to worry. The engine will be examined by the computer in your car, which will find the cause of the problem. The computer will then connect to the internet to find the distance to the nearest garage where your car can be repaired.

An email will then be sent to the garage to check that it has the parts that are needed for your car. If the garage has these, you will receive an email asking when you would like to take your car to the garage so the parts can be replaced. When you are not driving your car, you can reply on your mobile phone, which will email your message to the garage. In this way, your car's engine problems can be solved.



Imagine that someone wants to drive a car faster than the rules say that you can. In a smart car, this cannot happen. The speed of the car is controlled by a special device. It does not matter what you do, it will be impossible to drive faster than what the device tells the engine. Experts have found that the number of serious road accidents will be reduced by this device, and thousands of lives will be saved every year. Is this just science fiction? No, the second device is currently being used. You can find information about it on the internet. The first device is likely to be used in a few years' time. In the future, it will be possible for technology to be used by everyone to solve engine problems and to keep everyone safe.

- 1 Tell the students to read through the article quickly.
- 2 Now ask them to look at the ideas on the board from Exercise 1 and see if they thought of any of the ideas in the article about how computers can help drivers now and in the future.

Answers: _____

- a Computers can help to control the speed of the car and they can help the driver to find directions.
- b Technology in the future will be able to help to repair the engines when something goes wrong.

Communication skills Project

1 Work in pairs.

- a Think of ten unusual or incredible facts which other students in your class might not know, for example:
The International Space Station travels at seven kilometres a second.
- b Write a question about each fact and give four possible answers, for example:
How fast does the International Space Station travel in a second?
A. 7 kilometres
B. 1 kilometre
C. 100 kilometres
D. 0.5 kilometres

2 Work in groups of four.

- a Take turns to ask the other pair the questions you thought of in Exercise 1. Note the other pair's answers.
- b Take turns to give the other pair the correct answers to your questions.
- c When you hear the answers, use some of the following expressions to find out more information.

- Is that correct?
- Do you mean that ...?
- Do you know if ...?
- Could you tell me something about ...?



Revision C

3 Choose the best question.

- a In your groups of four, decide on the two most interesting facts that you have learned.
- b When you are deciding, agree or disagree with the other students in your group using some of the following expressions.

- I completely agree / disagree.
- I couldn't agree more.
- I'd go along with that.
- I'm not (so) sure.

4 Discuss the two facts in pairs.

- a Read the two most interesting facts that you have learned.
- b Talk about the possible advantages and disadvantages to these facts, using some of these expressions.

- One advantage / disadvantage is that ...
- A positive / negative side to this is that ...
- Another advantage / downside is ...



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3 Complete these sentences using information from the article.

- 1 Encourage the students to read the incomplete sentences first, before they read the article again in more detail to complete them. They can do this individually and then compare answers in pairs.
- 2 Check answers as a class.

Answers: _____

- b your car can be repaired.
c the parts that are needed for your car.
d can be replaced.
e the speed of the car is controlled by a special device.
f will be reduced by this device.

4 Discuss these questions in pairs.

- 1 Read the instructions and the example answer with the class.
- 2 Give the students time to discuss the questions in pairs.
- 3 Ask some pairs to share their ideas with the class.

Answers: _____

- a Students' own answers
- b Suggested: Car drivers can be taught to drive more slowly and carefully. The police can stop drivers who drive fast or dangerously. Schools can teach children to be more careful on the roads. They can also make cars drive more slowly near to schools.

LESSON 4

SB page 59

Communication skills

1 Work in pairs.

- 1 Ask the students to say what they can see in the picture (*the International Space Station orbiting the earth*).
- 2 Read the instructions and the example answer. Explain that the students are going to create their own quiz to test other students. First, the students need to think of ten interesting facts. They can be about any subject that they are interested in. Encourage them to use facts that they know, rather than researching new facts (although they can do this if necessary).

- 3 Now ask them to write questions and possible answers, like the example. Go round and monitor while they are doing this and offer help as necessary.

2 Work in groups of four.

- 1 When pairs have prepared their questions, go over the instructions for the next part. Students should work groups of four to do their quizzes.
- 2 Encourage the students to use the expressions from the box when they hear _____

the correct answers. Go round and monitor while they are speaking and make a note of any persistent errors. Go over these at the end.

3 Choose the best question.

- 1 Find out if any of the pairs got all the questions right and praise their efforts.
- 2 Read the instructions. Encourage the groups to discuss which were the two best questions and most interesting facts, using the expressions from the box.
- 3 Ask a few groups to share their favourite questions and facts with the class.

4 Discuss the two facts in pairs.

- 1 Read the instructions and make sure the students are clear about the task.
- 2 Go round and monitor while they speaking and make a note of any persistent errors. Go over these at the end.
- 3 Ask a few students to share their ideas with the class.

LESSON 5

SB page 60 WB pages 53–56

Extra reading

1 Work in pairs and do the quiz.

- 1 Ask the students to read through the quiz quickly and check that they understand all the questions.
- 2 Explain that the students can work in pairs to read each question and to choose the answer that is true for them.
- 3 Go round the class, monitoring and helping.

2 Do you think that you feel comfortable with new technology if you answered mostly a or mostly b to each question? Why?

- 1 Give the students time to discuss the questions and their answers in pairs or small groups.

Extra reading

1 Work in pairs and do the quiz.

- 1 You go to a hotel and find that you are welcomed by a robot. How do you feel?
a Happy because you know it is going to be a modern hotel.
b Unhappy because you prefer people.
- 2 You usually wash your father's car, but one week, your father gets the car cleaned by a machine. How do you feel?
a Happy because you don't have to do it.
b Unhappy because you think that you do a good job when you clean it.
- 3 The train station has a new machine that sells all tickets. How do you feel?
a Happy because it was very slow when you had to buy a ticket from a person.
b Unhappy because you find it difficult to use ticket machines.
- 4 Your dentist says that he / she has a new machine that will help to treat your teeth. How do you feel?
a Happy because the machine will probably do a good job.
b Unhappy because the machine might make a mistake.

2 Do you think that you feel comfortable with new technology if you answered mostly a or mostly b to each question? Why?

3 Check the meanings of these words in your dictionary.

complex human inject
limb pacemaker tiny

4 Read about medical robots and answer these questions.

- a The article describes three electronic devices which can already be put onto or into people. Which parts of the body do they help?
- b In what ways can surgeons be helped by robots?
- c Why might tiny robots be put into people in the future?
- d What other jobs might patients see robots doing when they visit a hospital?

Medical robots

What is the future of medicine? Many people believe that technology will be used a lot more to help people in the future. Technology has already been used in medicine for many years. A **pacemaker** is a small device that can help people with heart problems. People can have them put into their chests to help them to beat regularly. Small devices can also be put into people's ears. They are connected to the brain and help deaf people to hear.

Many **complex** operations are also being done using technology. These devices have cameras that help the surgeon to see parts of the body that are very small, and they help to reduce the amount of the body that has to be cut in an operation. This helps the patient to recover more quickly.

People who have lost an arm or a leg can also use modern technology. They can have an electronic leg or arm, which can be moved like a normal **limb**. In the future, more electronic parts of the body might be made in this way.

Soon it is believed that **tiny** robots, which are smaller than a millimetre across, will be **injected** inside people's bodies. Medicines can then be carried by the robots to the parts of the body that need them, so there will be fewer side effects.

Robots are also being used to clean hospital rooms. They are very efficient at killing germs and they help to reduce infections. Other robots are used in hospitals to mix medicines or to carry heavy patients who cannot walk. They may not look like **human** doctors or nurses, but one day we will probably be used to seeing robots in our hospitals.

5 PROJECT

- a Use the internet or the library to find out about a common but serious illness, such as cancer or diabetes.
- b Find out about developments in the treatments for the illness. In what ways are the treatments better now than in the past? What might be done in the future?
- c Write a report. Use the article above as a model. Include photographs from the internet or magazines.

WORKBOOK
PAGES 53–56

- 2 Ask the students to put their hands up if they answered mostly a, then ask the students if they think that they feel comfortable with new technology. Encourage them to explain why this is the case if they answered a.
- 3 Find out if the students who answered mostly b are really not comfortable with new technology, or if they disagree.

Answers:

You feel more comfortable with new technology if you answered mostly a.

3 Check the meanings of these words in your dictionary.

- 1 Write the words and phrases from the box on the board.
- 2 Say the words and ask different students to come to the board to underline the stressed syllable in each word or phrase.
- 3 Say the words aloud and ask the students to repeat them.
- 4 Now tell the students to look up the meanings of the words in their dictionaries.

Answers:

<u>complex</u>	consisting of many connected parts that are difficult to understand or explain
<u>human</u>	belonging to or relating to people
<u>inject</u>	put a medicine into your body using a special needle
<u>limb</u>	an arm or leg
<u>pacemaker</u>	a small machine that is put inside someone's heart to help it beat regularly
<u>tiny</u>	very small

4 Read about medical robots and answer these questions.

- 1 Encourage the students to read the questions before they read the text, so that they know what information to look for.
- 2 Ask the students to read the text and answer the questions individually. They can compare answers in pairs.
- 3 Check answers as a class.

Answers:

- a A pacemaker helps the heart; small devices in the ears can help people to hear; and electronic limbs help people who have lost an arm or leg.
- b Technology can help surgeons to see parts of the body that are almost invisible to the human eye, and it can reduce the amount of the body that has to be cut.
- c They can take medicine to the parts of the body that need them.
- d Patients might see robots cleaning hospital rooms, mixing medicines or carrying heavy patients who cannot walk.

5 Project

- 1 Read the instructions and make sure that the students understand the task. They could finish this for homework.
- 2 Students can display their posters on the board for other groups to study.

A Vocabulary and structure

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

- 1 Hala's cousin _____ to the station so he can take the train to Alexandria.
 a is going to be taken b will take
 c is going to take d will be taking
- 2 Today is the tenth _____ of when we moved into our house.
 a antiquity b anniversary c date d year
- 3 Drive carefully here because the road _____.
 a was repaired b is repairing c is being repaired d is repaired
- 4 The _____ between Aswan and Luxor is about 200 kilometres.
 a district b long c far d distance
- 5 All the cakes in that shop _____ by my aunt. She works there.
 a made b were making c have been made d have
- 6 Ships can see where to go at night and in bad weather because they have _____.
 a radar b rafts c poles d positions
- 7 Those men _____ our house yesterday morning.
 a are decorating b were being decorated
 c have been decorating d were decorating
- 8 The secretary _____ the teacher's lesson to say that he had an important phone call.
 a interrupted b interpreted c broke d invited
- 9 The police said that the windows _____ before the thieves went into the building.
 a broke b had broken c have being broken d had been broken
- 10 The policeman _____ to arrest the man because he was scaring people.
 a threatened b warned c offered d shouted
- 11 My mother _____ me to help her do the shopping this morning.
 a got b made c had d let
- 12 Cancer is a terrible _____ that people of any age can get.
 a toxic b ill c sick d illness
- 13 Leila usually _____ twice a year.
 a has her teeth checked b checks her teeth
 c has checked her teeth d get her teeth checked
- 14 Our house has been much less hot since my father had an air conditioner _____.
 a put b done c installed d made
- 15 Wait there and I'll _____ Yasser to help you with those bags.
 a have b get c let d make
- 16 _____ makes things fall to the ground on earth.
 a Gram b Graph c Gravity d Space
- 17 Around six hours a day _____ checking emails in many offices.
 a spent b are to spend c are spending d are spent
- 18 You must be careful when you take that medicine because it may have side _____.
 a affects b effects c affection d effective

- 19 The new building will be used _____ young children who do not go to school yet.
 a to b with c at **d** by
- 20 I didn't like the soup without salt. I thought it was _____.
 a tasted b tasty c teased **d** tasteless
- 21 That old hotel _____ as a museum in the future.
 a could use b could be using **c** could be used d could have used
- 22 It is amazing how some animals can _____ in the desert.
a survive b survey c alive d die
- 23 Our house _____ decorated yet.
a hasn't been b hasn't c hadn't been d won't have
- 24 Scientists think that there is a _____ between pollution and climate change.
 a join b connected **c** link d secret
- 25 My father _____ me tidy my room this morning.
 a got **b** had c has d caused
- 26 It is not always easy to get a mobile phone _____ in the desert.
 a sign b noise **c** signal d side
- 27 I usually _____ once a month.
 a make my hair b have cut my hair c get my hair **d** have my hair cut
- 28 You must work hard for the exam or you might _____.
a fail b feel c fall d fill
- 29 You can _____ on a T-shirt in that shop.
 a printing your name b have put your name
c get your name printed d get printed your name
- 30 There is water on the floor. There must be a _____ from the washing machine.
 a luck b lock **c** leak d lake

B Reading Comprehension

2 Read the following passage, then answer the questions:

How would you feel about travelling into space for six months to live on a planet that is 400 million kilometres from earth? And how would you feel if you had been told that you could never return? That is what is planned for people who are going on the Mars One mission in 2031. Surprisingly, 200,000 applications have been received from people who want to join the mission, even though they know that they will never see earth again.

The people who want to go to Mars say that their plan is not very different from the first Europeans who went to America, or the thousands of people who have left their countries because of war or disease. They also knew that their new lives would be difficult, and that they would probably never see their countries again.

A hundred people who want to go to Mars have been chosen to start special training to see who is suitable. Scientists will get the people to live in a small living space for a long time, without seeing any friends or family. This will be similar to what they can expect on Mars.

The launch will have a crew of just four people for the long journey into space. A special *settlement* will be built on Mars where food will be grown and the four people will live and work. It won't be an easy life: there will be very little water, they will have to grow their own food and the planet is known for its giant dust storms. Despite these problems, for some fearless pioneers, it is a challenge they cannot refuse.

Practice Test 3a

PRACTICE TEST

3a

- How many people will be sent to Mars in 2031?
a 200,000 b 100 **c 4** d 400
- Why did the people decide to travel to Mars?
a They want to see if they can survive there.
b They want to see the dust storms.
c Scientists made them go there.
d They don't like earth.
- What is the main idea of the text?
a One day, we will all live on Mars.
b Life on Mars will be very difficult.
c The people who go to Mars will be famous.
d Life on Mars will never be possible.
- What does the word *settlement* mean?
a a farm **b** a place where a group of people live
c a factory d a rocket
- What does the underlined *it* refer to?
a an offer to go to Mars b a six-month journey into space
c time spent with three other people d an offer to send in an application
- How far is Mars from earth?
a 400,000,000 kms b 400,000 kms c 4,000,000 kms d 2,000,000 kms
- How did the people who wanted to go to Mars describe their mission?
They said that it was not very different from the first Europeans who went to America, or people who have left their countries because of war or disease.
- Do you think that many people will live on Mars in the future? Why/Why not?
Suggested: I think that life there will be too busy for most people. I think only a few brave scientists will live on Mars in the future.
- How many applicants applied to join the mission?
200,000
- How would you feel if someone told you that you could never return to earth?
Suggested: I would be frightened and very sad because I would not see my friends and family again.

The Novel

3 a Choose the correct answer:

- What do Sapt and Rassendyll find when they return to the lodge in the forest?
a the body of the King **b** the body of Josef
c the Duke d an empty house
- Why does Rassendyll have to continue pretending to be the King?
a Because the real King has been kidnapped. b Because he enjoys it.
c Because Sapt wants him to become King. d Because the Princess asks him.
- Why can't the Duke kill the real King?
a He is already dead. **b** Because then Rassendyll stays as the King.
c He doesn't know where he is. d Because he loves his half brother.
- Why does Duke Michael want Rassendyll to meet his special soldiers?
a He wants to be friendly. **b** He wants to frighten Rassendyll.
c He wants them to work for Rassendyll. d He wants Rassendyll to give them a job.

b Answer TWO (2) of the following questions:

1 Do you agree that Rassendyll was lucky? Why? / Why not?

Suggested: I agree that Rassendyll was lucky. He was rich and had a good education. Then he had a chance to help the King of Ruritania. It was difficult, but it was an adventure and he was a brave man.

2 What do you think might have happened if Sapt and Fritz had been poisoned like the King?

Suggested: I think that if Sapt and Fritz had also been poisoned, Duke Michael would have become King.

3 Why do you think that Sapt and Rassendyll left the palace through a secret tunnel?

They wanted people to think that the King was sleeping in bed while they went back to get the real King.

C Writing

4 Finish the following dialogue:

Hazem and Imad are talking about revising.

Hazem I've heard that you always revise at night. **1** *Is that correct* _____?

Imad Yes, that's right.

Hazem **2** *What are the advantages to that*

Imad One advantage is that it is much quieter at night.

Hazem **3** *Yes, you're quite right*. It is quieter then. **4** *What is the downside to revising at night*

Imad A negative side is that I feel tired the next day.

Hazem Yes, I'm sure you feel tired. It's harder to remember things at night, isn't it?

Imad **5** *That's not true/I completely disagree*. I remember things better then.

Hazem Well, we all have different ways to revise!

Imad **6** *I'd go along with that* _____.

5 Write a paragraph of ONE HUNDRED AND TWENTY (120) words on ONE (1) of the following:

a a description of a journey into space

b the advantages and disadvantages of artificial intelligence

6 A Translate into Arabic:

1 Scientific research is very important, as it paves the way towards a better life.

_____ *يُعدّ البحث العلمي مهم جدًا/للغاية، لأنه/حيث أنه يمهد الطريق لحياة أفضل.*

2 Everyone should play a positive role in developing our country and achieving progress.

_____ *يجب أن يلعب الجميع دورًا إيجابيًا في تطوير بلدنا وتحقيق التقدم.*

B Translate ONE (1) sentence only into English:

1 _____ *- يستطيع رواد الفضاء ممارسة رياضة انعدام الوزن أثناء مهمتهم في الكواكب.*

Astronauts can play a weightless sport during their mission to planets.

2 _____ *- ليرُعدّ الفضاء غامضًا بفضل المجهودات العظيمة للعلماء.*

Due to / Because of the great efforts of scientists, space is no longer a mystery.

A Vocabulary and structure

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

- 1 We don't know much about the bottom of the oceans because some of them have not been _____.
- a explained **b** explored c existed d found
- 2 I can't wait for the holidays. My parents _____ my sisters and me to our favourite beach!
- a are taken **b** are taking c take d will have been taken
- 3 That is a _____ hotel! It's the biggest building in the city.
- a** giant b mass c hostile d tiny
- 4 A new school _____ near my home and it will be open next year.
- a will build b was building c is building **d** is being built
- 5 The colour of this new car is _____. I don't like it at all.
- a ideal b hopeless **c** horrible d ordinary
- 6 Hundreds of sailing boats _____ from the beach yesterday. They looked really lovely.
- a can be seen b are seen **c** could be seen d were being seen
- 7 It takes many hours for the rocket to _____ the Space Station.
- a get b go **c** reach d travel
- 8 The teacher says that a new subject _____ next week.
- a is taught **b** will be taught c will teach d is going to teach
- 9 The rocket will be _____ into space tomorrow morning.
- a** launched b taken c kept d led
- 10 Our rubbish _____ every week.
- a are collected **b** is collected c was collecting d is collecting
- 11 You should only phone 123 in a/an _____.
- a emotion **b** emergency c ambulance d situation
- 12 A lot more birds _____ on the shore this year.
- a** have been seen b have seen c had been seen d saw
- 13 I can't talk to you now because I am _____ to go out.
- a** about b off c over d away
- 14 We can't get on the plane yet because it _____.
- a is cleaning b is cleaned c has been cleaned **d** is being cleaned
- 15 We can't play this computer game because the _____ don't work.
- a contents b crew c crops **d** controls
- 16 When the police arrived at the bank, they realised that the money _____.
- a had taken b has been taken **c** had been taken d has taken
- 17 The teacher asked us to discuss the pros and _____ of artificial intelligence.
- a benefits **b** cons c advantages d content
- 18 That new mobile phone is _____ expensive for me to buy.
- a so b such **c** too d enough

- 19 _____ is the study of energy, sound, light etc.
 a Physics b Chemicals c Geography d Maths
- 20 The bridge _____ is near my house is more than two hundred years old.
 a that b to which c where d what
- 21 The police do not know the _____ of the accident in the street yesterday.
 a challenge b reason c cause d benefit
- 22 Mariam _____ the windows yesterday. They look nice and clean now!
 a got b had c cleaned d got cleaned
- 23 The light from the sun that damages our skin is _____. You can't see it.
 a interrupted b informed c irrational d invisible
- 24 Yesterday, we _____ our roof repaired after the storm.
 a have had b have c have to have d had to have
- 25 We get the signal for our mobile phones from that tall _____ on the hill.
 a match b mast c maze d post
- 26 I didn't understand the homework so I _____ my friend to help me.
 a had b got c was having d was had
- 27 I like to do _____ work at the hospital. I don't get paid, but I enjoy helping the people there.
 a loyal b freelance c voluntary d hopeful
- 28 The teacher _____ us copy the notes from the blackboard.
 a got b caused c had d allowed
- 29 Fawzi enjoys working at the hotel, but the _____ is that it is a long way from his home.
 a downside b upside c benefit d pros
- 30 _____ of my parents are at home today. It's a holiday.
 a Neither b Both c Either d All

B Reading Comprehension

2 Read the following passage, then answer the questions:

Most people know that the first man on the moon was Neil Armstrong in 1969. However, since that time, the moon has been visited by eleven other men but they are not so famous. Who were these other space pioneers?

In 1969, four months after Neil Armstrong and his colleague Buzz Aldrin stayed on the surface of the moon for 21 hours, Alan Bean and Pete Conrad spent two days there. Bean is also an artist, and is the only person on earth who is able to paint space scenes that he had actually seen. In 1971, Alan Shepard and Edgar Mitchel went on a mission to study earthquakes on the moon (known as moon quakes). Shepard also enjoyed a game of golf there: because there is very little gravity, he hit the ball farther than any professional golf player on earth!

Seven months later, two more astronauts stayed for nearly three days on the moon. David Scott and James Irwin took along a special *vehicle* which meant they could travel around. They returned to earth with many moon rocks. In 1972, John Young and Charles Duke landed in the moon's mountains for the first time.

The moon was last visited at the end of 1972. Eugene Cernan and Harrison Schmitt explored the moon for three days, longer than any other astronaut. Schmitt was a geologist before he became an astronaut and he did a number of scientific experiments there. Before they returned to earth, Cernan wrote his daughter's name on the moon's surface. There is no weather on the moon, so he knew that there was nothing that would wear the letters away. They are probably there today!

There are now plans to get astronauts to visit the moon again, although nobody knows when this might be.

Practice Test 3b

PRACTICE TEST

3b

- Why are Alan Bean's paintings special?
 a They were painted on the moon. b They were painted in space.
 c He is the only artist who has been to space. d You can only see them on the moon.
- Why is it likely that you can still read the name of Eugene Cernan's daughter on the moon today?
 a The letters are very big. b The letters were written in rocks.
 c There is little that will remove the letters. d His colleague was a geologist.
- Why do you think that some of the astronauts played golf and wrote names on the surface of the moon?
 a They were very important experiments. b They wanted to have fun.
 c Scientists on earth got them to do these. d They behaved badly.
- Why do you think that astronauts were sent to the moon?
 a To punish them. b To do scientific experiments.
 c To test weightless sports. d To test zero-gravity living.
- What does the underlined word they refer to?
 a the astronauts b the spaceships
 c the moon's weather d the letters on the surface
- What do you think the word *vehicle* means?
 a something used to carry people or things b a type of spaceship
 c a rocket d a type of satellite
- Why do you think that no astronaut has visited the moon since 1972?
Suggested: Because it is very expensive and dangerous to send people to the moon.
- What was Alan Shepard and Edgar Mitchel's mission on the moon?
Their mission was to study earthquakes on the moon (moon quakes).
- Do you think that the moon will be visited again in the future? Why/Why not?
Suggested: I think the moon will be visited again because new technology means that it will be cheaper and safer to go there in the future.
- How long did Neil Armstrong stay on the moon?
He stayed there for 21 hours.

The Novel

- 3 a Choose the correct answer.
- What did Rassendyll do to surprise Sapt and the Marshal when they first arrived in Strelsau?
 a He wanted to ride through the old town alone.
 b He wanted to lead all the soldiers.
 c He wanted to meet Duke Michael.
 d He wanted to marry Princess Flavia.
 - What did Princess Flavia think of the King (Rassendyll) after the coronation?
 a She thought that he was the same. b She thought that he had changed.
 c She knew that he wasn't the King. d She didn't like him.
 - How do Sapt and Rassendyll leave the palace?
 a through the city walls b through a large gate
 c through a secret passage d through a cave
 - Who are the Six Men?
 a They are the King's special soldiers. b They are the Duke's best friends.
 c They are the Duke's special soldiers. d They are men who work for Colonel Sapt.

Practice Test 3b

PRACTICE TEST

3b

b Answer TWO (2) of the following questions:

1 Why do you think that Rassendyll remembered very little of the coronation?

I think he remembered very little because there were a lot of people and it was very busy.

2 Why do you think that Rassendyll says that a pretend King's life is harder than a real King's?

I think he says this because he needs to learn very quickly what to do and what to say to important people.

3 Do you think it was a good idea for Rassendyll to give due care to the poor? Why?

Suggested: I think it was a good idea for Rassendyll to visit the old town

because the poor people there will know that the King cares about them.

They will support him if they like him.

C Writing

4 Finish the following dialogue:

Azza and Radwa are talking about space travel.

Azza I think that more money should be spent on exploring space.

Radwa Why? 1 *What are the advantages to that* _____?

Azza One advantage is that we can learn more about the earth by learning about other planets.

Radwa I think that one day, everyone will travel to space.

Azza 2 *I don't agree/I'm not sure* _____. Not everyone will want to go to space.

Radwa 3 *A negative side is that space travel is expensive*

Azza Well, it costs a lot of money.

Radwa Yes, it is very expensive. However, I've heard that without space travel, we would not have a lot of the technology that we use every day.

4 *Is that correct* _____.

Azza Yes, that's correct. A lot of the technology that we use was first used on spaceships.

Radwa 5 *Could you tell me something about this technology?*

Azza Yes. An example is sat-nav systems in people's cars. Satellites were first used to send information about spaceships.

Radwa My father's car has sat-nav. I think it's very useful.

Azza 6 *I couldn't agree more* _____. I think it's useful, too.

5 Write an email to a friend of ONE HUNDRED AND TWENTY (120) words on ONE (1) of the following:

Your name is Reda. Your friend's name is Essmat. His/Her address is Essmat@newmail.com.

a why people have always wanted to explore new places

b what you think of science fiction

6 A Translate into Arabic:

1 Mariam and Ahmed had their teeth checked by the dentist last Tuesday.

_____ قام أحمد ومريم بفحص أسنانهم عند طبيب الأسنان يوم الثلاثاء الماضي.

2 The government tries to improve the educational system to keep up with world challenges.

_____ تحاول الحكومة تحسين المستوى التعليمي لمواكبة تحديات العالم.

B Translate ONE (1) sentence only into English:

1 نحن نعلم أن الزروع والأشجار تستمدان غذاءهما من الهواء والتربة.

_____ *We know that plants and trees get their food from the air and the soil.*

2 التكنولوجيا الحديثة سلاح ذو حدين لذا يجب أن تُستعمل بحرص.

_____ *Modern technology is a double-edged weapon, so / therefore it should be used carefully.*

UNIT 10

FINDING WORK

SB pages 61-55

WB pages 61-64

Objectives

Listening

Listening to check predictions and for detail

Grammar

Reported statements

Reading

Reading for gist and for detail

Critical thinking

Appreciating what makes a successful job applicant

Functions

Asking and answering personal questions

Writing

Writing information in a CV

UNIT 10

Finding work

OBJECTIVES

Listening Listening to check predictions and for detail
Grammar Reported statements
Reading Reading for gist and for detail
Critical thinking Appreciating what makes a successful job applicant
Functions Asking and answering personal questions
Writing Writing information in a CV

Listening

1 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

applicant	appointment
conscientious	CV (Curriculum Vitae)
established (adj)	pharmacy product
reputation	sales sociable

2 Work in pairs.

a Your older cousin, who has a job interview next week, has asked you what questions you think he will be asked by the interviewer. Make a list of four possible questions.
1. Why do you want to work for us?

b Now listen to a job interview. How many of the questions that you wrote did the interviewer ask the applicant?

3 Listen again and complete these sentences with information from the listening text.

a At Alexandria University, Mr Farag studied *biology and chemistry*.


b Mr Farag passed his driving test

c Mr Farag has been working for his uncle's company since

d Mr Farag says he will be good at this job because he is

e At the moment, Mr Farag lives in Nasr City with

f The company will tell Mr Farag the result of the interview on



4 Discuss these questions in pairs.

a If an interviewer asked you what your good qualities were, what would you reply?

b You have been offered a job, but it is a long way from where you live. Will you accept it? Why / Why not?

5 FOCUS ON WORD FAMILIES

Adjectives, nouns and verbs are often related to each other. For example, the noun **applicant** can be made from the verb **apply**.

1 Circle the suffixes in the words in bold.

a He had been working as a sales **assistant** in his uncle's pharmacy.

b He said that he'd always been a **conscientious** worker.

c Our company has a very good **reputation** in the medical **profession**.

d He always made sure that he arrived on time for **appointments**.

2 Look at the suffixes you have circled in the words above. Make a list of words that you know with the same endings.

a *accountant, applicant, consultant*

WORKBOOK PAGE 61

LESSON 1

SB page 61

WB page 61

Before using the book:

- Type how to write a resume in a search engine. Look at some simple CVs.
- Create a sample CV and include in it several obvious errors (such as spelling mistakes, skills that are irrelevant to the position, an unprofessional font, etc.). Type the CV and print out a copy for each student to see. Ask the

students to work in pairs to correct the mistakes on the CV. Discuss any ways in which the CV could be improved.

- Explain that, in this unit, the students are going to learn about CVs and job interviews and on how to do both well.
- Put the students into groups and ask them to make a list of all the jobs they know in English. Ask the groups to read out their job lists.

Listening

1 Check the meanings of these words in your dictionary.

Answers:

<u>applicant</u>	someone who has formally asked for a job, a place at a college, etc., especially by writing a letter
<u>appointment</u>	a meeting that has been arranged for a particular time and place
<u>conscientious</u>	showing a lot of care and attention
<u>CV (Curriculum Vitae)</u>	a document that describes your education and the jobs that you have done, used when you are trying to get a new job
<u>established (adj)</u>	describing a company, organisation, etc., that has been in existence for a long time
<u>pharmacy</u>	a store or a part of a store where medicines are prepared and sold
<u>product</u>	something that is made or grown to be sold
<u>reputation</u>	the opinion that people have of a person, product, company etc.
<u>sales</u>	the part of a company that deals with selling products
<u>sociable</u>	friendly, liking to be with other people



2 Work in pairs.

- Ask the students to read part a.
- Make sure they understand the task and put them into pairs.
- Then ask them to write four more questions that could be asked at a job interview. Monitor.
- Ask some pairs to read their questions to the class.
- For part b, explain that the students are going to hear a recording of a job interview. Tell them to listen carefully, and see if any of the questions they wrote are asked in the interview. You may need to play the recording more than once.
- Ask the students to list any of their questions that were asked and to list any other questions they heard.

Answers:

- Students' own answers
- Any questions from:
 - Do you have a driving licence?
 - What have you been doing since you left university?

I wonder if you could tell me why you're leaving your uncle's company?
 Does your uncle know you're trying to find another job?
 Why do you want to work for us?
 Why do you think you'd be good at the job?
 How would you feel if we asked you to work in another part of the country?

TAPESCRIPT

Interviewer: Good morning, Mr Farag. Please sit down.
Mr Farag: Thank you.
Interviewer: First of all, thank you for sending us your CV. I see you have a degree in biology and chemistry from Alexandria University.
Mr Farag: That's right.
Interviewer: And you're twenty-five years old. Do you have a driving licence?
Mr Farag: Yes, I do. I passed my driving test last year.
Interviewer: What have you been doing since you left university?
Mr Farag: I've been working as a sales assistant in my uncle's pharmacy.
Interviewer: I see, so you have some sales experience. I wonder if you could tell me why you're leaving your uncle's company?
Mr Farag: Yes, of course. I should start by saying that I have gained a lot of useful experience working for my uncle, but I'm quite ambitious and I'd like to travel round in my job and visit other places.
Interviewer: Good. Does your uncle know you're trying to find another job?
Mr Farag: Yes, he does. He's encouraging me to look for jobs.
Interviewer: Good. And why do you want to work for us?
Mr Farag: My uncle's told me that yours is an established company with a very good reputation in the medical profession.
Interviewer: That's right.
Mr Farag: My uncle has sold your products for many years and has never had any problems with them.
Interviewer: And why do you think you'd be good at the job?
Mr Farag: Well, I've always been a conscientious worker and I'm a sociable person, so I'll enjoy meeting and talking to customers. I'm also well organised, so I'd always make sure I arrived on time for appointments.
Interviewer: Now at the moment, you're living with your parents in Nasr City. How would you feel if we asked you to work in another

part of the country?
 Mr Farag: That'd be no problem. If I were given the job, it wouldn't matter to me where I was living and working.

Interviewer: Fine. Thank you very much for your time, Mr Farag. We have your telephone number and email address. We aren't interviewing any more people today. I'll contact you on Saturday morning to let you know the result of this interview.

Mr Farag: Thank you very much. Goodbye.

Interviewer: Goodbye.

3 Listen again and complete these sentences with information from the listening text.

Answers: _____

- b last year. c he left university.
- d a conscientious worker and a sociable person.
- e his parents. f Saturday morning.

4 Discuss these questions in pairs.

- 1 Write the heading *Qualities of a good candidate* on the board. Present the word *candidate*.
- 2 Ask the students to suggest good qualities for a person applying for a job. Write their suggestions on the board.
- 3 Now ask the students to read the questions and make notes.
- 4 Put them into pairs to compare and discuss their ideas. Then ask some pairs to share their answers with the class.

Students' own answers

5 Focus on word families.

- 1 Students complete the task individually.
- 2 Check answers as a class. Then ask them to do part 2 in pairs.

Answers: _____

- 1
- b conscientious c reputation / profession
- d appointment

2 Suggested:

- b ambitious, obvious, religious, serious, unconscious
- c qualification recommendation education

UNIT 10
Finding work

1 Choose the correct word.

- a My brother is more **ambitious/sociable** than me. He gets on with everyone he meets.
- b The company received over 100 **CVs/PCs** from interested **applicants/employers**.
- c My bank is an **established/organised** company. It has been in business for over 100 years.
- d If you need any medicine, there's a **physical/pharmacy** in the village.
- e My uncle's business had a very good **reputation/applicant**. Everyone knew it sold very good products.
- f If you want to see the doctor, you will need to make an **application/appointment**.
- g Tarek is very **conscientious/established**. If he starts a job, he will always finish it, even if it is very difficult.

2 Complete these sentences with words from Exercise 1.

- a I need some medicine. Is there a pharmacy near here?
- b Our family has an _____ business. It was started by my grandfather in 1935.
- c Our school has a very good _____. All the students do very well here.
- d When they are applying for a job, some people start their _____ with personal details. Others put their qualifications first.
- e Ali is the most _____ student in the class. He works hard and cares about what he does.
- f It is important for nurses to get on with their patients, so the hospital is looking for _____ young people to train.



3 Complete these sentences with the correct form of the word in brackets. Check in your dictionary.

- a Is your cousin going to apply for the job in the bank? (*application*)
- b At the airport, the disabled man asked someone to _____ him with his bags. (*assistant*)
- c Ali decided to _____ the doctor about his illness. (*consultant*)
- d My favourite team lost and failed to _____ for the finals of the competition. (*qualification*)
- e When my friend asked me if I wanted to go to the beach, it was an easy _____. I said yes! (*decide*)
- f How many English books do you _____? (*possession*)
- g My grandfather _____ some amazing things during his life. (*achievement*)
- h Smoking is not _____ inside the building. (*permission*)

information starvation / decision expression
 permission possession revision

- d achievement argument arrangement attachment
 development employment excitement treatment

1 Choose the correct word.

- 1 Check answers as a class.

Answers: _____

- b CVs/applicants c established
- d pharmacy e reputation
- f appointment g conscientious

Grammar Reported statements



GRAMMAR REVIEW PAGE 124

- 1 The interviewer reported what was said at the interview. What did the speakers say? Listen to check your answers.
- a Mr Farag said he had passed his driving test the previous year. *"I passed my driving test last year."*
 - b He told me that he had been working as a sales assistant.
 - c He explained that his uncle was encouraging him to find another job.
 - d He said that his uncle had sold our products for many years.
 - e He said that he was a sociable person and so he would enjoy talking to customers.
 - f I told him that we aren't interviewing any more people today.
 - g I promised that I would contact him on Saturday morning.

2 Discuss these questions in pairs.

- a What happens to the tense of the verb in reported statements?
- b Can you circle the reporting verbs used in Exercise 1?

3 Report these sentences using the best reporting verbs.

admit agree explain promise say shout told

- a "I'll be home tomorrow morning," he said. *He promised that he would be home the next morning.*
- b "My brother is helping me with my homework this afternoon," Manal said to her friend.
- c "We're hot because we've been playing tennis," Tarek said.
- d "The animal is dangerous!" said Mona loudly.
- e "I lost the pen that you lent me," said Karim.
- f "It would be great if we could go to England in the summer," said Nahla.
- g "Yes, it would," I said.

FOCUS ON GRAMMAR

Reported statements

- To report what someone said, you usually move tenses one step back:
"I like tennis and I played a good game this morning," said Leila. → Leila said that she liked tennis and had played a good game that morning.
- You can use *that* between the reporting verb and the statement. *Tell* is always followed by a pronoun:
"It was an easy test." → He said / explained / told me (that) it was an easy test.
- You usually need to change words describing the time and place, like *here, today, now* etc. The pronoun also often needs to be changed:
"I want to visit Cairo next week." → She said that she wanted to visit Cairo the following week.
- Past perfect tenses and past modal verbs do not change:
"We could see the mountain after we had reached the top of the tower." → He said that they could see the mountain after they had reached the top of the tower.
- There is no change when you report a fact:
"The Nile is the longest river in the world." → The teacher told us that the Nile is the longest river in the world.
- You can have a reporting verb in the present when someone says something now or around now:
"I am ready for the exam." → Ahmad says that he is ready for the exam.
- You can use different reporting verbs, for example: *admit, explain, promise, shout, tell, threaten.*

WORKBOOK PAGE 62

sentences with the correct forms of the words.

2 Check answers as a class.

- Answers:** _____
- b assist
 - d qualify
 - f possess
 - h permitted
 - c consult
 - e decision
 - g achieved

LESSON 2

SB page 62 WB page 62

Grammar

Reported statements

1 The interviewer reported what was said at the interview. What did the speakers say? Listen to check your answers.

- 1 Explain that the sentences are in reported speech. Read the example sentence and see if students can remember how to report statements. Then read through the Focus on grammar box.
- 2 Elicit the answer to sentence b. Then ask students to continue the task in pairs.
- 3 Play the recording for the students to check their answers.

- Answers:** _____
- b "I have been working as a sales assistant."
 - c "My uncle is encouraging me to find another job."
 - d "My uncle has sold your products for many years."

2 Complete these sentences with words from Exercise 1.

- 1 Ask the students to read the sentences, using the words from the previous exercise to complete the gaps.
- 2 Check answers as a class.

- Answers:** _____
- b established
 - e conscientious
 - c reputation
 - f sociable
 - d CVs

3 Complete these sentences with the correct form of the word in brackets. Check in your dictionary.

- 1 Ask the students to read the gapped sentences and to use their dictionaries to complete the

- e "I am a sociable person and so I will enjoy talking to customers."
- f "We aren't interviewing any more people today."
- g "I will contact you on Saturday morning."

TAPESCRIPT

- a I passed my driving test last year.
- b I have been working as a sales assistant.
- c My uncle is encouraging me to find another job.
- d My uncle has sold your products for many years.
- e I am a sociable person and so I will enjoy talking to customers.
- f We aren't interviewing any more people today.
- g I will contact you on Saturday morning.

2 Discuss these questions in pairs.

- 1 Tell the students to refer back to Exercise 1 and the Focus on grammar box to help them answer the questions.
- 2 Ask some pairs to share their answers with the class.

Answers: _____

- a The verb moves one step back.
- b said, told, explained, promised

3 Report these sentences using the best reporting verbs.

- 1 Ask the students to read the example and check they understand the task.
- 2 Tell them to write a reported version of each sentence, using the most suitable reporting verb.
- 3 Put the students into pairs and tell them to take turns to report the sentences to each other.
- 4 Ask some pairs to share their answers with the class.

Answers: _____

- b Manal told her friend that her brother was helping her with her homework that afternoon.
- c Tarek explained that they were hot because they had been playing tennis.
- d Mona shouted that the animal was dangerous.
- e Karim admitted that he had lost the pen that I/he/she/we/they had lent him.
- f Nahla said that it would be great if they could go to England in the summer.
- g I agreed that it would.

Note that moving the verb tense one step back in reported statements is optional if the sentence is still true at the time of reporting, for example when reporting a fact such as a name or address. Where no context is given, students should change the verb tenses and time and place references. However, they should be aware that these changes are not always necessary, and they should not be surprised if they hear or see sentences where the tense has not been changed.

UNIT 10

1 Read the reported statements and write what the people said.

- a She complained that she had waited for more than an hour for her appointment.
I've waited for more than an hour for my appointment.
- b They promised that they would phone us as soon as they arrived.

- c He admitted that he made a mistake the night before.

- d She explained that she was hoping to visit me the following week.

- e He agreed that he would not tell anyone what I had said.

- f Warda said that she was hungry.

- g Ahmed told us that his father is a doctor.

- h He said that he had gone to the museum and seen a lot of tourists.



2 Write a list of the reporting verbs in Exercise 1.

complained.

3 Rewrite this conversation in reported speech, using the reporting verbs in brackets.

- Nadia** I am taking an English test next week. (say)
a Nadia said that she was taking an English test the following week.
- Nahla** You should start revising now. (suggest)
b _____
- Nadia** I don't really know the vocabulary that we need to know. (admit)
c _____
- Nahla** You have lots of time to learn it. (explain)
d _____
- Nadia** Yes, you're right. I'll start revising this evening. (agree / say)
e _____
- Nahla** I'll help you to revise if you want. (promise)
f _____
- Nadia** You're a good friend, Nahla! (tell)
g _____

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1 Read the reported statements and write what the people said.

- 1 Tell the students to read the reported statements carefully and to rewrite each one as direct speech. Remind them about changing verb tenses, time expressions and pronouns.
- 2 Check answers as a class.

Answers: _____

- b "We promise that we will phone you as soon as we arrive."
- c "(I admit that) I arrived late last night."
- d "I am hoping to visit you next week."
- e "(Yes, / I agree that) I won't tell anyone what I said."

3 Rewrite this conversation in reported speech, using the reporting verbs in brackets.

- 1 Explain that the students must report each sentence. Remind them to change verb tenses, time expressions and pronouns as needed. Study the example with the class to make sure they understand the task.
- 2 Students can work individually and share their answers with the class.

Answers: _____

- b Nahla suggested that she started revising then / at that moment.
- c Nadia admitted that she did not know the vocabulary that they need / needed to know.
- d Nahla explained that she had lots of time to learn it.
- e Nadia agreed and said that she would start revising that evening.
- f Nahla promised to help her to revise (if she wanted).
- g Nadia told Nahla / her that she is / was a good friend.

LESSON 3

SB page 63

Reading

1 Check the meanings of these words and phrases in your dictionary.

- 1 Write the words from the box on the board.
- 2 Say the words and ask different students to come to the board to underline the stressed syllable in each word.
- 3 Say the words aloud and ask the students to repeat them.
- 4 Now tell the students to look up the meanings of the words in their dictionaries.
- 5 Now give a definition and ask the students to tell you the word and put this word into a meaningful sentence. Repeat for all the words.

UNIT 10

Reading

1 FOCUS ON VOCABULARY

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

candidate choir
daycare centre fluent
grade (n) neighbourhood

Ahmed Fawzy

Home address
El Tonsy St, Bahary,
Alexandria, Egypt

Contact Information
Phone: 102 03 48004
Email: ahmed.fawzy@me.edu

DOB: 17/05/1999

Nationality: Egyptian

EDUCATION

2015–2018 English Secondary School,
Alexandria General Secondary
Education Certificate (GSEC)
Thanawiya amma 2018 96%

2018–present English language, Cairo University

WORK EXPERIENCE

2016–2018 Editor of school magazine

ACHIEVEMENTS AND AWARDS

Academic
2018 – Special award for highest grade in English language

Sports: University Football Club – Captain of first team

Other activities: Charity work in home neighbourhood – in daycare centre for older people (two afternoons); camping; member of school book club and school choir

SKILLS


IT: Computing Grade 5
Experience in using Microsoft Office (Word and Excel)

Languages: Fluent in English
A little spoken Spanish and French

INTERESTS

Sports: Football, squash, athletics

Travel: I enjoy meeting people from other countries. I have travelled to Europe and Australia. My ambition is to visit the Far East (China and Japan).



2 Read this CV quickly to find the answers to these questions.

- a When was Ahmed Fawzy born?
He was born in 1999.
- b When did he finish school?
- c Which countries would he like to go to in the future?

3 Read the CV again. Are these sentences True or False? Correct the false sentences.

- a Ahmed Fawzy went to school in Cairo.
False. He went to school in Alexandria.
- b He did very well in the GSEC.
- c At the moment, he is studying English at university.
- d When he was at school, he won an award for his work on a magazine.
- e He works in a neighbourhood daycare centre every evening.
- f He is fluent in three languages.
- g He likes camping, reading and singing.

4 Check the meaning of these abbreviations that you may see on a CV in your dictionary.

- a DOB *Date of birth*
- b IT
- c BA
- d PhD
- e BSc
- f MSc

5 Discuss these questions in pairs.

- a What should your CV focus on in order to make you a suitable candidate for the job of Assistant Editor of an English magazine?
- b Do you think that Ahmed Fawzy would be a good candidate for this job? Why / Why not?

- f "I'm hungry."
- g "My father is a doctor."
- h "When I went to the museum, I saw a lot of tourists."

2 Write a list of the reporting verbs in Exercise 1.

- 1 Students quickly list the reporting verbs.
- 2 Check answers as a class.

Answers: _____
complained, promised, admitted, explained, agreed, said, told

Answers: _____

<u>candidate</u>	someone who tries to get a particular job
<u>choir</u>	a group of people who sing together
<u>daycare centre</u>	a place where people who are old or ill can be looked after during the day
<u>fluent</u>	able to speak or write a language very well, without stopping or making mistakes
<u>grade (n)</u>	a number or letter that shows how well you have done in your exams or school work
<u>neighbourhood</u>	a small area of a town, or the people who live there

2 Read this CV quickly to find the answers to these questions.

- Briefly revise what sort of information we expect to find in a CV.
- Ask the students to read the questions and tell them that they have five minutes to find the answers in the text. This will encourage the students to scan for information.
- After five minutes, tell the students to close their books. Check answers as a class.

Answers: _____

- He finished in 2018.
- He would like to go to the Far East (China and Japan).

3 Read the CV again. Are these sentences True or False? Correct the false sentences.

- Encourage the students to read the sentences first so they know what information to read for.
- Ask them to reread the CV and decide whether the sentences are true or false.
- Check answers as a class.

Answers: _____

- True
- True
- False. He won an award for highest grade in English language.
- False. He works in the daycare centre for two afternoons.
- False. He is only fluent in English.
- True

4 Check the meaning of these abbreviations that you may see on a CV in your dictionary

- Make sure the students understand what the meaning of abbreviation is. Write the CV and *e.g.* on the board and elicit their meanings as examples. Then read the example in the book.
- Tell the students to read the list of abbreviations and to look up the meanings in their dictionaries if they need to.
- Check answers as a class.
- Ask students if they know any other abbreviations in English and what they mean (for example *PC, Dr, Mr, Mrs, km, etc.*). Write their ideas on the board.

Answers: _____

- Information Technology
- Bachelor of Arts (a university degree in a subject such as history or literature)
- Doctor of Philosophy (the highest university degree)
- Bachelor of Science (a university degree in a science subject)
- Master of Science (a higher university degree in science)

5 Discuss these questions in pairs.

- Tell the students to read the questions and make notes.
- Put them into pairs to compare and discuss ideas.
- Ask some pairs to share their answers with the class.

Suggested answers: _____

- You should focus on how good you are at English and your writing and computer skills. It would probably also help to have a good knowledge of the topics that might be in the magazine.
- Yes, because he is studying English at university and is fluent in the language. He has worked as editor of the school magazine and is also good with computers. He probably has a good knowledge of topics that might be in the magazine, too, such as sports, camping, music, books and travel.

LESSON 4 SB page 64 WB page 63

UNIT 10

Critical thinking

1 Answer the following questions about the CV on page 63.

- a What work experience does Ahmed Fawzy have? *He was editor of the school magazine.*
- b What IT skills does he have?
- c What sports does Ahmed play?
- d What qualities do you think that Ahmed has which make him a good football captain?
- e Ahmed works for a charity. What does this say about him?
- f How do you think that Ahmed became fluent in English?

2 Read this quotation and discuss the questions.

- a Which of these skills would you describe as 'hard' and which as 'personal'?

- being tall or strong
- having a driving licence
- being conscientious
- knowing more than one language
- being sociable

There are two kinds of skills that people applying for a job must have if they want employers to offer them a job. There are 'hard skills' such as a degree, and 'personal skills', like being a good leader and other qualities needed if you want to succeed in a particular career.

- b Why do you think that employers look for both kinds of skills?

3 Read Fatma Badr's CV and discuss these questions in pairs.

- a Is there any information missing from Fatma Badr's CV?
- b Why is it important to include this information?
- c What skills and qualities does Fatma have that would make her a good candidate for the job of Assistant Editor of an English magazine?
- d Compare her CV with that of Ahmed Fawzy's. Who do you think would be best for the job? Why?
- e Compare your ideas with other pairs.

WORKBOOK PAGE 63



SKILLS FOR LIFE

Work experience, volunteering and charity work are good things to put on your CV.



FATMA BADR
DOB: 8/10/1999

EDUCATION
2015–2018: English Secondary School Cairo, (GSEC) Thanawiya amma 2018 97%

WORK EXPERIENCE
2015–present: I do the accounts for my mother's shop

ACHIEVEMENTS AND AWARDS
2018: Special award for highest grade in maths
Sports: Part of winning tennis team in school competition
Other activities: Voluntary work helping with young children

SKILLS
IT: Computing Grade 5, can use Microsoft Word and Excel
Languages: Fluent in English, some German and French

- f He worked hard at school and he has travelled in Europe and Australia.

2 Read this quotation and discuss the questions.

- 1 Make sure the students understand the distinction between 'hard' and 'personal' skills.
- 2 Read the skills in part a to the class. For each skill, ask them to raise one hand if they think it is a hard skill, and two hands if they think it is a personal skill. Always ask them to explain why.
- 3 For part b, put the students into small groups to read and discuss the question.
- 4 Ask some groups to share their answers with the class.

Answers:

- a Hard skills: having a driving licence, knowing more than one language
Personal skills: being tall or strong, being conscientious, being sociable
- a Suggested: Because they want people who have good qualifications, but also people who are sociable, interesting and easy to work with.

3 Read Fatma Badr's CV and discuss these questions in pairs.

- 1 Give the students time to discuss the questions in pairs. Go round and monitor as they are working and offer help as necessary.

- 2 Ask some pairs to share their answers with the class.
- 3 Have a class discussion, especially regarding questions d and e. At the end have a class vote to decide who would be the best for the job.

Answers:

- a Yes, her home address and contact details, plus her interests.
- b Her contact information is important so that the company can contact her. They will also want to know about her interests so they can understand her personal skills better.
- c She did very well in her school exams. She is fluent in English. She is good at computing. She is also good with people – she works with young

Critical thinking

1 Answer the following questions about the CV on page 63.

- 1 Ask the students what they remember about Ahmed Fawzy's CV on page 63.
- 2 Ask the students to read the questions. Put them into groups to discuss the answers. Check answers as a class.

Answers:

- b He has a Grade 5 computing exam and experience in using Microsoft Office (Word and Excel).
- c He plays football, squash and athletics.
- d He cares for other people and he enjoys meeting other people too.
- e Suggested: It shows that he is a kind and caring person who wants to help others.

children and as part of a tennis team. She is also good with money (she has done the accounts for her mother's shop).

d/e Students' own answers

Skills for life

Read the Skills for life box as a class. Ask students if they have any experience that they could put on their CVs.



WORKBOOK

page 63

1 Complete the puzzle to find a word.

1 Check answers as a class.

Answers: _____

- b neighbourhood
- c choir
- d IT
- e grade
- f candidate
- g CV
- h centre

The word in the boxes is: experience

2 Complete these sentences with words from Exercise 1.

2 Check answers as a class.

Answers: _____

- b choir
- c fluent
- d centre
- e CV
- f grade
- g neighbourhood
- h IT

3 Use your dictionary to complete these sentences with the correct form of the word in brackets.

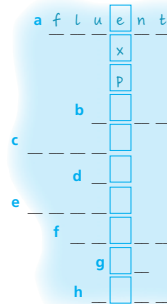
- 1 Put the students into pairs to compare their answers.
- 2 Check answers as a class.

Answers: _____

- b neighbourly
- c fluently
- d Fluency
- e graded

1 Complete the puzzle to find a word.

- a able to speak a language well without stopping
- b a small area of town or the people who live there
- c a group of people who sing together
- d an abbreviation for information technology
- e a number or letter that shows how well you have done at school
- f someone who tries to get a particular job
- g an abbreviation for curriculum vitae
- h old or ill people can be looked after at a daycare



The word in the boxes is _____.

2 Complete these sentences with words from Exercise 1.

- a Warda is the best candidate for the job. She should get it.
- b Ayman has a lovely singing voice. He should join the school _____.
- c Sara is _____ in three languages: Arabic, English and German.
- d My sister is a nurse and she often helps in the daycare _____.
- e If you want to apply for the job, please send us your _____.
- f What _____ did you get in your maths exam?
- g Most of the houses in my grandparents' _____ are quite old.
- h The _____ Manager makes sure all the computers are working well.



3 Use your dictionary to complete these sentences with the correct form of the word in brackets.

- a We get on with all our neighbours. Everyone is so friendly. (*neighbourhood*)
- b The people in this part of town are always very _____, especially if someone needs help. (*neighbourhood*)
- c Even though he has only been in London for six months, he can speak English _____. (*fluent*)
- d _____ is perhaps the most important language skill. (*fluent*)
- e These exercises are _____. Some of them are easier than others. (*grade*)

LESSON 5

SB page 65 WB page 64

Communication skills

1 Look at the CV on page 63. Which questions could you ask to find the information you would need to complete a CV?

- 1 Ask the students to look at the CV on page 63 again and elicit one or two questions that someone could ask to complete it, for example: What is your address? What is your phone number?

Communication skills
Asking and answering personal questions

1 Look at the CV on page 63. Which questions could you ask to find the information you would need to complete a CV?

2 Listen to Amir and Baher and answer the questions.

- a Did they ask the same questions as you suggested in Exercise 1?
- b Which of the jobs below does Baher want to apply for?

3 Listen again and put the questions below in the order that you hear them.

FOCUS ON FUNCTIONS

Asking and answering personal questions

- a Do you have any work experience?
- b What are your interests and hobbies?
- c Which exams have you passed?
- d Where are you from?
- e Which skills have you got?
- f Where were you born and what's your nationality?
- g Can you tell me about any awards or achievements?

4 Work in pairs.

- a Take turns asking and answering the questions from Focus on functions.
- b Make a note of your answers because you will need these to write your own CV in the Workbook.

RESEARCH

5 Research the following about universities

Find out:

- which universities are near you
- which courses you would like to do in them
- what exam grades you would need to enter the university
- what qualifications the university courses would give you

WORKBOOK
PAGE 64

65

2 Students work in pairs to think of other suitable questions. Go round and monitor while they are working. Offer help as necessary.

2 Listen to Amir and Baher and answer the questions.

- 1 Before the students listen, tell them to read through both the job advertisements carefully and then close their books. Ask them to tell you what job each advertisement is advertising. Discuss what qualifications would be necessary for each job.
- 2 Read the questions. Explain that the students will now hear a conversation between two friends, Amir and Baher.
- 3 Play the recording and allow the students

time to answer the questions. Play the recording again if necessary.

4 Check answers as a class.

Answers: _____
a Students' own answers
b The job for a representative.

TAPESCRIPT

Amir: There's an interesting job for a representative here. He or she is needed for an Egyptian medical company. Are you going to apply for it?

Baher: Yes, I'd like to. Can you help me to fill in my CV?

Amir: Of course. Let me ask you some questions. You can use the answers for your CV.

Baher: That's a good idea.

Amir: First of all, where are you from?

Baher: OK, I'll write my address and contact information here.

Amir: Next, where were you born and what's your nationality?

Baher: That's easy! The second of May, 1997, and Egyptian.

Amir: Which exams have you passed?

Baher: OK, I'll write that here.

Amir: Do you have any work experience?

Baher: I've worked in my uncle's shop. Should I put that?

Amir: Yes, it is all useful. Can you tell me about any awards or achievements?

Baher: I helped to clean a beach last summer.

Amir: That's good. Which skills have you got?

Baher: Well, I can speak English and I can use Word on a computer. And I can drive.

Amir: Great. Finally, what are your interests and hobbies?

Baher: I play basketball and I like taking photos.

Amir: Very good. Now we have all the information we need for your CV!

3 Listen again and put the questions below in the order that you hear them.

- 1 You may need to play the recording more than once.
- 2 Check answers as a class. Ask the students to read each question aloud and make sure that they use the correct intonation.

Answers: _____

- a 4 b 7 c 3 d 1
 e 6 f 2 g 5

4 Work in pairs.

- 1 Ask the students to ask and answer the questions in Focus on functions in pairs. They should note their answers for the writing task.
- 2 Walk around and check that students are doing this correctly. Make a note of any persistent errors and go over these at the end.
- 3 Ask some pairs to perform their interviews for the class.

5 Research the following about universities.

- 1 Go through the instructions with the class.
- 2 Students could do the task in class and share their findings in small groups or as homework.



1 Finish the following dialogue.

- 1 Check answers as a class. Ask pairs of students to read their completed dialogues. Accept all answers which are grammatically correct.

Suggested answers: _____

- a Do you have any work experience?
- b Which exams have you passed?
- c Which skills have you got?

2 Complete your own CV using the Student's Book as an example.

- 1 Ask the students to complete the blank CV in the Workbook with details about themselves. They should use the information they wrote down in page 65 Exercise 4 of the Student's Book and they can also refer to the CVs on pages 63 and 64.
- 2 Remind them that, on a CV, they should include all their skills and achievements. Monitor while they are working and offer help as necessary.

1 Finish the following dialogue.

Maya is being interviewed for a job at a bank.

Interviewer a _____?

Maya Yes, I worked as a secretary for an accountant for a year.

Interviewer b _____?

Maya I passed all my school exams and I have a degree in business studies.

Interviewer c _____?

Maya I can speak English well and I can use Microsoft Word and Excel.

Interviewer Thank you. You are a very strong candidate.

2 Complete your own CV using the Student's Book as an example.

CV

Name _____

PERSONAL INFORMATION

Home address _____ Contact information _____
 Phone: _____
 Email: _____

DOB: _____

EDUCATION

20__-20__ _____

WORK OR USEFUL EXPERIENCE

• _____
 • _____

ACHIEVEMENTS AND AWARDS

Date	Achievement
_____	_____
_____	_____

SKILLS

INTERESTS

3 Check what you have written.

- a Check that the information is correct.
- b Look for grammar and spelling mistakes. Check the correct spelling in your dictionary.

3 Check what you have written.

- 1 Tell the students to check their completed CVs to make sure they have written everything correctly and included all relevant facts.
- 2 Tell them to swap CVs with a partner to check for any errors.
- 3 Put the students into groups. Ask them to share their CVs with each other and discuss the information they have included.
- 4 Take in their work to mark. Look through them carefully and give advice on how to improve what they have written.

Assessment

Listening Task

Target element: revise the key listening text from the unit

Write the questions below on the board. Tell the students that there is a mistake in each question and that they must listen to the listening passage from Lesson 1 and correct the mistakes. Play the recording from Exercise 2 and give the students time to correct the questions. (The answers are in brackets below.)

- 1 Do you have a pilot's license? (~~pilot's~~ driving)
- 2 What have you been doing since you left the bank? (~~bank~~ university)
- 3 Does your uncle know that you're trying to find another flat? (~~flat~~ job)
- 4 How would you feel if we asked you to work in another part of the world? (~~part of the world~~ country)

Speaking Task

Target element: speaking about the qualities needed in a job

doctor teacher lawyer scientist builder

Put the students into groups to discuss the following questions for each job.

- 1 What qualities – hard and personal – do you need to do this job?
- 2 What is interesting about the job?
- 3 What wouldn't you like about doing this job?

Reading Task

Target element: read a CV and complete information

On the board, write the sentences below. Tell the students to reread the CV on Student's Book, page 64 and use the information to complete the sentences. (The answers are in brackets below.)

- 1 Fatma Badr was born in _____. (1999)
- 2 She went to school in _____. (Cairo)
- 3 She has work experience from doing _____ for her mother's shop. (the accounts)
- 4 In 2018, she was given a special award for _____. (getting the highest grade in maths)
- 5 She does _____ helping with young children. (voluntary work)
- 6 She is fluent in English and speaks a little _____ and _____. (German / French)

Writing task

Target element: to practise writing about a job that you would like to do and why

Ask the students to choose a job that they would like to do. Tell them to write a paragraph explaining what the job is and why they would like to do it. Tell them to state the qualities needed for the job. Ask some students to read their paragraphs to the class.

UNIT 11

SIR CECIL SPRING-RICE: "DAY"

SB pages 66-70

WB pages 65-68

Objectives

Listening

Listening for gist and for detail;
identifying rhythm in literary texts

Grammar

Reported questions

Reading

Reading for gist, for specific
information and to paraphrase

Critical thinking

Understanding the importance of
nature

Functions



Expressing surprise

Writing

Writing a report of an interview

UNIT 11 Sir Cecil Spring-Rice: "Day"

OBJECTIVES **Listening** Listening for gist and for detail; identifying rhythm in literary texts
Grammar Reported questions
Reading Reading for gist, for specific information and to paraphrase
Critical thinking Understanding the importance of nature
Functions Expressing surprise
Writing Writing a report of an interview



Listening

1 **FOCUS ON VOCABULARY**
Check the meanings of these words in your dictionary.

ambassador	president
throughout	will (n)

2 **Discuss these questions in pairs.**

1 Can you match the languages with the countries where they are spoken?

Persian	Mandarin	English	Spanish
Argentina	China	Australia	Iran

2 In which jobs would it be useful to speak some or all of these languages?

3 **Listen to a talk about the poet Sir Cecil Spring-Rice and answer the questions.**

a Which two job titles did Spring-Rice have during his life?
b Which important person was he friends with?
c When were his poems published?

4 **Listen again and put the events in the poet's life in the correct order.**

a He became friends with Theodore Roosevelt.
b He spent two years in Egypt.
c He died, aged 58.
d Spring-Rice graduated from Oxford University.
e His money helped students to learn languages at Oxford University.
f He became the British Ambassador to the United States.
g He became a diplomat in North America.
h He asked the President of the USA to help Britain during the First World War.


5 **Discuss these questions in pairs.**

a Why did Andy Turner say that Sir Cecil Spring-Rice wrote poetry?
b Which of the following do you think is most effective at expressing feelings or ideas?

- novels
- poems
- music
- short stories
- songs

66

WORKBOOK PAGE 65



LESSON 1

SB page 66

WB page 65

Before using the book:

- Ask the students to work in small groups and to think of as many countries and languages as they can in English.
- Ask each group to share their ideas with the class. Write these on the board.
- Spend a few minutes discussing in which

jobs it would be useful to speak another language fluently. Elicit answers and put these on the board.

- Explain that in this unit, the students are going to read about a famous poet, who also used his language skills to do an important job.

Listening

1 Check the meanings of these words in your dictionary.

Answers: _____

<i>ambassador</i>	an important official that a government sends to another country to manage relations with that country
<i>president</i>	the official leader of a country that does not have a king or queen
<i>throughout</i>	during all of an event or period of time
<i>will (n)</i>	a legal document in which you say who you want to give your money and property to after you die

2 Discuss these questions in pairs.

- 1 Ask the students to discuss the questions in pairs. Go over their answers as a class. Do they agree on their suggestions for question 2? Have a brief class discussion.

Answers: _____

- 1
 - Persian: Iran
 - Mandarin: China
 - English: Australia
 - Spanish: Argentina
- 2 Suggested: An ambassador to one of these countries; a business person doing business with these countries; a tour guide who has tourists from these countries

3 Listen to a talk about the poet Sir Cecil Spring-Rice and answer the questions.

- 1 Ask students to look at the photo at the top of the page and explain that this is the poet Sir Cecil Spring-Rice. Explain that Sir is a title given to important people in Britain. Ask students to guess when he lived.
- 2 Read the three questions then play the recording. Students listen and answer the questions. Ask them if they were right in guessing when he lived (in the late nineteenth and early twentieth centuries).
- 4 Check answers as a class.

Answers: _____

- a He was a diplomat and later an ambassador.

- b He was friends with Theodore Roosevelt (1858–1919), who became President of the USA, from 1901–1909. (Roosevelt is the man writing in the photograph at the bottom of page 65. Sir Cecil Spring-Rice is the man second from the left.)
- c They were published after he died.

TAPESCRIPT

Male voice: I'm a journalist and I meet many interesting people. Yesterday, I met Andy Turner, an expert on twentieth-century poetry who is writing a book about the English poet Sir Cecil Spring-Rice. This is what he told me.

First, I asked Andy where the poet had grown up. He told me that Sir Cecil Spring-Rice was born in London in 1859. He was the son of a diplomat.

Then I asked him if he could tell me about Spring-Rice's career.

He said that after getting a degree at Oxford University, Spring-Rice had become a diplomat and had spent time in North America. He became friends with the future president of the USA, Theodore Roosevelt. His work then took him to many different countries. I asked him which countries Spring-Rice had worked in.

He said that he had been a diplomat in Japan, Iran and Russia. He had also worked for two years in Cairo. He then became an ambassador, and returned to the USA to become the British Ambassador to the United States in 1912.

Then I asked what he had done as Ambassador to the United States.

Andy Turner said that while he had been in the USA, Spring-Rice had persuaded the President that the United States should help Britain during the First World War. They did this in 1917. Unfortunately, Spring-Rice died a year later, in 1918, aged 58.

I asked him whether it was true that he had helped students at Oxford University.

Andy said "yes" and explained that, in his will, Spring-Rice had left money to help students who wanted to learn languages at Oxford University.

I then asked Andy if he could talk about Spring-Rice's writing.

He said that Spring-Rice had written poems throughout his life, although they

were only published after he died. He also helped to translate many famous Persian poems into English.

Finally, I said that Spring-Rice had clearly been a busy man. I asked Andy why the ambassador had written poems.

Andy said that he had probably found writing a good way to relax and also to express his feelings and ideas. Many people say that it is easier to express a feeling or idea in a short poem than in a story.

4 Listen again and put the events in the poet's life in the correct order.

Answers: _____

- a 3 b 4 c 7
- d 1 e 8 f 5
- g 2 h 6

5 Discuss these questions in pairs.

- 1 Give the students time to discuss the questions in pairs. Go round and monitor.
- 2 Open up a class discussion so the students can share their ideas.

Answers: _____

- a He probably found writing a good way to relax and also to express his feelings and ideas.
- b Students' own answers

Sir Cecil Spring-Rice:
"Day"

UNIT
11

1 Match these words with their meanings.

- a ambassador 1 the official leader of a country which does not have a king or queen
- b Mandarin 2 during all of a period or event
- c president 3 a document which says who you want to give your things to after you die
- d throughout 4 an important person who represents their government in another country
- e will 5 the main language of China

2 Complete these sentences with words from Exercise 1.

- a The president of Egypt asked to have a meeting with the British _____.
- b Ahmed's grandfather left him some money in his _____.
- c She spoke clearly and fluently _____ the job interview.
- d _____ is one of the most spoken languages in the world.

3 Make phrases from the listening text by completing these sentences with the correct form of a word from each box.


become express spend translate university way

degree feelings friends poems relax time

- a Riham wants to spend some time with her cousins in the summer.
- b Applicants for the job should have a _____.
- c Walid and Imad first _____ when they met at primary school.
- d You need to be fluent to _____ Arabic _____ into English.
- e Many teenagers find it difficult to _____ their _____.
- f I find that swimming is a very good _____ to _____.

4 Use your dictionary or search online to find the name of three countries where people speak each of these languages.

- a Arabic Egypt _____
- b French _____
- c German _____
- d Portuguese _____
- e Spanish _____



WORKBOOK page 65

1 Match these words with their meanings.

- 1 Students do this individually and compare answers in pairs. Check answers as a class.

Answers: _____

- 1 c 2 d 3 e 4 a 5 b

2 Complete these sentences with words from Exercise 1.

- 1 Ask the students to read the completed sentences aloud. Check their pronunciation.

Answers: _____

- a President / ambassador b will

- c throughout d Mandarin

3 Make phrases from the listening text by completing these sentences with the correct form of a word from each box.

- 1 Students complete the task in pairs.

Answers: _____

- b university degree c became friends
- d translate / poems e express / feelings
- f way / relax

4 Use your dictionary or search online to find the names of three countries where people speak each of these languages.

- 1 Students can do this task in pairs or small

LESSON 2

SB page 67 WB page 66

Grammar

Reported questions

1 Choose the correct verbs in these sentences from the listening text. Then listen and check your answers.

- Before you start the task, briefly revise reported statements. Write on the board *I will see you tomorrow and elicit how it can be reported (I said that I would see him/her the next day)*. Ask the students to say what has changed.
- Explain that the students are now going to study reported questions. Read the instructions and the example.
- Ask the students to do the task in pairs.
- Check answers as a class.

Answers: _____
 b if c had done d whether / had
 e could f had

TAPESCRIPT

- First, I asked Andy where the poet had grown up.*
- Then I asked him if he could tell me about his career.*
- Then I asked what he had done as ambassador to the United States.*
- I asked him whether it was true that he had helped students at Oxford University.*
- I then asked Andy if he could talk about Spring-Rice's writing.*
- I asked Andy why the ambassador had written poems.*

2 Now write the reported questions in Exercise 1 as direct questions.

- Read the example and check that the students understand the task.
- Students work in pairs to complete the exercise. Go round and monitor. If students find the task difficult, you can refer them to the Focus on grammar box.

Grammar Reported questions

GRAMMAR REVIEW PAGE 124

- Choose the correct verbs in these sentences from the listening text. Then listen and check your answers.
 - First, I asked Andy where the poet grew up / had grown up.*
 - Then I asked him if / that he could tell me about his career.*
 - Then I asked what he does / had done as ambassador to the United States.*
 - I asked him which / whether it was true that he has / had helped students at Oxford University.*
 - I then asked Andy if he could / can talk about Spring-Rice's writing.*
 - I asked Andy why the ambassador has / had written poems.*

FOCUS ON GRAMMAR

Reported questions

- In reported questions, we move the tense one step back and make changes to pronouns and time references, as in reported statements:
"What did you do yesterday?" → I asked Ali what he had done the day before.
- We also change the word order. Question marks are not used:
"Where will you go next week?" → She asked him where he would go the following week.
- We use *if* or *whether* to report Yes / No questions:
"Do you often write poems?" → I asked him if / whether he often wrote poems.
- In *wh-* questions, we do not use *if* / *whether*. We use the same question word:
"Where did you eat?" → She asked me where I had eaten.
- When *shall* is used as a suggestion, it is reported with *should*:
"Shall we go now?" → He asked me if / whether we should go now.
- Do not use *say* or *tell* to report questions. Use reporting verbs such as *ask, inquire, wonder* or *want to know*.

- Now write the reported questions in Exercise 1 as direct questions.
 - "Where did the poet grow up?"*
- Discuss the following in pairs.
 - How is the word order different between Exercises 1 and 2?
 - How do the verbs change?
- A friend asks you these questions. Report them to another student.
 - "Do you have a pencil?"
He / She asked me if I had a pencil.
 - "How old was Spring-Rice when he went to Egypt?"
 - "Where are you living at the moment?"
 - "Will you study abroad?"
 - "Which subjects are you studying next year?"
 - "Are you well organised?"

- Work in groups of three.
 - Imagine that you are interviewing someone for a job. Write down four questions. Ask a second student your questions.
 - When you are asked a question, report the question to the next student, then answer the question.
 - The third student can then report the answer.



WORKBOOK PAGE 66

67

- groups. Ask which pair or group can find the most answers.
- Check answers as a class. Put the suggestions on the board.
- For homework, you could ask them to find out which are the next most spoken languages after Mandarin (Answer: Spanish, English, Hindi, Arabic, Portuguese).

Suggested answers: _____
 a Morocco, Libya, Jordan
 b France, Switzerland, Belgium
 c Germany, Austria, Switzerland
 d Portugal, Brazil, Angola
 e Spain, Argentina, Mexico

Answers: _____

- b "Can you tell me about his career?"
- c "What did he do as ambassador to the United States?"
- d "Is it true that he helped students at Oxford University?"
- e "Can you talk about Spring-Rice's writing?"
- f "Why did the ambassador write poems?"

3 Discuss the following in pairs.

- 1 Ask the students to discuss the two questions in pairs.
- 2 Go over their answers as a class. Then read the information in Focus on grammar.

Answers: _____

- a In reported questions, the subject usually comes before the verb.
- b Verb tenses in direct questions move one step back in reported questions.

4 A friend asks you these questions. Report them to another student.

- 1 Read the example sentence. Then ask a student to read sentence b. Elicit how this sentence can be reported.
- 2 Students complete the task in pairs. Go round and monitor. If the students need more help, they can refer to the Grammar review on page 124.
- 3 Check answers as a class.

Answers: _____

- b He/She asked me how old Spring-Rice was when he had gone to Egypt.
- c He/She asked me where I was living at the moment.
- d He/She asked me if/whether I would study abroad.
- e He/She asked me which subjects I was studying next/the following year.
- f He/She asked me if/whether I was well organised.

5 Work in groups of three.

- 1 Read through the instructions and put the students into groups of three.
- 2 Allow time for the students to write four questions individually.
- 3 In their groups, the students take it in turns to ask, answer and report the questions, as in the example.
- 4 Go round and monitor while they are working. Make a note of any persistent

UNIT
11

1 Read the reported questions and write what the people said.

- a He asked me if I knew that his sister had been ill.
Do you know that my sister has been ill?
- b We wanted to know what they thought of his idea.

- c Rawia asked Kholoud what she had done the evening before.

- d Hany asked Fady whether he could go to the museum the next day.

- e The teacher inquired whether we had found the homework easy or difficult.

- f Leila wondered if we should go to the park.

- g Imad wanted to know where Hisham would go to university.

2 Write a list of the reporting verbs in Exercise 1.
asked,

3 Rewrite this conversation in reported speech, using the reporting verbs in brackets.

Amir What are you studying in English at the moment? (*wonder*)
a Amir wondered what Munir was studying in English at that moment.

Munir We're studying an English poet. He's very interesting. (*explain*)
b _____

Amir What is his name? (*ask*)
c _____

Munir It's Thomas Hardy. (*tell*)
d _____

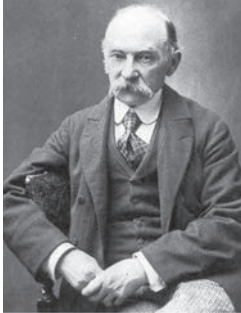
Amir Did he write books? (*want to know*)
e _____

Munir Yes, he did, but he wrote poems as well. (*say*)
f _____

Amir Can I read one of his poems? (*wonder*)
g _____

Munir I haven't got one with me. Shall I bring one home after the next lesson? (*explain / ask*)
h _____

Amir That'll be good. (*say*)
i _____



66

errors and go over these at the end.

- 5 Ask a few groups to perform their dialogues to the class.

WORKBOOK

1 Read the reported questions and write what the people said.

- 1 Read the example and elicit the answer to b.
- 2 Students then complete the task individually.
- 3 Check answers as a class.

Answers: _____

- b "What do you think of his idea?"
- c "What did you do yesterday evening, Kholoud?"
- d "Can you come to the museum tomorrow, Fady?"
- e "Did you find the homework easy or difficult?"
- f "Shall we go to the park?"

Reading

- Discuss these questions in pairs.
 - How many continents can you name?
 - What helped to create the shape of the continents?
- Read and listen to the poem "Day" by Sir Cecil Spring-Rice. Does it include any of the ideas that you talked about in Exercise 1?
- The following words have more than one meaning. Choose the correct meaning of these words in the poem.

fellow	1 a man or boy 2 a person doing the same activity as someone else
grain	1 one small part of, e.g. salt or sand 2 wheat or a crop used for food
toiler	1 someone who works very hard 2 someone who moves slowly and with difficulty

- Now answer the questions about the poem.
 - In what way is the sea busy? *It is making continents.*
 - Why is the rain falling not *in vain*?
 - Does the poem say that the wind does anything important?
 - Why does the sun say *my planets*?
 - Why do you think that the sun says its work is *never done*?
 - Who or what do you think that the last verse is about?
 - Personification* means describing a thing or object as if it was a person. How is personification used in the poem?
- Now paraphrase the poem in your own words.

Day

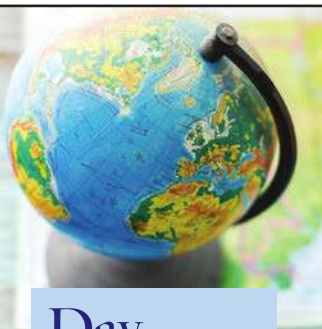
'I am busy,' said the sea.
'I am busy. Think of me making continents to be.
I am busy,' said the sea.

'I am busy,' said the rain.
'When I fall it's not in vain;
Wait and you will see the grain.
I am busy,' said the rain.

'I am busy,' said the air,
'Blowing here and blowing there,
Up and down and everywhere.
I am busy,' said the air.

'I am busy,' said the sun.
'All my planets, every one,
Know my work is never done.
I am busy,' said the sun.

Sea and rain and air and sun,
Here's a fellow toiler – one,
Whose task will soon be done.



g "Where will you go to university, Hisham?"

2 Write a list of the reporting verbs in Exercise 1.

- Students quickly write all the reporting verbs. Remind them to use a variety of reporting verbs when they report questions or statements.

Answers: _____
wanted to know, inquired, wondered

3 Rewrite this conversation in reported speech, using the reporting verbs in brackets.

- Advise the students to read the whole

conversation first. Ask if they know who is in the photograph (Thomas Hardy) and what they know about him.

- Students can complete the task in pairs.
- Ask some pairs to read the reported conversation aloud.

Answers: _____

- Munir explained that they were studying an English poet and that he was very interesting.
- Amir asked what his name was.
- Munir told him that it was Thomas Hardy.
- Amir wanted to know if/whether he wrote books.
- Amir said yes, he had, but that he had written poems as well.
- Amir wondered if he could read one of his poems.
- Munir explained that he hadn't got one with him. He asked if/whether he should bring one home after the following lesson.
- Amir said that that would be good.

LESSON 3 SB page 68

Reading

1 Discuss these questions in pairs.

- Check answers as a class. Ask how many countries the students can name within each continent, too.

Answers: _____

- There are six or seven: Africa, Asia, Australasia, Antarctica, Europe, North America, South America (some say America is one continent).

- Suggested: The seas, earthquakes, volcanoes, the weather.

2 Read and listen to the poem "Day" by Sir Cecil Spring-Rice. Does it include any of the ideas that you talked about in Exercise 1?

Answers: _____
Students' own answers (The poem says that the sea is busy making the continents.)

TAPESCRIPT

Day

'I am busy,' said the sea.
 'I am busy. Think of me
 making continents to be.
 'I am busy,' said the sea
 'I am busy,' said the rain.
 'When I fall it's not in vain;
 Wait and you will see the grain.
 I am busy,' said the rain.
 'I am busy,' said the air,
 'Blowing here and blowing there,
 Up and down and everywhere.
 I am busy,' said the air.
 'I am busy,' said the sun.
 'All my planets, every one,
 Know my work is never done.
 I am busy,' said the sun.
 Sea and rain and air and sun,
 Here's a fellow toiler – one,
 Whose task will soon be done.

3 The following words have more than one meaning. Choose the correct meaning of these words in the poem.

- 1 Ask the students to study the definitions. Explain that the words here each have two meanings so both definitions are correct, but the students are looking for the meaning used in the poem. Check answers as a class.

Answers: _____

grain: 2

toiler: 1

4 Now answer the questions about the poem.

- 1 Check answers as a class. For the last question, explain that personification is very common in poetry.

Answers: _____

- b Because it helps grain to grow (so it is useful).
- c No, it just blows everywhere.
- d All the planets in our solar system go round the sun, as if they belong to the sun.
- e The planets never stop moving round the sun, and all life needs the sun, so the sun is always important.
- f The last verse is about the poet who is writing the poem. His work is done because he has finished the poem (and also one day his life will end, unlike the sea, rain, air and sun).

- g It compares the sea, the wind, the air and the sun to busy people, each with a job to do.

5 Now paraphrase the poem in your own words

- 1 Remind the students that to paraphrase means to express something using different words, to make the meaning shorter or clearer.
- 2 Give the students plenty of time to do this. They could finish the task for homework. You can take in their work to mark, or ask some of them to read their suggestions to the class.

Suggested answers: _____

'I am always busy making continents,' said the sea.

'When I fall, I help the grain to grow,' said the rain.

'I always blow everywhere,' said the wind.

'The planets always go round me, so I'm always busy,' said the sun.

'I work hard too, but unlike you, my work will soon be finished,' said the poet.

LESSON 4

SB page 69

WB page 67

UNIT 11

Critical thinking

1 Read "Day" again and answer the questions.

- a How many verses has the poem got? Why do you think that the last verse is shorter than the others?
- b Which lines rhyme?
- c Why do you think that the poem is called "Day"?
- d Can you explain the meaning of *the fellow toiler's task will soon be done*?
- e Who do you think has worked harder, the fellow toiler, or the sea, rain, air and sun? Why?
- f What is the message of the poem?
- g Do you think that the use of personification is successful? Why / Why not?

2 Discuss these questions in pairs.

- a In what ways does the sun affect the planets?
- b Which do you think is least important for us, the rain, the sun or the wind?
- c Of the rain, the sun and the wind, which do you think is easiest to control? Which is the hardest to control? Why?
- d Which of these do you think can cause the most damage? How?

3 Work in groups.

- a Write a list of as many different landforms as you can, for example: *mountains, rainforest, desert*.
- b Now think about what has helped to form these different landforms the most: the sun, wind or rain.
- c How do people help to shape landforms?
- d Share your ideas with other groups.

4 Discuss these questions in pairs.

- a Do you worry about the future of our planet? Why / Why not?
- b Do you think that global warming will affect your life in the future? Why / Why not?
- c How can we make sure that our water and air remain clean for our children and grandchildren?
- d Do you think that one day we will be able to use the sun, water and wind for all our energy needs? Why / Why not?

5 FOCUS ON COLLOCATIONS

1 Complete the sentences with the correct form of these verbs.

~~blow~~ fall pour rise set

- a Did you hear the wind *blow* last night?
- b At what time does the sun in the morning?
- c The rain was very heavy last night. It was down!
- d You can see the rain on the river.
- e In summer, the sun at nearly midnight in the north of Europe.

2 Now use your dictionary to find out what these words have in common:

blizzard downpour gale

WORKBOOK PAGE 67

SKILLS FOR LIFE

Try to help prevent global warming. Save electricity by turning off lights and computers when you are not using them.

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- c Suggested: Because the sea, rain, air and sun do the same work every day.
- d It means his work (the poem) will soon be finished (and maybe his life will be over too, because he is human).
- e Suggested: The sea, rain, and air work hard, but the sun works hardest because its work never finishes.
- f The message is that the sea, the rain, the air and the sun will continue to shape the earth long after our lives are over.
- g Suggested: Yes, it is successful. You do not always think about the wind, sun, rain, etc. continuing forever throughout the day and night. When you compare them to people working, it is easier to understand that they never stop.

2 Discuss these questions in pairs.

- 1 Put the students into pairs. Give them time to discuss the questions.
- 2 Open up a class discussion so the students can share their ideas.

Suggested answers:

- a The sun pulls the planets towards it so they go round it. This affects the length of the night and day on the planets. The sun also warms the planets.
- b The wind is least important. We need the sun and the rain to grow food.
- c You can't really control any of these things, although buildings and shelters can protect us from them.
- d They can all cause a lot of damage. The rain can cause terrible floods; the wind can knock down trees and buildings; and the sun can cause droughts and also burn our skin.

Critical thinking

1 Read "Day" again and answer the questions.

- 1 Before the students read "Day" again, ask them what they can remember about the poem.
- 2 Now go through questions a–g. The students can read the poem again to help them if necessary. They can then discuss the questions in pairs.
- 3 Discuss their answers as a class.

Answers:

- a It has five verses. The last verse is shorter perhaps to show that the task will soon be finished.
- b Each line of each verse rhymes (aaaa, bbbb, cccc, dddd, ddd). The last seven lines all rhyme.

3 Work in groups.

- 1 Put the students into groups. Give the groups time to go through each point. Go round and monitor, offering help as necessary. You may like to present useful vocabulary such as to drain and reclaim.
- 2 Students share their ideas as a class.

Suggested answers:

- a sea, ocean, forest, cliffs, beaches, lakes, rivers
- b Students' own answers
- c People can shape landforms by cutting down forests and replacing them with cities or farms; building dams across rivers and flooding land;

building artificial beaches; draining lakes; reclaiming parts of the sea, etc.

4 Discuss these questions in pairs

- 1 Ask the students to work in pairs to discuss the questions. You might like to point out that the results they talked about in Exercise 3c might affect many of their answers in Exercise 4.
- 2 Students share their ideas as a class.

Answers: _____
Students' own answers

5 Focus on collocations

- 1 Remind the students what a collocation is (words which frequently go together) and read the example.
- 2 Students complete b–e in pairs. Ask them what these collocations have in common (they all relate to the weather).
- 3 Ask the students to do the last part for homework.

Answers: _____

- 1

b rise	c poured
d falling	e sets
- 2 They are all words for extreme forms of weather (snow, rain and wind).

Skills for life

Read the Skills for life box as a class. Discuss whether the students usually turn off lights and other electrical devices when they are not using them. Remind them to do everything they can to look after our planet.

WORKBOOK page 67

1 Complete these sentences by using the correct form of each word twice.

- 1 Ask the students to read the completed sentences aloud.

Answers: _____
b fellow c grains d toiled
e fellow f grain

1 Complete these sentences by using the correct form of each word twice.

fellow grain toil

- a The farm workers toiled in the fields all day.
- b Who is that _____ that your brother was with this morning?
- c There are _____ of sand on the floor, can you sweep it?
- d The old man slowly _____ up the hill to the market.
- e My cousin is staying in a hostel with his _____ travellers in Jordan.
- f The farmer uses some of his _____ to make bread.



2 Which words rhyme with these?

- a sea, me, be three, bee, we, slowly, free
- b rain, vain, grain _____
- c air, there, everywhere _____
- d sun, one, done _____

3 Choose the correct verbs.

- a The wind is going/blowing from the north today.
- b In this country, the rain falls/pours mostly near the coast.
- c The sky starts to turn red just before the sun sets/falls.
- d It was dark when I woke up because the sun had not yet blown/risen.

4 Choose the correct answer.



- a You would be in a *blizzard* if the weather was very _____.
A snowy and windy B windy C rainy D hot and windy
- b You would be in a *downpour* if the weather was very _____.
A snowy B windy C rainy D hot
- c You would be in a *gale* if the weather was very _____.
A snowy B windy C rainy D hot

5 Write a paragraph about an extreme form of weather that you remember.

2 Which words rhyme with these?

- 1 Read the example. Ask the students to add words to this list. Students can work in small groups to complete the task. See which group can come up with the most words.
- 2 Check answers as a class. Write correct suggestions on the board.

Suggested answers: _____

- a remain, pain, train, brain, plane
- b share, pair, wear, fair, care, stair
- c won, fun, gun, run, someone

3 Choose the correct verbs.

- 1 Students can do the task individually.
- 2 Ask some students to read the completed sentences aloud. As further practice, ask the

Communication skills Expressing surprise

1 Listen to a conversation between Amir and Youssef and answer the questions.

- a Where has Amir been asked to go?
- b How does Youssef feel about this news?
- c How do we know how Youssef feels? Is it only because of what he says?

2 Listen again and put the sentences below in the order that you hear them.

FOCUS ON FUNCTIONS

Expressing surprise

- a Really? I find that surprising.
- b You must be joking!
- c You wouldn't, would you?
- d Never! That's incredible.
- e That's amazing!
- f I don't believe it.

3 Discuss these questions in pairs.

- a Can you think of a time when you were very surprised by something? What happened?
- b What has been the most surprising thing to happen in the news recently?
- c What is the difference between being surprised and being shocked?

4 Work in pairs.

- a Take turns to say these statements. Reply using an expression of surprise from *Focus on functions*. Don't forget to use the correct intonation.

- There used to be lions living in Egypt.
- 90 percent of the world's diamonds and half the world's gold come from Africa.
- Five of the ten smallest countries in the world are in Europe.
- Around 2,300 languages are spoken in Asia.
- Around 60–70 percent of the world's fresh water is frozen in Antarctica's ice.
- It is believed that once there was only one big continent, called Pangaea.
- Asia has 30 percent of the world's land area and 60 percent of its population.

- b Now take turns to make your own surprising statements. Your partner should show surprise.

5 Research facts about the continents

- Find out five interesting facts about one of the continents.
- Give a talk to the class, telling them what you have found.

WORKBOOK PAGE 68

Mount Nyiragongo, Democratic Republic of Congo

weather that the students have experienced. They can complete the task for homework.

LESSON 5

SB page 70 WB page 68

Communication skills

1 Listen to a conversation between Amir and Youssef and answer the questions.

- 1 Quickly revise the continents. Ask students how many countries they can name in Africa. Use a map to show them where the Democratic Republic of Congo is.
- 2 Students read the questions. Play the recording. Check answers as a class.

Answers:

- a He has been asked to go on a research trip with his uncle (to a volcano in the Democratic Republic of Congo).
- b He is surprised.
- c We know this by the intonation of his replies.

TAPESCRIPT

Boy 1: My uncle is a famous scientist.
 Boy 2: Is he, Amir? How interesting.
 Boy 1: He asked me if I'd like to go on a research trip with him.
 Boy 2: That's amazing!
 Boy 1: We're going to climb a volcano in the Democratic Republic of Congo.
 Boy 2: Never! That's incredible.
 Boy 1: I'd love to go right inside the volcano.
 Boy 2: You wouldn't, would you?
 Boy 1: My uncle told me that it's not dangerous.
 Boy 2: Really? I find that surprising.
 Boy 1: He asked my brother if he'd like to go too, but he doesn't want to.
 Boy 2: I don't believe it. It's a great opportunity.
 Boy 1: I want to visit all the world's volcanoes one day.
 Boy 2: You must be joking! That would be very dangerous, and very expensive!

students to make another sentence with each word that is not correct.

Answers: _____

- b falls
- c sets
- d risen

4 Choose the correct answer.

- 1 Students can do the task individually, then check answers as a class.

Answers: _____

- a A
- b C
- c B

5 Write a paragraph about an extreme form of weather that you remember.

- 1 Have a brief class discussion about extreme

- Boy 2:
- Boy 1:
- Boy 2:
- Boy 1:
- Boy 2:
- Boy 1:
- Boy 2:
- Boy 1:
- Boy 2:

2 Listen again and put the sentences below in the order that you hear them.

- 1 Go through the expressions of surprise, then _____

play the recording. You can play it more than once if necessary. Check answers as a class.

Answers: _____
 a 4 b 6 c 3
 d 2 e 1 f 5

4 Work in pairs

- 1 Point out that all the facts in the box are true. The students should use the correct expression to react if they are surprised by the facts.
- 2 Go round and monitor while they are doing this and check they use the correct intonation to show surprise.
- 3 Give the students time to think of their own facts. They can then continue the task in pairs.
- 4 Ask a few pairs to share their facts and responses with the class.

5 Research facts about the continents.

- 1 Students do this task at home. Read the instructions and make sure that they understand the task. Point out that they should keep notes about their facts for the task in the Workbook.
- 2 Students can present their work in the next lesson as a talk to the class or in groups.



1 Complete the conversation with these words.

- 1 Ask the students to read the completed conversation in pairs to check their answers. Make sure they use the correct intonation of surprise.

Answers: _____
 b Never c amazing
 d believe e wouldn't

2 Plan an interview.

- 1 Make sure that the students understand the task. Give the students time to write their questions. Go round and help as they are doing this.

Students' own answers

1 Complete the conversation with these words.

amazing believe never surprising wouldn't

Salma Did you know that there used to be only one continent, called Pangea?
Mariam Really? I find that a surprising.
Salma It formed about 275 million years ago.
Mariam b! That's incredible.
Salma It started to break up about 200 million years ago.
Mariam That's c.
Salma No one knew about Pangea until a German scientist suggested it in 1912.
Mariam I don't d it.
Salma I'd love to be able to visit Pangea!
Mariam You e, would you?

2 Plan an interview.

- a Think about the facts that you learned about the continents in the Student's Book.
- b Write four or five questions that you want to ask your partner about the continent that he/she researched.

1 Are most of the countries in this continent big or small?
 2 _____
 3 _____
 4 _____
 5 _____

3 Interview your partner.

- a Take turns to ask each other the questions you wrote in Exercise 2.
- b Make a note of the answers. It is not important if they do not know all the answers to your questions.
I don't know how big they all are, but some of the countries in Africa are very big.

4 Write a report of the interview.

- a Report the questions that you asked and your partner's replies.
I asked if most of the countries in this continent were big or small.
She explained that she did not know how big they all were, but that some of the countries in Africa were very big.
- 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 report in your notebook.

3 Interview your partner.

- 1 Ask the students to work in pairs to ask and answer the questions. Make sure that they note down their answers, as in the example.

4 Write a report of the interview.

- 1 Students write a report of the questions they asked and the replies they received, using reported statements and reported questions.
- 2 Go round and offer support as necessary. They can refer to the Grammar review on page 124 if necessary.
- 3 Once the students have written their final drafts, you can take in their work to mark. They could finish this for homework if necessary.

Assessment

Listening Task

Target element: revise the key listening activity and key grammar

Write the sentences below from the listening text on the board:

- 1 Ask the students to read the sentences and to complete them by listening to the recording.
 - 2 You may need to play the recording several times. When they have completed the exercise, go through the answers with the class. (The answers are in brackets below.)
- 1 First, I asked Andy where the poet (had grown up)
 - 2 Then I asked him me about Spring-Rice's career. (if he could)
 - 3 I asked him which countries Spring-Rice (had worked in)
 - 4 Then he had done as Ambassador to the United States. (I asked what)
 - 5 I asked him it was true that he had helped students at Oxford University. (whether)
 - 6 I then asked Andy about Spring-Rice's writing. (if he could talk)

Speaking Task

Target element: revise the key grammar

Ask students to work in groups of three. Students write down four questions about their partner's free-time activities. The first student then asks the second student the four questions. The second student reports the question to the third student, and then answers the question. The third student then reports the answer to the first student.

Students then swap roles, so student one becomes student two and so on.

Reading Task

Target element: revise the key reading passage of the unit

Write the sentences below on the board. Explain that some of them are correct but some of them contain the wrong words. Tell the students to reread the poem on Student's Book page 68, and to correct the wrong words. With a strong class you can ask them to do this without referring back to the text. (The answers are in brackets below.)

'I am busy,' said the sun.

'All my planets, except one, (~~except~~ every)

Know my work is always done. (~~always~~ never)

I am busy,' called the sun. (~~called~~ said)

Sea and rain and wind and sun, (~~wind~~ air)

Here's another toiler – one, (~~another~~ a fellow)

Whose job will soon be done. (~~job~~ task)

Writing Task

Target element: to practise writing a poem

Tell the students to write down a list of words that rhyme. Now ask them to use some of the words to write a short poem, about any topic. Students can read out their work to the class (or to groups if you have a large class).

UNIT 12

LIFELONG SKILLS

SB pages 71-75

WB pages 69-72

Objectives

Listening

Listening for detail

Grammar

Reported imperatives, suggestions and advice

Reading

Reading for specific information and to understand references

Critical thinking

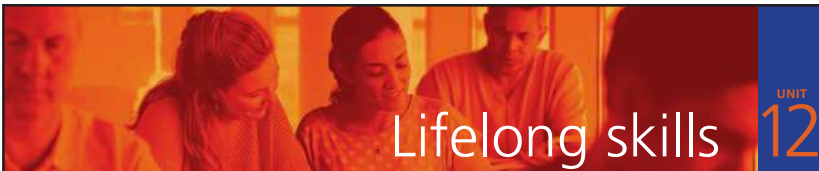
Appreciating the importance of lifelong education

Functions

Giving and responding to warnings

Writing

Writing a story about a warning



UNIT
12

Lifelong skills

OBJECTIVES

- Listening** Listening for detail
- Grammar** Reported imperatives, suggestions and advice
- Reading** Reading for specific information and to understand references
- Critical thinking** Appreciating the importance of lifelong education
- Functions** Giving and responding to warnings
- Writing** Writing a story about a warning

Listening

1 Discuss this question in pairs.
Why do some people decide to go back to college or university when they are adults? Think of two or three reasons.

2 FOCUS ON VOCABULARY
Check the meanings of these words and phrases in your dictionary.

creative writing enrol mature
Open University receptionist
redundant retrain worthwhile

3 Listen to three people talking about education courses and answer these questions.

- How old is each of the speakers? *Speaker one is 51.*
- What are they studying or hoping to study?
- What is unusual about the third speaker?

4 Listen again and complete these sentences with information from the listening text.

- Although the first speaker had sent his CV to many companies, *he didn't get any interviews.*
- He is training to be a teacher at
- He thinks that he will enjoy teaching, although
- Instead of going to university, the second speaker
- The main reason she can study now is that
- She is probably going to study languages at university, but she would really prefer
- For the first two years after he retired, the third speaker
- He has chosen to study at the Open University because

5 Discuss this question in pairs.
Why is it important for people to continue learning after they have left school or university?

6 FOCUS ON IDIOMS WITH MAKE UP
Choose the correct meaning of the underlined idioms from the listening text.

- I must make up my mind very quickly.
A decide
B think of a story
- I thought I'd make up for all the time I couldn't go on holiday because of work.
A do something to make a bad situation better
B regret not doing something
- I've always enjoyed making up stories.
A buying from the internet
B inventing

WORKBOOK
PAGE 69

LESSON 1

SB page 71

WB page 69

Before using the book:

- Write the following list of activities on the board:
 - *learn to play a musical instrument*
 - *go to school*
 - *go to university*
 - *get married*
 - *start a family*
 - *retire*
 - *learn a second language*

- *play football*

- Put the students into pairs and ask them to estimate the age at which most of the activities are done.
- Discuss their answers. Ask the students if they think that it is good that most people study and learn things when they are young. Ask them why they think this happens and why people learn fewer new activities when they are older.

Listening

1 Discuss this question in pairs.

- 1 Tell the students to read through the question and make notes.
- 2 Put them into pairs to compare and discuss ideas.
- 3 Ask some pairs to share their answers with the class.
- 4 Ask the students if they know anyone who has gone back to studying later in their life.

Suggested answers: _____

People may return to college or university to learn new skills to help in their current work, change jobs, learn something new out of interest, have a challenge, or do something that they couldn't do when they were younger.

2 Check the meanings of these words in your dictionary.

- 1 Write the words from the box on the board.
- 2 Say the words and ask different students to come to the board to underline the stressed syllable in each word.
- 3 Say the words aloud and ask the students to repeat them.
- 4 Now tell the students to look up the meanings of the words in their dictionaries.
- 5 Put the students into pairs to practise saying the words. One student gives a definition, the other says the word.

Answers: _____

<i>creative writing</i>	stories, poems, etc. written using your imagination
<i>enrol</i>	become or make someone official a member of a course, school, etc.
<i>mature</i>	behaving in a reasonable way like an adult
<i>Open University</i>	a distance-learning university in the UK
<i>receptionist</i>	someone whose job is to welcome people and help people at a hotel, office, etc.
<i>redundant</i>	no longer employed by a company because there is not enough work
<i>retrain</i>	train to do a different job
<i>worthwhile</i>	useful or enjoyable, even though you have to spend a lot of time, effort or money doing it

3 Listen to three people talking about education courses and answer these questions.

- 1 Tell the students that they are going to hear three people talking about their education courses.
- 2 Ask the students to read the questions.
- 3 Play the recording and ask them to listen carefully for the answers. Play the recording again if necessary.
- 4 Ask some students to share their answers with the class.

Answers: _____

- a Speaker 2 is 42, speaker 3 is 71 (almost 72)
- b Speaker 1: studying to be a teacher
Speaker 2: hopes to study languages or medicine
Speaker 3: studying a creative writing course at university
- c Speaker 3 has retired, but wants a new challenge and something to do with his time.

TAPESCRIPT

Man 1: Two years ago, I was made redundant when the company I'd worked for since I left school closed. I looked for a similar job and sent my CV to a lot of companies, but I didn't get any interviews. A friend warned me not to apply for the same kind of job because I was too old – I'm 51. He told me to apply for a different kind of job. He also advised me to retrain as soon as possible. This seemed like a sensible idea, so I looked around and found a course at my local college where I could train as a teacher. I've just started my second year and I'm really enjoying it. About half of the other students on the course are mature students like me. Teaching is so different from the job I was doing before. I probably won't earn as much money as I did, but I'm sure the work will be very rewarding.

Woman: I didn't go to university when I left school. I got a job as a doctor's receptionist. After a year, I married and had a family. Now I'm 42; my children are grown up and I'd like to go back to education. I think I will appreciate it more now than I would have done when I was 18. I always enjoyed English at school, so my husband suggested that I study languages, but I haven't decided yet. I'd really like to study medicine, but it's a very

long course. So I must make up my mind very quickly.

Man 2: *My name's Paul Roberts. I retired from my job as a bank manager five years ago and thought I'd make up for all the time I couldn't go on holiday because of work. For the first two years, my wife and I travelled all over the world. But two years was enough – I needed a new challenge of some kind, I needed to be busy again.*

I've always enjoyed making up stories. My wife encouraged me not to waste time but to do a degree course in creative writing, so I started looking round for suitable courses. In the end, I promised to enrol on a writing course with the Open University. It's a university for people who want to study, but can't leave home for some reason. You can do it at any age – and many Open University students have full-time jobs. It's ideal for me. I can study at home when I want to, using my own computer. By the time I finish next year, I'll be nearly 72 years old, but it's a really worthwhile experience.

4 Listen again and complete these sentences with information from the listening text.

- 1 Ask the students to read the sentence beginnings. Tell them that you will play the recording again and that they must listen and complete each sentence correctly. You may need to play the recording more than once.
- 2 Put the students into pairs to compare and discuss ideas.
- 3 Check answers as a class. Accept all correct answers.

Suggested answers: _____

- b his local college.
- c he won't earn as much money as he did before.
- d got a job as a doctor's receptionist.
- e her children are grown up and she will appreciate it more now.
- f to study medicine.
- g travelled all over the world with his wife.
- h he can study at home when he wants to.

5 Discuss this question in pairs.

- 1 Tell the students to read the question, discuss in pairs, and make notes.

- 2 Ask some students to share their answers with the class.
- 3 Write their ideas on the board.

Answers: _____

To keep up with the latest developments in their subjects; to learn new skills which may be important in their personal lives or at work; to take up opportunities to learn things they couldn't earlier in their life; to meet people and make new friends; to keep stimulated and interested in new things; to keep up with all the changes that are taking place in modern life.

6 Focus on idioms with make up.

- 1 Explain that make up has many different meanings. Ask the students to read sentences a–c and to choose the correct meaning of each. They can do this in pairs.
- 2 Check answers as a class.

Answers: _____

- a A b A c B

Lifelong skills UNIT 12

1 Complete these definitions.

new employed enjoyable ideas job member older

- a creative able to invent new and interesting ideas.
- b enrol become a _____ of a university course
- c redundant no longer _____ because there is not enough work
- d receptionist someone whose _____ is to help people at a hotel, office etc.
- e mature student a university or college student who is _____ than 25
- f retrain train to do something _____
- g worthwhile useful or _____, although you may spend a lot of time, effort or money doing it

2 Complete these sentences with the correct form of words from Exercise 1.

- a Salma has always been very creative. She will be a very good author.
- b I've always wanted to paint – that's why I've _____ on an art course.
- c The factory closed and all the workers were made _____.
- d My cousin used to be a soldier, but now he's _____ to be a teacher.
- e Most of the people in my university group are in their twenties, but there are also three _____.
- f My sister wants to be a teacher. She believes teaching is a _____ career.
- g When we arrived at the hotel, the _____ gave us the key to our room.



3 Use your dictionary to answer these questions.

- a The verb is *enrol*. What is the noun? enrolment
- b The adjective is *creative*. What is the noun? _____
- c The adjective is *creative*. What is the verb? _____
- d The adjective is *mature*. What is the noun? _____
- e The noun for the person is *receptionist*. What is the noun for the place? _____

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2 Complete these sentences with the correct form of words from Exercise 1.

- 1 Ask the students to read the gapped sentences and to use the words from the previous exercise to complete these sentences.
- 2 Check answers as a class.

- Answers:** _____
- b enrolled
 - c redundant
 - d retrained
 - e mature students
 - f worthwhile
 - g receptionist

3 Use your dictionary to answer these questions.

- 1 Tell the students to read through the questions and to use their dictionaries to answer them if necessary. Students can do this individually and compare answers in pairs.
- 2 Check answers as a class.

- Answers:** _____
- b creativity
 - c create
 - d maturity
 - e reception



1 Complete these definitions.

- 1 Tell the students to complete the definitions using the words from the box, as in the example. The students can work individually and compare answers with their partners.
- 2 Check answers as a class.

- Answers:** _____
- b member c employed
 - d job e older
 - f new g enjoyable

LESSON 2 SB page 72 WB page 70

Grammar

Reported imperatives, suggestions and advice

1 Match the sentences 1–5 from the listening text with the words the speakers used a–e.

1 Briefly review how to report statements and questions. Write on the board:

“What did you do yesterday, Ali?” “I played in the park.” Elicit how this conversation could be reported (I asked Ali what he had done the day before. He said that he had played in the park). Discuss what the main differences are between direct and reported speech.

- 2 Explain that the students are going to look at reporting imperatives, suggestions and advice. Ask the students to look at the example in the book.
- 3 Students work in pairs to match the reported speech with the direct speech.
- 4 Check answers as a class.

Answers: _____
2 b 3 e 4 c 5 a

2 Write these sentences in reported speech, using the reporting words from Exercise 1.

- 1 Ask the students to tell you which reporting verbs are used in Exercise 1 and write these on the board (*warn, told, advised, suggested, encouraged*). Then read the Focus on grammar box with the class.
- 2 Read the example sentence in Exercise 2. Then elicit the answer for sentence b.
- 3 Ask the students to work in pairs to report the remaining sentences.
- 4 Check answers as a class. Remind them that *suggest* is followed by *-ing* or *that + subject + infinitive*.

UNIT 12

Grammar Reported imperatives, suggestions and advice

1 Match the sentences 1–5 from the listening text with the words the speakers used a–e.

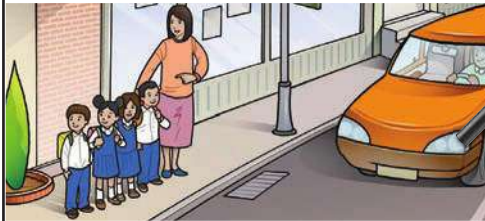
Reported speech

- 1 A friend warned me not to apply for the same kind of job.
- 2 He told me to apply for a different kind of job.
- 3 He also advised me to retrain as soon as possible.
- 4 My husband suggested that I study languages.
- 5 My wife encouraged me not to waste time.

Direct speech

- a “Don’t waste time!”
- b “You must apply for a different kind of job.”
- c “Why don’t you study languages?”
- d “Don’t apply for the same kind of job.”
- e “You should retrain as soon as possible.”

GRAMMAR REVIEW PAGE 125



FOCUS ON GRAMMAR

Reported imperatives, suggestions and advice

- We usually report orders, suggestions and advice with a reporting verb + object + (not) to + infinitive:
“Open your books.” → The teacher **told / asked / ordered us to open** our books.
“Don’t waste time.” → My father **advised me not to waste** time.
“Study science at university.” → Ali **encouraged his friend to study** science at university.
“If I were you, I’d take your coat.” → My **mother advised me to take** my coat.
- We do not use the infinitive after *say*. We use *that*:
“Don’t park there.” → The policeman **said that we must not park** there.
- Note that after *suggest / recommend*, we use verb + *-ing* or *that + subject + infinitive*:
“Do Exercise 2 again.” → Leila **suggested doing / that I do** Exercise 2 again.
“You should revise quietly.” → My friend **recommended revising / that I revise** quietly.

WORKBOOK PAGE 70

2 Write these sentences in reported speech, using the reporting words from Exercise 1.

- a “Look and listen before you cross the road,” said the teacher. *The teacher warned the children to look and listen before they crossed the road.*
- b “Do your best in the test,” the teacher told the class.
- c “Why don’t we have a picnic?” I said.
- d “If I were you, I’d arrive early,” she said.
- e “You must see the film, it’s great!” said Tarek.
- f “Pay for the shirt over there,” I was told.

3 Work in pairs. Respond to these situations. Then tell the class what your partner said.

- a You want to get fit. Ask for advice and suggestions. *My partner advised me to do exercises every day.*
- b You are about to cross a busy street. Your friend warns you about fast cars.
- c You want a good book to read. Ask your partner to recommend a book.
- d You are nervous before a sports match. Ask for encouragement.
- e You have a bad headache. Ask your friend for advice or suggestions.

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Answers: _____

- b The teacher encouraged the class to try their best.
- c I suggested that we had a picnic.
- d She advised me/him/her/us/them to arrive early.
- e Tarek encouraged me/him/her/us/them to see the film.
- f She told me to pay for the shirt over there.

3 Work in pairs. Respond to these situations. Then tell the class what your partner said.

- 1 Put the students into pairs and give them time to answer and report what was said. Monitor their work and help as necessary.

- Students could complete this for homework.

Answers: _____

- Randa explained that she hadn't, because she hadn't got the right qualifications.
- Sawsan encouraged her to apply for the job at the Palace Hotel, and told her that they needed a receptionist there.
- Randa said that it sounded interesting.
- Sawsan advised her to send the hotel her CV.
- Randa agreed and said she would send it the following week.
- Sawsan told her not to wait until the following week, and warned her to send it today, or it would be too late.

LESSON 3

SB page 73

Reading

1 Check the meanings of these words in your dictionary.

- Write the words from the box on the board.
- Say the words and ask different students to come to the board to underline the stressed syllable in each word.
- Say the words aloud and ask the students to repeat them.
- Now tell the students to look up the meanings of the words in their dictionaries.

Answers: _____

- department* one of the parts of a large organisation, such as a college, government or company
- promotion* a move to a better, more responsible position at work
- qualified* having passed an exam that shows you have the training, knowledge or skills to do a job

2 As you read this article, answer this question.

- Tell the students to read the article quickly and then close their books.
- Put them into pairs to explain to each other what they understood about the text.

Reading

1 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

department promotion qualified

2 As you read this article, answer this question.

Why have Tarek and Nahla started studying again?

3 Read the article again and choose the correct answers.

- In the past, students believed that they would ...
 - be able to retire early
 - not need to change jobs
 - have two or three jobs
 - have to retrain
- Tarek is studying because ...
 - he enjoys studying
 - he wants a better job
 - he is going to lose his job
 - his company is paying
- Nahla is studying because she ...
 - did not go to university when she was younger
 - wants to help her children with their studies
 - needs a qualification for her job
 - wants to get a higher degree
- Nahla chose a distance learning course ...
 - so she can study without leaving home
 - because she lives in Damietta
 - because it is not expensive
 - because she prefers using the internet

4 What do these words in bold from the article refer to?

- This** means that they will probably need new skills. *The fact that students will probably have to change jobs.*
- In today's world, lifelong learning helps them to get **these**.
- It provides courses for **its** employees.
- He knows **it** is worthwhile.

Lifelong skills

Thirty years ago, most university students believed that when they graduated, their education had finished. They looked for **employment** and then worked for one **employer** until they retired. Now students know that they will probably have to change jobs during their working lives. This means that they will probably need new skills, and in today's world, lifelong learning helps them to get these.

To remain **employable**, individuals must be good at the jobs they are doing and predict what skills they may need in the future. Tarek, who works in the finance **department** of a large company in Assiut, knows that to get a **promotion** he must improve his computer skills. His company needs highly **qualified** staff, so it provides courses for its **employees**, but Tarek is also doing an evening course. Doing his job and studying is hard work, but he knows it is worthwhile.

Nahla Zoheri lives in Damietta and has young children. She has a BSc in Information Technology and would like to return to work when her children are older. She hopes to get a Master's degree, but the nearest university with a suitable course is in Cairo. Nahla cannot leave her family, so she wants to study by 'distance learning'. This is when students and teachers are in different places.

Nahla has now enrolled on an MSc course and is very happy. All the information she needs is on the internet and her teachers communicate with her by email. In two years' time, Nahla hopes to get her Master's degree after studying in her own home and without leaving her family.

5 FOCUS ON WORD ENDINGS

- The verb *employ* means *pay someone to work for you*. Think about word endings that you know – this will help you work out the meaning of other words from the same family.
- Guess the meaning of these words from the article.

employable (adj) **employee** (n)
employer (n) **employment** (n)

- Ask the students to read the question and then find and underline the part of the text that answers it.

- Go through the answer with the class, referring back to the text.

Answers: _____

Tarek wants to improve his computer skills to get a promotion in the company he works for. Nahla wants to work again when her children are older, so she is studying for a Master's degree.

3 Read the article again and choose the correct answers.

- Ask the students to refer to the article and choose the correct answer for each sentence.

Critical thinking

1 Answer the following questions about the article on page 73.

- a Why does Tarek's company provide courses for its employees? *Because it needs highly qualified staff.*
- b What qualification does Nahla Zoheri want to get in the future?
- c Why do you think she wants this qualification?
- d Why do you think that people need to learn new skills during their working lives?
- e Why do you think that people like Tarek need to improve their computer skills?
- f Why do you think that Nahla cannot be a student in Cairo?

2 Read this quotation from the article and discuss the questions.

Thirty years ago, most university students believed that when they graduated, their education had finished. They expected to get a job and work for one employer until they retired. Now students know that they will probably have to change jobs during their working lives. This means that they will probably need new skills, and in today's world, lifelong learning helps them to get these.



- a Being a doctor is a job which people usually do until they retire. Can you think of any other jobs or professions like this?
- b What do you think will happen to people who do not or cannot learn new skills?
- c Do you think that everyone who works should go back to education regularly to learn new skills? Why / Why not?

3 Read these statements about the idea of lifelong education.

- a Do you agree or disagree with these statements? Use 1-4.
- b Now compare your ideas with another student. Discuss any of the statements you disagree about.

- 1 strongly agree 2 agree
- 3 disagree 4 strongly disagree

- The organisation I work for should retrain me if I need new skills.
- I should be able to return to full-time education once during my working life.
- If I have a good university education, I should never need new skills.
- Education is important, whether it helps people to get a good job or not.



SKILLS FOR LIFE

Find out about evening classes and adult education centres. These can train you in different skills after you finish school.

WORKBOOK PAGE 71

2 Check answers as a class.

Answers: _____

- b new skills
- c it = his company, its = the company's
- d doing his job and studying

5 Focus on word endings

- 1 Read through the Focus on word endings box with the class.
- 2 Tell the students to find the words in the article. Remind them that the context can help them to work out the meaning.
- 3 Put the students into pairs to compare their ideas.
- 4 Tell them to check their answers in a dictionary. Check answers as a class.

Answers: _____

- employable (adj)* having the skills and qualities you need for someone to employ you
- employee (n)* someone who is paid to work for someone else
- employer (n)* a person or company that pays people to work for them
- employment (n)* work that you do to earn money

Tell them to think carefully about the four answer options.

- 2 Put the students into pairs to compare their answers.
- 3 Check answers as a class.

Answers: _____

- a B b B c D d A

4 What do these words in bold from the article refer to?

- 1 Tell the students to find the phrases in the article, and to read the surrounding sentences to help them decide what the word in bold refers to.

LESSON 4

SB page 74

Critical thinking

1 Answer the following questions about the article on page 73 .

- 1 Ask students what they can remember about the article on page 73.
- 2 Tell the students to read the questions a-f. Put them into groups to discuss the answers. Tell them to refer to the text on page 73 if they need to.
- 3 Check answers as a class.

Answers: _____

- b She wants to get an MSc / a Master's degree.
- c She hopes to return to work when her children are older, and the qualification will help her to find a job.
- d Suggested: Because their existing skills become out of date. / New working practices are introduced that require new skills. / Technological progress can make existing skills useless.
- e Because companies are constantly changing their computer systems to keep up with advances in technology.
- f Because her children still need her to be at home in Damietta.

2 Read this quotation from the article and discuss the questions.

- 1 Ask the students to look at the picture on the right and say what it shows. Write their ideas on the board.
- 2 Tell the students to read the quotation in the box. Make sure that they understand it.
- 3 Put them into pairs to discuss the questions.
- 4 Ask some pairs to share their ideas. Discuss the answers with the class.

Suggested answers: _____

- a Highly skilled jobs such as scientists, vets, dentists.
- b It will be hard for them to improve their position / get promoted in a company.
- c Students' own answers

Skills for life

Read the Skills for life box as a class. Ask if any of the students in your class know about any local evening classes or adult education centres and what they offer.

3 Read these statements about the idea of lifelong education.

- 1 Explain that the students must give each statement a number from 1 to 4, based on how much they agree or disagree with it. If they fully agree, they must write 1 and if they completely disagree, they must write 4.
- 2 Put the students into groups to compare their answers. Tell them to discuss any statements they disagree about and try to convince each other to change their opinion. Monitor as they work.

UNIT
12


1 Write the word that matches the meaning.

department employable employer employee
 employment promotion qualified

- a someone that pays people to work for them _____ employer _____
- b one of the parts of a large organisation _____
- c someone who is paid to work for another person _____
- d a move to a better job at work _____
- e work that you do to earn money _____
- f having the skills and qualifications that will help you to find work _____
- g having qualifications for a job _____

2 Complete these sentences with words from Exercise 1.

- a The largest company in our town has 600 employees.
- b I hope the new skills I am learning at college will make me more _____.
- c My father is a _____ engineer.
- d My uncle is a teacher in the languages _____ at our local school.
- e She has worked very hard this year, so she is hoping for a _____ at work soon.
- f Everyone likes working for Mr Hamdi. They say he is a very kind _____.
- g Most students start looking for _____ before they leave university.



3 Use your dictionary to complete these sentences with the correct form of the word in brackets.

- a A company in my town closed last week, leaving 50 people unemployed. (employer)
- b The secondary school in our town _____ more than a hundred teachers. (employee)
- c I hope my company will _____ me when I finish this computer course. (promotion)
- d The largest _____ in the city is the car factory. (employable)
- e I believe I have the best _____ for the job. (qualified)

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- 3 Ask a few students to share their opinions and the reasons for them with the class.

Students' own answers

WORKBOOK page 71

1 Write the word that matches the meaning.

- 1 Tell the students to read the words in the box and to match each word with a definition, as in the example. Students can do this individually.
- 2 Check answers as a class.

Answers: _____

- b department c employee d promotion
- e employment f employable g qualified

Communication skills Giving and responding to warnings

- 1 Listen to three short conversations. Who are the two speakers in each conversation and what is the situation?
- 1 *A mother and child crossing the road. (a warning).*
 - 2
 - 3



- 2 Listen again and put the expressions below in the order that you hear them.

FOCUS ON FUNCTIONS

Giving warnings

- a I warn you not to ...
- b Watch out!
- c You mustn't ...
- d Be careful!

Responding to warnings

- e You're right. I'll
- f OK, I will / won't.
- g Don't worry. I will / won't ...

- 3 Plan a story.
- a Think of a story in which a young person benefited from a warning from an older member of their family. The people could be:
- people you know.
 - real people you have heard or read about.
 - fictional characters (from a novel or a film).
- b Prepare your story. Report what the people say to warn, advise or encourage you. Use some of the expressions from Focus on functions.
- c Tell your story to another student.

- 4 Discuss these questions in groups.
- How can young people benefit from advice given by older members of their family?
 - Why are grandparents particularly good at giving advice to their grandchildren?

RESEARCH

5 Research the following about distance learning

Find out:

- where people can study by distance learning in Egypt
- which courses are available
- which course might be suitable for a person that you know

WORKBOOK PAGE 72

- Answers:** _____
- b employs
 - c promote
 - d employer
 - e qualifications

LESSON 5

SB page 75 WB page 72

Communication skills

- 1 Listen to three short conversations. Who are the two speakers in each conversation and what is the situation?
- 1 Ask the students how they would feel if they saw a snake. What would they say to someone if they saw a snake near them? Elicit that they would give a warning.
 - 2 Explain that the students are going to hear three short conversations. Read the question and the example answer. Then play the recording.
 - 3 Students listen and answer.

- Answers:** _____
- 2 A father encouraging his son to work harder.
 - 3 A boy warning another boy about a snake.

TAPESCRIPT

1

Mother: *Be careful, this is a really busy road.*

Girl: *Don't worry, Mum, I won't cross if a car is coming.*

2

Father: *I warn you not to waste any more time on that computer game. You didn't spend long enough on your last homework.*

Boy: *You're right, Dad. I'll stop now and do my homework.*

Father: *I hope so. If you don't work a bit harder, you'll fail the test.*

3

Boy 1: *Watch out! You mustn't move.*

Boy 2: *Why not?*

Boy 1: *There's a snake in front of you.*

Boy 1: *OK, I won't.*

2 Complete these sentences with words from Exercise 1.

- 1 Students can do this in pairs.
- 2 Check answers as a class.

- Answers:** _____
- b employable
 - c qualified
 - d department
 - e promotion
 - f employer
 - g employment

3 Use your dictionary to complete these sentences with the correct form of the word in brackets.

- 1 Students can use their dictionaries if they need to.
- 2 Check answers as a class.

2 Listen again and put the expressions below in the order that you hear them.

- 1 Explain that the expressions can all be used to _____

- give or respond to warnings.
- 2 Play the recording again. Students listen and put the expressions in the order that they hear them.
- 3 Check answers as a class.

Answers: _____
 a 3 b 5 c 6 d 1
 e 4 f 7 g 2

3 Plan a story.

- 1 Point out that the story does not have to be true.
- 2 Make sure that they use warnings in the stories.
- 3 Ask a few students to share their stories with the class.

4 Discuss these questions in groups.

- 1 Put the students into small groups to discuss the questions. Then open it up into a class discussion.

Suggested answers: _____
 a Older members of the family have knowledge and experience that they can pass on to younger people.
 b Because they have a lifetime of experience that they often want to share with their grandchildren, and they have the time to do this,

5 Research the following about distance learning.

- 1 Students will need to do this task at home.
- 2 Students can present their work in the next lesson. Display the best summaries on the classroom wall.

WORKBOOK page 72

1 Complete these mini-dialogues.

- 1 Tell the students to read through the conversations carefully and to complete them in pairs.
- 2 Check answers as a class. Ask some pairs to read the conversations aloud. Encourage them to use the correct intonation to show surprise.

Answers: _____
 a Watch / worry
 b mustn't / right
 c careful / do / worry


UNIT 12
72

1 Complete these mini-dialogues.

a **A** Watch out! There's a car coming!
B Don't _____, I've seen it.

b **A** You _____ forget your keys! You'll need them later.
B You're _____, I'll keep them in my school bag.

c **A** Be _____, That plate is really hot! _____ not touch it.
B Don't _____, I won't pick it up until it's cool.



2 Make notes to plan a story about a younger person who benefited from a warning from an older member of their family.

- Write a sentence to describe the situation at the beginning of the story.

- Write a sentence to introduce the main characters in your story and say how they are related.

- Tell the story from beginning to end. Write one sentence for each stage in the story. Remember to report what people warned, advised or encouraged the person to do.

3 Write your story in 125–150 words.

- a Write your first draft quickly. Follow the notes you made in your plan. Try to include some of the warning language from the Student's Book.
- 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 story again in your notebook.

2 Make notes to plan a story about a younger person who benefited from a warning from an older member of their family.

- 1 Explain that they are going to plan a story to write in detail.
- 2 Remind them that at this stage they are only making notes and not writing the final story. Walk round and help as needed.

3 Write your story in 125–150 words.

- 1 Give the students time to use their notes to write their stories. They then check them carefully before writing the final draft.
- 2 Ask some of the students to read their stories to the class, or you could take them in to mark.

Assessment

Listening Task

Target element: revise the key listening and grammar of the unit

Write the gapped sentences below on the board, and ask the students to copy them. Explain that you are going to play the recording from Lesson 1, Exercise 3. Tell them to listen and complete them with the correct reporting verb. (The answers are given in brackets.)

- 1 A friend me not to apply for the same kind of job because I was too old. (warned)
- 2 He also me to retrain as soon as possible. (advised)
- 3 My husband that I study languages. (suggested)
- 4 My wife me not to waste time. (encouraged)
- 5 I to enrol on a writing course with the Open University. (promised)

Speaking Task

Target element: revise the key functions

Prepare a list of flash cards with the following situations on them:

- 1 **There is a very hot pan on the oven in front of you.**
- 2 **There is a big lorry coming fast down the road towards you.**
- 3 **There is a big insect in front of you. You do not know if it is poisonous.**
- 4 **You are walking next to a very old wall. It does not look very safe.**

Give out one set of cards to pairs of students. They take it in turns to read one of the situations and to give a warning to their partner, who must respond appropriately.

Reading Task

Target element: revise the key reading passage of the unit

Write the sentences below on the board for the students to read. Tell the students to reread the text on page 73 of the Student's Book and decide if the sentences are true or false. Ask them to correct any false ones. (The answers are given in brackets.)

- 1 *These days most people will have one job in their lives. (False. They will have many jobs.)*
- 2 *We need to predict the skills we will need in the future. (True)*
- 3 *Tarek's company doesn't offer courses to its employees. (False. It provides courses for its employees.)*
- 4 *Tarek is doing a course in Chinese. (False. He is doing a course in computer skills.)*
- 5 *Nahla studies from home and uses the internet. (True)*
- 6 *We need new skills so that we are unemployable. (False. We need new skills so we are more employable.)*

Writing task

Target element: writing about your future studies

Write the heading My future studies on the board and ask the students to think about things they would like to learn that they haven't learnt yet, and about skills they might like to develop (for example, learning a technical skill or a sport). Tell them to write a paragraph about what they would like to study, learn or practise in the future, and why. Ask them to also explain how they will benefit from these future studies.

Revision D

SB pages 76-80

WB pages 73-76

LESSON 1

SB page 76

Listening

1 Discuss these questions in pairs.

- 1 Ask the students to list the major economic centres of the world, where companies often have offices. Write their ideas on the board
- 2 Now put the students in pairs to discuss where in the world they would like to live and work. Ask them to say how life in their chosen city would be different from life in an Egyptian city, and what they think they would learn from the experience.
- 3 Ask some students to share their answers with the class.

Suggested answers:

- a Cities might include New York, London, Paris, Hong Kong, Shanghai, Beijing, Singapore, Sydney, and Dubai.
- b There might be different food, languages, culture etc.

2 Listen to a talk about people who work for an international company and answer these questions

- 1 Play the recording and tell the students to listen for and write down the answers.
- 2 Check answers as a class.

Answers:

- b Two hours. / Cairo is two hours ahead of London.
- c He asks her to write a report (on some money that the bank's thinking of spending in China).

TAPESCRIPT

Speaker: Thanks to information technology, the world's becoming smaller. This means that companies in cities all over the world can communicate with each other as if they were in the same place. They can do this by phone, by email and by social media.

Revision D

Listening

1 Discuss these questions in pairs.

- a If you worked for an international company with offices in cities all over the world, where would you choose to live and work?
- b How might this city be different from an Egyptian city?

2 Listen to a talk about people who work for an international company and answer these questions.

- a What is the time difference between London and Hong Kong? ... *Eight hours*
- b What is the time difference between London and Cairo?
- c What does Farouk ask his Chinese colleague to do?

3 Listen again and choose the correct answers.

- a The company Farouk works for is
 A a national bank **B an international bank**
 C a bank in Alexandria D a computer company
- b What does Farouk do before he leaves work every evening?
 A He emails the office in Cairo. B He phones the Hong Kong office.
 C He phones his mother in Alexandria. D He emails the Hong Kong office.
- c What is the subject of the report Farouk asks Wen Li to write?
 A international banking B bank staff in the Hong Kong office
 C a project in China D the Chinese economy
- d What does Wen Li do after she sends the report to Farouk?
 A She continues with the rest of her work. B She goes home.
 C She phones Farouk to discuss the report. D She has her lunch break.
- e What does Farouk do as soon as he has read Wen Li's report?
 A He makes some changes to the report. B He completely rewrites it.
 C He sends it to a colleague in the Cairo office. D He asks Wen Li to rewrite it.
- f At what time does Farouk's manager receive his email in Egypt?
 A 8:30 B 2 o'clock
 C 11 o'clock D 9 o'clock

4 Discuss these questions in pairs.

- a Would you like to do Farouk's job? Why / Why not?
- b Why do you think that Farouk and Wen Li communicate by email rather than by telephone?
- c Do you think that more people from different countries will work together in the future? Why / Why not?
- d Do you think that English will become more important in the future? Why / Why not?

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Farouk Seif El-Din is an accountant from Alexandria. He works in the accounts department of an international Egyptian bank. Farouk works at the bank's London office. He works an eight-hour day and is very conscientious. Every evening, before he goes home from work, he emails information to his colleague Wen Li, who works an eight-hour day in the Hong Kong office of the same bank. This particular evening, Farouk asks Wen Li to write a report on some money that the bank's thinking of spending in China. The time in Hong Kong is eight hours later than the

Grammar

1 Report this conversation.

Ali Hi, Hesham. Did you receive my email?

a *Ali asked Hesham if he had received his email.*

Hesham Hi, Ali. Yes, it's just arrived. I'm reading it now.

b

Ali Do you agree with my suggestions?

c

Hesham I can't tell you until I've finished reading it.

d

Ali I'll phone you tomorrow and we can discuss it then.

e

Hesham That's a good idea. I'll speak to you tomorrow.

f



Revision D

2 Rewrite these sentences as reported speech.

a "Where did you grow up, Tarek?"

I asked my friend Tarek where he had grown up.

b "I spent my first five years in Alexandria."

c "You live in Cairo now. Do you prefer Cairo or Alexandria?"

d "I like them both. I'm going to Alexandria next week."

e "Shall I go with you?"

f "I think that's a good idea!"

g "We can stay with my cousins."

h "I would like that."

3 Complete these sentences with the best reporting verb.

advised encouraged inquired
suggested ~~warned~~

a I warned my sister not to sit on the broken chair.

b My father that I sit at the back of the car.

c The teacher the students to work in pairs.

d Dina Mona to see a doctor.

e I about the price of the jacket.

4 Change the sentences in Exercise 3 into direct speech.

a *"Don't sit on the broken chair!" I said to my sister.*



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time in Britain, so, while Farouk's sleeping, Wen Li looks at the information from Farouk and writes her report. She then emails this to Farouk before she goes home. The next morning, Farouk arrives at his London office at 8.30 and immediately downloads Wen Li's report onto his computer. He reads it carefully, adds a few ideas of his own, and then sends the completed email to his manager in the bank's Cairo office. The time in Egypt is two hours later than the time in Britain, so Farouk's email is waiting for his manager at 11 a.m. local time.

 3 Listen again and choose the correct answers.

1 Check answers as a class.

Answers: _____

b D c C d B

e A f C

4 Discuss these questions in pairs.

1 Ask some pairs to share their answers with the class.

Suggested answers: _____

a Students' own answers (Farouk is a company accountant. The pay is probably very good and he can learn English, but Farouk has to work away from his home country.)

b Because Farouk is not in the office at the same time as Wen Li.

c/d Students' own answers

LESSON 2

SB page 77

Grammar

1 Report this conversation.

1 Remind the students what is meant by reported speech. Tell the students to read through the conversation.

2 Study the example with the class and tell the students to report the remaining speeches in the same way.

3 Check answers as a class. If students need more help with reported speech, they can refer to the Grammar review on pages 124–125.

Answers: _____

b Hesham said / explained that he had just arrived and that he was reading it at that moment.

c Ali asked him if he agreed with his suggestion.

d Hesham said / explained that he couldn't tell him until he had finished reading it.

e Ali said that he would phone him the next day and they could discuss it then.

f Hesham said / agreed that that was a good idea and said that he would speak to him the next day.

2 Rewrite these sentences as reported speech.

1 Ask the students to read through the sentences and to write them in reported speech, as in the example.

- Put the students into pairs to compare their answers.
- Check answers as a class. Accept alternative reporting verbs if they are correct in the context.

Answers: _____

- He explained that he had spent his first five years in Alexandria.
- I said that he lived in Cairo now/at that time. I asked him if he preferred Cairo or Alexandria.
- He told me that he liked them both, and that he was going to Alexandria the following week.
- I asked him whether I should go with him.
- He thought that that was a good idea.
- He said that we could stay with his cousins.
- I said that I would like that.

3 Complete these sentences with the best reporting verb.

- Ask the students to think of all the reporting verbs that they can. Write their ideas on the board.
- Now tell them to read the reporting verbs in the box. Are they the same as the ones they suggested?
- Tell them to use the reporting verbs in the box to complete the sentences.
- Check answers as a class.

Answers: _____

- | | |
|-------------|--------------|
| b suggested | c encouraged |
| d advised | e inquired. |

Revision D

Reading

1 Read this article about long distance learning quickly and find what these numbers refer to.

- 1971 *The year the Open University started.*
- 175,000
- 25-44
- 94
- 25,000

2 Are these sentences True or False? Correct the false sentences.

- People who work cannot continue their studies. *False. They can continue through distance learning.*
- Distance learning students can study using books and computers.
- Distance learning students do not need to take exams.
- You cannot take a distance learning degree if you are under 20.
- Companies often pay for their employees' courses.

3 Read the article again and complete the sentences with information from the article.

- Long distance learning students study online or by using *books, CDs and DVDs.*
- If a student on a long distance learning course wants advice, he or she can
- Long distance learning students can meet each other at summer schools or on
- More than two million students have followed Open University courses since it
- Students from other countries can also

4 Complete the sentences with the correct prepositions.

by ~~for~~ through to

- You can study ... *for* ... a higher degree at the Open University.
- Many older people choose to continue their studies long distance learning.
- Books, CDs and DVDs are sent a university.
- First degree courses are open everyone.

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Distance learning

When people cannot leave their jobs or families to study at a university, they may choose to continue their studies through long distance learning. This means that they can study online and at home using books, CDs and DVDs that are sent by a university. There are also teachers that can be contacted for advice by phone or email. Some courses include summer schools and study days, usually at weekends, when students can travel to a study centre near to where they live. Students are tested on work they do during the course and they also have to take formal exams.

The British Open University, better known as the OU, was the first university to provide degrees through distance learning. The first students started their courses in 1971, and since then it has had more than two million students. It is now Britain's largest university with nearly 175,000 students. First degree courses, like BA or BSc courses, are open to everyone. For this reason, the OU attracts many mature students who did not have the chance to go to university when they were younger. It is also possible to study for a higher degree, like an MSc. A small number of OU students are under 20 years old, but most are between the ages of 25 and 44. The oldest person to graduate was a man of 94.

As well as providing courses for British students, OU courses are available to students in other parts of the world. About 25,000 students live outside Britain. Most students are in full-time work and many have their courses paid for by their employers. Many companies are happy to pay for such courses because they know that they will have employees with better qualifications as a result.

4 Change the sentences in Exercise 3 into direct speech.

- Students can do this in pairs.
- Ask students to read out the sentences aloud to check their answers. Accept all correct alternatives.

Answers: _____

- "Why don't you sit at the back of the car?" / "I suggest that you sit at the back of the car."
- "Work in pairs." / "It's a good idea to work in pairs."
- "You should see a doctor." / "If I were you, I'd see a doctor."
- "How much is the jacket?" / "Could you tell me the price of the jacket?"

LESSON 3

SB page 78

Reading

1 Read this article about long distance learning quickly and find what these numbers refer to.

- Tell the students to read the title of the text and say what they think it is about. Ask them what they can remember about the Open University. Write their ideas on the board.
- Tell them to look at the numbers in Exercise 1 and explain that when they read the text they must look for what the numbers refer to.
- Tell the students to read the text quickly and write their answers.

Communication skills Project

1 Read this job advertisement and think about the kind of person who could apply.

WANTED

We are going on an expedition to a remote part of the world, to do some important scientific research. We want the right people to help us. These people must be good at science. They must also be fit, confident and happy to work in a difficult and sometimes dangerous location. If you are interested, you will be interviewed and you will have to perform a task to see if you are suitable.

2 Work in groups of three.

Student A: You are the interviewer. Interview Students B and C to see if they are suitable for the job. Remember what qualities you need them to have. Use some of the following expressions:

- Which exams have you passed?
- What are your interests and hobbies?
- Do you have any experience of ...?
- Which skills have you got?
- Can you tell me about any awards or achievements?

Student B and C: You have applied for the job. Think about what qualities you will need to get it and be prepared to answer Student A's questions.

3 As part of the interview process, people now need to do the following tasks. Which is the most dangerous? How would you do these tasks?

- climb down a cliff
- cross a fast river
- climb up a mountain
- cut down a tree

4 Choose the best candidate.

a Student A now chooses the best candidate, B or C.

b Tell the successful candidate that the job is to spend a year in the Amazon in Brazil. The successful candidate can reply using some of these expressions:

- Really? That's amazing.
- I don't believe it.
- Never! That's incredible!



- 4 Put them into pairs to compare their answers.
5 Check answers as a class.

Answers: _____

- b The number of students studying at the university now.
c The age of most students at the university.
d The age of the oldest person to graduate from the university.
e The number of students at the university who live outside Britain.

2 Are these sentences True or False? Correct the false sentences.

- 1 Explain that some of the sentences are true and some are false and that the students have to decide which sentences are false and correct them.

2 Check answers as a class.

Answers: _____

- b True
c False. They need to take formal exams.
d False. A small number of students are under 20.
e True.

3 Read the article again and complete the sentences with information from the article.

- 1 Put the students into pairs to compare their answers.
2 Check answers as a class.

Answers: _____

- b can phone or email teachers. c study days.
d started in 1971. e study there.

4 Complete the sentences with the correct prepositions.

- 1 Instruct the students to read the gapped sentences and to use the prepositions in the box to complete the sentences.
2 Check answers as a class.

Answers: _____

- b through c by d to

LESSON 4

SB page 79

Communication skills

1 Read this job advertisement and think about the kind of person who could apply.

- 1 Ask the students to describe the photograph. Then give them time to read the text.
2 Discuss as a class the sort of person who could apply for this position. Ask students if they would like to apply for something like this. Ask why/why not.

2 Work in groups of three.

- 1 Explain the situation. Students are going to practise doing an interview for the job in groups of three. One student in each group is the interviewer and the other two students are candidates.
2 Give students time to prepare their questions and answers.

3 Monitor while they are doing their interviews. Make sure that the interviewers are using some of the expressions from the box. Make a note of any errors and go over these at the end.

3 As part of the interview process, people now need to do the following tasks. Which is the most dangerous? How would you do these tasks?

- 1 Give students time to discuss the questions in their groups.
- 2 Ask a few groups to share their ideas with the class.

4 Choose the best candidate.

- 1 The interviewers now decide on the best candidate and tell them where they are going. The successful candidate should respond appropriately.
- 2 You might like to encourage the unsuccessful candidates to also respond appropriately, for example: What a shame/pity.
- 3 Now ask the interviewers from each group to explain why they chose the successful candidate.

LESSON 5

SB page 80 WB pages 73-76

Extra reading

1 Check the meanings of these words and phrases in your dictionary.

Answers:

<u>carpenter</u>	someone whose job is making or repairing wooden objects
<u>export</u>	send and sell goods to another country
<u>mass production</u>	the making of large quantities of products, usually in a factory
<u>mechanised</u>	done by machines, or using machines
<u>ordinary</u>	not special, unusual or different from other things
<u>standard of</u>	living the amount of money people have to spend, and how comfortable their life is
<u>transform</u>	change someone or something

Revision D

Extra reading

1 FOCUS ON VOCABULARY

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

carpenter export mass production
mechanised ordinary
standard of living transform
workshop

2 Work in pairs and do the quiz.

- 1 Where would you like to work when you finish studying?
a in a workshop or on a farm
b in a modern office
- 2 How would you like to do your work?
a using my hands b using computers
- 3 Who would you like to work with?
a people from my area
b people from all around the world
- 4 In which city would you be happy to work?
a in the city where I live now
b in any city, in Egypt or abroad

3 Do you think that you will be a more modern worker if you answered mostly a or mostly b to each question? Why?

4 Read about the Industrial Revolution and answer these questions.

- Which invention helped to start the Industrial Revolution in England?
- Why did English towns and cities grow very fast?
- How did industrialisation improve the lives of ordinary people?
- Why do you think that English companies exported so many of the goods that they produced?
- Why do you think that the Industrial Revolution took place later in some countries?
- Do you think that people are happier now that they can afford to buy more things made in factories? Why / Why not?

The Industrial Revolution in England

In the 1700s, work was very different to today. Most people worked on farms or had traditional jobs as weavers, **carpenters** or builders, working in their own homes or in small **workshops**. At this time, work was done by hand or with the help of animals; nothing was **mechanised** and there were no factories.

The Industrial Revolution started in England towards the end of the eighteenth century. The most important invention of the time was the steam engine, which was used to power machines in factories. Thousands of new factories were built by businessmen who made money by producing goods quickly and efficiently. Many of the things that were produced in English factories were **exported** to countries all over the world.

This change in the way things were produced had a huge effect on people's lives. English towns and cities grew very fast because poor people from rural areas moved to find work in the new factories. The Industrial Revolution made a few businessmen very rich, but also gave work to millions of **ordinary** people and improved their **standard of living**. **Mass production** brought down prices and meant that people could afford to buy things that had been too expensive for them in the past.

Industrialisation, which spread quickly from England to other parts of Europe and then to the rest of the world, has **transformed** people's lives in just over two hundred years. The fact that we can drive cars, watch televisions and use computers is all because of the Industrial Revolution.

5 PROJECT

- Find out when and where the process of industrialisation started in Egypt. How were the lives of ordinary people affected by this? About how many people work in factories in Egypt today?
- Write a news article about industrialisation in Egypt. Write a conclusion saying if this process has had more pros or cons.

WORKBOOK
PAGES 73-76

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completely, especially in a way that improves them
workshop
a room or building where tools and machines are used to make or repair things

2 Work in pairs and do the quiz.

- 1 Go round the class, monitoring and helping.

3 Do you think that you will be a more modern worker if you answered mostly a or mostly b to each question? Why?

- 1 Give the students time to discuss the questions and their answers in pairs or small groups.

- 2 Ask students to put their hands up if they answered mostly b, then ask students if they think that they are modern workers. Encourage them to explain why this is the case if they answered b.
- 3 Find out if students who answered mostly a disagree with the quiz findings.

Answers: _____

You will be a more modern worker if you answered mostly b..

4 Read about the Industrial Revolution and answer these questions.

- 1 Encourage students to read the questions before they read the text, so that they know what information to look for.
 - 2 Ask the students to read the text and answer the questions individually. They can compare answers in pairs.
 - 3 Check answers as a class.
-

Answers:

- a The steam engine
 - b Towns and cities grew quickly because poor people from rural areas moved to find work in the new factories, which were in towns and cities.
 - c It gave work to millions of people and improved their standard of living.
 - d At that time, it was the only country that could mass produce things. It could probably sell a lot of goods at a cheap price.
 - e England was one of the first countries to have steam engines. It took time for other countries to have the same technology.
 - f Students' own answers
-

5 Project

- 1 Read the instructions and make sure that students understand the task. They could finish this for homework.
- 2 Students can display their news articles on the board for other groups to study.

A Vocabulary and Structure

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

- 1 Khaled told me that he _____ basketball the day before.
a plays **b** had played c has played d was played
- 2 We are going to interview the five best _____ for the job.
a applications b appointments c employers **d** applicants
- 3 Samira said that they _____ all of Cairo from the top of the tower.
a can see b could be seen **c** could see d have seen
- 4 A lot of tourists stay at that hotel because it has a good _____.
a reputation b repetition c research d representative
- 5 I asked Imad _____ he often wrote stories.
a that **b** whether c weather d does
- 6 Ola has a lovely voice and often sings in a _____.
a choice b clarinet c client **d** choir
- 7 My brother asked me if we _____ to the station.
a shall go b go c went **d** should go
- 8 My uncle speaks Spanish because he once worked as the Egyptian _____ to Argentina.
a personnel b president **c** ambassador d ruler
- 9 Nawal asked me where _____ dinner the night before.
a I had had b have had c had I had d have I had
- 10 My grandfather left his house to my parents in his _____.
a well b wall **c** will d wool
- 11 The teacher suggested that _____ the exercise again.
a we do b we are doing c doing d did we
- 12 The factory closed and all the workers were made _____.
a redundant b employable c employed d job holders
- 13 Sayed recommended _____ the ice cream.
a to try b tried **c** trying d that try
- 14 Ayman cannot apply for the job in the bank because he is not _____ to do it.
a qualification **b** qualified c quality d qualities
- 15 Mr Zaki ordered us _____ running round the park.
a start b starting c started **d** to start
- 16 If you have a degree from a good university, you will be very _____.
a employ b employment **c** employable d employee
- 17 The teacher told us that Russia _____ the biggest country in the world.
a is b were c has been d would be
- 18 *Etc.* is a/an _____ for *et cetera*.
a abbreviation b shorten c small d reduce
- 19 Leila says that she _____ ready now to go to the shops.
a was b had been **c** is d is being

Practice Test 4a

PRACTICE TEST

4a

- 20 Fatma is very _____. She always does her homework carefully and on time.
a unconscious **b** conscientious c conservative d convinced
- 21 We _____ about the price of a room at the hotel.
a inquired b admitted c threatened d promised
- 22 There was a _____ last night and many buildings were damaged by the wind.
a pour b thunder **c** gale d blow
- 23 My father advised me _____ to bed early because I had a test the next day.
a go b going **c** to go d went
- 24 At what time does the sun _____ this evening?
a up b down c rise **d** set
- 25 The manager _____ to make us stay in late if we didn't work harder.
a recommended b suggested **c** threatened d said
- 26 Should I have fish or meat at the restaurant? I really can't _____ my mind.
a make up b make up for c make d make off
- 27 Mother said that we could watch television after _____ our homework.
a finish b have finished **c** finishing d had finished
- 28 My grandmother has spent a lot of time reading since her _____.
a death b rewarding **c** retirement d birth
- 29 Haytham said that it _____ hot that day.
a will be **b** would be c is d is being
- 30 Munir couldn't find work as a car mechanic so he is going to _____ as an electrician.
a retrain b return c revise d replace

B Reading Comprehension

2 Read the following passage, then answer the questions:

Hi Dalia,

You asked me to tell you about the interview that I had on Tuesday. It did not start very well. My appointment was at eight o'clock so I had to get up very early. Then there was a downpour as I was walking to the office so I was very wet when I arrived. However, there were two other people who were there for interviews too, and they also got wet!

When it was my turn, the manager was very friendly. He looked at my CV and said that I had excellent qualifications. Then he asked me to describe myself. I said that I was sociable and conscientious. He asked me if I spoke any languages. I told him that I spoke English fluently. Then he asked me if I had done any volunteering. I told him that I often helped at a local charity for poor and *disadvantaged* children. He also asked me about my free time activities. I told him that I enjoyed weightlifting. He said that he found that surprising but also impressive!

He asked me why I wanted to work for his company. I explained that it had a very good reputation and that I had always wanted to work as a tour guide in a big organisation.

At the end of the interview, he said that I was an excellent candidate and I was qualified to do the job. He explained that he would make up his mind about who would get the job in the next few days.

I really hope that I get it.

Write soon.

Best wishes,

Ola

- 1 Which of these questions did the manager ask?
a Do you do volunteering? b Can you do volunteering?

Practice Test 4a

PRACTICE TEST

4a

- 1 c Have you done any volunteering? d Why don't you do volunteering?
- 2 Which information did the manager find surprising?
a Ola helps a charity. b Ola was wet.
c Ola is fluent in English. d Ola likes weightlifting.
- 3 Why did the manager want to know if she had done any volunteering?
a Because he can't pay her. b To find out if she is a kind person.
c Because he works for a charity. d Because he needs someone to work with children.
- 4 What is the main idea of the email?
a Ola knows she has got the job. b Ola doesn't know if she has got the job yet.
c Ola can't get the job. d Ola will start the job in a few days.
- 5 What does the underlined word it refer to?
a the tour guide b the job c the manager d the company
- 6 What do you think that *disadvantaged* means?
a rich b having problems c strong d voluntary
- 7 When was Ola's interview?
The interview was on Tuesday.
- 8 Do you think that Ola will get the job? Why/Why not?
I think that she will get the job because she is sociable and conscientious. She has excellent qualifications and speaks English well.
- 9 Why do you think that the manager wanted to know if Ola spoke any languages?
The job is a tour guide, so languages will be very important.
- 10 How many people were there for interviews other than Ola?
Two other people were there for interviews.

The Novel

3 a Choose the correct answer:

- 1 How did Sapt know that the King was at the Castle of Zenda?
a Because the King wrote to him. b The drawbridge to the castle was always up.
c The Six Men told him. d He saw him there.
- 2 Why did Antoinette de Mauban write the letter to Rassendyll?
a She wanted to help Rassendyll only. b She didn't want to help the King.
c She wanted Rassendyll to kill Michael. d Michael asked her to write it.
- 3 Antoinette de Mauban tells Rassendyll ...
 a Michael's plan to become King b why she liked Michael
c Why she liked the summer house d how to escape from Ruritania
- 4 Rassendyll wants Princess Flavia to be the new ruler of Ruritania if anything happens to the King because...
a he thought that she would be a good ruler
b he wanted to marry her
c he thought that she is better than the King
 d this would stop Michael from becoming King

b Answer TWO (2) of the following questions:

- 1 In what way does Rassendyll realise that he can't have a quiet life any more?
He realises that he now has many responsibilities for the people of Ruritania.
- 2 Why do you think that Rassendyll wants to tell Princess Flavia that he is not the real King?
Rassendyll knows that Princess Flavia's future husband is the real King. He thinks that she should know what has happened to him.

3 Do you think Rasendyll was fair and just? Why?

I think that Rasendyll was fair and just because he didn't want to trick Princess Flavia and ask her to marry him.

C Writing

4 Finish the following dialogue:

Ali is interviewing Ahmed about a job in an animal's hospital.

Ali 1 *Do you have any work experience* ?

Ahmed Yes. I've worked with a vet for six months.

Ali Where are you from, Ahmed?

Ahmed 2 *I'm from Cairo* .

Ali I'm from Cairo, too. 3 *What are your interests* _____ ?

Ahmed I love studying spiders. I collect them.

Ali 4 *Really* _____ ?

Ahmed I have one here if you'd like to see it. 5 *You can touch it* _____ .
It's not poisonous.

Ali 6 *Thank you, but I don't want to touch it.*

5 Write a paragraph of about ONE HUNDRED AND TWENTY (120 words) on ONE (1) of the following:

- a why you should continue learning after you leave school
- b what makes a person employable

6 A Translate into Arabic:

1 Unemployment is a serious problem that the public and private organizations must solve.

تعدّ البطالة مشكلة خطيرة يجب أن يحلها العامة والمنظمات الخاصة.

2 Personal skills are qualities that are needed if you want to succeed in your career.

المهارات الشخصية مواصفات ستحتاجها إن / إذا أردت أن تنجح في حياتك المهنية.

B Translate ONE (1) sentence into English:

1 - سأثني صديقتي ليلي عما فعلت ليلة أمس ورددت أنني قد نمت مبكرًا.

My friend asked me (about) what I did last night, and I replied (that) I slept / went to bed early.

2 - يجب على الشباب أن يقبل العمل في الأماكن النائية حتى لا يظلوا بلا عمل.

Youth / Young adults must accept work in distant places so that / in order they do not stay jobless

A Vocabulary and Structure

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

- 1 I've got a good _____. Why don't we play tennis this afternoon?
a point **b** idea c ideal d choice
- 2 Wael _____ on a plane before he flew to Amman.
a had never been b never was c has never been d was never being
- 3 Ahmed wants to be like his grandfather, who has been a big _____ on him.
a individual b influential **c** influence d idea
- 4 We had to stand on the bus because _____ seat was taken.
a all b both c either **d** every
- 5 The children did not let the wind stop their _____ of the picnic.
a enjoyment b joyful c enjoyable d joylessness
- 6 My parents _____ me tidy my room before I could go out this weekend.
a had b had got c got d was getting
- 7 The information in this report is very old. Please can you _____ it?
a date b up-to-date c make up **d** update
- 8 Look! Some flowers _____ by those children for today's spring festival.
a been drawn b were drawn **c** are being drawn d were drawing
- 9 You'll really like this book. The story is _____.
a terrific b terrible c horrible d capable
- 10 Mohamed _____ me that he had had a busy morning.
a said b explained **c** told d admitted
- 11 Khaled has an _____ to see the doctor at four o'clock.
a application b activity **c** appointment d applicant
- 12 Eman said that Damascus _____ the capital of Syria.
a is b be c had been d is being
- 13 The company hopes that its new _____ will sell very well.
a product b production c productive d producer
- 14 Karim promised that he _____ us the next morning.
a will phone **b** would phone c phoned d had phoned
- 15 Manal can speak very good English, but she is not _____.
a fleet b flat **c** fluent d foolish
- 16 Hala asked Ola _____ the following Monday.
a what will she do b what would she do
c what she would do d what she will do
- 17 There was a _____ this morning and many of the roads flooded.
a dust storm b drought c rain **d** downpour
- 18 Hisham asked me _____ I walked to school.
a if b weather c that d did
- 19 The teacher was angry because two boys were talking _____ the lesson.
a throughout b without c after d along

- 20 Mariam asked me whether we _____ to the park.
 a should go b shall go c will go d went
- 21 My little sister is very good at making _____ stories. They are very funny!
 a for b out c up d off
- 22 The teacher wanted to know which exams I _____.
 a passed b have passed c am passing d had passed
- 23 It was hard to climb the mountain, but it was _____. The views from the top were amazing!
 a worthwhile b worth c while d worthless
- 24 I _____ the name of my friend's cousin.
 a inquired b wondered c wanted to know d told
- 25 Mazin has had a _____. He is now the manager of the shop where he was an assistant.
 a punishment b progress c protection d promotion
- 26 The ship's captain ordered the sailors _____ harder.
 a work b working c to work d must work
- 27 It's Kholoud's first day studying science at university, so she needs to find the science _____.
 a development b department c employment d enjoyment
- 28 My friends suggested _____ to the sports club after school.
 a to go b go c going d went
- 29 If you have a headache, you should get some medicine from the _____.
 a biologist b florist c pharmacy d chemicals
- 30 The teacher warned the students _____ time.
 a not to waste b not wasting c don't waste d no waste

B Reading Comprehension

2 Read the following passage, then answer the questions:

Dear Amal,

In your last email, you told me about your aunt. I am very impressed that she is going to get a degree in law now that her children have left home. You asked me if I knew anyone else who had studied when they were older. I don't know anyone, but I heard about an amazing woman in a report on the radio. The report said that a woman had started primary school at the age of 90! The woman, whose name is Priscilla Sitienei, lives in a rural village in Kenya. When she was younger, she was not able to go to school. She worked for 65 years as a nurse. Although she was good at her job, she never learned to read or write.

In 2003, the government of Kenya said that primary school would be free for everyone for the first time. Priscilla wanted to learn to read and write and decided to go to primary school with six of her great-great-grandchildren. She said that it was never too late to learn new skills and she wanted to inspire other adults to do the same. Now she is learning maths, English and PE. She wears the same blue and green uniform as her fellow pupils.

The head teacher of the school said that Priscilla was loved by every pupil and that they all wanted to learn and play with her. At break, she tells the other pupils about the customs that she grew up with.

At the end of the report, Priscilla said that she wanted to tell the world's children that with education, they could be whatever they wanted. She is certainly a *remarkable* woman!

Best wishes,

Azza

Practice Test 4b

PRACTICE TEST

4b

- Why is Azza impressed by Amal's aunt?
a She has a university degree. **b** Her children have left home.
c She is learning to read. **d** She is studying for a degree.
- What does Priscilla hope to achieve, as well as learning at school?
a She wants a new job. **b** She wants pupils to inspire her.
c She wants to inspire children to learn.
d She wants to write a book.
- Why do you think that Priscilla did not go to primary school when she was a child?
a There weren't any primary schools. **b** Her family could not pay for her education.
c She did not want to learn. **d** She started working as a nurse.
- What is the main idea of the text?
a It is never too late to learn. **b** Old people must go to school.
c Old people should go to school. **d** Nurses can get different jobs.
- What do the underlined words anyone else refer to?
a any other people **b** any aunts **c** any friends **d** any relatives
- What do you think the word *remarkable* means?
a very old **b** very clever **c** very kind
d unusual in a way that is surprising
- Why did Azza tell Amal about Priscilla Sitienei?
Amal asked her if she knew anyone else who had studied when they were older.
- What does Priscilla Sitienei study at school?
Priscilla studies maths, English and P.E.
- Do you think that Priscilla will be able to use the skills she learns at school? Why/Why not?
Suggested: I think Priscilla will be able to use her skills to write about her life and the customs which she grew up with.
- Do you agree with Priscilla's decision? Why/Why not?
Suggested: I agree with Priscilla's decision because I think she will inspire the children in the school as well as other adults.

The Novel

3 a Choose the correct answer:

- What did Rassendyll think helped people to forgive his mistakes in Strelsau?
a He was growing in popularity. **b** He was good at pretending.
c He forgot all the rules. **d** They knew that he was not the King.
- Why were three of the Six Men at the Castle of Zenda?
a They were looking for the Duke. **b** They were guarding the King.
c They were looking for Rassendyll. **d** They were repairing the drawbridge.
- Antoinette de Mauban was no longer staying with Michael as his guest because ...
a they were now married **b** she wanted to leave Ruritania
c they had had a big argument **d** she was trying to catch Rassendyll
- What did Rassendyll use to escape from the summer house?
a a ladder **b** a metal table **c** a chair **d** fifty thousand English pounds

b Answer TWO (2) of the following questions:

- Why do you think that Sapt is worried about Rassendyll now that he is King?
Suggested: Sapt is worried because he thinks that Rassendyll is in danger. Rassendyll does not want Sapt's men to follow him and says that he will visit Antoinette de Mauban alone.
- What do you think might have happened if Antoinette had plotted against Rassendyll?
Suggested: If she had plotted against Rassendyll, she would not have told him how to find the ladder so he wouldn't have been able to get out of the garden. This would have been dangerous. She also wouldn't have told him about the King.

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Practice Test 4b

PRACTICE TEST

4b

3 Why do you think that Sapt stopped Rassendyll telling Princess Flavia who he really was?

I think Sapt stopped Rassendyll because Sapt's plan is working. Sapt does not want anyone to know about it or it might stop working.

C Writing

4 Finish the following dialogue:

Sami meets an English tourist by a river.

Sami Excuse me. I advise you not to drink that water from that river.

Tourist 1 *Don't worry. I won't drink it* _____. I know that the water isn't very clean.

Sami 2 *Where are you from* _____?

Tourist I'm from England. I've just spent a week walking across the desert.

Sami 3 *That's amazing* _____! Wasn't it dangerous?

Tourist No, I studied how to live in the desert before I came here.

Sami 4 *Which skills did you learn* _____?

Tourist Skills such as using the sun to find your way. 5 *What are your hobbies and interests?*

Sami I've got a lot of hobbies and interests. Sport is my favourite. I'm going to surf in the desert later.

Tourist 6 *You must be joking* _____.

Sami No, I'm not joking. Look. You can watch me surfing on my phone.

5 Write an email to a cousin of ONE HUNDRED AND TWENTY (120) words on ONE (1) of the following:

Your name is Tayseer. Your cousin's name is Ihsan. His/Her address is Ihsan@newmail.com.

a a job interview

b a story about when you once benefited from a warning from another family member

6 A Translate into Arabic:

1 Unfortunately, the factory closed, and the workers were made redundant.

_____ للأسف، أُغلق المصنع وتم تسريح العمال.

2 The Industrial Revolution started in England towards the end of the eighteenth century.

_____ بدأت الثورة الصناعية في إنجلترا قرابة نهاية القرن الثامن عشر (الميلادي).

B Translate ONE (1) sentence only into English:

1 هل سبق أن أرسلت سيرتك الذاتية لشركة أجنبية؟

Have you (ever) sent your CV to a foreign company before?

2 أخبرني علاء أنه دائماً ما كان عاملاً مجتهداً ولذلك فهو مؤهلاً لهذه الوظيفة.

Alaa told me (that) he has always been a hard worker, therefore / and that is why he is qualified for this job.

UNIT 13 FESTIVALS AND FOLK MUSIC

SB pages 81-85

WB pages 81-84

Objectives

Listening

Listen to check predictions and for detail

Grammar

-ing forms or the infinitive

Reading

Reading for specific information and for detail

Critical thinking

Appreciating the value of folk music

Functions

Making and responding to suggestions

Writing

Writing an informal email about music

Festivals and folk music

UNIT 13

OBJECTIVES

- Listening** Listening to check predictions and for detail
- Grammar** -ing forms or the infinitive
- Reading** Reading for specific information and for detail
- Critical thinking** Appreciating the value of folk music
- Functions** Making and responding to suggestions
- Writing** Writing an informal email about music

Listening

1 FOCUS ON VOCABULARY

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

depend on	fireworks	harvest (n)
landmark	procession	sculpture

6 FOCUS ON PHRASAL VERBS WITH GIVE




Choose the correct meaning of the phrasal verbs with *give*.

a After the festival, the food and drink are **given out** to the poor.
A given to several people
B taken from

b The fire **gave off** a lot of heat.
A stopped giving **B** produced

c The children **gave away** their toys for a charity.
A gave something without asking for money
B sold

d I tried the puzzle but **gave up**, as it was too difficult.
A asked someone else to do something
B admitted that you couldn't do something

2 Look at the pictures and discuss these questions in pairs.

a What do you think these festivals celebrate?
b Where do you think these festivals take place?

3 Listen to three people talking about festivals and check your answers.

4 Listen again and complete these sentences.

a After the harvest festival in England, fruit and vegetables *are given to the poor*.

b The Sapporo Snow Festival lasts for

c The Chinese New Year festival takes place between

d Chinese people visit their relatives on

e In Egypt, the beginning of spring is marked by

f Next year, Tanya may go to the

5 Choose another Egyptian festival you know well. Describe it to your partner, who has to guess its name.

WORKBOOK PAGE 81

81

LESSON 1

SB page 61

WB page 61

Before using the book:

- Play some music as the students enter the class.
- Explain that this unit is about music of different types.
- Put the students into groups and tell them to make two lists, one of as many different types of music as they can think of and the other

of how/where they can hear music (festivals, concerts, MP3 player, radio, television, etc.).


- Ask groups to report to the class and write the two lists on the board from their ideas.

Listening
1 Check the meanings of these words in your dictionary.
Answers:

<i>depend on</i>	change according to something else
<i>fireworks</i>	small objects that explode or burn with a coloured light, used for celebrating special events
<i>harvest</i>	the time when crops are gathered from the fields
<i>landmark</i>	something that helps you recognise where you are, such as a famous building
<i>procession</i>	a line of people or vehicles moving slowly as part of a ceremony
<i>sculpture</i>	a work of art made from stone, wood, clay, etc.


2 Look at the pictures and discuss these questions in pairs.

- Write the students ideas on the board.
- Put the students into pairs to read and discuss the questions.
- Ask some students to share their answers with the class. Don't tell them the answers yet.


3 Listen to three people talking about festivals and check your answers.

- Tell the students to listen and check if their answers to Exercise 2 were correct.
- Check answers as a class.

Answers:

- Sham El-Nessim - spring; Chinese New Year; Snow Festival - winter
- Egypt, China, Japan

TAPESCRIPT

Nabila: I'm looking forward to doing more on this project on festivals in different cultures. My English friend Tanya is staying with me and she can help us.

Nahla: Hi Tanya, that's great. Nearly all cultures celebrate a good harvest because it means they'll have food for the next year.

Nabila: They're probably the oldest type of festivals, aren't they, Tanya?

Tanya: Yes, they are. In England, most towns and villages have harvest festivals. People take fruit

and vegetables to their local church. After the festival, these are given out to the poor.

Nabila: I know that some cultures have special winter festivals, don't they?

Nahla: Yes, like the Sapporo Snow Festival in Japan. How about looking at that festival for our project?

Tanya: Good idea. What happens there?

Nabila: Well, it isn't an old festival. It began in 1950 when some students decided to make snow sculptures in a park in Sapporo – that's the capital of Hokkaido, Japan's second largest island. Now it's one of Japan's largest winter festivals. Every year, for seven days in February, thousands of people enjoy looking at the sculptures which may be famous landmarks, like the Sphinx, or enormous models of well-known buildings.

Tanya: Really? That's very unusual.

Nahla: In China, they have a big festival in winter, too. I'd like to do something on this for our project. Chinese New Year's the most important day of the year.

Nabila: When do they celebrate that?

Nahla: It isn't the same day every year.

Tanya: Why's that?

Nahla: It depends on the position of the moon, but it's always been between the 21st of January and the 19th of February. I remember watching a TV programme about it.

Nabila: How do people celebrate?

Nahla: Well, before the holiday, they clean their homes and buy new clothes. Then, people visit their relatives and give presents on the day after New Year's Day. There's a big procession, there's loud drum music and there are fireworks.

Nabila: That sounds really interesting. Chinese people all over the world celebrate this, don't they?

Tanya: What about doing something on an Egyptian festival?

Nahla: We have Sham El-Nessim. It's a festival to mark the beginning of spring.


Tanya: What happens?

Nabila: It's mainly a day when families spend the day together, usually in the open air. We have a meal of fish with eggs and green onions.

Tanya: I really want to see one of these festivals. Many of them have interesting music, too.

Nabila: You should ask your parents to take you.

Tanya: Yes, I'll suggest going to the Sham El-Nessim festival in Egypt next year!


4 Listen again and complete these sentences.

- Tell the students to read the sentence beginnings.

- 2 Explain that you will play the recording again and they must listen for the correct information to complete each sentence. You may need to play the recording more than once.
- 3 Put the students into pairs to compare their answers. Then check answers as a class.

Answers: _____

- b seven days / a week in February.
- c the 21st of January and the 19th of February.
- d the day after New Year's Day.
- e the festival of Sham El-Nessim.
- f Sham El-Nessim festival in Egypt.

5 Choose another Egyptian festival you know well. Describe it to your partner, who has to guess its name.

- 1 Tell the students to think of other Egyptian festivals they know and write their suggestions on the board.
- 2 Ask the students to think of one of the festivals they know very well. Give them time to prepare some notes individually about the festival.
- 3 Put the students into pairs. Tell them to take turns to describe their festival to their partner without naming it. The partner must guess its name.
- 4 Ask some students to describe a festival for the class to guess.

6 Focus on phrasal verbs with give.

- 1 Remind the students that phrasal verbs with give can have many different meanings.
- 2 Students can do the task individually and can compare answers in pairs.
- 3 Check answers as a class.

Answers: _____

- b B
- c A
- d B


Festivals and folk music

UNIT 13

- 1 Write the word that matches the definition.

depend on drum fireworks harvest landmark procession sculpture

 - a small objects that explode or burn with a coloured light fireworks
 - b a work of art made from stone, wood etc. _____
 - c a line of people moving slowly as part of a festival or event _____
 - d change according to something else _____
 - e the time when crops are taken from the fields _____
 - f something that helps you to recognise where you are, such as a famous building _____
- 2 Complete these sentences with words from Exercise 1.



 - a Fireworks can be very dangerous, so they shouldn't be given to young children.
 - b The weather was very good this year, so the farmer is hoping for a very good _____.
 - c The Eiffel Tower in Paris is one of the world's most famous _____s.
 - d My uncle is an artist and often makes _____s from wood.
 - e Your exam results will _____ how hard you study for them.
 - f A _____ of about twenty thousand people moved slowly towards the King's palace.
- 3 Complete these sentences with the correct form of the phrasal verb with give.

give-away give off give out give up

 - a The shop is giving away a pen with each book that you buy.
 - b The explorers tried to climb the mountain, but _____ when they realised it was too dangerous.
 - c The teacher asked me to _____ a test paper to each student in the class.
 - d That old car is _____ a lot of smoke.
- 4 Write two sentences about a famous Egyptian landmark.



1 Write the word that matches the definition.

- 1 Ask the students to complete the task individually.
- 2 Check answers as a class.

Answers: _____

- b sculpture
- c procession
- d depend on
- e harvest
- f landmark

2 Complete these sentences with words from Exercise 1.

- 1 Tell the students to read the gapped sentences

Grammar *-ing* forms or the infinitive

1 Underline the correct *-ing* or infinitive form in these sentences from the listening text. Then listen and check.

- a I'm looking forward to do / doing more on this project.
- b How about to look / looking at that festival for our project?
- c Some students decided making / to make snow sculptures in a park.
- d Thousands of people enjoy looking / to look at the sculptures.
- e I'd like to do / doing something on this for our project.
- f I remember watching / to watch a TV programme about it.
- g I really want seeing / to see one of these festivals.
- h I'll suggest going / to go to the Sham El-Nessim festival in Egypt next year.

GRAMMAR REVIEW PAGE 125



FOCUS ON GRAMMAR

-ing forms or the infinitive

- Some verbs are always followed by the *-ing* form:
He **admitted** / **regretted** / **avoided making** that mistake.
- Some verbs are always followed by *to* + infinitive:
Warda has **decided to be** a doctor.
I **want to visit** the Pyramids.
- Some verbs can be followed by *to* + the infinitive or the *-ing* form, with no change in meaning. These include *like, love, hate* and *prefer*.
We **like to watch** / **watching** tennis.
- Some verbs can be followed by *to* + infinitive or the *-ing* form, but there is a change in meaning:
I **stopped to buy** a newspaper. (= I stopped in order to buy a newspaper.)
I **stopped buying** a newspaper. (= I no longer buy one.)
- When *to* means *so as to* / *in order to*, it is followed by an infinitive:
I study hard **to get** good marks.
- Some expressions are following by the *-ing* form:
It's **no good** / **no use wasting** time.
I **feel like** / **can't help eating** sweets.
- When *to* is part of an expression, it is often following by the *-ing* form:
I **look forward to** / **am used to spending** the holidays in Sharm.

WORKBOOK PAGE 82

2 What is the difference in meaning between these sentences? Discuss in pairs.

- a I remember posting the letter.
I **remembered to post** the letter.
- b Ali stopped talking to his friend.
Ali **stopped to talk** to his friend.
- c I regret saying that I was tired.
I **regret to say** that I was tired.
- d I forgot meeting him.
I **forgot to meet** him.

3 Talk about the following in pairs, using the verbs in brackets.

- a Talk about your arrangements for next weekend. (arrange) **I've arranged to go to the theatre with my family.**
- b Talk about a recent decision that you have made. (decide)
- c Talk about a recent promise that you have made. (promise)
- d Talk about a recent suggestion that you made to a friend. (suggest)
- e Talk about a hope for the future. (look forward to)

Answers: _____

- b gave up
- c give out
- d giving off

4 Write two sentences about a famous Egyptian landmark.

- 1 Ask the students to think of some famous Egyptian landmarks. Write them on the board.
- 2 Tell the students to choose one landmark and write two sentences about it without naming it.
- 3 Ask some students to read out their sentences and tell the class to guess which landmark is being described.

LESSON 2

SB page 82 WB page 82

Grammar

1 Underline the correct *-ing* or infinitive form in these sentences from the listening text. Then listen and check.

- 1 Remind students that after some verbs we add the *-ing* form and after others we write the infinitive form. Write some examples on the board:
I decided to study English.
He admitted talking to the man.
- 2 Tell the students to read the sentences a–h and to choose the correct verb.
- 3 Put them into pairs to compare their answers. Then play the recording and ask the students to check their answers.

Answers: _____

- b looking
- d looking
- f watching
- h going.”
- c to make
- e to do
- g to see

and to use the words from Exercise 1 to complete the sentences. They can do this in pairs.

2 Check answers as a class.

Answers: _____

- b harvest
- c landmark
- d sculptures
- e depend on
- f procession

3 Complete these sentences with the correct form of the phrasal verb with *give*.

- 1 Read the example sentence and make sure that students understand the task.
- 2 Students can work individually or in pairs. Check answers as a class.

TAPESCRIPT

- a I'm looking forward to doing more on this project.
- b How about looking at that festival for our project?
- c Some students decided to make snow sculptures in a park.
- d Thousands of people enjoy looking at the sculptures.
- e I'd like to do something on this for our project.

- f I remember watching a TV programme about it.
- g I really want to see one of these festivals.
- h I'll suggest going to the Sham El-Nessim festival in Egypt next year.

2 What is the difference in meaning between these sentences? Discuss in pairs.

- 1 Put the students into pairs to discuss the difference between the pairs of sentences.
- 2 Check answers as a class.

Answers:

- a *I remember posting the letter: You remembered something you did in the past. I remembered to post the letter: You did not forget, so you did something.*
- b *Ali stopped talking to his friend: He was talking, and then he wasn't talking any more. Ali stopped to talk to his friend: He was walking/moving, but stopped walking/moving so he could talk to his friend.*
- c *I regret saying that I was tired: You said it in the past, but now you wish you had not. I regret to say that I was tired: You are now sorry to say how you felt.*
- d *I forgot meeting him: You did not remember that you had met him in the past. I forgot to meet him: You forgot that you were supposed to meet him, so you did not meet.*

3 Talk about the following in pairs, using the verbs in brackets.

- 1 Before students do the task, read the Focus on grammar box with the class and answer any questions.
- 2 Study the example in Exercise 3 with the class to make sure the activity is clear.
- 3 Put the students into pairs and tell them to talk about each situation using the verb in brackets. Go round the class and listen to the students.
- 4 Ask some students to share their answers with the class.

Suggested answers:

- b I have decided to learn a new language.
- c I have promised to help my brother with his homework.

UNIT 13

1 Complete these sentences with the correct form of the verb in brackets.

- a When the children stopped singing (sing), everyone clapped.
- b They expect thousands of people to visit (visit) Sapporo for the Snow Festival.
- c My brother is learning to play (play) the oud.
- d If I were you, I'd avoid traveling (travel) into the city during the festival.
- e My parents suggested going (go) to the theatre.
- f I really want to go (go) to Hong Kong for the Chinese New Year.
- g Before you go to London, you should practise speaking (speak) English.



2 Find and correct the mistake in each sentence. (Two sentences are correct.)

- a He hopes ~~winning~~ a prize for his school work. to win
- b I regret to go to the cinema. It was not a very good film. _____
- c She offered taking me to the station in her car. _____
- d We've just finished to watch a TV programme about Egyptian history. _____
- e When did you decide to study biology at university? _____
- f We've arranged picking my brother up from the airport. _____
- g Ali is planning to spend all weekend revising for next week's maths test. _____
- h Their teacher is used to help students with their homework. _____

3 Complete these sentences with your own ideas.

- a On my first day at school, I remember going into the classroom and seeing my teacher.
- b When I'm older, I want _____
- c When I'm on holiday, I enjoy _____
- d In the summer, I avoid _____
- e Soon, I expect _____
- f When it is very hot, I suggest _____
- g This weekend, I'm looking forward to _____
- h If you can't remember an English word, try _____
- i Next year, I hope _____

- d I suggested going to the park this weekend.
- e I am looking forward to going to a good university.



WORKBOOK

page 82

1 Complete these sentences with the correct form of the verb in brackets.

- 1 Tell the students to read the gapped sentences and complete them using the correct form of the verb in brackets (-ing or infinitive). Check answers as a class.

Answers:

- b to visit
- c to play
- d travelling
- e going to go
- f to go
- g speaking

Reading

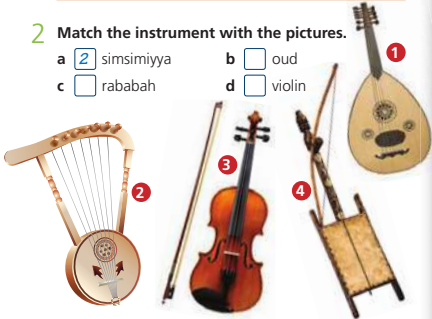
1 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

community distinctive entertainment
evolve folk instrument musical
region responsibility vary

2 Match the instrument with the pictures.

a 2 simsimiyya b oud
c rababah d violin



Folk music

In the same way that cultures have their own festivals, they also have their own traditional **folk** music: a particular style of music that uses different **instruments**.

Unlike other kinds of music, folk music usually develops in local **communities**. Even in one country, different areas, cities and villages often have their own **distinctive** styles. For example, the traditional music of Cairo is different from the music of other parts of Egypt. Distinctive styles developed because, in the past, most people were born and lived their lives in one village or one small area. Music was individual, not influenced by music from other areas.

Today, most modern music is written for **entertainment**. Most folk music, however, has a special purpose. Folk songs, for example, were made up to describe important historical events, to help people get through their day's work, or to sing babies to sleep. Until recent times, folk music was not written down. Children learned it from their families, friends or neighbours.

The **musical** instruments used in folk music also **vary** from place to place. The people of Upper Egypt, for example, often play the rababah, an instrument like a violin; the simsimiyya is the instrument of the Suez area. The oud is common in the folk music of Cairo. It was taken to Europe, where it **evolved** into a number of modern instruments.

Today, travel and modern technology have made it possible for anyone to listen to music not just from other areas, but from other cultures around the world. Because of this, some folk music could disappear in future. With this in mind, it is our **responsibility** to do everything we can to protect the traditional music of our countries, our **regions** and our communities.

3 Read this article and answer these questions.

a How is folk music different from modern music?
b Why is the writer worried about the future?

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

a The writer says that cultures often have their own festivals and styles of writing. *False. Cultures have their own festivals and styles of music.*
b Different areas of one country usually have the same style of folk music.
c One of the purposes of folk music has been to help people to work.
d In the past, people used to learn folk music from books.
e Different areas of Egypt use different musical instruments.
f The writer compares the oud to the violin.

5 Discuss these questions in pairs.

a Which different countries' music have you heard?
b Where did you hear it?

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2 Find and correct the mistake in each sentence. (Two sentences are correct.)

- Tell the students to cross out each mistake and write the correction in the space provided, as in the example. Remind them that two of the sentences are correct.
- Check answers as a class.

Answers: _____

b to go going	c taking to take
d to watch watching	e correct
f pick ing to pick	g correct
h to help to helping	

3 Complete these sentences with your own ideas.

- Ask the students to complete the sentences using their own ideas. Encourage them to be creative. Tell them to write their answers in the spaces provided.
- Put the students into pairs to share their answers with each other.
- Ask some students to share their answers with the class.

Suggested answers: _____

b to be a doctor.
c swimming in the sea.
d going out in the middle of the day.
e to finish this exercise.
f staying inside.
g meeting my friends in the sports club.
h looking it up in the dictionary.
i to visit my uncle in the USA.

LESSON 3

SB page 83

Reading

1 Check the meanings of these words in your dictionary.

- Write the words from the box on the board. Tell the students to look up the meaning of the words in their dictionaries.
- Say the words and ask the students to repeat them. Invite some students to the front to underline the stress on each word.
- Tell the students that you are going to give a definition of a word. They must listen and say what word it is.

Example:

Teacher: *This shows something to be different from other things.*

Students: *Distinctive.*

- Continue with the other words.

Answers: _____

<i>community</i>	a small area or town and the people who live in it
<i>distinctive</i>	showing a person or thing to be different from others
<i>entertainment</i>	things such as television, films, etc. that amuse or interest people
<i>evolve</i>	develop or make something develop

<i>folk</i>	gradually traditional for the ordinary people who live in a particular area
<i>instrument</i>	something, such as a piano or violin, used for producing musical sounds
<i>musical</i>	relating to music
<i>region</i>	a fairly large area within a state, country, etc. usually without exact limits
<i>responsibility</i>	if something is your responsibility, it is your duty to make sure that it is done
<i>vary</i>	if things of the same type vary, they are all different from each other

2 Match the instrument with the pictures.

- Before students do the task, ask how many musical instruments they can name. Write their ideas on the board.
- Tell the students to look at the pictures in the book and match the words with the pictures.
- Check answers as a class.

Answers: _____

- a 2
- b 1
- c 4
- d 3

3 Read this article and answer these questions.

- Tell the students to read the article quickly and then close their books.
- Put them in pairs and ask them to explain to each other what they understand about the text.
- Now tell the students to read through the questions and answer them in pairs.
- Ask them to underline the parts of the text contain the answers.
- Check answers as a class.

Answers: _____

- a Folk music has a purpose. Modern music is for entertainment.
- b The writer is worried that easy access to modern music throughout the world, through technology and travel, may cause folk music to disappear.

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

Answers: _____

- b False. They usually have different styles of folk music.
- c True
- d False. Children learnt it from their families, friends or neighbours. It was not written down.
- e True
- f False. He compares the rababah to the violin.

5 Discuss these questions in pairs.

- Put the students into pairs to read and discuss the questions.
- Share your own answers to the questions and then ask some pairs to share their answers with the class.

LESSON 4 SB page 84 WB page 83

UNIT 13

Critical thinking

1 Answer the following questions about the article on page 83.

- a Which type of music does the writer describe? ...Folk...
- b Why do different parts of the same country have different styles of folk music?
- c In which part of Egypt is the simsimiyya a common instrument?
- d Why do you think that, in the past, folk music was not written down?
- e Do you think that technology has helped music? Why / Why not?
- f Do you think that traditional music will disappear in the future? Why / Why not?

2 Read these quotations from the article and discuss the questions.

- a How would you describe Egyptian music to someone from another culture?
- b Do people still use music for a purpose, e.g. to sing babies to sleep?
- c How is modern music different from traditional music?

In the same way that cultures have their own festivals, they also have their own traditional folk music.

Folk songs, for example, were made up to describe important historical events, to help people get through their day's work, or to sing babies to sleep.



3 Discuss these questions in pairs.

- a What are the main benefits of listening to music? Think about the following.
 - how music can affect how you feel
 - how music can help children to learn
 - how music can help people with health problems
- b If you could learn to play a traditional musical instrument, which would you choose? Give your reasons.

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Critical thinking

1 Answer the following questions about the article on page 83.

- 1 Ask students what they can remember about the text on folk music in the previous lesson.
- 2 Tell the students to read the questions.
- 3 Put them into groups to discuss the answers. They can refer to the text on page 83 again.
- 4 Check answers as a class.

Answers: _____

- b Because in the past, people were born and lived in one area, so their music was not influenced by music from other areas.
- c It is common in the Suez area.
- d Suggested: Because parents probably showed their

children how to play it, so they did not need to write it down. Many people probably did not know how to write music.

- e Suggested: Yes, because it has made it easier to play some music and it has also given us new and different sounds.
- f Suggested: Yes, folk music is often less popular than other types of music. People will no longer be interested in it./No, there will always be people who will keep the music alive because they believe their culture is important and should be protected.

2 Read these quotations from the article and discuss the questions.

- 1 Tell the students to read the quotations in the box. Check that they understand the meaning.
- 2 Put the students into pairs to discuss the questions.
- 3 Ask some pairs to share their answers with the class.

Answers: _____

- a Students' own answers
- b Yes, music is still used for all sorts of things, for example to help teach languages, to get children to sleep, to make people happy or sad, to help people do exercise, etc.
- c Suggested: Popular modern music uses a lot of technology, such as drum machines, computer synthesizers, etc.

3 Discuss these questions in pairs.

- 1 Discuss with the class what we know about music and how it can help us. Write any suggestions on the board.
- 2 Put the students into pairs to read through and discuss the questions.
- 3 Ask some pairs to share their answers with the class.

Answers: _____

- a Many people listen to music to help them relax if they are stressed. Many teachers believe that music is an important part of a child's development. Music can also be used to help learning activities and can help children relax.

Music is increasingly used by doctors to help patients with certain physical and mental health conditions. This is referred to as 'music therapy'.

b Students' own answers

Skills for life

Read the Skills for life box as a class. Encourage the students to take an interest in local music and culture.

WORKBOOK page 83

1 Complete the puzzle to find a word.

- Tell the students to read the clues and use them to complete the grid.
- Check answers as a class. Ask the students to repeat the words after you to practise pronunciation.

Answers: _____
 b responsibility c folk d evolve
 e distinctive f region
 The word in the boxes is violin.

2 Complete these sentences with words from Exercise 1.

- Students can do this individually and can compare answers in pairs.
- Check answers as a class.

Answers: _____
 b vary c distinctive d evolve
 e responsibility f region

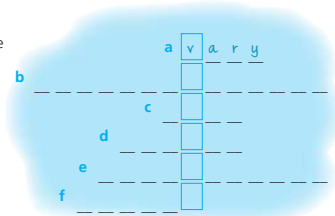
3 Use your dictionary to complete these sentences with the correct form of the words in brackets.

- Check answers as a class.

Answers: _____
 b irresponsible c evolution d variety
 e various f distinction g violinist

1 Complete the puzzle to find a word.

- a to be different from other types of the same thing
 - b duty to make sure something is done
 - c describing traditional music from a particular area
 - d develop or make something develop gradually
 - e showing a person or a thing to be different from others
 - f a large area in a country
- The word in the boxes is _____



2 Complete these sentences with words from Exercise 1.

- a People often use traditional musical instruments to play folk music.
- b Tarek's exam results _____. Sometimes they are very good, but sometimes they are quite bad.
- c Fatma's voice is very _____. I always know when she is talking to someone!
- d Mobile phones _____ all the time. They were large, then very small, and now some of them are large again!
- e When Ahmed's parents go out, it is his _____ to look after his younger brothers and sisters.
- f The tourists wanted to know which restaurant offered interesting food from the _____ which they were travelling through.

3 Use your dictionary to complete these sentences with the correct form of the word in brackets.

- a Young people are responsible for protecting their country's folk music. (*responsibility*)
- b It is _____ to drive dangerously, especially in towns or cities. (*responsibility*)
- c The _____ of the internet has taken place over the last 30 years. (*evolve*)
- d Our local university offers a _____ of language courses. (*vary*)
- e You can buy this shirt in _____ colours. (*vary*)
- f I don't understand the _____ between *who* and *which*. (*distinctive*)
- g Tarek is a very good _____. (*violin*)



LESSON 5

SB page 85 WB page 84

UNIT 13

Communication skills
Making and responding to suggestions

1 You want to find out more about traditional Egyptian culture and decide to join a new book club at the local library. Complete this questionnaire, then compare answers with a partner.

NEW BOOK CLUB FOR TEENAGERS

Thank you for your interest in our new book club. We now want to know more about how you think the club should be organised.

- 1 How often do you think the club should meet?
 Once a week Once a fortnight Once a month
- 2 How many people should be in the group?
 Fewer than five Between five and ten More than ten
- 3 When would be the best time for the book club to meet?
 Evenings Weekends
- 4 What kinds of books would you suggest members of the club should read?
 All kinds of books Only fiction
- 5 Give the titles of four books that you would like to discuss in the book club.

2 Listen to some students discussing the book club.

- a Do any of the students express the same ideas as you put in the questionnaire?
- b Tick the suggestions and responses that you hear.
- c Write whether the responses to the suggestions agree or disagree.

FOCUS ON FUNCTIONS

Making suggestions	Responding to suggestions	Agree or disagree?
How about + -ing ...? <input checked="" type="checkbox"/>	I'd go along with that. <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> disagree <input type="checkbox"/> <input type="checkbox"/>
I'd say ... <input type="checkbox"/>	I'm not sure about that. <input type="checkbox"/>	
If you ask me ... <input type="checkbox"/>	Personally, I'd prefer ... <input checked="" type="checkbox"/>	
Let's say ... <input type="checkbox"/>	Sorry, I don't agree. <input type="checkbox"/>	
We could ... <input type="checkbox"/>	That's a good idea. <input type="checkbox"/>	
What about + -ing ...? <input type="checkbox"/>	That's what I think. <input type="checkbox"/>	

3 Work in groups of four.

- a Each member of the group should suggest two books to read from his or her questionnaire, giving their reasons. (If a student has spoken about the same book, choose another.)
- b Discuss the book choices as a group, using the expressions from *Focus on functions*. Then agree on the final four books to discuss in the book club.

4 Research Egyptian folk music

Find out:

- in which parts of Egypt it is popular
- which instruments are used in it

Try and find a recording so that you can play some of it in the next lesson.

WORKBOOK PAGE 84

85

2 Listen to some students discussing the book club.

- 1 Tell the class that you are going to play a recording of a group of students discussing their opinions about a book club.
- 2 Tell the students to listen to the recording and answer the first question.
- 3 Ask some of the students to share their answer with the whole class.
- 4 Play the recording again, and tell the students to tick the boxes in Focus on functions with any suggestions and responses that they hear, and to write if the responses agree or disagree, as in the example.
- 5 Check answers as a class.

Answers: _____

- a Students' own answers
- b

Making suggestions

- How about -ing ...? ✓
 I'd say ... ✓
 What about -ing ...? ✓

Responding to suggestions

- I'd go along with that. ✓ agree
 I'm not sure about that. ✓ disagree
 Personally, I'd prefer ... ✓ disagree

TAPESCRIPT

1
 Girl 1: So, how often do you think the group should meet?

Girl 2: How about meeting once a month?

Girl 3: Personally, I'd prefer once a week.

2

Girl 2: And how many people do we think should be in the group?

Girl 3: I'd say ten at the most.

Girl 1: I'd go along with that.

3

Girl 3: When do we want the group to meet?

Girl 1: What about meeting in the early evening?

Girl 2: That's a good idea.

4

Girl 1: What kinds of books should we read?

Girl 2: Let's say any kind of fiction.

Girl 3: I'm not sure about that. I don't want to read science fiction books

Communication skills

1 You want to find out more about Egyptian culture and decide to join a new book club at the local library. Complete this questionnaire, then compare answers with a partner.

- 1 Discuss with the class what a book club is. Ask the students to complete the questionnaire by ticking the box of their choice for each question.
- 2 Ask them not to share their answers to question 5 because they will need these for a later activity.

3 Work in groups of four.

- 1 Put the students into groups of four. Tell them to use their answers from Exercise 1, question 5.
- 2 Ask the students to share at least two book titles with their group and to give reasons why they think these titles are a good choice for a book club. Tell the groups to discuss the book choices of all their members, and then to agree on four books to discuss in the book club. They should use expressions from Focus on functions as they do this. Monitor while they are working and make a note of any persistent errors. Go over these at the end.
- 3 Ask each group to share their book choices and the reasons for choosing them with the class.

4 Research Egyptian folk music.

- 1 Make sure that students understand the task.
- 2 Students can complete the research for homework. Encourage them to bring in short recordings for the next lesson.



WORKBOOK

page 84

1 Finish the following dialogue.

- 1 Tell the students to read the dialogue before they start the activity.
- 2 Students use the context to complete the dialogue individually or in pairs.
- 3 Check answers as a class. Ask pairs of students to read their completed dialogues. Accept all answers which are grammatically correct.

Suggested answers: _____

- a I promised to tidy my grandfather's house when we visit him.
- b We can start with his bedroom.
- c What about the kitchen?
- d Hurry up. / Let's go.

2 You are going to write an email to a foreign friend describing a piece of Egyptian music that you like. First, make notes.

- 1 Ask the students to name different types of Egyptian music and list them on the board. Tell them to choose one piece of music and explain

UNIT
13

1 Finish the following dialogue.

Munir is going with Wagdy to his grandfather's house.

Munir What did you promise your mother before we left?

Wagdy a I promised to tidy my grandfather's house.

Munir I'll help you tidy your grandfather's house. Where shall we start?

b _____.

Wagdy We can't tidy his bedroom as he usually sleeps at this time.

Munir OK. c _____?

Wagdy Yes, let's start in the kitchen. d _____.

2 You are going to write an email to a foreign friend describing a piece of Egyptian music that you like. First, make notes.

Paragraph 1 (Give information about the music itself: What type? Where from? Who sings/plays it?)

Paragraph 2 (Where/When did you first hear it? Why do you like it?)

Paragraph 3 (Suggest where your friend could hear or buy this music. Use expressions from Focus on Functions.)

3 Write your email in 100–120 words.

- a Write your first draft quickly. Follow the notes you made in your plan. Remember that you are writing to a friend, so start and end your email in a friendly, informal way.
- 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 your final email in your notebook.

84

that they are going to plan an email to a friend describing it.

- 2 Read the plan with the class and make sure the students understand the task. Tell them to complete the plan, reminding them to make notes only.
- 3 Go round and help the students as needed.

3 Write your email in 100–200 words.

- 1 Tell the students to use their notes from Exercise 2 to help them write their emails. Walk round and help the students as needed. Remind them that the email is to a friend so the language should be informal.
- 2 Once the students have checked and corrected their emails, they can write the final draft. You could take in their work to mark.

Assessment

Listening Task

Target element: revise key listening passage and practise key grammar

WOn the board, write the sentences below. Tell the students that there is one mistake in each sentence. Explain that they are going to hear the listening from page 81 of the Student's Book about festivals again, and they must listen carefully to identify and correct each mistake. Point out that some of the sentences are correct. (The answers are given below in brackets.)

- 1 I'm looking forward to do more on this project on festivals in different cultures. (~~forward to do~~ forward to doing)
- 2 How about looking at that festival for our project? (correct)
- 3 It began in 1950 when some students decided making snow sculptures in a park. (~~making~~ to make)
- 4 Thousands of people enjoy to look at the sculptures. (~~to look~~ looking)
- 5 I'd like to do something on this for our project. (correct)
- 6 I'll suggest to go to the Sham El-Nessim festival in Egypt next year! (~~to go~~ going)

Speaking Task

Target element: talk about music

doctor teacher lawyer scientist builder

Put the students into pairs and tell them you are going to play some music. Ask them to listen carefully. Now, ask several students the following questions:

What type of music is it?

Where do you think the music comes from?

Do you know any of the instruments that are used?

How does this music make you feel?

Do you like the music. Why/Why not?

Play several pieces of music, asking the questions afterwards each time until all the students have had a chance to speak. Alternatively, you can ask the students to discuss the questions in pairs while you walk round to monitor their speech.

Do not judge the students on their knowledge of the types of music, but only on their ability to describe it in English and how it makes them feel.

Reading Task

Target element: revise the key reading passage and language

Write the sentence beginnings below on the board. Tell the students to read the text Folk music on Student's Book page 83 again. Ask them to copy the sentences from the board and then to complete them. (The answers are given below in brackets.)

- 1 Folk music is developed in ... (local communities.)
- 2 In the past, music was individual and it was not influenced by ... (music from other areas.)
- 3 Until recent times, folk music was not ... (written down.)
- 4 The rababah is similar to a ... (violin.)
- 5 Because of technology, we can now hear music from ... (other areas and other cultures around the world.)

Writing task

Target element: writing about your favourite music

Tell the students to write a short paragraph about their favourite type of music. Explain that you are going to write some questions on the board to give them a structure for their paragraph. On the board, write the following questions:

What type of music is it?

Does anyone sing it? If yes, who?

What musical instruments are used?

Who plays the instruments?

Why do you like the music?

What does it make you feel?

Ask some students to read their paragraphs to the class.

UNIT 14

MADELEINE L'ENGLE: A WRINKLE IN TIME

SB pages 86-90

WB pages 85-88

Objectives

Listening

Listening for gist and for specific information

Grammar

Modal verbs of necessity, prohibition and lack of necessity

Reading

Reading to check predictions and for specific information

Critical thinking

Appreciating the importance of your family

Functions


Expressing necessity and lack of necessity

Writing

Writing about a space explorer

UNIT 14 Madeleine L'Engle:
A Wrinkle in Time

OBJECTIVES **Listening** Listening for gist and for specific information
Grammar Modal verbs of necessity, prohibition and lack of necessity
Reading Reading to check predictions and for specific information
Critical thinking Appreciating the importance of your family
Functions Expressing necessity and lack of necessity
Writing Writing about a space explorer



Listening

1 Discuss these questions in pairs.

- Which were your favourite books when you were at primary school?
- What do you think a *wrinkle* is? Where do you usually see wrinkles?

2 **FOCUS ON VOCABULARY**

Check the meanings of these words in your dictionary.

clear (something) up lecture (n)
non-fiction Switzerland

3 Listen to a conversation between Mazin and Salem and answer the questions.

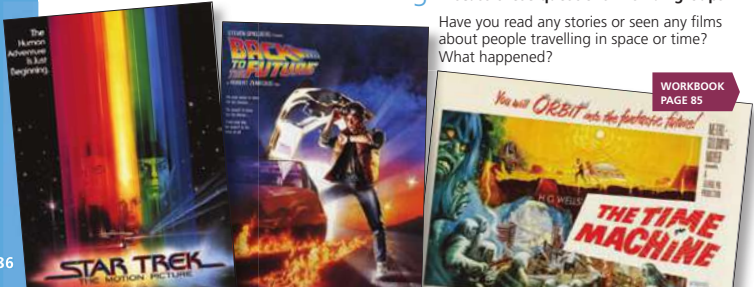
- What is Mazin going to do in his English class next week?
- Who did Madeleine L'Engle read to as she wrote *A Wrinkle in Time*?
- What are Mazin and Salem going to do when Salem has finished the book?

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

- Madeleine L'Engle's mother was a writer. **False.** Her father was a writer.
- Madeleine started writing stories when they moved to Europe.
- Madeleine got a degree in English.
- Her first book was about her time at university.
- Madeleine and her husband had three children.
- All of her books were very successful.
- A Wrinkle in Time* is about a girl who travels into space.
- The story has been very successful and was made into a film.

5 Discuss these questions in small groups.

Have you read any stories or seen any films about people travelling in space or time? What happened?



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WORKBOOK PAGE 85

LESSON 1

SB page 86

WB page 85

Before using the book:

- Ask the students to think of as many types of story as they can (for example adventure, children's, detective, mystery, historical, science fiction). Write their ideas on the board.
- Ask them what types of story they have studied so far in the course. Point out that *My Father, An Egyptian Teacher* is a biography and that *2001: A Space Odyssey* is science fiction.

- Ask the students to list some common themes in science fiction books. Put their ideas on the board (for example space, time travel, new technology, life in the future). You can refer them to the pictures at the bottom of page 86 for ideas. Ask them if they know any of these stories or the films that have been made of them. If they know them, ask them to say briefly what they are about.
- Explain that in today's lesson, they are going to look at another example of science fiction.

Listening

1 Discuss these questions in pairs.

- 1 Give the students a few minutes to discuss the questions in pairs.
- 2 Ask some pairs to share their answers with the class.
- 3 Ask the students what they think *A Wrinkle in Time* means (a fault or gap in time). Explain that they will find out later in the lesson.

Answers: _____


- a Students' own answers
- b A wrinkle is a small line on the skin that you get when you are old; you usually see one on your face.

2 Check the meanings of these words in your dictionary.

- 1 Allow time for the students to find the words and phrases in their dictionaries.
- 2 Invite the class to suggest sentences which contain each word or phrase. Write good examples on the board.

Answers: _____

clear something up	explain something that is confusing or mysterious
lecture	a talk to a group of people about a subject
non-fiction	books, etc. about real facts or events, not imaginary ones
Switzerland	a country in the centre of Europe

 **3 Listen to a conversation between Mazin and Salem and answer the questions.**

- 1 Ask the students to read the three questions before they listen.
- 2 Play the recording.
- 3 Check answers as a class.

Answers: _____

- a He is going to read a summary of a book in English (*A Wrinkle in Time*).
- b She read to her children.
- c They are going to go to Mazin's house to discuss it.

T A P E S C R I P T

Mazin: We have to read a summary of a book in

English next week. It's called *A Wrinkle in Time*.

Salem: Who's it by?

Mazin: It's by Madeleine L'Engle.

Salem: I don't know Madeleine L'Engle. Where's she from?

Mazin: I'm not sure. I can check online. Here, look. Madeleine L'Engle was born in 1918 in New York. Her father was a writer and Madeleine loved writing stories, too: she wrote her first one when she was five. The family moved to Switzerland where Madeleine went to school. When they moved back to the United States, Madeleine graduated in English.

Salem: What did she do after university?

Mazin: She worked in a theatre in New York. Her first book was published in 1945 and it was about her time at school in Europe.

Salem: Did she have any children?

Mazin: Yes. She married an actor in 1946 and they had three children. Madeleine then started writing stories for children, but for many years, her books were not very successful. She had to help her husband by working in his shop.

Salem: So when did she write *A Wrinkle in Time*?

Mazin: She wrote it in 1962.

Salem: Do you know what it's about?

Mazin: It is about a girl who must travel into space to clear up the mystery of her father, who has disappeared. Madeleine read her children the story as she wrote it, perhaps worried that other children would not like it. But she needn't have worried because the book was very successful and won an award. It has also been made into a film.


Salem: Did she write anything else?

Mazin: Yes, she also wrote poems and non-fiction books, and she gave lectures, too. She died in 2007.

Salem: Well, I don't have to read *A Wrinkle in Time* for school, but I like the sound of it. I think I'll read it too!

Mazin: Good idea. You must come round to my house when you've finished it. Then we can discuss it.

Salem: Thanks, Mazin. I'd like that.

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

- 1 Ask the students to read the sentences before they listen again.
- 2 Play the recording. Give the students time to correct the false sentences. You may need to

play the recording more than once.

3 Check answers as a class.

Answers: _____

- b False. She started writing stories when she was five (before they moved to Europe).
- c True
- d False. It was about her time at school in Europe.
- e True
- f False. For many years, her books were not successful.
- g True
- h True

5 Discuss these questions in small groups.

- 1 Ask the students if they have read or seen the film of *A Wrinkle in Time*. If they have, ask them if they liked it. Why/Why not?
- 2 Give the students time to discuss the questions in small groups. Then ask some students to share their ideas with the class.



1 Match these words with their meanings.

- 1 Students do the task individually.
- 2 Check answers as a class. Ask the students if they can name any other European countries. Write their ideas on the board.

Answers: _____

- 1 c 2 a 3 d 4 b

2 Complete these sentences with words from Exercise 1.

- 1 Ask the students to read the gapped sentences and complete them using the words from Exercise 1.
- 2 Ask some students to read the completed sentences aloud to check the answers. Check their pronunciation.

Answers: _____

- b lecture c clear up d non-fiction

Madeleine L'Engle:
A Wrinkle in Time

1 Match these words with their meanings.

- | | | |
|---------------|---------------------------------------|---|
| a clear up | 1 <input type="checkbox"/> | about real facts or events, not imaginary ones |
| b lecture | 2 <input checked="" type="checkbox"/> | explain something that is confusing or mysterious |
| c non-fiction | 3 <input type="checkbox"/> | a country in the centre of Europe |
| d Switzerland | 4 <input type="checkbox"/> | a talk to a group of people about a subject |

2 Complete these sentences with words from Exercise 1.

- a The people speak French, German and Italian in Switzerland.
- b There is an interesting _____ at the university about global warming.
- c At the end of the film, I think that the detective will _____ the mystery of who was responsible for the crime.
- d My brother loves reading novels, but I've always preferred reading _____ books.

3 Use your dictionary to answer these questions.

- a What does it mean if you clear up your kitchen? _____
- b What does it mean if a film is fictional? _____
- c Where does something come from if it is Swiss? _____
- d What does a lecturer do? _____



4 Complete these sentences from the listening text with the correct preposition.

about at **by** by in in into

- a *A Wrinkle in Time* is by Madeleine L'Engle.
- b Her first book was _____ her time _____ school _____ Europe.
- c She had to help her husband _____ working _____ his shop.
- d The book has also been made _____ a film.



3 Use your dictionary to answer these questions.

- 1 Encourage the students to try and answer the questions without referring to their dictionaries if possible.
- 2 Students can compare answers in pairs. They can check their answers with a dictionary.
- 3 Check answers as a class.

Answers: _____

- a It means that you tidy it.
- b It is not real.
- c It comes from Switzerland.
- d A lecturer gives lectures/talks at a college or university.

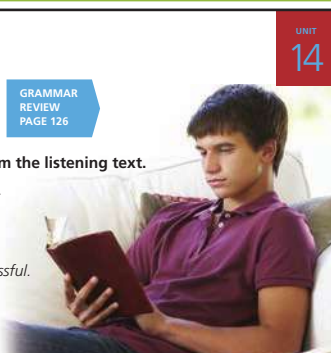
LESSON 2

SB page 87 WB page 86

UNIT 14

Grammar Modal verbs of necessity, prohibition and lack of necessity

GRAMMAR REVIEW PAGE 126



1 Underline the modal verb phrases in these sentences from the listening text.

- a We have to read a summary of a book in English next week.
- b She had to help her husband by working in his shop.
- c It is about a girl who must travel into space.
- d She needn't have worried because the book was very successful.
- e I don't have to read A Wrinkle in Time for school.
- f You must come round to my house when you've finished it.

2 Discuss these questions in pairs.

- a In which sentences in Exercise 1 does the subject have no choice?
- b What is the difference in meanings between these pairs of sentences?
 - 1 You mustn't park there. It says 'No Parking'.
 - You needn't park there. There's a better place here.
 - 2 Come and see me tomorrow.
 - You must come and see me tomorrow!

3 Choose the correct modal verb.

- a My sister made a cake. You must / have to try it. It's lovely!
- b We can walk to the bookshop if you want, but we don't have to / mustn't. The bus goes there.
- c You mustn't / don't have to run next to the swimming pool. You might fall over.
- d In England, most people have to / must work until they are 67.
- e I must / have to buy some bread from the shops. Don't let me forget!
- f We needn't have / didn't have to run to the museum because it was already closed when we got there.
- g Poor Walid broke his leg yesterday and had to go / needn't have gone to hospital.

4 Discuss these questions in pairs.

- a What must you remember to do this weekend?
- b What do you have to do at school every day? What mustn't you do?
- c What did you do recently that you needn't have done?

FOCUS ON GRAMMAR

Modal verbs of necessity, prohibition and lack of necessity

- Use *have to / has to* + infinitive when you don't have a choice whether to do something or not:
You have to show your passport when you leave the country.
- Use *must* + infinitive to express strong feelings or wishes, strong advice, warm invitations and to say that something is important:
I must study hard before my exam.
You must stop smoking!
They must come and have lunch with us.
We must buy a present for Ali's birthday.
- The past form of *have / has to* and *must* is *had to* + infinitive:
We had to do a test at school today.
- Use *mustn't* + infinitive to express prohibition:
You mustn't park here. It is not allowed.
- Use *don't / doesn't have to* or *needn't* + infinitive to express lack of necessity:
She isn't late for school so she doesn't have to / needn't hurry.
- The past form is *didn't have to* + infinitive / *needn't have* + past participle, but the meanings are different:
I didn't have to buy more bread. We already have a lot. (I didn't buy bread because we have some.)
I needn't have bought more bread. We already have a lot. (I bought bread, but it was not necessary because we have some.)

WORKBOOK PAGE 86

87

Grammar

1 Underline the modal verb phrases in these sentences from the listening text.

- 1 Briefly review the nine true modal auxiliary verbs with the students (can, could, may, might, shall, should, must, will, would). Remind them that modal phrases are formed using modal + infinitive without to.

Note: modals do not have an -s form and they form questions and negatives without do. Have to and need are not true modals, but they are included in this unit because of their modal meaning. Modals include meanings of volition, obligation, necessity, permissibility, probability and possibility. In this unit, we look at modals of necessity, prohibition and lack of necessity.

- 2 Ask the students to look at sentences a–f and to underline the modal verb phrases as in the example.
- 3 Check answers as a class.

Answers: _____

- b She had to help her husband by working in his shop.
- c It is about a girl who must travel into space.
- d She needn't have worried because the book was very successful
- e I don't have to read A Wrinkle in Time for school.
- f You must come round to my house when you've finished it.

4 Complete these sentences from the listening text with the correct prepositions.

- 1 Explain that the students need to complete the sentences with the correct prepositions.
- 2 Ask some students to read the completed sentences aloud to check their answers.

Answers: _____

- b about/at/in
- c by/in
- d into

2 Discuss these questions in pairs.

- 1 Give the students time to discuss the questions in pairs.
- 2 Check answers as a class. Read the Focus on grammar box with the class.

Answers: _____

- a In sentences a and b (sentences with have to).
- b

- 1 In the first sentence, this is prohibited. In the second

sentence, it is possible but not necessary.

- The first sentence is an order. The second sentence is a warm invitation.

3 Choose the correct modal verb.

- Read the example answer and ask the students why this is correct (it is a warm invitation).
- Students complete the task in pairs. Monitor while they are working and offer help as needed.
- Check answers as a class. Encourage the students to explain why the modal verb is correct for each one.

Suggested answers: _____

- b don't have to (it is not necessary) c mustn't (strong advice) d have to (you don't have a choice) e must (it is important) f needn't have (it was not necessary) g had to go (he didn't have a choice).

4 Discuss these questions in pairs.

- Give the students time to discuss the questions in pairs.
- Ask a few pairs to share their ideas with the class.

Students' own answers

WORKBOOK page 86

1 Match to make sentences.

- Students can do the task in pairs.
- Ask some students to read the completed sentences aloud to check the answers.

Answers: _____
 1 c 2 e 3 a 4 d 5 b

2 Complete the sentences with the correct form of *have to, must or need*.

- Students can do the task individually and compare answers in pairs.
- They can refer to the Grammar review on Student's Book page 126 if they need more help.
- Ask some students to read the completed

UNIT 14

1 Match to make sentences.

<p>a You'll have to buy a ticket</p> <p>b Mona didn't have to take</p> <p>c Yunis had to do the</p> <p>d We've moved to a new house</p> <p>e You needn't have cleaned the windows</p>	<p>1 <input type="checkbox"/> maths exercise again because he got it all wrong.</p> <p>2 <input type="checkbox"/> because a man comes to wash them every week.</p> <p>3 <input checked="" type="checkbox"/> a before you travel on the train.</p> <p>4 <input type="checkbox"/> so you must come round and see it.</p> <p>5 <input type="checkbox"/> her sunglasses because it was cloudy.</p>
---	--

2 Complete the sentences with the correct form of *have to, must or need*.

a We have to pass our exams to get into university.

b They _____ leave the school yesterday after they heard the fire bell.

c I _____ stop eating sweets! They are bad for me.

d You _____ put the newspaper on the oven. It might burn.

e Tarek _____ get the bus to the park. My father can take him in our car.

f The students _____ written all those notes. All the information is typed for them.

g Karim was already at the sports centre when I arrived, so I _____ send him a text telling him to meet us there.

3 Complete these questions with your own ideas.

a At an airport, what do you have to show before you can leave the country ?

b Before our next English lesson, what must _____ ?

c In the park, is it true that you mustn't _____ ?

d In school last week, why didn't you have to _____ ?

e What did you have to buy when _____ ?

f What needn't I have brought to _____ ?

4 Now answer the questions in Exercise 3.

a You have to show your passport.

b _____

c _____

d _____

e _____

f _____

86

sentences aloud to check the answers.

Answers: _____
 b had to c must d mustn't
 e doesn't have to f needn't have g didn't have to

3 Complete these questions with your own ideas.

- Read the example and check that the students understand the task.
- Go round and monitor while the students work individually. Help with any queries.
- Ask a few students to read their completed questions. Accept all correct answers.

UNIT 14

Reading

1 Discuss these questions in pairs.

a What do you remember about Madeleine L'Engle and her story, *A Wrinkle in Time*?

b Why do you think that Meg's father has gone into space?

2 **FOCUS ON VOCABULARY**

Check the meanings of these words in your dictionary.

concentrate concern (n)
defeat (v) evil (adj) gap
manage rule (v)

3 Read this summary of Madeleine L'Engle's *A Wrinkle in Time* and check your answers to Exercise 1b.

4 Read again and answer the questions.

a How long has Meg's father been missing?
For more than a year.

b How can Meg and Charles travel into space?



c Who or what is IT?

d What happens to Charles after he tries to fight IT?

e How do Meg and Calvin escape from IT?

f What does Mrs Whatsit tell Meg?

g What does Meg discover that can help Charles?

A Wrinkle in Time

Meg Murry is a schoolgirl who finds life difficult. Her father is a scientist and he had been working on a project that allowed people to travel into space when he suddenly disappeared. He has been missing for more than a year.

One day, a strange woman called Mrs Whatsit visits Meg, her younger brother, Charles and their friend Calvin. She tells them that they can find their father by travelling through a **gap** in time and space.

The next day, Mrs Whatsit and her friends Mrs Who and Mrs Which **transport** Meg, Charles and Calvin to a planet called Camazotz, where they say that the children will find their father. However, the planet is **ruled** by something like a big, **evil** brain called IT. When Charles tries to fight IT, the brain wins and soon controls everything that Charles says and does. Meg finds her father, but when she and Calvin try to help Charles, the brain starts to control them, too.

At the last moment, their father saves Meg and Calvin by transporting them to another planet called Ixchel, but they have to leave Charles behind. He is still controlled by IT.

On Ixchel, they meet Mrs Whatsit again. She says that only Meg can save her brother. She says that Meg has something that can **defeat** IT, but she must discover what this is for herself. So Meg travels back to the planet Camazotz alone.

She is frightened, but slowly she realises that she has a power that IT does not have: the power to love. She **concentrates** on her love and **concern** for her brother and suddenly Charles becomes free from IT's control. Meg and her brother **manage** to travel back to earth, where they land in the vegetable garden of their home. Here they find that all their family, Calvin and Mrs Whatsit are safe.

f You needn't have brought those chocolates as we already have some, but it was very kind of you.

LESSON 3

SB page 88

Reading

1 Discuss these questions in pairs.

- 1 Give the students time to discuss the two questions.
- 2 Ask them to share their ideas with the class. Explain that they can check their answers in Exercise 3.

2 Check the meanings of these words in your dictionary.

- 1 Write the words from the box on the board.
- 2 Now tell the students to look up the words in their dictionaries.
- 3 When they have done this, explain that you are going say the meaning of one of the words in English and they must say which word you are describing.

Example:

Teacher: *This means to win in a game, battle or election against someone.*

Students: *Defeat.*

Answers: _____

concentrate	think very carefully about something you are doing
concern (n)	a feeling of worry about something important
defeat	win a game, battle or election against someone
evil (adj)	very cruel or harmful
gap	a space between two things or two parts of something
manage	succeed in doing something difficult
rule (v)	have the power to control a country

Suggested answers: _____

- b we do for homework?
c walk on the grass?
d do P.E?
e you went to the bookshop last weekend?
f your house yesterday evening?

4 Now answer the questions in Exercise 3.

- 1 Read the example. Give the students time to answer their questions. They could do this for homework.

Answers: _____

- b We must finish Workbook Exercise 4.
c Yes, it is true, and you mustn't play football, too.
d Because I had hurt my leg. It's better now.
e I had to buy a book for my brother.

3 Read this summary of Madeleine L'Engle's *A Wrinkle in Time* and check your answers to Exercise 1b.

- 1 Students quickly read the summary of the

story. Go round and help them with any queries.

- Check their answers to Exercise 1b. Accept alternative correct answers.

Suggested answers: _____

He was working on a project that allowed people to travel into space. He probably wanted to check that his project worked, but when he went to space, he was controlled by IT.

4 Read again and answer the questions.

- Advise the students to read the questions before they read the text again, so they know what information to look for.
- Students do the task individually. Then can compare answers in pairs.
- Check answers as a class.
- Ask the students if they enjoyed the story, and to say why/why not.

Answers: _____

- Mrs Whatsit and her friends Mrs Who and Mrs Which transport them there.
- IT is something like a big, evil brain that rules the planet Camazotz.
- The brain wins the fight and soon controls everything that Charles says and does.
- Meg's father Mr Murry saves them and takes them to another planet.
- She tells Meg that she has something that can defeat IT, but she must discover what this is for herself.
- She discovers that she has the power to love, which IT does not have. This helps to save Charles.

LESSON 4

SB page 89 WB page 87

Critical thinking

1 Discuss these questions in pairs.

- Ask the students what they can remember about the summary of the story, *A Wrinkle in Time*.
- Ask the students to read questions a–f and to answer them in pairs. They can reread the summary if necessary.
- Check answers as a class. You may have to

Critical thinking

1 Discuss these questions in pairs.

- How did Mrs Whatsit help Meg and her brother?
- Why do you think that Meg couldn't find her father during the first year?
- Would you like to read all of *A Wrinkle in Time*? Why / Why not?
- What is unusual about the characters' names Mrs Whatsit, Mrs Who and Mrs Which?
- What does IT usually stand for? Why is IT a good name for the big, evil brain in the story?
- Do you think that characters' names are important in stories or films? Why / Why not?

2 Read this quotation from *A Wrinkle in Time* and answer the questions.

- Why does Meg need to go back to Camazotz?
- Why is Meg frightened?
- How does Meg save her brother?
- What do you think the moral of the story is?
- Would you do something dangerous to help a member of your family? Why / Why not?
- How important is your love for your family, do you think?

Mrs Whatsit says that Meg has something that can defeat IT, but she must discover what this is for herself. So Meg travels back to the planet Camazotz alone. She is frightened, but slowly she realises that she has a power that IT does not have: the power to love.

3 Discuss these questions in pairs.

- Why was Meg's life difficult? What problems did she have?
- Do real people have the same kind of problems as Meg?
- What do you do to help your family? What do the members of your family do to help you?

4 Read these quotations about the family. What do they mean? Which do you agree with? Discuss in pairs.

The love of family and friends is much more important than money or a job title.

Your brothers and sisters may interrupt you, upset you and not do what you ask, but these are the people who know you the best and who love you.

When I was younger, I always wanted to be better than my brothers and sisters. Now I have grown up, we have become the best of friends.

Being happy is knowing that all the members of your family are healthy and safe.

Possessions come and go. Your family is always there.

WORKBOOK PAGE 87

explain that the expression stands for means represents (for example, USA stands for United States of America).

Answers: _____

- She helped them to find her father by transporting them to space. She also told Meg what to do to save Charles.
- She did not know where he was or what had happened to him.
- Students' own answers
- Their names are question words (Mrs Whatsit sounds like What is it?).
- IT usually stands for Information Technology. Suggested: It is a good name because it sounds mysterious and powerful.
- Suggested: Yes, I think their names are important

e/f Students' own answers

UNIT
14

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

by for in on to to

a It was a difficult journey but we manage d to get to the village before it got dark.


b The room was very noisy and Walid found it hard to c _____ e _____ his work.

c We'll t _____ t the metal bars _____ the factory in that truck.

d Is that country r _____ d _____ a king, a queen or a president?

e My grandmother always feels c _____ n _____ her grandchildren when we are away from home.

f The sheep escaped through a g _____ p _____ the fence.



2 Answer the questions.

a Is your country ruled by a king or a president?

b How are most goods transported around your country— by plane, train, ship or truck?

c Who was the last team to defeat your favourite sports team? What happened?

d Do you feel concern for members of your family? If so, when?

e When do you find it hard to concentrate on your work?

3 Use your dictionary to complete the sentences using the correct form of the word in brackets.

a The King has been the ruler _____ of that country for many years. (rule)

b The underground and buses are two forms of city _____ . (transport)

c If I study for too long without a break, I begin to lose _____ . (concentrate)

d That team never loses! It is _____ ! (defeat)

e He always thinks that he is going to fail. He is a _____ . (defeat)

4 Write a paragraph about why your family is important to you.

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3 Discuss these questions in pairs.

- Students can work in different pairs to discuss the questions. For question a, ask them to consider the problems that Meg had before and after she went to space.
- Ask some pairs to share their ideas with the class.

Answers: _____

- She found life difficult when her father disappeared. Without her father, she probably had to do more to help at home. Then, when she went to space, she had to save her brother. She was frightened because she had to do this alone.
- Yes, they do. Real people do not usually go to space, but they have to look after other people in their family. They also might be in a situation where they are frightened or have to do something that is very difficult.
- Students' own answers

4 Read these quotations about the family. What do they mean? Which do you agree with? Discuss in pairs.

- Give the students time to discuss the quotations. Go round and help them with any queries.
- Ask the students to share their ideas with the class and have a brief class discussion. Which of the quotations do they disagree with? Why?

because they often tell you what kind of person they are. For example, we know that Mrs Whatsit is unusual because of her name.

2 Read this quotation from A Wrinkle in Time and answer the questions.

- Give the students time to read the quotation and to answer the questions.
- They can compare ideas in pairs.
- Ask some pairs to share their ideas with the class.

Answers: _____

- She must save Charles, who is controlled by IT.
- Because IT is evil and wants to control people.
- Through the power of love.
- Suggested: The moral is that love is stronger than evil.

- Encourage the students to make their own quotations about families.

Students' own answers

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

- Students can complete the task in pairs.
- Check answers as a class.

Answers: _____

- b concentrate on c transport to d ruled by
e concern for f gap in

2 Answer the questions.

- 1 Ask the students to complete the task individually and to compare answers in pairs.
- 2 Ask a few pairs to share their answers with the class.

Students' own answers

3 Use your dictionary to complete the sentences using the correct form of the word in brackets.

- 1 Ask the students to complete the task individually and to compare answers in pairs. They can use their dictionaries if necessary.
- 2 Check answers as a class.

Answers: _____
 b transportation (or transport)
 c concentration
 d undefeated
 e defeatist

4 Write a paragraph about why your family is important to you.

- 1 Remind the students about the quotations they discussed in the Student's Book and ask a few students to say why their family is important to them.
- 2 Students can write the paragraph in class or for homework.

LESSON 5

SB page 90 WB page 88

Communication skills

1 Discuss these questions in pairs

- 1 Ask the students to look at the photograph. Do they know where this is? (It is London.)
- 2 Now ask them to discuss the questions a–c in pairs.
- 3 Ask a few pairs to share their ideas with the class. Write their answers to part c on the board.

Students' own answers

UNIT
14

Communication skills

Expressing necessity and lack of necessity

- 1 **Discuss these questions in pairs.**
 - a What do you need when you go on holiday? What don't you need?
 - b Have you ever been to London?
 - c What do you think you would need if you went to London? Make a list.
- 2 **Listen to Fady and Hisham. Have they chosen the same things as you suggested in Exercise 1?**
- 3 **Listen again and put the expressions below in the order that you hear them.**


FOCUS ON FUNCTIONS

Expressing necessity

- a It's (probably) a good idea to ...
- b You need ...
- c You (really) must ...
- d It's (really) important to / that we ...
- e It's essential to / that you ...
- f You have to ...

Expressing lack of necessity

- g You don't need ...
- h You don't have to ...
- i I don't think it's necessary to ...



SKILLS FOR LIFE

Always be prepared to help friends and members of your family in times of trouble.

5

Research the following about explorers in space

Research information about a modern space explorer. Find out:

- where they have been
- what they have to do to prepare for their exploration
- what they need to take when they explore somewhere

Present what you have found to the class by giving a short talk.

WORKBOOK
PAGE 88



- 4 **Work in pairs. Imagine that you are going to go camping in the desert. Plan what you should take. Use some of the expressions from Focus on Functions and think about the following.**
 - equipment
 - clothes for the daytime
 - clothes for the evening
 - books
 - games and entertainment
 - food and drink
 - items for safety and health

2 Listen to Fady and Hisham. Have they chosen the same things as you suggested in Exercise 1?

- 1 Explain that they are going to hear Fady and Hisham discussing what they should take on a trip to London. Students must listen and compare what they are going to take with what they put in Exercise 1c.
- 2 Play the recording. You can play it a second time if necessary.
- 3 Check answers as a class.

Answers: _____
 Fady and Hisham are going to take a good map, passports, warm clothes, umbrellas and books to read.

Hisham is going to take some food.

TAPESCRIPT

- Fady* What do you think that we need to take when we go to London?
- Hisham* It's really important that we have a good map.
- Fady* Of course. We have a good map. What else?
- Hisham* You really must take your passport.
- Fady* Yes, I've got that.
- Hisham* You need to take warm clothes, too. It can be cold in London.
- Fady* Good idea, I'll pack those.
- Hisham* You have to take an umbrella too, so you don't get wet in the rain.
- Fady* OK. What about food?
- Hisham* You don't need to take food. I'll bring some and we can buy food. You don't have to bring a dictionary either because we've got our phones. It's essential that we take a phone charger, though!
- Fady* Do we need sun cream?
- Hisham* I don't think it's necessary to take sun cream. It probably won't be very sunny.
- Fady* What about a book to read in the evening?
- Hisham* It's probably a good idea to take a book, but we can also talk and Watch television in the evening.



3 Listen again and put the expressions below in the order that you hear them.

- 1 Read the expressions in the Focus on functions box with the class.
- 2 Play the recording again. Students listen and put them in the order that they hear them.
- 3 Check answers as a class.

Answers:

a 9	b 3	c 2
d 1	e 7	f 4
g 5	h 6	I 8

4 Work in pairs. Imagine that you are going to go camping in the desert. Plan what you should take. Use some of the expressions from Focus on functions and think about the following.

- 1 Read the instructions and make sure that the students understand the task. Spend a few minutes brainstorming camping equipment and items for health and safety. Write their suggestions on the board (for example, tent, sleeping bag, torch, penknife, gas stove, sat-nav, blanket).
- 2 Go round and monitor while they are working and make sure that they use some of the expressions from Focus on functions. Make a note of any persistent errors and go over these at the end.
- 3 Open it up into a class discussion. See if the students can agree on the most important things to take.

5 Research the following about explorers in space.

- 1 Make sure the students understand what they have to do.
- 2 Students could complete the task for homework and give a short talk to the class (or to groups of students) in the next lesson.

Skills for life

Read the Skills for life box as a class. Encourage the students to follow this advice whenever it is necessary.



1 Finish the following dialogue.

- 1 Read out the first line of the first dialogue, and check if the students understand the task.
- 2 Tell the students to complete the two conversations, then compare answers with a partner.
- 3 Check answers; invite different pairs to read out the completed conversations.

Suggested answers: _____

- b You don't need to take an English dictionary.
- c I don't think it's necessary to take a coat.

2 Read about a modern explorer and complete the sentences with these words.

- 1 Give the students time to read the whole text before they complete the gaps. Go round and help with any queries.
- 2 Students can compare answers in pairs.
- 3 Check answers as a class.

Answers: _____

- b managed c impressive
- d essential e experience
- f had to g narrow
- h needn't have.

3 Write about a space explorer.

- 1 Students will need to use their research notes from the Student's Book, so they may need to complete this task for homework. Encourage them to follow the stages suggested in the Workbook.
- 2 Take in their work to mark in the next lesson.

1 Finish the following dialogue.

Amira is helping her younger sister Mona to pack for their holiday.

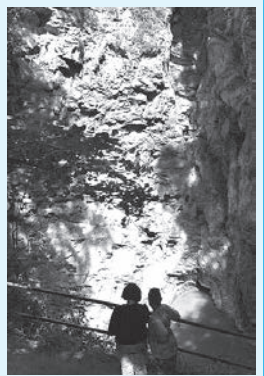
- Mona** Do I need to take my passport to the airport when we go to Greece?
Amira a Yes, you have to take it. Passports are very important.
Mona What about an English dictionary?
Amira b _____ . Many Greek people speak English.
Mona Should I take a coat?
Amira c _____ . It won't be cold or wet!

2 Read about a modern explorer and complete the sentences with these words.

essential experience had to impressive managed
 needn't have narrow nobody

Explorers always want to go to places that a nobody has been to before. In 2015, a Polish man, Krzysztof Starnawski, b _____ to reach the bottom of the deepest cave in the world. That is c _____, especially because the cave in central Europe is under water! The bottom of the cave is 404 metres deep. But it was not an easy journey. It was d _____ to take special equipment which had to be protected from the many dangerous rocks on the way down.

Starnawski first visited the cave in the year 2000, but he knew that he did not have the technology or the e _____ to get to the bottom. He f _____ train for many years to be ready for the journey. He returned in 2012, but found that after 200 metres, the tunnel into the cave was too g _____ to get through. He thought that he would never be able to go further. He h _____ worried. In 2015, a rock fell and made the tunnel larger. Starnawski was able to go all the way to the bottom for the first time.



3 Write about a space explorer.

- a Plan your article using the information you researched in the Student's Book.
- b Write your first draft quickly in about 150 words.
 - Use the text in Exercise 2 above as a model.
 - Include some examples of modal verbs 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 in your notebook.

Assessment

Listening Task

Target element: revise key listening passage and key grammar

Write the sentences below from the listening text on the board. Ask the students to read the sentences and to complete them by listening to the recording. You may need to play the recording several times. When they have completed the exercise, go through the answers with the class. (The answers are given below in brackets.)

- 1 We **a summary of a book in English next week.** (have to read)
- 2 She **her husband by working in his shop.** (had to help)
- 3 It is about a girl who **into space.** (must travel)
- 4 She **because the book was very successful.** (needn't have worried)
- 5 I **A Wrinkle in Time for school.** (don't have to read)
- 6 You **to my house when you've finished it.** (must come round)

Speaking Task

Target element: revise key functional language

Ask the students to work in groups of three. Students imagine that they are on a ship which is sinking near to a desert island. They need to decide what they should take from the ship in order to survive on the island. Students can use their imaginations as to what is on the ship. Check they are able to use modal verbs of necessity and lack of necessity, and the expressions from Focus on functions.

Reading Task

Target element: revise the key reading passage and language

Write the sentences below on the board for the students to read. Tell the students to reread the story summary on page 88 of the Student's Book and decide if the sentences are true or false. Ask them to correct any false ones. (The answers are given below in brackets.)

- 1 *Meg's father is a scientist who suddenly went on holiday. (False. He suddenly disappeared.)*
- 2 *Mrs Whatsit tells Meg that they can find their father by travelling through a gap in time and space. (True)*
- 3 *Camazotz is a planet which is ruled by information technology. (False. It is ruled by IT, which is something like a big, evil brain.)*
- 4 *Meg, Charles and her father leave Camazotz before IT can control them. (False. Charles does not leave. He is controlled by IT.)*
- 5 *On Ixchel, Mrs Whatsit says that Meg has discovered something that can defeat IT. (False. She needs to discover what this is on Camazotz.)*
- 6 *Meg uses the power of love to help Charles to escape from IT. (True)*

Writing task

Target element: revise the key reading passage and language

Ask the students to imagine that they are Meg. She has just returned to Camazotz to save her brother. Ask them to write an account of what she has to do to free Charles. Encourage them to use their imaginations. Ask some students to read their completed stories to the class.

UNIT 15 BUILDING AND ENGINEERING

SB pages 91-95

WB pages 89-92

Objectives

Listening

Listening to check predictions and for specific information

Grammar

Modal verbs of deduction, advice and regret

Reading

Reading to check predictions and for detail

Critical thinking

Recognising the importance of national and international culture and historical monuments

Functions

Guessing and deducing information

Writing

Writing an article about a building project

UNIT
15

Building and engineering

OBJECTIVES

- Listening** Listening to check predictions and for specific information
- Grammar** Modal verbs of deduction, advice and regret
- Reading** Reading to check predictions and for detail
- Critical thinking** Recognising the importance of national and international cultural and historical monuments
- Functions** Guessing and deducing information
- Writing** Writing an article about a building project

1 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

commuter consider diameter drill (v)
 investment massive tunnel (n, v)

2 Discuss these questions about the Cairo underground in pairs.

- a When was the first line opened? *In 1987*
- b How long is Line 1?
- c How many lines are there now?
- d In what ways do you think it is different to underground systems in London and Paris?
- e How many people travel on the underground system every day?

3 Listen to a conversation and check your answers.

4 Listen again and answer the questions.

- a Where does the tourist want to go?
- b What is the Egyptian man's job?

5 Listen again and match to make sentences.

<ol style="list-style-type: none"> a The Egyptian man compares the Cairo underground system with those b The London underground used to have c It costs the same even if you travel d The tunnel which goes under the Nile has e The Egyptian man feels very f He believes it will make Cairo more attractive to 	<ol style="list-style-type: none"> 1 <input type="checkbox"/> a diameter of over eight metres. 2 <input type="checkbox"/> business people and tourists. 3 <input type="checkbox"/> steam trains. 4 <input type="checkbox"/> to the end of the line. 5 <input checked="" type="checkbox"/> a in London and Paris. 6 <input type="checkbox"/> proud of the underground system.
--	--

6 Discuss these questions in pairs.

- a Would you prefer to travel by underground train or by bus? Why?
- b Why do you think that most large cities have underground systems?

WORKBOOK
PAGE 89

LESSON 1

SB page 91 WB page 89-92

Before using the book:

- The students are going to talk about historic buildings and constructions. On the board, write the names of these world-famous constructions. Ask if the students can tell you in which countries they can be found (answers in brackets) and if possible, help the students to find the countries on a world map.

- The Golden Gate Bridge (USA)
- The Panama Canal (Panama)
- The Eiffel Tower (France)
- Burj Khalifa (Dubai)
- The Colosseum (Italy)
- The Acropolis (Greece)
- Now, ask what special constructions the students know about in Egypt. List their ideas on the board.

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

- 1 Write the words from the box on the board.
- 2 Say the words and ask different students to come to the board to underline the stressed syllable in each word.
- 3 Say the words aloud and ask the students to repeat them.
- 4 Tell the students to look up the meanings of the words in their dictionaries.

Answers:

<i>commuter</i>	someone who regularly travels to work, especially a long distance
<i>consider</i>	think of someone or something in a particular way
<i>diameter</i>	a line that goes from one side of a circle to the other and passes through the centre
<i>drill</i>	make a hole in something hard with a machine
<i>investment</i>	something that you buy because it will be valuable or useful later
<i>massive</i>	very big
<i>tunnel</i>	a long hole that has been dug under the ground or through a mountain, for example for cars or trains to go through

2 Discuss these questions about the Cairo underground in pairs.

- 1 Ask the students what they know about the Cairo underground. Write their ideas on the board.
- 2 Put the students into pairs to answer the questions a–e. Tell them to guess the answers if they don't know them. Explain that they can check their answers in the next exercise.


3 Listen to a conversation and check your answers

- 1 Tell students to listen carefully to the recording and to check their answers to Exercise 2.
- 2 Play the recording twice.
- 3 Check answers as a class.

Answers:

- b It is about 44 kilometres long.

- c There are three.
- d It is newer.
- e Nearly two million people travel every day.

TAPESCRIPT

- Tourist:* Excuse me, could you tell me the best way to get to the city centre, please?
- Man:* Yes, you ought to take an underground train. It's the quickest way from here.
- Tourist:* I didn't know Cairo had underground trains.
- Man:* Yes, it was the first underground railway system in Africa and the Middle East. I know this because I work on it as an engineer!
- Tourist:* You must know a lot about it. Is it new?
- Man:* No, but it's a lot newer than the London or Paris systems. For example, London's underground was opened in 1863. Steam trains used to run on it!
- Tourist:* It can't have been very nice travelling in a tunnel full of steam!
- Man:* That's right. The first line here in Cairo was opened in 1987. It's about 44 kilometres long and goes from Helwan, in the south of Cairo, to New El-Marg in the northeast.
- Tourist:* That really must have made travelling around Cairo easier, especially for commuters.
- Man:* It certainly has. The underground system carries nearly two million people every day.
- Tourist:* Is it expensive?
- Man:* I think it might have been cheaper in the past. It is certainly cheaper than London's underground system. The cheapest ticket in London is about 70 Egyptian pounds!
- Tourist:* So how many lines are there in the system?
- Man:* There are three at the moment, but there are plans for more. Line two goes from Shobra to El-Monib. It goes under the Nile.
- Tourist:* Really? That's amazing! Tunnelling under the Nile can't have been easy.
- Man:* They used a massive drilling machine called Nefertiti. It dug a tunnel with a diameter of over eight metres.
- Tourist:* Is there a line to the airport?
- Man:* No, not yet – that'll be on line three. Some of that line is open already.
- Tourist:* The whole thing sounds like a massive engineering project. It can't have been cheap.
- Man:* No, it wasn't, but we're very proud of it, and it's considered to be one of the most modern underground systems in the world. And, of course, it's an investment in Egypt's future as a centre for tourism and business.
- Tourist:* When will it be finished?
- Man:* I'm not sure, but there might be six lines when the project is finished.

Tourist: *It seems like a great system. I should have used it before!*

4 Listen again and answer the questions.

- Tell the students to read the two questions.
- Play the recording again and ask the students to make notes for the answers.
- Put the students into pairs to discuss their answers.
- Check answers as a class.

Answers: _____

- He wants to go to the city centre.
- He is an engineer on the underground.

5 Listen again and match to make sentences.

- Tell the students to read the sentence halves and to match them. You can play the recording again for them to check.
- Check answers as a class.

Answers: _____

- | | |
|-----|-----|
| 1 d | 2 f |
| 3 b | 4 c |
| 5 a | 6 e |

6 Discuss these questions in pairs.

- Give students time to discuss the questions in pairs.
- Ask a few pairs to share their ideas with the class.

Answers: _____

- Students' own answers
- Because traffic in the streets is usually slow, so the cities build underground systems to help people travel around more quickly.

WORKBOOK

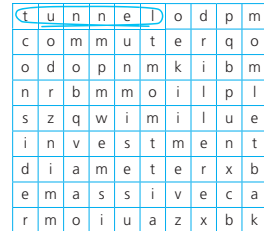
1 Find the words in the puzzle to match the definitions.

- Read the example sentence and answer to check students understand the task.

Building and engineering **15**

1 Find the words in the puzzle to match the definitions.

- a long hole in the ground for cars or trains to go through tunnel
- someone who regularly travels to work commuter
- think of someone or something in a particular way invest
- something that you buy or pay for because it will be more valuable or useful later investment
- a line that goes from one side of a circle to the other and passes through the centre diameter
- very big massive
- make a hole in something hard with a machine drill



2 Choose the correct word.

- The guide book said that the Khan el-Khalili is considered/continued to be one of the most exciting markets in Egypt.
- Education is an investment/a wish in the future of a country and its young people.
- Nearly four million commuters/travellers travel to and from London to work every day.
- The Great Wall of China was an investment/a massive project which took hundreds of years to complete.
- That tunnel has a size/diameter of 7.6 metres.
- To make the tunnel through the mountain, machines first have to drill/fill a big hole.
- The best way to the coast is to take the hole/tunnel through the mountains.

3 Use your dictionary to answer these questions.

- The noun is *engineering*. What is the verb? engineer
- The adjective is *massive*. What is the noun? _____
- The noun is *commuter*. What is the verb? _____
- The noun is *investment*. What is the verb? _____

4 Choose the correct verb.

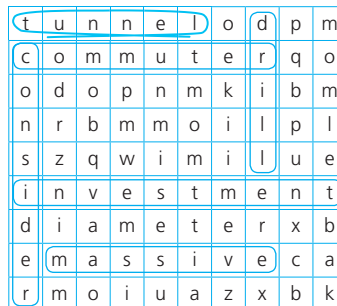
- The quickest way to get to the city centre is to come/ take an underground train.
- A journey on the London underground costs/pays about 70 Egyptian pounds.
- Steam trains used to run/walk on the London underground.
- The first line of the Paris Metro system started/opened in 1900.



- Students complete the puzzle in pairs. Go round and monitor.

Answers: _____

- | | | |
|------------|------------|--------------|
| b commuter | c consider | d investment |
| e diameter | f massive | g drill |



- 2 Read the example in Exercise 2 and check that they understand the task.
- 3 Ask the students to complete the task individually and to compare answers in pairs.
- 4 Check answers as a class.

Answers: _____
 b should c must d might e ought to

3 Complete with *must have, can't have, shouldn't have* or *might have* and give a reason from the box below.

- 1 Tell the students to read the gapped sentences and then the sentences in the box. Explain that the gapped sentences are deductions which need a modal verb inserted to complete them. The sentences in the box provide the reasons why the deductions were made.
- 2 Study the example with the class.
- 3 Put the students into pairs to complete the sentences and give a reason for their choices. Ask some pairs to share their answers with the class.
- 4 Check answers as a class.

Answers: _____

- b She might / must have lost her mobile phone. She called me from a friend's phone.
- c He must have missed his train. He'll have to wait two hours until the next one.
- d Ali can't have forgotten. He's got a very good memory.
- e It must have been very windy during the night. There are branches all over the ground.



1 Choose the correct modal verb.

- 1 Tell the students to read the sentences and to complete the task in pairs.
- 2 Check answers as a class. Ask some pairs to read the completed sentences aloud.

Answers: _____
 b can't c must d can't e should

1 Choose the correct modal verb.

- a **A** I don't know where my school bag is, Mum.
B It's not here. You might/can't have left it on the train.
- b **A** Look, Hesham's keys are on the table.
B He can't/must have seen them when he left this morning.
- c **A** I rang you this morning, but you didn't answer.
B Sorry, I can't/must have been asleep.
- d **A** He's only been in the laboratory for ten minutes.
B Surely he can't/must have finished his experiment already.
- e **A** Ali fell off his bike this morning. He hurt his head.
B He should/must have been more careful.



2 Read these situations and give reasons using *must have, should have* or *can't have*.

- a Why is everyone putting their umbrellas up?
It must have started raining.
- b Leila took her driving test yesterday. Now she's looking very unhappy.

- c My friend told me that the homework was on page 41, but there isn't a page 41.

- d Karim thought that he had shut the gate to the field, but now the goats are all in the road.

- e I left a note for my mother saying that I would be home at six o'clock. She rang me at half past five and asked me why I wasn't home.

3 Look at the pictures and give possible reasons for what you can see.



2 Read these situations and give reasons using *must have, should have* or *can't have*.

- 1 Tell the students to read the situations. Explain that they must think of a reason for each situation, as in the example. There is no one correct answer.
- 2 Ask some students to suggest their ideas and write them on the board.

Suggested answers: _____

- b She must have failed (her driving test)./She can't have passed.
- c He/She must have made a mistake/told me the wrong page number.

Reading

1 FOCUS ON VOCABULARY

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

- base (n) carve cliff concrete
- emission illuminate position (v)
- power cut power station
- ray solar solar panel

2 Discuss this question in pairs.

What do the temples at Abu Simbel, the Great Wall of China and solar power stations in South Africa have in common?

3 Read the article and check your answer to Exercise 2.

4 Choose the correct answers to these questions.

- a The temples of Abu Simbel were ...
 - A built from large pieces of stone
 - B made out of mud bricks
 - C cut into rock
 - D brought from another place
- b Today, the temples of Abu Simbel are ...
 - A in the same position
 - B higher than they used to be
 - C under water
 - D lower than they used to be
- c The Chinese built the Great Wall ...
 - A to stop enemies attacking
 - B to stop people escaping from China
 - C to give work to Chinese people
 - D to attract tourists to China
- d What is special about the Great Wall?
 - A It is the widest wall in the world.
 - B It is the oldest structure built by man.
 - C It took thousands of years to build.
 - D It is the longest structure built by man.
- e The Jasper Solar Energy Project produces ...
 - A a lot of pollution
 - B solar panels
 - C power cuts
 - D no pollution at all

5 What other great building and engineering works do you know of? Discuss in pairs.

Great engineering

There are some amazing works of engineering around the world, both ancient and modern. Abu Simbel is the site of two temples which were carved into a cliff in about 1250 BCE. The larger temple was positioned so that, at certain times of the year, the rays of the rising sun would illuminate the temple's statues.

In 1954, the government decided to build the Aswan High Dam. This meant that the Nile Valley would be flooded and that Abu Simbel would be under water, so plans were made to rescue it. The massive statues were cut into pieces and raised over 60 metres up the cliff, where they were attached to a concrete base. Today, the temples, which were re-opened in 1968, are an amazing combination of ancient and modern engineering.

Many years after the building of Abu Simbel, China had a different problem which was solved by another great engineering project. Enemies were attacking the rich towns of northern China. The emperor decided to keep the attackers out, so work on the Great Wall of China began in 220 BCE. Eventually, the 6,400 kilometre-long wall became the longest structure ever built. It can't have been easy because it was all made without machines.

One of the most important modern engineering projects took place in 2014 in South Africa. Until recently, the country often had problems with its electricity and there were often power cuts, which can't have been easy for a lot of people. For this reason, the Jasper Solar Energy Project was completed near the city of Kimberley. This is now one of the largest solar power stations in Africa. It has 325,360 solar panels which produce enough energy for up to 80,000 homes, but with zero emissions.



UNIT 15

93

Suggested answers: _____

- a The window must have been broken from the inside. The window can't have been broken from the outside – it's too high. The window might have been broken by something falling onto it.
- b There must have been very high water/a flood. The boat can't have sailed there – it's in an ordinary street. The boat might have fallen off a lorry.

LESSON 3

SB page 93

Reading

1 Check the meanings of these words and phrases in your dictionary.

- 1 Write the words from the box on the board.
- 2 Say the words and ask different students to come to the board to underline the stressed syllable in each word.
- 3 Say the words aloud and ask the students to repeat them.
- 4 Tell the students to look up the meanings of the words in their dictionaries.

Answers: _____

- base the lowest part of the surface of something
- carve cut wood or stone into a particular shape
- cliff a high steep rock or piece of land
- concrete something hard used for building
- that is made by mixing sand, water and cement

- emission when gas, heat, light, sound, etc. is sent out, or the gas, heat, etc. that is sent out to make light shine on something
- illuminate put something or someone in a place
- position when the electricity supply suddenly stops
- power cut

- power station a building where electricity is made
- ray a narrow beam of light from the sun
- solar happening to or involving the sun
- solar panel a piece of equipment that changes the sun's light into electricity

- d He must have left the gate open./He can't have shut the gate./He should have shut the gate.
- e She can't have read the note./I should have phoned her to check that she read the note.

3 Look at the pictures and give possible reasons for what you can see.

- 1 Ask the students to study the pictures and describe them.
- 2 Now put the students into pairs. Tell them to discuss possible reasons for the situation shown in each picture.
- 3 Ask some pairs to share their answers with the rest of the class.

2 Discuss this question in pairs.

- 1 Put the students into pairs to read the

- question and discuss the answers.
- Ask some pairs to share their answers with the class. Explain that they will check the answer in Exercise 3.
 - Read the article and check your answers to Exercise 2.**
 - Tell the students to read the article quickly. Explain that they should check their answer to Exercise 2.
 - Discuss the answer as a class.

Answers: _____
They are all great works of engineering.

4 Choose the correct answer to these questions

- Tell the students to read carefully through a–e and then to do the exercise individually. Then can compare answers in pairs.
- Check answers as a class.

Answers: _____
b B c A d D e D

5 What other great building and engineering works do you know of? Discuss in pairs.

- Remind the students about the great engineering works which they talked about at the beginning of Lesson 1. Ask them to think of some more. Write them on the board.
- Put the students into pairs. Tell them to try to explain why the engineering works are special.
- Ask some pairs to share their ideas with the class.

LESSON 4

SB page 94 WB page 91

Critical thinking

1 Answer the following questions about the article on page 93.

- Ask students what they can remember about the text Great engineering from the previous lesson.

UNIT 15

Critical thinking

1 Answer the following questions about the article on page 93.

- When were the two temples at Abu Simbel built? *They were built in about 1250 BCE.*
- What was decided in 1954?
- How long is the Great Wall of China?
- Why do you think that the builders of the temples at Abu Simbel wanted the sun to illuminate the statues?
- Why do you think that the towns of northern China were being attacked?
- How do you think that the Jasper Solar Energy Project has improved people's lives?

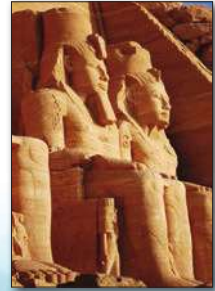
2 Read this quotation from the article and discuss the questions.

In 1954, the government decided to build the Aswan High Dam. This meant that the Nile Valley would be flooded and that Abu Simbel itself would be under water, so plans were made to rescue it.

- Why was it so important for Egypt to build the Aswan Dam?
- What effects do huge engineering projects like the Aswan Dam have on the people who live in the area?
- Do you agree that it is always important to protect our ancient monuments, whatever the cost? Why / Why not?

3 Discuss these questions in pairs.

- Do you think that there were other reasons for building the Great Wall of China? What were they?
- Historical monuments are sometimes threatened by new engineering or building projects. What other things may threaten them?
- Is it ever right for historical monuments to be destroyed?
- How do you think that we should protect historical monuments?
- In what ways would Egypt be different if it did not have its historical monuments?
- Are there any modern buildings that you think will be important for thousands of years? Why / Why not?



SKILLS FOR LIFE

People should be proud of ancient monuments. They can teach us a lot about a country's history.

WORKBOOK PAGE 91

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- Tell the students to read through the questions a–f carefully. If necessary, they can reread the text on page 93 again.
- Tell the students to answer the questions individually and to compare their answers in pairs.
- Check answers as a class.

Answers: _____

- It was decided to build the Aswan Dam.
- It is 6,400 kilometres long.
- They probably wanted the sun to shine light on the statues on important days, so that people could see them or parts of them more clearly.
- The towns were rich, so their enemies attacked them to get money, jewels, etc.

1 Match these words with their meanings.

- | | | |
|---------------|---------------------------------------|---|
| a base | 1 <input type="checkbox"/> | high rock or piece of land |
| b carve | 2 <input type="checkbox"/> | make light shine on something |
| c cliff | 3 <input type="checkbox"/> | put someone or something in a place |
| d concrete | 4 <input checked="" type="checkbox"/> | a hard surface on which other things can be built |
| e emission | 5 <input type="checkbox"/> | something used for building that is made by mixing sand, water and small stones |
| f illuminate | 6 <input type="checkbox"/> | when electricity suddenly stops |
| g position | 7 <input type="checkbox"/> | cut stone or wood into a particular shape |
| h power cut | 8 <input type="checkbox"/> | a narrow beam of light from the sun |
| i ray | 9 <input type="checkbox"/> | equipment that changes the sun's light into electricity |
| j solar panel | 10 <input type="checkbox"/> | gas, heat etc. that is sent out |

2 Complete these sentences with the correct form of words from Exercise 1.

- a The height of the cliff is 25 metres.
- b The artist _____ the sculpture from a massive piece of stone.
- c At night, bright lights always _____ the front of the palace.
- d Many people worry about the _____ from cars, which can pollute the air.
- e The Sphinx is _____ near the Pyramids of Giza.
- f During the storm, there was a _____ and all the lights went off.
- g The statue is built on a hard _____ made of stone.
- h I like it in the morning when the first _____ of sunshine come into my room.
- i The _____ on the roof of our house gives us hot water all day.
- j There used to be a bridge made of wood, but the new bridge is made of _____.

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

- a The tunnel is about eight metres across. (*diameter*)
The diameter of the tunnel is about eight metres.
- b Some of the building projects in China today are huge. (*massive*)

- c We put the plant in the window so it could get some sun. (*position*)

- d Every morning, we can see the sun shining on the temple. (*illuminate*)

- e A lot of pollution comes from that factory. (*emissions*)



- b Suggested: Huge engineering projects bring work, but they can also cause problems. For example, many farmers lost their land when the Aswan High Dam was built. It was also harder to travel by road in the area, because much of the land was flooded.
- c Students' own answers

3 Discuss these questions in pairs.

- 1 Tell the students to read the questions first. Put the students into pairs and ask them to discuss the answers.
- 2 Ask some pairs to share their answers with the class. Discuss answers as a class.

Suggested answers: _____

- a They might have built the wall to show where the country's border was or to show how rich and powerful the country was.
- b Too many visitors, air pollution, wars, floods, etc.
- c Some students may feel that sometimes historical buildings need to be destroyed so other things can be built, or because they might be dangerous.
- d We should maintain them, protect them with laws and ask the government to buy them so they are owned by the people.
- e Fewer tourists would visit and many places would look less interesting and beautiful.
- f Students' own answers.

- f Before it was built, there were often power cuts. Now there is enough electricity for 80,000 homes.

2 Read this quotation from the article and discuss the questions.

- 1 Tell the students to read the quotation and then answer the questions.
- 2 Put the students into pairs to compare their answers.
- 3 Ask some pairs to share their answers with the class.
- 4 Check answers as a class.

Suggested answers: _____

- a Because the government wanted the Nile to stop flooding and to create a more reliable source of water. The dam also provides electricity.

Skills for life

Read the Skills for life box as a class. Ask students which ancient monuments they are most proud of.



1 Match these words with their meanings.

- 1 Tell the students to do the exercise individually.
- 2 Check answers as a class.

Answers: _____

- | | | |
|------|-----|-----|
| b 7 | c 1 | d 5 |
| e 10 | f 2 | g 3 |
| h 6 | i 8 | j 9 |

2 Complete these sentences with the correct form of words from Exercise 1.

- 1 Ask the students to use the correct form of each word from Exercise 1 to complete the sentences. They can do this in pairs.
- 2 Check answers as a class.

Answers: _____
 b carved c illuminate d emissions
 e positioned f power cut g base
 h rays i solar panels j concrete

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

- 1 Read the example. Tell the students to read through the sentences and to do the exercise individually.
- 2 Put the students into pairs to compare answers.
- 3 Check answers as a class.

Answers: _____
 b Some of the building projects in China today are massive.
 c We positioned the plant in the window so it could get some sun.
 d Every morning, we can see the sun illuminating the temple.
 e There are a lot of emissions from that factory.

LESSON 5

SB page 95 WB page 92

Communication skills

1 Discuss these questions in pairs using expressions from Focus on functions.

- 1 Tell the students to look at the pictures. Ask what engineering structures they can see and in which countries they can be found.
- 2 Put the students into pairs to discuss the questions. Explain that they do not need to know the correct answers; they must make suggestions. Encourage them to use the language in Focus on functions and modal

Communication skills Guessing and deducing information

1 Discuss these questions in pairs using expressions from Focus on functions.

- a Why do you think these structures were built?
- b How do you think these structures were built?
- c What problems and difficulties do you think there were in building them?
- d Why do you think that these structures are important today?

FOCUS ON FUNCTIONS

Guessing and deducing information

- I think they must (have) ...
- Surely / I'm sure they can't (have) ...
- Well, they might (have) ...



- 2 Work in groups of four.**
- a Each pair of students should present their answers to the questions in Exercise 1.
 - b Try to come to an agreement on the best answers.

RESEARCH

3 Research information about engineering projects

Find out about one of the engineering projects above, or another famous engineering project. Find out:

- why it was important
- how much it cost
- if it has been successful
- what might have happened if it had not been built

WORKBOOK PAGE 92

verbs of deduction to help them form their answers.

- 3 Go round and monitor while they are working. Make a note of any persistent errors and go over these at the end.

Answers: _____

Suez Canal:

- a It was built to make it easier and quicker for ships to travel from Asia to Europe.
- b I think they must have used thousands of workers and many machines.
- c It was a massive project that was very expensive. I think it must have been very dangerous for its workers.

- 1 Choose the correct verb. Which of the structures from the Student's Book are they discussing?
- a A I think that this structure **must/can't** be important. It was built about 240 years ago.
 - B It **can't/must** have been very difficult. Those pieces of metal look incredibly heavy.
 - b A Do you think that they made the pieces nearby or brought them from somewhere else?
 - B They **can't/might** have brought them very far. They're too big.
 - c A They **might/must** have brought them by boat.
 - d B Surely they **can't/must** have brought them by boat. The boat would have sunk!
 - e A However they did it, it **might/must** have been hard work for a lot of people.

- 2 Take notes for a magazine article about one of the structures you discussed or researched in the Student's Book.

Paragraph 1 (Describe the structure. Say where it is, when it was built and what it is or was used for.)

Paragraph 2 (Explain how you think it was built.)

Paragraph 3 (Describe the problems and difficulties that the engineers or builders might have had.)

Paragraph 4 (End by saying why you chose this structure.)

- 3 Write your article in 125–150 words.
- a Write your first draft quickly. Follow the notes you made in your plan.
 - 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.

- d It is still used by thousands of ships every year.

Iron Bridge

- a It was built to cross a river.
- b I think it must have made it much easier to travel from one side of the river to the other.
- c I'm sure they can't have used iron to make bridges before. The iron might have been very heavy and difficult to move. They might not have known whether an iron bridge would be safe.
- d It must be useful as a bridge. It might be a tourist attraction.

Table Mountain cable car

- a It was built so that more people could enjoy the spectacular views from Table Mountain.
- b Surely they can't have built the Table Mountain

cable car without using machines. I'm sure they can't have sent people up those rocks to build it.

- c I think it must have been very difficult taking the machines up the mountain. It would be very dangerous for the workers.
- d Well, tourists might spend a lot of money to use it, which helps the people of South Africa.

Trans-Siberian Railway

- a Well, they might have built the Trans-Siberian Railway to make all the areas it crosses more accessible to the rest of the country.
- b I think they must have used thousands of people and machines to build it.
- c I'm sure they can't have built it quickly. It must have taken thousands of people years of hard work. It must have been very difficult.
- d I think people must still use it to cross Russia.

2 Work in groups of four.

- 1 Put the pairs into groups of four. Ask the group members to share their answers to Exercise 1 with the group.
- 2 The group must then decide on the best answer to each question. One person from each group should present the group's answers to the class.

3 Research information about engineering projects.

- 1 Read the research question with the class and make sure that they understand the task.

- 2 Tell students to take notes because they will need these for a Workbook exercise.



1 Choose the correct verb. Which of the structures from the Student's Book are they discussing?

- 1 Tell the students to read the dialogue and do the exercise in pairs.
- 2 Ask them which engineering structure from the Student's Book the dialogue is about.

3 Check answers as a class.

Answers: _____

b can't

c might

d can't

e must

They are discussing the construction of the world's first iron bridge.

2 Take notes for a magazine article about one of the structures you discussed or researched in the Student's Book.

- 1 Ask the students to choose one structure to write a magazine article about. Tell them to look at the plan provided in the Workbook and to read the guidelines for each paragraph. Tell the students to make notes for each paragraph.
- 2 Put the students into pairs, ask them to compare their notes and explain to their partner what they are planning to write.

3 Write your article in 125–150 words.

- 1 Tell the students to use their notes to write the four paragraphs. When they have written it, tell them to check any spellings they are unsure of. Help the students to correct any mistakes and then tell them to rewrite their article.
- 2 Put the students into groups and ask each member to read out their article to the group. Tell each group to choose one article from their group to read out to the whole class.

Assessment

Listening Task

Target element: revise the key grammar points and vocabulary

On the board, write the sentences below. Tell the students that you are going to play the recording for the listening from Student's Book, Lesson 1, Exercise 3. Tell them to listen carefully and complete the sentences with the correct words. You may need to play the recording twice. (The answers are given below in brackets.)

- 1 Yes, you _____ an underground train. It's the quickest way from here. (ought to take)
- 2 That really _____ travelling around Cairo easier, especially for commuters. (must have made)
- 3 I think it _____ cheaper in the past, but journeys cost the same whether you travel between two stations or go from one end of the line to the other. (might have been)
- 4 That's amazing! Tunnelling under the Nile _____ have been easy. (can't have been)
- 5 There _____ six lines when the project is finished. (might be)
- 6 It seems like a great system. I _____ it before! (should have used)

Speaking Task

Target element: discuss engineering and revise grammar and vocabulary

On the board, write the following names of famous engineering works in Egypt.

The Suez Canal

The Cairo Underground

Aswan High Dam

Write the following questions on the board. Ask the students to work in pairs or groups to discuss each of the structures and to answer the questions. They can deduce or guess information if they do not know.

What did they build?

Can you describe it?

What benefits did it bring to Egypt?

Reading Task

Target element: revise the main text from the unit

Write the sentences below on the board. Explain that there is one mistake in each sentence and they must find and correct it. When they have done this, tell them to reread the text, Great engineering on Student's Book page 93 and check that their answers are correct. (The answers are given below in brackets.)

- 1 Abu Simbel is the site of two canals carved into a cliff in about 1250 BCE. (canals temples)
- 2 In 1954, the government decided to build the Aswan High Temple. (Temple Dam)
- 3 China had a different problem which was changed by another great engineering project. (changed solved)
- 4 Until recently, the country often had problems with its emissions and there were often power cuts. (emissions electricity)
- 5 It has 325,360 solar panels which produce enough energy for up to 80,000 homes, but with high emissions. (high zero)

Writing task

Target element: revise key vocabulary and language from the unit

Ask the students to choose one famous engineering work anywhere in the world. Tell them to write about it but not to name it. Tell them to do the following:

- write about where it is located
- describe what it is
- write about how it has helped/what it did.

Now ask individual students to read out their texts to the class and tell the class to guess which famous engineering work is being described.

Revision E

SB pages 96-100 WB pages 93-96

LESSON 1

SB page 96

Listening

1 Discuss these questions in pairs.

Answers: _____

- a
3 Dubai 2 Cairo 4 Paris 1 London
b

Suggested: for radio, television or mobile phone communications; to provide accommodation or offices in cities where land is very expensive; to be impressive; as a tourist attraction

2 Listen to a conversation between two young people and answer these questions.

Answers: _____

- a The Cairo Tower (picture 2)
b It was the tallest concrete structure in the world.
c You can see the Pyramids.
d He is looking forward to going up it.

TAPESCRIPT

Adel: So, Hamid, can you go right to the top?

Hamid: Yes, it's open to the public from nine o'clock in the morning until one o'clock at night. My parents decided to go there last week and they said that the view was fantastic. They enjoyed looking right across the city, and the river looked beautiful at night, especially when it was beginning to go dark and the city lights came on.

Adel: You should have gone with them! Do you know why it was built?

Hamid: Yes, it's a television tower. It was designed by one of our best architects, Naum Chebib. It's a very distinctive building.

Adel: And there's a restaurant at the top, isn't there?

Hamid: Yes, it goes round very slowly, so that you can see the whole city while you're eating. But you

Revision E

Listening

1 Discuss these questions in pairs.

a Where are these structures? Match the pictures with the cities below.

- 3 Dubai
 Cairo
 Paris
 London

b Why are tall structures like these built?



2 Listen to a conversation between two young people and answer these questions.

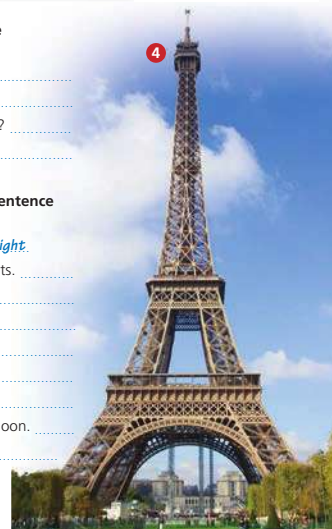
- a Which structure are they talking about?
b Why was this structure special when it was built?
c What famous structures can you see from the top of it?
d What is Adel looking forward to doing?

3 Listen again. Find and correct the mistakes in each sentence (one sentence is correct).

- a The tower closes at one o'clock ~~in the afternoon.~~ at night.
b Hamid has been to the top of the tower with his parents.
c The tower was built as a hotel.
d You have to eat in the restaurant at the top.
e It is free for visitors to go to the top.
f It was damaged by an earthquake in 1992.
g The tower did not have to be repaired.
h Hamid would prefer to visit the tower tomorrow afternoon.
i The tower is not very popular in the evening.

4 Discuss these questions in pairs.

- a Have you ever been to the top of a tall structure?
b If you have, what was it like? If you have not, would you like to? Why / Why not?



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don't have to eat at the restaurant. You can just go to the top for the view.

Adel: Do you have to pay to go to the top?

Hamid: Yes, but I don't think that it is very expensive.

Adel: That's good.

Hamid: But you have to pay a bit more if you take a video camera.

Adel: Do you know how tall the tower is?

Hamid: Yes, it's 187 metres tall. It's not the tallest building in the world, but when it was built in 1961, it was the tallest concrete structure in the world.

Adel: That must have been difficult to build. I thought that all modern buildings had metal inside to

Grammar

1 Complete these sentences with the -ing or infinitive form of the verbs in brackets.

- a Fatma is looking forward to **starting** (start) university next year.
 b Hassan admitted (forget) to post the letter for his grandfather.
 c When we saw that it was very windy, we decided not (go) the beach.
 d On their way to Luxor, the tourists stopped (take) some photos of an ancient temple.
 e Do you regret not (visit) the museum when you were in Cairo?
 f Munir was a soldier so he is used to (spend) a lot of time outdoors.

2 Choose the correct verbs.

I am enjoying my summer school in England. We **a must/had to** be in school at nine o'clock this morning, but the lessons were interesting. The teacher says that my English is good but I know that I **b must/have to** improve my listening skills. Every afternoon there are activities with the other students. We **c don't have to/mustn't** do these, but I really enjoy **d to do/doing** them. I didn't know if the other students would be friendly, but I **e needn't have/didn't have to** worried. They are all really nice! You'd like it here. Next year you **f must/have to** come with me!

3 Rewrite these sentences using **must have**, **can't have**, **should have** or **might have**.

- a I'm sure she was telling the truth. Everyone said the same thing.
She must have been telling the truth. Everyone said the same thing.
 b I don't know where he is. It's possible that he missed his train.
 c Emails don't usually take two days to arrive. I'm sure she didn't send it.
 d I was out this morning. It's possible that he tried to phone me then.
 e Surely he hasn't finished his tea already. It was really hot.
 f My friend sat on the beach without a hat on. Now his skin is burned.
 g My cousins are still at the airport. Their plane has left.
 h I'm certain that my little brother has hidden my calculator. He's always hiding things.



Hamid: *It's probably a good idea to get there before it gets dark, as it is very popular in the evening.*

Adel: *I'm looking forward to going there already!*

3 Listen again. Find and correct the mistakes in each sentence (one sentence is correct).

Answers: _____

- b Hamid has not been/should have gone to the top of the tower with his parents.
 c The tower was built as a television tower.
 d You don't have to eat in the restaurant at the top.
 e It is not free for visitors to go to the top (but it is not expensive).
 f correct
 g The tower had to be repaired.
 h Hamid would prefer to visit the tower tomorrow evening.
 I The tower is very popular in the evening.

4 Discuss these questions in pairs.

LESSON 2

SB page 97

Grammar

1 Complete these sentences with the -ing or infinitive form of the verbs in brackets.

- 1 Ask the students if they can remember some of the verbs which are followed by -ing and which are followed by the infinitive with to. Write their suggestions on the board.
 2 Read the example sentence, and ask the students to complete the task.
 3 Check answers as a class. If the students need help, they can refer to the Grammar review on page 125.

Answers: _____

- b Forgetting c to go d to take
 e visiting f spending

2 Choose the correct verbs.

- 1 Advise the students to read the whole text before they choose the correct verbs.

strengthen the concrete. And it was damaged by an earthquake, wasn't it?

Hamid: *That's right - when the city was hit by an earthquake in 1992. They had to repair the tower, but the damage wasn't serious.*

Adel: *Have you ever been to the top?*

Hamid: *No, but I'd love to go, especially after what my parents said.*

Adel: *I'd love to see what the Pyramids look like from the top.*

Hamid: *They must be about fifteen kilometres away, but you can see them really clearly.*

Adel: *How about going together tomorrow afternoon?*

Hamid: *That's a good idea, but I'd prefer to go in the evening, then we'd see the Nile at night.*

Adel: *OK, let's arrange a date and time.*

- They can compare answers in pairs.
- Check answers as a class. If the students need help with these modal verbs, they can refer to the Grammar review on page 126.

Answers: _____

- b must c don't have to d doing
e needn't have f must.

3 Rewrite these sentences using *must have, can't have, should have or might have.*

- Tell the students to read the sentences and to rewrite each one using *must have, can't have, should have or might have.*
- Review the example together as a class. Now tell the students to rewrite the other sentences in the same way. They can do this individually or in pairs.
- Check answers as a class.

Answers: _____

- b He might have missed the train.
c She can't have sent it.
d He might have tried to phone me then.
e He can't have finished his tea already.
f He shouldn't have sat on the beach without a hat.
g They must have missed the plane./They must have been late for the plane.
h My little brother must have hidden my calculator.

LESSON 3

SB page 98

Reading

1 Discuss these questions in pairs.

- Ask the students to describe what they can see in the photograph. Present bagpipes and ask the students if they have ever heard this instrument.
- Give the students time to discuss the questions in pairs. Go round and monitor as they are working. Explain that they can check their answers in the next exercise.

2 Read the article quickly and check your answers to Exercise 1.

- Give the students time to quickly read the

Revision E

Reading

1 Discuss these questions in pairs.

- The picture shows a type of musical instrument called the bagpipes. What do you think that the bag is for?
- In which countries do you think that the bagpipes are popular?

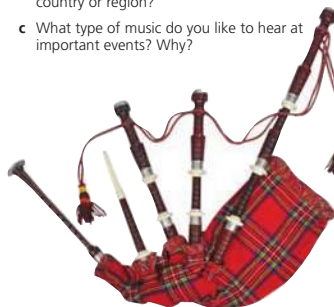
2 Read the article quickly and check your answers to Exercise 1.

3 Read the text again and answer the questions.

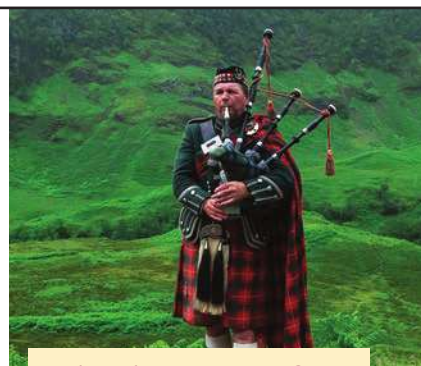
- Where were the bagpipes probably first played?
They were probably first played in Egypt.
- How did they become popular in the north of Europe?
- Why didn't people want to listen to the bagpipes inside a house?
- Why did the Scottish army use the bagpipes?
- Why can't the English have liked the bagpipes?
- When can you hear the bagpipes in Scotland today?

4 Discuss these questions in pairs.

- Have you ever heard the bagpipes? If you have, do you like them? Why / Why not?
- Can you think of any other musical instrument that is distinctive of a particular country or region?
- What type of music do you like to hear at important events? Why?



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The history of the bagpipes

When people think of distinctive Scottish folk music, they usually think of the bagpipes. However, the instrument was not invented in Scotland. Experts think that the bagpipes must have first been played in Egypt in around the first century BCE, when a bag was added to a type of flute.

To play the bagpipes, a bag made from animal skin had to be filled with air. When the bagpipe player pressed the bag, air went into the instrument, so that the music could be continuous, even when the player stopped blowing.

The bagpipes were very popular and they were taken into the north of Europe by the Romans. People enjoyed listening to the bagpipes for about a thousand years. Then people started to spend more time indoors. Bagpipes, which are very loud, are not the kind of instrument that you want inside a house, so they became less popular in some countries.

In Scotland, however, people still loved listening to them. The army used them to send messages; it is said that the bagpipes can be heard up to 16 kilometres away. For this reason, the English (who often had battles with the Scottish) banned people from playing the bagpipes at the end of the eighteenth century.

Today the bagpipes are played at many important processions and events throughout Scotland. But you don't have to go to Scotland to hear them. They are also popular in Ireland and parts of France, Spain and Turkey.

article to check their answers to Exercise 1.

- Check answers as a class.

Answers: _____

- The bag is to be filled with air so the bagpipe player does not have to blow all the time. When the bagpipe player presses the bag, air goes into the instrument.
- They are popular in Scotland as well as in Ireland, France, Turkey and Pakistan.

3 Read the text again and answer the questions.

- Ask the students to read the questions first before they read the text again.
- Students can compare their answers with their partners.

Communication skills Project

1 Look at the pictures and discuss the situation in pairs.

- a What activities do young people in your area enjoy? Make a list, e.g. *sports, language learning*.
- b Think about how the factory was used in the past. Use some of these expressions.

- I think it must have been ...
- Surely / I'm sure it can't have been ...
- Well, it might have been ...

- c How could the inside and outside of the factory be used for the new activities?

- d What changes would be needed? Make and respond to suggestions using some of these expressions.

- How / What about + *-ing ...?*
- If you ask me, we should ...
- I'd go along with that. / That's a good idea.
- I'm not sure about that.
- Personally, I'd prefer ...

- e Choose two activities which you think would be successful here.

2 Present your ideas to another pair.

- a Pairs take turns to describe their ideas for the two activities.
- The first pair should explain their ideas clearly using some of these expressions.

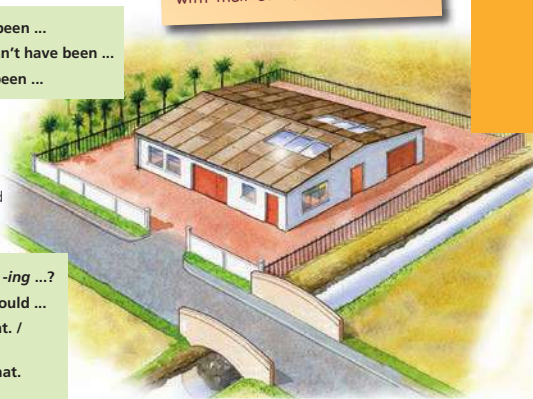
- It's probably a good idea to ...
- It's really important to / that we ...
- I don't think it's necessary to ...
- We don't have to ...

- The other pair should ask for explanations if necessary.

- b Choose the best two of the four ideas you have described.

Situation

A small factory near your school is no longer used and is now empty. You have been asked to suggest a new use for this old structure. This must benefit young people or be connected with their education.



3 Present your ideas to the class.

- a Each group of four describes their ideas to the rest of the class.
- Say which activities you have chosen. Give reasons.
 - Describe how the old factory will have to be changed to make these activities possible.
- b The class should now choose their two favourite activities.

- 2 Give the students time to discuss the questions in pairs.
- 3 Ask a few pairs to share their ideas with the class.

Students' own answers

LESSON 4

SB page 99

Communication skills

1 Look at the pictures and discuss the situation in pairs.

- 1 Tell the students to read the situation and look at the pictures.
- 2 Put the students into pairs and ask them to read and discuss the questions in a. Ask some pairs to read their lists and make a single list on the board using all their ideas.
- 3 Now ask them to read and discuss b. Make sure that they use some of the expressions from the box in their sentences.
- 4 For part c, tell the pairs to look at the picture and decide which activities they listed in a could be enjoyed by young people inside or outside the building.
- 5 For part d, ask the students to think how the factory would need to be changed for the new activities. Invite suggestions from the students, using the language in the box. Ask the students to make suggestions in pairs in the same way. Tell them to write notes of their ideas.

3 Check answers as a class.

Answers:

- b They were taken there by the Romans.
- c Because they are very loud.
- d The bagpipes can be heard up to 16 kilometres away so the army could use them to send messages.
- e Because they banned them at a time when they had battles with the Scottish. They didn't want their army to send messages using them.
- f You can often hear them at many important processions and events.

4 Discuss these questions in pairs.

- 1 Ask the students to look at the photograph at the bottom of the page and explain that these are traditional musical instruments in Switzerland.

- 6 Finally, in part e, tell them to choose two activities which they think would work well in the factory.

2 Present your ideas to another pair.

- 1 Put the pairs together into groups of four students. Tell the students to take turns to share one of their ideas with the group. Tell them to explain clearly, using the language in the box, to ensure the other students understand their proposals. The other students can ask questions if they are not clear about something.
- 2 Tell each group to choose the best two ideas and make notes about them to report to the class.

3 Present your ideas to the class.

- Each group of four students now presents its two chosen activities for the factory to the class. They must say which activities they have chosen and why, and how the factory will have to be changed for the activities.
- Tell the other students to make notes about each of the proposed activities.
- When all the groups have presented their ideas, the class votes for the two best activities.

LESSON 5

SB page 100

Extra reading**1 Discuss these questions in pairs.**

- Give the students a few minutes to discuss the questions in pairs. Ask the students if they can remember which person they learnt about who was an ambassador (Sir Cecil Spring-Rice).
- Explain that they can check their answers in Exercise 3.

2 Check the meanings of these words in your dictionary.

- Write the words from the box on the board.
- Say the words and ask different students to come to the board to underline the stressed syllable in each word.
- Say the words aloud and ask the students to repeat them.
- Tell the students to look up the meanings of the words in their dictionaries.

Answers:

<i>agreement</i>	an arrangement or promise to do something, made by two or more people, countries, etc.
<i>appropriate</i>	suitable for a particular time, situation or purpose
<i>citizen</i>	someone who lives in a particular town, state or country
<i>cooperation</i>	working with someone else in order to achieve something that you both want
<i>copy (n)</i>	something that is made to look

Extra reading

- Discuss these questions in pairs.**
 - How do different countries decide how to trade with each other?
 - What does an ambassador do?

2 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

agreement appropriate citizen
cooperation copy (n) economic
peace permit (n) sign (v) treaty

- Read about international treaties and check your answers to Exercise 1.**
- Read the article again and answer these questions.**
 - How does the treaty between European Union countries help businesses?
 - What does the Arab League help promote?
 - What is special about the Kadesh Peace Treaty?
 - What did the treaty agree?
 - In what ways is it appropriate that a copy of the Kadesh Peace Treaty can be seen at the United Nations?
 - What do you think might happen if a country broke an agreement with another country?
- Discuss these questions in pairs or small groups.**
 - Do you know any other treaties or agreements between countries?
 - Helping trade would be an example of economic cooperation. What do you think are examples of political, cultural and scientific cooperation that the Arab League promotes?

6 PROJECT

- Use the internet or the library to find out about an important international treaty. Find out:
 - which countries have signed the treaty.
 - what the treaty helps to promote.
- Present what you have found to the class in a short talk.

International treaties

Most countries in the world have an **agreement** with foreign countries that allows their ambassadors to live and work there. The job of an ambassador is to look after the **citizens** and business interests of the country which he or she represents.

This is just one of many international agreements and **treaties** between countries. Some of these treaties have been designed to help trade between countries. For example, countries in the European Union have an agreement that means citizens of any member country needn't have a **permit** to work in any other country in the Union. Businesses can employ people and sell products to any other member of the treaty.

Some treaties help countries in other ways. For example, the Arab League helps various Arabic-speaking countries towards **economic**, political, cultural and scientific **cooperation**.

Treaties are not new, however. The world's first ever treaty is believed to be the Kadesh Peace Treaty, **signed** by the Egyptian Pharaoh Ramses II and the Hittite king of an area which is now part of modern Turkey. The treaty of 1258 BCE agreed to end a war that had lasted for many years. A **copy** of the treaty can be seen in today's United Nations building. This is **appropriate** for an organisation which has 193 countries. To be part of the United Nations, each of these countries had to sign a treaty that agrees to promote **peace** and development around the world.



The Kadesh Peace Treaty

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<i>economic</i>	exactly like something else concerning the trade, industry and the making of money within a country
<i>peace</i>	when there is no war or fighting
<i>permit (n)</i>	an official written form allowing you to do something
<i>sign (v)</i>	write your name on a letter or document to show that you wrote it or agree with it
<i>treaty</i>	a formal written agreement between two or more countries

3 Read about international treaties and check your answers to Exercise 1.

- Ask the students to read the text quickly to check their answers to Exercise 1.

2 Check answers as a class.

Answers: _____

- a They sign international agreements and treaties.
- b An ambassador looks after the citizens and business interests of the country he or she represents.

4 Read the article again and answer these questions.

- 1 Advise the students to read the questions carefully before they read the article again to find the answers.
- 2 Encourage the students to discuss the answers in pairs.
- 3 Check answers as a class.

Answers: _____

- a It means a business can employ people from any country in the European Union and sell products to any other member.
- b It helps to promote economic, political, cultural and scientific cooperation.
- c It is believed to be the first ever treaty.
- d It agreed to end a war that had lasted for many years.
- e Because all the countries who are members of the United Nations have to promote peace, like the first treaty.
- f They might stop trade, or make it more difficult to trade with and work in another country.

5 Discuss these questions in pairs or small groups.

- 1 Put the students into pairs or groups to discuss the questions. Go round and monitor as they are doing this.
- 2 Ask a few pairs or groups to share their ideas with the class.

Answers: _____

- a Students' own answers
- b Political cooperation: sharing the same political problems, for example, with refugees.
Cultural cooperation: sharing exhibits at museums, concerts, films, books, etc.
Scientific cooperation: sharing new inventions and research into new medicines, ways to fight climate change, etc.

6 Project

- 1 Read the instructions and make sure that the students understand the task. They could finish this for homework.
- 2 Students can display their news articles on the board for other groups to study.

A Vocabulary and Structure

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

- 1 Maya admitted _____ a mistake and said, "Sorry."
 a making b to make c make d with making
- 2 We tried to do the quiz in the magazine, but we gave _____ because it was too difficult!
 a up b off c away d out
- 3 We don't have any bread because Ali forgot _____ some from the baker's.
 a buying b to buy c buy d to buying
- 4 The Egyptian Museum is a famous _____ in Cairo.
 a landfall b landlord c landmark d landfill
- 5 It was strange in England because we were not used to people _____ cars on the left.
 a drive b drove c to drive d driving
- 6 Fawzi's family come from a remote _____ in the far east of the country.
 a era b region c regain d store
- 7 Poor Hany _____ go to hospital yesterday after he hurt his hand.
 a must b has to c had to d needn't
- 8 The police quickly cleared _____ the mystery of who took the money from the bank last week.
 a up b off c over d down
- 9 We didn't have a test today so I _____ for it last night!
 a needn't revise b didn't have to revise c mustn't revise d needn't have revised
- 10 When you revise, take regular breaks because it is difficult to _____ for more than an hour.
 a concern b conclude c concentrate d confirm
- 11 When you go to Alexandria, you _____ visit the library. It's amazing!
 a have to b must c will d need
- 12 The metro line goes through a _____ under the river.
 a way b road c bridge d tunnel
- 13 It _____ difficult to climb that hill. There are small children at the top!
 a must be b has to be c might be d can't be
- 14 Many modern houses have solar _____ on their roofs to get energy from the sun.
 a power b power stations c bases d panels
- 15 The boys _____ to have made so much noise in the library.
 a ought b should c ought not d must not
- 16 Old bridges used to be made of wood, but modern ones are usually made of _____.
 a concrete b concert c conquest d condensation
- 17 The flight from Paris was four hours late. There _____ bad weather in France.
 a must have been b should be c ought to be d can't have been

- 18 The time that it gets dark _____ on the time of year.
 a concentrates **b** depends c blames d designs
- 19 The sign in the park says that people _____ walk on the grass.
 a needn't b might not c should **d** mustn't
- 20 Your idea to help a charity was a very good _____.
 a depression b prevention **c** suggestion d summary
- 21 You _____ put your coat on the floor. Now it's dirty!
 a ought to b mightn't have c mustn't have **d** shouldn't have
- 22 New cars and electrical goods are usually _____ around the world on giant ships.
 a transmitted **b** transported c translated d travelled
- 23 I regret _____ that book. It's not very good.
 a to buy **b** buying c buy d to buying
- 24 Many _____ travel to work in Cairo on the metro.
 a communities b communications c companies **d** commuters
- 25 You _____ wash the car. The man at the garage will wash it tomorrow.
 a mustn't b can't c might not **d** needn't
- 26 This hotel is _____ to be the best one in the city.
a considered b connected c consisted d contained
- 27 Ali is not on this train. He _____ caught a later train. We can wait for him.
a might have b can have c needn't have d ought to
- 28 Did you know that the _____ of the moon is 3,474 km?
 a depth **b** diameter c length d height
- 29 On my way to school, my father stopped _____ a newspaper.
a to buy b buying c buy d bought
- 30 The statue was _____ in the park where many people could see it.
 a taken b transported **c** positioned d pointed

B Reading Comprehension

2 Read the following passage, then answer the questions:

You might think that concrete is a modern material, but experts think that it might have been made first by the Egyptians about 5,000 years ago. They used a kind of concrete made of mud and grass to help build the Pyramids. Nearly three thousand years later, the Romans also made a type of concrete using *volcanic* stone. They used it to build many of their most famous landmarks, such as the Colosseum and the Pantheon, which are still standing today. The Pantheon still has the largest concrete dome in the world; it is 43 metres in diameter. The Romans added milk, fat or blood to make the concrete stronger. Today we use chemicals instead. However, Roman concrete was stronger than modern concrete, although it did not dry as quickly.

It was not until 1824 that modern concrete was invented in England. It was made using local stones. Slowly, builders started to use the new material. The first concrete house was built in England in 1854, and the first concrete bridge was built in San Francisco in 1889. In 1891, a whole road was made using concrete in Ohia, USA. You can still drive on it today.

Concrete must be a great material to build with. It is not expensive to make and it is so strong that earthquakes do not usually damage it. It is now used to make everything from massive dams and skyscrapers to sculptures and kitchen worktops. The world's tallest building, Burj Khalifa in Dubai, and the world's longest tunnel, in Switzerland, are both mostly made from concrete.

A downside to concrete is that it is not very good for the environment because you need a lot of heat to produce it.

Practice Test 5a

PRACTICE TEST

5a

- 1 What is impressive about the Pantheon?
 a It has the largest concrete dome in the world. b It is very tall.
 c It is built on a volcano. d It is in Rome.
- 2 What did the Romans use in concrete to make it stronger?
 a chemicals b things that came from animals
 c mud and grass d sand
- 3 According to the article, what is a downside to using concrete?
 a It is very expensive. b It is hard to make.
 c Making it is bad for the environment. d It is very ugly.
- 4 Why do you think that concrete is used in so many structures today?
 a It is a very old material. b It is a very modern material.
 c It is strong and easy to make. d It is very beautiful.
- 5 What does the underlined word it refer to?
 a Roman concrete b today's concrete
 c all forms of concrete d concrete used to build the Pyramids
- 6 What do you think the word *volcanic* means?
 a very hard b very strong c from a volcano d very old
- 7 Who invented concrete according to experts?
Experts say that the first concrete was probably used by the Egyptians 5,000 years ago.
- 8 Where was the first concrete house built?
The first concrete house was built in England.
- 9 Compare the types of concrete used in ancient Egypt, Rome and England.
Egyptian concrete was made from mud and grass. Roman concrete was made from volcanic rock. English concrete was made from local stone.
- 10 Do you think that concrete will be used more or less in the future? Why?
Suggested: I think it will be used less because concrete is not good for the environment.

The Novel

3 a Choose the correct answer:

- 1 Michael wanted to marry Princess Flavia because ...
 a He loved her. b He wanted to become King legally.
 c He wanted to stop the King marrying her. d He wanted to stop Rassendyll marrying her.
- 2 What did Rupert do to Rassendyll out of the country house?
 a He asked him for lunch. b He invited him to the castle.
 c He stabbed him in the shoulder. d He killed him.
- 3 Where is the King kept in the castle?
 a on the drawbridge b in a room next to the castle moat
 c in a tower d in a country house
- 4 Michael wanted his men to _____ if the castle was attacked.
 a kill the King and hide the body b let the King escape
 c say that he rescued the King d kill Rassendyll

b Answer TWO (2) of the following questions:

- 1 What do you think Rassendyll might have done if Johann had refused to work as a spy?
Suggested: If Johann had refused to work as a spy, I think that Rassendyll would have kept him at Tarlenheim.
- 2 Why do you think that Rassendyll's pulse quickened at the thought of being King forever?
Suggested: I think his pulse quickened because the idea excited him. He realised that it was possible that he could be King forever.

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3 Do you think that Rassendyll could have been king forever? Why?

Suggested: I think that Rassendyll could not have been king forever because someone would recognise him and his family in England would wonder where he had gone.

C Writing

4 Finish the following dialogue:

Mariam and Rawia are discussing musical instruments.

Mariam Which musical instrument should we learn?

Rawia 1 *How about learning the drums* _____?

Mariam I'm not sure about that. Drums are too noisy.

I like the piano. 2 *Personally, I'd prefer to learn the piano.*

Rawia 3 *I'd go along with that* _____. I'd like to play the piano.

Mariam Do you think we should have piano lessons every day?

Rawia 4 *I don't think it's necessary to have lessons every day.* I'd like to play the piano probably enough.

Mariam 5 *How often do you think we should practise?*

Rawia It's really important to practise every day.

Mariam 6 *What about practising at my house?*

Rawia Thanks. I'd love to practise at your house.

5 Write an email of ONE HUNDRED AND TWENTY (120) words on ONE (1) of the following:

Your name is Nabil/Nabila. Your friend's name is Amir/Amira. His/Her address is amir/amira@newmail.com.

a describing a building that you like and why you like it

b your favourite kind of music and why you like it

6 A Translate into Arabic:

1 The musical instruments used in folk music vary from place to place.

تختلف الأدوات الموسيقية المستخدمة في الموسيقى الشعبية من مكان لآخر.

2 People who are interested in space holidays are worried about the horrible side effects.

يشعر (الناس) المهتمون بالإجازات في الفضاء بالقلق حيال / بخصوص الأعراض الجانبية السيئة / الفظيعة لها.

B Translate ONE (1) sentence into English:

1 من المحتمل أن يكون السياح من اليابان لأن في أيديهم علمًا يابانيًا.

The tourists probably / It's probable (that) the tourists are from Japan because they have a Japanese flag in their hands.

2 تساعد الكباري العلوية في حل مشكلة المرور في المدن الكبيرة.

Hanging bridges help in solving the traffic problem in big cities.

A Vocabulary and Structure

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

- 1 The beach has been _____ since they opened the hotel there. It used to be quiet but now it is always busy.
 a transformed b transferred c translated d transplanted
- 2 Ahmed's grandmother _____ ill when he visited her yesterday.
 a was seeming b had seemed c seemed d has seemed
- 3 Many countries celebrate new year with _____.
 a fire blankets b fireworks c fire fighters d fire extinguishers
- 4 We have a lot of food in the kitchen because my mother _____ to the shops.
 a has never been b has just gone c has just been d has yet been
- 5 The shop that has just opened is giving _____ free tea or coffee today. We should go!
 a up b off c away d in
- 6 When Ziad goes to America next month, he _____ to four of the world's continents.
 a has been b will go c will be going d will have been
- 7 Fruit and vegetables are less expensive this year because the farmers had a very good _____.
 a storm b drought c food d harvest
- 8 Maysa asked Mona and me to the park this afternoon, but _____ of us can go. We are shopping.
 a both b either c neither d all
- 9 What _____ did you get in your maths exam?
 a grade b graduate c licence d degree
- 10 The sign by the lake says that the water is _____ to drink.
 a too dirty b dirty enough c so dirty d such dirty
- 11 This insect is _____. It's smaller than a bee!
 a mass b massive c tiny d great
- 12 Zeinab _____ very surprised when she won the art competition. She didn't think her painting was very good.
 a must be b can't be c might be d must have been
- 13 The new car factory will _____ a lot of new jobs.
 a get b take c do d create
- 14 There is a lot of traffic on the roads today, so we _____ late.
 a must have been b can't be c might be d ought to be
- 15 We couldn't take the children to the beach, so we bought them each an ice cream to make _____ it.
 a up b down c up for d down for
- 16 Sami is feeling ill. I think he _____ to see a doctor.
 a should b ought c must d can

- 17 Sara works as a _____ in a hotel. She welcomes all the people who are staying there.
 a receiver **b** receptionist c referee d representative
- 18 The football players look very sad. They _____ won the match.
a can't have b could have c must have d might not
- 19 If you want to write a story, you could do a course in _____ writing.
a creative b created c made up d festival
- 20 You _____ be 17 to drive a car in England.
 a might b need **c** have to d ought to
- 21 I want to learn French, so I have _____ on a French course.
 a entered b made c established **d** enrolled
- 22 Ali _____ brought food. We already have a lot.
a needn't have b must not have c must have d should have
- 23 Who is the _____ of the USA at the moment?
 a king b queen **c** president d prince
- 24 I _____ remember to email my cousin today. It's his birthday.
 a mustn't b needn't **c** must d ought to
- 25 You study how the body works in _____.
 a physics **b** biology c maths d geography
- 26 Karim admitted _____ the plate and said he was sorry.
a breaking b to break c to breaking d break
- 27 Mohammed does a lot of charity work in his _____.
 a neighbour **b** neighbourhood c neighbouring d neighbourly
- 28 Shaimaa stopped _____ children's books when she went to secondary school.
a reading b to read c read d to reading
- 29 My sister is not very _____. She doesn't like meeting new people.
a sociable b social c sociably d socially
- 30 Do you remember _____ at that hotel? It was very comfortable.
a staying b to stay c to staying d stay

B Reading Comprehension

2 Read the following passage, then answer the questions:

People have been writing about strange worlds and travelling to space for thousands of years. Parts of the famous Arabic story *One Thousand and One Nights* might be described as a kind of science fiction. But science really started to influence how we all lived in the nineteenth century. This was a time when many exciting new things were invented: steam trains, the telephone, electricity, photographs and much more. The writer Jules Verne (1828-1905) looked at nineteenth century technology and imagined how it could be improved to do amazing things. He wrote about people travelling to the centre of the earth, to the moon or deep under the sea. Many people consider Verne to be the first true science fiction writer.

In 1895, the writer HG Wells (1866-1946) saw technology differently. He wrote about the possible dangers of technology. His books include *The Time Machine*, in which the hero travels into a dangerous and unpleasant future. Other writers also thought that technology could be bad. Aldous Huxley's *Brave New World* (1931) is about a future in which people are produced in factories. But not all science fiction writers saw technology as bad. Authors such as Isaac Asimov (1920-1992) often wrote about a future in which science can solve all our problems.

Science fiction has evolved with technology. In the 1960s, space was being explored for the first time. This gave science fiction writers ideas for what explorers might find in space: strange worlds and unexplained mysteries, such as in the novels of Arthur C. Clarke. More recently, many science fiction stories have been about robots. Could they become more intelligent than people? Should we use them or could they start to *take over* and rule the world? In science fiction, anything is possible.

Practice Test 5b

PRACTICE TEST

5b

- In his novels, Jules Verne wrote about technology _____.
 a that could make life better b that made life dangerous
 c that people used at that time d that could never exist
- According to the article, what influenced science fiction writers in the 1960s?
 a Arthur C. Clarke b space travel c unexplained mysteries d robots
- In what way was Isaac Asimov different to many science fiction writers?
 a He was optimistic about science. b He was pessimistic about science.
 c He only wrote about space. d He only wrote about robots.
- In conclusion, the text says that in science fiction, _____.
 a technology is good b technology is bad
 c anything might happen d there are never any problems
- What does the underlined word this refer to?
 a changes in science fiction b changes in technology
 c the new year d space exploration
- What do you think the phrase take over means?
 a become people b steal things c get control of d hide
- How did HG Wells describe technology in his book *The Time Machine*?
HG Wells said that technology could be dangerous and lead to an unpleasant future.
- Who is the first true science fiction writer?
Jules Verne is the first true science fiction writer.
- Do you think that robots can become more intelligent than people? Why/Why not?
Suggested: I think that robots can become more intelligent than people at performing some tasks, but I do not think they will be able to do lots of different things at the same time like people do.
- Do you think that science fiction will always be popular? Why/Why not?
Suggested: I think it will always be popular because there will always be new technology and writers will always wonder how this might affect our lives.

The Novel

3 a Choose the correct answer:

- How did Rupert try to stop Rassendyll and his men from visiting the Castle of Zenda?
 a He said that the Duke had a dangerous illness.
 b He said that there was nobody at the castle.
 c He said that the building was going to fall down.
 d He said that the servants were all dangerous.
- Why couldn't Rupert say that Rassendyll was not the real King in public?
 a Nobody would believe him.
 b People would know that he had kidnapped the King.
 c He was frightened of Rassendyll.
 d He was frightened of the Duke.
- Rassendyll, Sapt and Fritz decided to _____.
 a kill Rupert b make a move against Michael
 c set Antoinette free d make Johann a spy
- Rassendyll saw that the guard inside the boat was _____.
 a Rupert b Josef c Max Holf d Detchard

b Answer TWO (2) of the following questions:

- Do you agree that Rupert was a man of no principles? Why?
Suggested: I agree that he has no principles. He stabs Rassendyll when he visits him and later he says that he doesn't like Duke Michael and would work against him.
- Do you think that the innkeeper's daughter was right to apologize to Rassendyll (the pretend king) although she wasn't mistaken? Why?
Suggested: I think she was right to apologise to Rassendyll because she thought that she might have done something wrong. It is more polite to apologise and be sure that you have not offended someone.

3 Do you think that Rassendyll wants to be King forever? Why/Why not?

Rassendyll says that he is excited by the thought of being King forever, but he knows that he would never be safe because the Duke would always be there, so he doesn't want to be King forever.

C Writing

4 Finish the following dialogue:

Hala and Maya are meeting at the book club.

Hala There are only two of us here today. Where are the others?

Maya 1 *I think that they must be watching the tennis competition.*

Hala You're right. I forgot that the tennis competition was on TV.

Maya We need to choose a new book for our book club next month.

Hala 2 *How about a science fiction book?*

Maya I don't like science fiction. 3 *What about a detective story?*

Hala I find them boring too. Detective stories are always the same.

Maya 4 *How about this non-fiction history book?*

Hala I'd go along with that. Non-fiction books always teach you something and that one about history looks interesting.

Maya 5 *It's probably a good idea to email the others in the book club.*

Hala Yes, you're right. I'll email them the book title so they know what we are going to read.

Maya The next book club meeting will be the second anniversary of the club!

Hala 6 *That's fantastic.*

Maya Yes, it is good news, isn't it?

5 Write a paragraph of ONE HUNDRED AND TWENTY (120) words on ONE (1) of the following:

- a Egyptian folk music
- b the most famous building in your area

6 A Translate into Arabic:

1 The tourists needn't have brought umbrellas because it is not going to rain.

لرِيكُن السُّيَاح بِحَاجَةٍ إِلَى أَنْ يَأْتُوا بِالشَّمْسَاسَاتِ لِأَنَّهَا لَنْ تَمَطُرُ.

2 Cairo underground metro lines serve millions of people all over greater Cairo.

نُحَدِّمُ خَطوطَ مَتْرُو القَاهِرَةِ المِلايينِ مِنَ النَّاسِ فِي جَمِيعِ أَنْحَاءِ القَاهِرَةِ الكُبْرَى.

B Translate ONE (1) sentence only into English:

1 - ما نوع الموسيقى الشعبية الذي تقترحه لِيَسْمَعَهُ السُّيَاح؟

What sort / kind of folklore music do you suggest the tourists listen to?

2 - توقفتنا عن شراء الخُبْز من السوبرماركت عندما عرفنا أنه أرخص في المخبز.

We stopped buying bread from the supermarket when we knew / learned that it is cheaper at the bakery / baker's.

UNIT 16

THE IMPORTANCE OF TREES

SB pages 101-105 WB pages 101-104

Objectives

Listening

Listening for gist and for specific information

Grammar

Conditional forms

Reading

Reading for gist and for specific information

Critical thinking

Understanding the importance of the natural world

Functions

Giving and ordering instructions

Writing

Writing a list of instructions

The importance of trees

UNIT 16

OBJECTIVES **Listening** Listening for gist and for specific information
Grammar Conditional forms
Reading Reading for gist and for specific information
Critical thinking Understanding the importance of the natural world
Functions Giving and ordering instructions
Writing Writing a list of instructions

Listening


1 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

bark (n)	calculate	extract (v)	
harden	ring (n)	tube	width

2 Discuss these questions in pairs.

- a How old and tall can trees be?
- b What do the parts of the tree in the picture do or show?
- c How can we find the age of a tree without cutting it down?
- d Listen to a radio programme about trees and check your ideas.

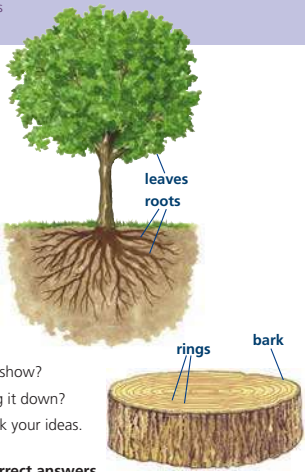


3 Listen again and choose the correct answers.

- a The world's tallest tree is nearly **84 / 94** metres tall.
- b The tallest tree is between two and three **hundred / thousand** years old.
- c Tubes carry water from the **roots / bark** to the leaves.
- d Goats and other animals can **kill / eat** trees by damaging the bark.
- e Every year, soft **cells / tubes** below the bark of a tree form new wood.
- f Rings of new **wood / bark** grow in a tree each year.
- g When a thin piece of wood is removed from a tree, **no / a lot of** damage is done to the tree.
- h The more rain there is in a year, the **narrower / wider** the tree rings are.

4 Discuss these questions in pairs.

- a Are trees usually grown for fruit, for wood, for shelter or for something else?
- b Are trees important in cities? Why / Why not?
- c Would it matter if there were no trees in your local area? Why / Why not?
- d Why do scientists want to know how old trees are?



leaves
roots
rings
bark

WORKBOOK
PAGE 101

101

LESSON 1

SB page 101

WB page 101

Before using the book:

- Trees are everywhere, though not in as many places as they used to be! Ask the students what trees provide us with. Tell them you want them to think of all the things we use trees for. Put the students into groups and tell them to think of as many things as they can.
- Now ask the students to read out their answers.

Possible answers may include furniture, doors, cooking utensils, fences, sheds, houses, boats, fruit, paper and medicines. We also use wood to make things and for heating and building.

Listening**1 Check the meanings of these words in your dictionary.**

- 1 Write the words from the box on the board.
- 2 Say the words and ask the students to repeat them. Invite some students to come to the front to underline the stress in each word.
- 3 Now tell the students to look up the meanings of the words in their dictionaries. Point out that the verb ring has a very different meaning: To ring someone means to call or phone them.

Answers:

<i>bark</i>	the material that forms the surface of the wood of a tree
<i>calculate</i>	find out something or measure something using numbers
<i>extract</i>	remove something
<i>harden</i>	become hard
<i>ring</i>	a line in the shape of a circle
<i>tube</i>	a pipe or narrow tunnel, especially one that liquids or gases go through
<i>width</i>	the distance from one side of something to the other

2 Discuss these questions in pairs.

- 1 Ask the students to look at the questions. Put them into pairs to discuss the questions. They can guess any answers they are not sure of. Ask some pairs to share their answers with the class.
- 2 Play the recording and get the students to listen and find the correct answers. You may need to play the recording more than once.
- 3 Check answers as a class.
- 4 Tell the students that the photo at the bottom of the page is a Giant Sequoia tree in California, USA.

Answers:

- a They can be at least 2,700 years old and 83.8 metres tall.
- b The bark protects the living parts of the tree. The leaves help the tree to take in light from the sun. The roots carry water to the leaves. The rings can show us how old a tree is.
- c We can make a narrow hole and extract a very thin piece of wood which does no damage to the tree.

TAPESCRIPT

- Presenter:* Hello. If you listened to last week's Natural World, you would know that we had a lot of unanswered questions about trees. So this week, we have invited Professor Jeremy Beech to answer these and other questions about trees. Welcome to the programme, Professor.
- Prof. Beech:* Hello.
- Presenter:* Can we have our first question, please?
- Female caller:* Hello, I'd like to ask the professor about the tallest tree in the world. Where is it and how tall is it?
- Prof. Beech:* The tallest tree in the world is a Giant Sequoia and it's in California. It's 83.8 metres tall. Scientists say it is between 2,300 and 2,700 years old. If you had lived at the time that these trees started growing, you would have seen people build some of Egypt's ancient temples.
- Presenter:* That's incredible! Now, let's move on to our second caller.
- Boy caller:* Hello. I know a tree's leaves help it to take in light from the sun. But I'd like to ask what the bark of a tree does.
- Prof. Beech:* Well, the bark is like our skin – it protects the living part of the tree and the tubes which carry water from a tree's roots to its leaves. If the bark is badly damaged, the tree dies. Animals, such as goats, love eating bark, so it's especially important to keep animals away from young trees.
- Presenter:* Thank you. What's the next question?
- Male caller:* Hi. I'd like to ask: how is it possible to calculate the age of a tree by counting its rings?
- Presenter:* Good question. Perhaps you could start by explaining what the rings are that this caller is talking about.
- Prof. Beech:* Well, most trees grow bigger every year. Just under the bark, there's a circle of soft cells which hardens every spring or summer. This forms a ring of new wood each year. This means we can calculate the age of the tree by counting the rings.
- Presenter:* You will see the rings if you cut the tree down. But how do you do this without killing the tree?
- Prof. Beech:* We can drill into the tree to make a deep, narrow hole. Then we extract a very thin piece of wood. This does

no damage to the tree.

Presenter: *And are the rings the same width every year?*

Prof. Beech: *No, they aren't. The width of the ring depends on the climate and the amount of rain. If there's a lot of rain during the year, the rings are quite wide. If it's a dry year, the rings are narrower. In this way, we can find out what the weather was like hundreds of years ago when the tree was younger.*

Presenter: *Really? Well, I'm afraid that's all we have time for in today's programme. Thanks for talking to us, Professor Beech.*

3 Listen again and choose the correct answers.

- Tell the students to read the sentences.
- Play the recording again. The students should circle the correct answer to complete each sentence. You may need to play recording more than once.
- Check answers as a class.

Answers: _____

b thousand c roots

d kill e cells

f wood g no

h wider.

4 Discuss these questions in pairs.

- Tell the students to read the questions and to discuss the answers in pairs.
- Ask some pairs to share their answers and have a class discussion.

Suggested answers: _____

a They are grown for all these things, but many of them are grown for wood and also paper.

b Yes, because they produce oxygen which helps to make the air cleaner and fresher.

c Yes, because if there were no trees, the air would be dirtier, there would be less shade when it is hot and the area wouldn't look as nice.

d They probably want to find how trees can live such a long time. This may help them to develop medicines, for example, to help people.

UNIT
16

The importance of trees

- Match these words with their meanings.**

a calculate	1 <input type="checkbox"/> a pipe that liquid or gas goes through
b extract	2 <input type="checkbox"/> remove something
c ring	3 <input checked="" type="checkbox"/> find out something by using numbers
d tube	4 <input type="checkbox"/> a line in the shape of a circle
- Label this picture with the correct words.**

bark branch fruit
 leaves- rings roots
- Complete these sentences with words from Exercise 2.**

a The roots are the parts of trees that grow under the ground and find water.

b The hard outside part of a tree is called the _____.

c _____ are the flat green parts at the ends of the _____ of a tree.

d A _____ grows on a plant or tree and has seeds inside.

e Every year, trees grow extra _____ of new wood.
- Look at these adjectives. Use your dictionary to find the nouns.**

a wide width b long _____ c high _____

d deep _____ e strong _____ f narrow _____
- Use your dictionary to complete these sentences with the correct form of the adjective in brackets.**

a Every year, the cells under the bark of a tree harden and become new wood. (*hard*)

b This road is too narrow for all today's traffic, so they're going to _____ it. (*wide*)

c That old bridge over the river is very weak. They'll have to _____ it soon. (*strong*)

d My new trousers are too long, so my mother is going to _____ them for me. (*short*)

e That film is so popular that the queues to see it _____ every day. (*long*)

WORKBOOK page 101

1 Match these words with their meanings.

- Students can do the task individually.
- Check answers as a class.

Answers: _____

1 d 2 b 3 a 4 c

2 Label this picture with the correct words.

- Ask the students to look at the picture and label it, using the words in the box.
- Put the students into pairs to compare their answers.

Grammar Conditional forms

1 Choose the correct words to complete these sentences from the listening text. Then write which form of the conditional it is.

- a If you listened to last week's Natural World, you would know/ knew that we had a lot of unanswered questions about trees. *Second conditional*
- b If you lived / had lived at the time that these trees started growing, you would have seen people build some of Egypt's ancient temples!
- c If the bark is badly damaged, the tree dies / died.
- d You will see / saw the rings if you cut the tree down.

GRAMMAR REVIEW PAGE 127



2 Discuss these questions in pairs.

- a Which verb tenses are used in the two parts of the sentences?
- b In which of the conditionals could you replace *if* with *when*?
- c What is the difference in meaning between these sentences?
 - 1 If it is cold, our plants die.
 - 2 If it is cold, our plants will die.
 - 3 If it was cold, our plants would die.
 - 4 If it had been cold, our plants would have died.



Conditional forms

- We use the **zero conditional** (*If / When* + present simple + present simple) to talk about facts and things that are always true:
If / When you heat water, it boils.
If / When I read in bed, I fall asleep. It's a habit.
- We use the **first conditional** (*If* + present simple + *will / may / can* + infinitive) to talk about events or situations that we think are probable or possible in the future:
If the bus arrives late again, I'll phone my mother.
Tarek is ill. If he's better tomorrow, he'll come to school.
- We use the **second conditional** (*If* + past simple + *would / could / might* + infinitive) to talk about situations that are imaginary or unlikely in the present or future:
If I was / were rich, I would build a palace!
If Egypt had a lot of rain, it might have a lot more trees.
- We can also use the second conditional to give people advice:
If I were you, I'd read this useful book.
- We use the **third conditional** (*If* + past perfect + *would / could / might have* + past participle) to talk about past situations or actions that did not happen:
If you had gone to the sports club, you would / could / might have seen Ali.
If I had had enough money yesterday, I would / could / might have bought that mobile phone.

WORKBOOK PAGE 102

3 Complete these sentences using the correct form of the verb in brackets.

- a If those goats eat (eat) the bark on the trees, the trees will die (die).
- b If water turns (freeze), it turns (turn) to ice.
- c If the people hadn't grown enough food, they would become (become) ill.
- d If it went on raining for much longer, the river would flood (flood).
- e If the farmer's fields had got very dry last summer, he would irrigate (irrigate) them.

4 Complete these sentences with your own ideas, then compare what you have written in pairs.

- a If you heat ice,
- b If there is a sandstorm tonight,
- c If you mix yellow and blue,
- d If you hadn't caught that train,
- e If the wind was very strong,

4 Look at these adjectives. Use your dictionary to find the nouns.

- 1 Tell the students to read the list of adjectives and the example answer. Instruct them to use their dictionaries to find the nouns from the adjectives.
- 2 Put the students into pairs to compare their answers.
- 3 Check answers as a class.

Answers: _____
 b length c height d depth
 e strength f narrowness

5 Use your dictionary to complete these sentences with the correct form of the adjective in brackets.

- 1 Ask the students to read the gapped sentences and to complete using the correct form of the word in brackets. They can use their dictionaries.
- 2 Put the students into pairs to compare their answers.
- 3 Check answers as a class.

Answers: _____
 b widen c strengthen
 d shorten e lengthen

LESSON 2

SB page 102 WB page 102

Grammar

3 Check answers as a class.

Answers: _____
 b branch c fruit d roots
 e bark f rings

3 Complete these sentences with the words from Exercise 2.

- 1 Tell the students to read the gapped sentences. Explain that they must use the words from Exercise 2 to complete the sentences.
- 2 Check answers as a class.

Answers: _____
 b bark c Leaves, branch
 d fruit e rings

1 Choose the correct words to complete these sentences from the listening text. Then write which form of the conditional it is.

- 1 Students have studied all the forms of the conditional previously. This unit revises all the forms together.
- 2 Tell the students to read the gapped sentences, circle the correct options and identify the conditional form. They can do this in pairs.
- 3 Ask some of the pairs to share their answers with the class.

Answers: _____
 b had lived, third conditional
 c dies, zero conditional

d will see, first conditional

2 Discuss these questions in pairs.

- Put the students into pairs to read the questions and discuss their answers.
- Check answers as a class.

Answers: _____

- a
a past tense + would + infinitive without to
b past perfect + would + present perfect
c present simple + present simple
d will + infinitive without to + present simple

b
The zero conditional (sentence c)

- c
Sentence 1 is a fact.
Sentence 2 will probably happen.
Sentence 3 is unlikely.
Sentence 4 did not happen (it was not cold and the plants did not die)

3 Complete these sentences using the correct form of the verb in brackets.

- Read the Focus on grammar box with the students and answer any questions.
- Ask the students to read the gapped sentences and complete them with the correct form of the verb in brackets. They can do this individually and compare answers in pairs. Go round and monitor while they are working and help as necessary.

3 Check answers as a class.

Answers: _____

- b freezes, turns c would have become
d would flood e would have irrigated

4 Complete these sentences with your own ideas, then compare what you have written in pairs.

- Tell the students to read the sentence beginnings and to complete them with their own ideas.
- Put them into pairs and ask them to read out their sentences to each other.
- Select some of the best sentences and ask the students to read them out to the whole class.

Suggested answers: _____

- a it melts.

UNIT 16


1 Match to make correct sentences.

<p>a If scientists study the rings of trees, b If there was not much rain in a year, c If they had extracted a thin piece of wood from the tree, d If a tree has deep roots, e If the bark of a tree was destroyed, f If you pick those apples now,</p>	<p>1 <input type="checkbox"/> it won't fall over in strong winds. 2 <input type="checkbox"/> they could have calculated its age without cutting it down. 3 <input checked="" type="checkbox"/> a they can find information about our climate in the past. 4 <input type="checkbox"/> the tree would die. 5 <input type="checkbox"/> they won't taste very sweet. 6 <input type="checkbox"/> the rings in a tree would be close together.</p>
---	--

2 Find and correct the mistake in each sentence. (One sentence is correct.)

a If you leave now, ~~you catch~~ your train. you'll catch
b Water would freeze if the temperature is zero or below. _____
c If you had thrown that stone, you would break the window. _____
d I get a headache if I spend too long on the computer. _____
e If she trains hard, she wins next week's race. _____
f If you'll mix red and white, you get pink. _____

3 Complete these sentences with your own ideas and write which form of the conditional it is.



a If you practise a sport, you get better at it. (zero)/you will get in the sports team. (first)
b If you had worked hard, _____
c If you read quickly, _____
d If you planted a tree, _____
e If I was taller, _____
f If I had not been late to school this morning, _____

- b the town will be full of sand tomorrow.
c you get green.
d you would have been late.
e it would blow away the newspapers in the garden.

1 Match to make correct sentences.

- Ask the students to read the sentence halves and to match the halves together correctly. They can do this individually.
- Check answers as a class. Ask them to read the completed sentences aloud.

Answers: _____

- b 6 c 2 d 1

Reading

1 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

cardboard rubber sap (n)
turpentine valuable



2 Discuss this question in pairs.

Which of the things in the pictures are not connected with trees?

3 Read the article quickly and find out how many of the things in the pictures the article refers to.

Why do we need trees?

If you ask people why we need trees, most of them will answer: "We need wood from trees for building houses"; "We get fruit and nuts from trees"; "We make paper out of wood from trees"; "We can use wood as a fuel for cooking and heating". Recently, people have added a more serious reason to this list: "Trees help the earth to breathe" or "They protect us from global warming".

It has been said that more than 5,000 things in everyday use are made from trees. Here are a few of them: furniture, sports equipment, pencils, magazines and newspapers, **cardboard** boxes, musical instruments and – believe it or not – some kinds of toothpaste.

In addition to these uses, trees also give us **valuable** chemicals. **Turpentine**, which is used as a paint remover, is made from the **sap** of trees. Sap can also be used to make **rubber**. If wood is heated, chemicals are produced which can be used to make medicines and some kinds of plastic. Wood products can also be turned into paper, cardboard and materials from which clothes can be made. You may be surprised to hear that wood products are also used in some types of ice cream and other foods.

So, the next time you are reading a newspaper, eating an ice cream, playing the piano or cleaning your teeth, just stop and think: how would you manage to do these things if there were no trees?

4 Complete these sentences with information from the article.

- a Some people believe that trees protect the world *from global warming*.
- b Furniture, sports equipment and magazines are examples of things which
- c People use turpentine
- d Turpentine is made from
- e Medicines and plastics can be made
- f Some types of ice cream are made with

5 Work in pairs.

- a Look around the room you are in and make a list of everything you can see that comes from trees.
- b Compare lists with other pairs.



UNIT 16

the window./If you threw that stone, you would break the window.

- d correct
- e If she trains hard, she will win next week's race.
- f If you mix red and white, you get pink.

3 Complete these sentences with your own ideas and write which form of the conditional it is.

- 1 Tell the students to read the beginnings of the sentences and the example.
- 2 tudents complete the remaining sentences in the same way, using their own ideas. They then write which form of the conditional it is in.
- 3 Students could complete the task for homework. Take in their work to mark.

Suggested answers: _____

- b If you had worked hard, you would have done better in the test. (third)
- c If you read quickly, you learn quickly too. (zero)/If you read quickly, you will finish the book by tomorrow. (first)
- d If you planted a tree, it would help the air to be cleaner. (second)
- e If I was taller, I would play basketball. (second)
- f If I had not been late to school this morning, I would have known what to do for homework. (third)

e 4 f 5

LESSON 3

SB page 103

Reading

1 Check the meanings of these words in your dictionary.

- 1 Write the words from the box on the board.
- 2 Now say the words and ask the students to repeat them. Invite some students to come to the front to underline the stress in each word.
- 3 Say the words aloud and ask the students to repeat them.
- 4 Now tell the students to look up the meanings of the words in their dictionaries.

2 Find and correct the mistake in each sentence. (One sentence is correct.)

- 1 Explain that each sentence, except one, has a mistake in it. Ask the students to read the sentences, identify the mistakes and correct them.
- 2 Put the students into pairs to compare their answers.
- 3 Check answers as a class.

Answers: _____

- b Water freezes if the temperature is zero or below.
- c If you had thrown that stone, you would have broken

Answers: _____

- cardboard very thick paper, used especially for making boxes
- rubber something made from chemicals or the juice of tropical trees that is used to make tyres, boots, etc.
- sap the liquid that carries food through a plant
- turpentine a strong-smelling liquid used for removing paint
- valuable very important or worth a lot of money

2 Discuss this question in pairs.

- 1 Tell the students to look at all the objects in the pictures. Ask if the students can name them (a [pistachio] nuts, b piano, c newspaper, d toothpaste, e rubber tyre, f ice cream).
- 2 Ask which of the things are not connected with trees and discuss the answer with the class. They can check their answers in the next exercise.

3 Read the article quickly and find out how many of the things in the pictures the article refers to.

- 1 Ask the students to read the article quickly to find which things from Exercise 2 are mentioned in the article.
- 2 Write a list of the objects mentioned on the board.

Answers: _____

All the items in the pictures are referred to because they are all connected with trees (nuts are grown on trees, the other things are made from trees).

4 Complete these sentences with information from the article.

- 1 Tell the students to read the sentence beginnings. Explain that they must read the text again and complete the sentences with the correct information.
- 2 Put the students in pairs to compare their answers.
- 3 Check answers as a class.

Answers: _____

- a are in everyday use and are made from trees.
- b to remove paint / as a paint remover.
- c the sap of trees.
- d from chemicals that are produced when wood is heated.

f wood products.

5 Work in pairs.

- 1 Look at the picture on the right. The girls are looking for things that are made from trees. Ask the students to tell you any things they can see in the picture that are made from trees. Write their ideas on the board.
- 2 Put the students into pairs. Tell them to look around the classroom in the same way, and find things that are made from trees. Ask one student in each pair to write down a list.
- 3 Combine pairs into groups of four or six to compare their lists and make one combined list. Ask some students to read out their group's list to the class.

LESSON 4 SB page 104 WB page 103

UNIT 16

Critical thinking

1 Answer the following questions about the article on page 103.

- a How many things in everyday use are made from trees? *There are more than 5,000 things.*
- b What part of a tree is turpentine made from?
- c What things can be made from the chemicals produced when wood is heated?
- d Why does the article say *believe it or not* when referring to toothpaste?
- e Why do you think that it is not dangerous to eat ice cream if it is made with wood products?
- f How would you manage to read a newspaper or play a guitar if there were no trees?

2 Read this quotation from the article and discuss the questions.

- a Do you believe that trees protect us from global warming? In what way?
- b Why are millions of trees being cut down in South America and other parts of the world?
- c How can this be stopped?

Recently, people have added a more serious reason to this list: "Trees help the earth to breathe" or "They protect us from global warming".



3 Discuss these questions in pairs.

- a Egypt has many palm trees. What products come from palm trees?
- b What materials can be used to make things instead of wood?
- c Are other materials better or worse for the environment? Why?
- d What are the advantages and disadvantages of using other materials instead of wood?



SKILLS FOR LIFE

Most paper can be recycled. Find out where you can recycle paper in your area.

WORKBOOK PAGE 103

f Suggested: You could read the news online. Perhaps you could play a plastic guitar, but it would probably not sound the same.

2 Read this quotation from the article and discuss the questions.

- 1 Tell the students to look at the larger picture. Ask them what they can see happening (A lorry is being loaded up with freshly cut tree trunks). Tell the students to read the quotation. Make sure that they understand it.
- 2 Put the students into pairs to discuss the questions. Ask some pairs to share their answers with the class.

Suggested answers: _____

- a Yes, because they take in carbon dioxide which causes global warming.
- b Because we need a lot of wood to make paper, for building material, furniture, etc.
- c We need to find different materials to use.

3 Discuss these questions in pairs.

- 1 Tell the students to look at the small picture on the right. Ask what type of trees they can see (palm trees). Tell the students to read the questions.
- 2 Put them into pairs to discuss the questions.
- 3 Discuss as a class.

Suggested answers: _____

- a palm oil, dates, coconuts and other fruits
- b It depends what the wood is used for: plastic can be used instead of wood for many types of furniture, window frames and toys. Concrete, metal or bricks can be used for building materials.
- c Other materials are usually worse for the environment because they are not natural and do not decompose. Some of them need use a lot of energy to be produced. However, if other materials are used, it saves trees which are needed to help stop global warming.
- d The advantages are that we can save trees if we use plastic, and it is often cheaper to use plastic than wood. However, waste plastic causes a lot of pollution and does not decompose. Concrete is _____

Critical thinking

1 Answer the following questions about the article on page 103.

- 1 Ask the students to tell you what they can remember about the text Why do we need trees? from the previous lesson.
- 2 Ask the students to read the questions. Put the students into groups to discuss the answers. They can read the article on page 103 again.

Answers: _____

- b It is made from the sap.
- c medicines and some kinds of plastic
- d Because it is a surprising fact. (This expression is used to show surprise at an unexpected fact.)
- e Wood is a natural thing – it is probably safe to eat its products.

very strong but needs a lot of energy to be made, as does metal. Most people agree that wood products look nicer, too.

Skills for life

Read the Skills for life box as a class. Ask the students to find out where to recycle paper for homework..

WORKBOOK page 103

1 Answer the questions with these words. (You do not need one.)

- 1 Ask some students to read out the words in the box. Make sure they know how to pronounce them and where to place the stress in each word.
- 2 Tell the students to use the words to complete the sentences.
- 3 Check answers as a class.

Answers: _____
 b valuable c turpentine d cardboard
 e rubber f toothpaste

2 Cross out the word that does not belong, then write what the other words are.

- 1 Tell the students to read the lists of words. There is one word in each list that does not belong to the list. Tell the students to delete the one word and to give each list a name that describes the list.
- 2 Put the students into pairs to compare their answers.
- 3 Check answers as a class.

Answers: _____
 b sap They are all used for building./They are all hard.
 c box They are kinds of furniture.
 d cup They all come from trees.
 e pen They are things to read.

3 Match to make noun phrases.

- 1 Tell the students to look at the pictures and to name the objects they can see (turpentine, rubber gloves, cardboard box). Ask the students to match the words from column one with the words from column two to make noun phrases.

1 Answer the questions with these words. (You do not need one.)

cardboard product rubber sap toothpaste
 turpentine valuable



- a What is the liquid that carries food in trees? sap
- b How can you describe gold and diamonds? _____
- c What can we use to remove paint? _____
- d What are many boxes made of? _____
- e What are car tyres and the bottoms of some shoes made of? _____
- f What do people put on their brush to clean their teeth? _____

2 Cross out the word that does not belong, then write what the other words are.

- a gas ~~rubber~~ oil petrol kinds of fuel
- b glass sap metal wood _____
- c bed box chair cupboard _____
- d cardboard cup paper wood _____
- e book email pen newspaper _____

3 Match to make noun phrases.

- | | | |
|-------------|---------------------------------------|------------|
| a cardboard | 1 <input type="checkbox"/> | warming |
| b global | 2 <input type="checkbox"/> | remover |
| c ice | 3 <input type="checkbox"/> | instrument |
| d musical | 4 <input type="checkbox"/> | equipment |
| e paint | 5 <input type="checkbox"/> | cream |
| f sports | 6 <input type="checkbox"/> | gloves |
| g rubber | 7 <input checked="" type="checkbox"/> | a box |



4 Write a paragraph about why trees are important.

2 Check answers as a class.

Answers: _____
 b 1 c 5 d 3
 e 2 f 4 g 6

4 Write a paragraph about why trees are important.

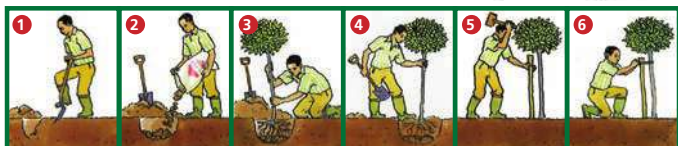
- 1 Have a brief class discussion to revise why trees are useful. Encourage the students to take notes.
- 2 They can complete the task for homework.

LESSON 5 SB page 105 WB page 104

Communication skills Giving instructions

1 Do the following in pairs.

- a Match each picture with the correct instruction.
- b Underline all the words and phrases used to give instructions.
- c Circle all the words and phrases that order the instructions.



FOCUS ON FUNCTIONS

Giving and ordering instructions

- a Now fill the hole. It is important to press the soil down hard with your foot.
- b Finally, tie the tree to the stick.
- c First of all, dig a hole where you want to plant the tree. The hole must be deep and wide enough for the roots of your tree.
- d At this point, it's a good idea to put fertilizer into the hole.
- e When you put the tree into the hole, make sure that the roots are opened out.
- f Then, using a hammer, put a strong wooden stick next to the tree.

2 Plan some instructions to say to a partner.

- a First of all, choose an activity that you know well. Here are some ideas:

How to ...

- send an email.
- cook something simple.
- make something out of wood or paper.
- use a device in the house, for example the television.



3 Research the following about paper

Find out how to make your own paper, or how paper is recycled.

- Make a list of instructions.
- Demonstrate the instructions to your partner in the next lesson.

WORKBOOK PAGE 104

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Answers:

- a a 4 b 6 c 1 d 2 e 3 f 5
- b/c a Now fill the hole. It is important to press the soil down hard with your foot.
- b Finally tie the tree to the stick.
- d At this point it's a good idea to put fertilizer into the hole.
- e When you put the tree into the hole, make sure that the roots are opened out.
- f Then, using a hammer, put a strong wooden stick next to the tree.

2 Plan some instructions to say to a partner.

- 1 Explain that the students are going to give instructions. Tell them to think of an activity that they can give instructions for. There are some suggestions for possible topics in the box, but the students can think of something different if they want. Ask them to think about what they are going to say but tell them not to write their instructions down.
- 2 Put the students into pairs and tell them to say their instructions to their partner, using expressions from Focus on functions. If the partner doesn't understand, he/she should ask questions.

3 Go round and monitor while they work. Make a note of any errors and go over these at the end.

- 4 Ask a few students to demonstrate their conversations to the class.

3 Research the following about paper.

- 1 Have the students research the topic by using a library or the internet. They can type how to make paper into a search engine.
- 2 For the next lesson, the students can present the results of their research in a variety of ways — as a paragraph, a poster, a slide presentation on the computer, a talk — and even by following the directions and making paper to show to the class.

Communication skills

1 Do the following in pairs.

- 1 Ask the students to look at the pictures. Put them into pairs to describe what is happening in each picture. Help them with vocabulary if necessary.
- 2 Tell the students to read the sentences below the pictures. Explain that they must match the pictures with the instructions.
- 3 Now tell them to underline the words and phrases used to give the instructions.
- 4 Finally, ask the students to circle the phrases that order the instructions.
- 5 Check answers as a class.



1 Choose the correct words.

- 1 Tell the students to read the sentences and to choose the correct word or words to complete each sentence.
- 2 Check answers as a class. Pairs can read the completed dialogues aloud.

Suggested answers: _____

- b First of all
- c Next
- d point
- e idea.

2 Write instructions for the activity you discussed in the Student's Book.

- 1 In the Student's Book, Exercise 2, the students gave instructions for an activity of their choice. Tell them to write the instructions they gave in note form. Remind them to put the instructions in the correct order, and tell them to use words like First, Next, Finally, etc. to order them.
- 2 Now, tell them to write out their instructions.

3 Check your writing.

- 1 Tell the students to read their instructions. They can check any spellings in a dictionary. Tell them to double check that the steps are in the correct order.
- 2 Put the students into groups of four. Tell them to read out their instructions but not to say what they are for.
- 3 Tell the rest of the group to listen to the full set of instructions and then to guess and say what they are for.

1 Choose the correct words.

- a **A** I want to make tea the English way. What should/would I do?
- B** *Next/First* of all, boil some water.
- c **A** Then what?
B Put some tea into a pot. *Finally/Next*, pour the boiling water on the tea.
- d **A** Can you drink it now?
B No, at this *point/time*, you should just wait.
- e **A** How long should I wait before I can drink it?
B It's a good *idea/thought* to wait for three or four minutes – the tea tastes better if you wait.



2 Write instructions for the activity you discussed in the Student's Book.

- a First, make notes using the instructions you gave to your partner. Make sure that your instructions are in the correct order. It is useful to start each new idea with a bullet point:
 - Wash rice
 - Melt butter



- b Now write full sentences, using the language of instruction and phrases that show the order of instructions. Use bullet points. Do not repeat the same words and phrases.
 - First of all, take 500 grams of rice and wash it very well.
 - Next, melt 50 grams of butter in a heavy pan.

3 Check your writing.

- a Read what you have written very carefully. Look for grammar and spelling mistakes. Check the correct spelling in your dictionary.
- b Check that your instructions are in the correct order and that you have not repeated any phrases.
- c Correct any mistakes, then write your final set of instructions in your notebook.

Assessment

Listening Task

Target element: listen and revise key language and vocabulary

Write the sentences listed below on the board. Tell the students that you are going to play the listening activity from Student's Book Unit 6, Lesson 1, Exercise 2 again. Explain that they must listen carefully and decide if each sentence is true or false. (The answers are given in brackets.)

- 1 The tallest tree is 83.8 metres. (True)
- 2 The rings of a tree are like its skin. (False. The bark is like the skin.)
- 3 Some animals like eating the bark. (True)
- 4 It is impossible to know how old a tree is. (False. You can count the number of rings.)
- 5 When it rains a lot, the rings in the tree are much wider. (True)

Speaking Task

Target element: discuss the key topics of the unit

Put the students into pairs. Tell them to make a list of all the things that we make or get from trees and what we use them for.

Examples:

Chairs: we use chairs to sit on.

Paper: we use paper to write on and to print on.

Nuts: we can eat nuts. They contain protein.

Ask some of the pairs to read out their answers to the class.

Reading Task

Target element: revise key language and reading text

Write the sentences listed below on the board. Explain that there is one mistake in each sentence. Tell the students to read the text Why do we need trees? on Student's Book page 103 again and to find and correct each mistake. (The answers are given in brackets.)

- 1 If you ask people why we need trees, most of them answered: "We need wood from trees for building houses". (~~answered~~ will answer)
- 2 In addition to this, trees also give us varied chemicals. (~~varied~~ valuable)
- 3 You are surprised to hear that wood products are also used in some types of ice cream and other foods. (~~are surprised~~ may be surprised)
- 4 If wood would be heated, chemicals are produced which can be used to make medicines and some kinds of plastic. (~~would be heated~~ is heated)
- 5 How do you manage to do these things if there were no trees? (~~do you~~ would you)

Writing task

Target element: writing about the key theme of the unit

It is important that we protect our trees and make sure that they are there for our future. Tell the students to write a short paragraph entitled Save Our Trees. Tell them to think about why it is important to save our trees. Help them to begin by making a list on the board of their suggestions of things that we use trees for and why trees are important. The students can then use the list for the basis of their paragraph. Ask the students to write out their paragraph, and then tell some of them to read out their paragraph to the class.

UNIT 17

JOHN STEINBECK: THE PEARL

SB pages 106-110 WB pages 105-108

Objectives

Listening

Listening to check predictions and for detail

Grammar

Sentences with *wish*

Reading

Reading for specific information and to guess the meaning of unknown words

Critical thinking

Understanding the effects of greed

Functions

Persuading

Writing

Writing an email of persuasion

UNIT 17

John Steinbeck: *The Pearl*

OBJECTIVES

- Listening** Listening to check predictions and for detail
- Grammar** Sentences with *wish*
- Reading** Reading for specific information and to guess the meaning of unknown words
- Critical thinking** Understanding the effects of greed
- Functions** Persuading
- Writing** Writing an email of persuasion

Listening

- 1 Before you hear about the life of John Steinbeck, discuss these questions in pairs.
 - a Do you think Steinbeck came from a poor family?
 - b Where and when do you think he lived?


2 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.


ancestor celebrity correspondent
(economic) depression force (v)
Mexico pearl publicity success

- 3 Listen to a talk about John Steinbeck and check your answers to Exercise 1.
- 4 Listen again and match to make sentences.

<ol style="list-style-type: none"> a John Steinbeck's mother's ancestors were b John's mother supported her son in his ambition c Instead of finishing his degree, John d In 1939, Steinbeck won an important prize e Steinbeck was not interested f The title of the 1947 novel about a diver was 	<ol style="list-style-type: none"> 1 <input type="checkbox"/> went to New York to become a writer. 2 <input type="checkbox"/> in becoming a famous person. 3 <input type="checkbox"/> to be a writer. 4 <input type="checkbox"/> <i>The Pearl</i>. 5 <input checked="" type="checkbox"/> from Ireland. 6 <input type="checkbox"/> for his novel <i>The Grapes of Wrath</i>.
--	---
- 5 Discuss this question in pairs.
If you were famous, would you enjoy the publicity? Why / Why not?



The house where Steinbeck grew up



People looking for work in 1930's America

WORKBOOK PAGE 105

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LESSON 1

SB page 106

WB page 105

Before using the book:

- Write the word *greed* (n) / *greedy* (adj) on the board.
- Make sure that the students understand the words. Put them into pairs and ask them to make a list of things for which people might be greedy, (money, property, food, cars, jewellery, clothes, etc.).

- Ask some pairs to share their lists with the class and write their ideas on the board.
- Explain that in Unit 17, the students are going to read a story about greed, and learn about the author of the story, John Steinbeck.

Listening

1 Before you hear about the life of John Steinbeck, discuss these questions in pairs.

- 1 Ask the students to look at the photographs. Tell them that the man is the famous writer, John Steinbeck. Ask them to read the captions for the other pictures.
- 2 Put the students into pairs to discuss the questions. Remind them that they can use the photos to help them guess the answers.
- 3 Ask some pairs to share their answers with the class.
- 4 Explain that they will be able to check their answers in Exercise 3.

2 Check the meanings of these words in your dictionary.

- 1 Write the words from the box on the board.
- 2 Say the words and ask different students to come to the board to underline the stressed syllable in each word.
- 3 Say the words aloud and ask the students to repeat them.
- 4 Now tell the students to look up the meanings of the words in their dictionaries.
- 5 Put the students into pairs to practise saying the words. One student gives a definition, the other says the word.

Answers: _____

<u>ancestor</u>	a member of your family who lived a long time ago
<u>celebrity</u>	a famous person, especially an actor or entertainer
<u>correspondent</u>	someone whose job is to report news from a distant place or write about a particular subject
<u>economic depression</u>	a long period when there is not a lot of business activity
<u>force</u>	make someone do something they don't want to
<u>Mexico</u>	a large country in north America, to the south of the USA
<u>pearl</u>	a valuable small white round object, that forms inside an oyster and is used in jewellery
<u>publicity</u>	attention that someone gets from newspapers, television, etc.
<u>success</u>	when you achieve what you have been trying to do

3 Listen to a talk about John Steinbeck and check your answers to Exercise 1.

- 1 Explain that the students are going to hear a programme with two people talking about John Steinbeck.
- 2 Tell the students to listen and check their answers from Exercise 1. You may need to play the recording more than once.
- 3 Put the students into pairs to compare their answers.
- 4 Check answers as a class. Ask the students what else they can tell you about John Steinbeck now that they have heard the recording.

Answers: _____

- a He was not from a poor family. We can see that he lived in a large house. His father worked for the government and his mother was a teacher.
- b He lived in America. He was born in 1902 and died in 1968.

T A P E S C R I P T

*Presenter: Do you love reading but wish you knew more about the authors? In this programme we look at the lives of our greatest writers. The subject of today's programme is the American writer John Steinbeck, whose book *The Grapes of Wrath* was one of the most famous novels of the twentieth century. To tell us more about John Steinbeck, we have in the studio an expert on literature, Dr Helen Carter. Dr Carter, welcome.*

Dr Carter: Hello.

Presenter: I wonder if you could start by telling us something about John Steinbeck's early life?

Dr Carter: Certainly. John was born in California in 1902. His ancestors were from Europe: from Germany on his father's side and Ireland on his mother's. The name Steinbeck is German.

Presenter: What did his parents do? Were they a poor family?

Dr Carter: No, they weren't. His father worked for the government and his mother was a teacher. It was his mother who taught John to read and encouraged him to become a writer.

Presenter: What about his education? Did he go to university?

Dr Carter: Yes, he did. After high school, he went to Stanford University to study English. His parents wished he had done better there, but

he left in 1925 without a degree and went to live in New York to try to become a writer.

Presenter: Did he succeed?

Dr Carter: Unfortunately not. His first three novels were not a success. He had to continue working in badly paid jobs. It was not until 1939 that he became famous, when *The Grapes of Wrath* won an influential prize.

Presenter: Can you explain why this novel was so successful?

Dr Carter: Well, it's a great story. But it was also a novel in which Steinbeck wrote about the lives of poor working Americans during the Great Depression of the 1930s. I think Steinbeck was respected for telling the truth about his country and for forcing people to think about the problems of the country's poor.

Presenter: So did Steinbeck then become a celebrity?

Dr Carter: No, not at all. He wished people had left him alone and hated publicity.

Presenter: Did he write any other important novels?

Dr Carter: Well, during the Second World War, he worked as a war correspondent for a New York newspaper, but he continued to write stories. In 1942, he wrote *The Moon is Down*, about the war in Europe, and in 1947, he wrote *The Pearl*, a short novel about a diver from Mexico. Then in 1952, he wrote *East of Eden*, which Steinbeck himself thought was his best novel.

Presenter: And did he continue to write?

Dr Carter: Yes, he did, and then in 1962 he won the Nobel prize for literature. I wish he had written more books, but he died in 1968.

Presenter: Yes, I wish more authors would write as well as Steinbeck. And I wish that we could speak for longer, but that's all we have time for today.

Dr Carter: Thank you.

Answers: _____

b 3

c 1

d 6

e 2

f 4

5 Discuss this question in pairs.

- 1 Ask the students to think about the advantages and disadvantages of being famous.
- 2 Put the students into pairs to read the question and discuss their answer.
- 3 Ask some pairs to report back to the class.

Suggested answers: _____

Publicity can mean you have no private life and people want to know about everything that you do and say. The advantage of publicity is that some people may treat you better because you are famous.

4 Listen again and match to make sentences.

- 1 Tell the students to read the sentence halves carefully.
- 2 Play the recording and tell the students to listen again to help them match the sentences. You may need to play the recording more than once.
- 3 Check answers as a class.

John Steinbeck: *The Pearl*UNIT
17**1 Change or add a word or phrase to correct the mistakes in these definitions. (One definition is correct.)**

- a ancestor a member of your class who lived a long time ago family
 b celebrity a person who is known to a few people _____
 c correspondent someone who writes letters to a newspaper _____
 d depression a long period when the economy of a country does well _____
 e force make someone do something that they don't want to do _____
 f pearl a small, round, blue object that is used in jewellery _____
 g publicity money that someone gets from newspapers, television, etc. _____
 h success when you fail at what you have been trying to do _____

2 Complete these sentences with the correct form of words from Exercise 1.

- a Today's newspaper has a very interesting report from one of their correspondents in India.
 b My grandmother's beautiful _____ necklace was a wedding present from her uncle.
 c Tarek's injury _____ him to stop playing football.
 d A well-known TV _____ is opening a new supermarket in our town tomorrow.
 e People lost their jobs and businesses closed during that year's terrible _____.
 f I found out from my grandmother that I had an _____ who lived in Japan.
 g The book is a great _____. Everyone wants to read it!
 h This film has had a lot of _____. You can read reviews of it in newspapers and on a lot of websites.

**3 Use your dictionary to answer these questions.**

- a The noun and verb is *force*. What is the adjective? forceful
 b The noun is *correspondent*. What is the verb? _____
 c The noun for the person is *correspondent*. What is the noun for the activity? _____
 d The noun is *depression*. What is the adjective which describes the economy? _____
 e The noun is *depression*. What is the verb? _____
 f The noun is *publicity*. What is the verb? _____
 g The noun is *success*. What is the adjective and verb? _____
 h The noun is *ancestor*. What is the adjective? _____

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- d a long period when the economy of a country does badly
 e correct
 f a small, round, white object that is used in jewellery
 g attention that someone gets from newspapers, television, etc.
 h when you achieve what you have been trying to do

2 Complete these sentences with the correct form of words from Exercise 1.

- 1 Ask the students to read the gapped sentences and to use the words from the previous exercise to complete them. They can do this individually.
 2 Check answers as a class. Check the students' pronunciation as they read the correct sentences aloud.

Answers: _____

- b pearl
 c forced
 d celebrity
 e depression
 f ancestor
 g success
 h publicity

3 Use your dictionary to answer these questions.

- 1 Ask the students to read the questions and to use their dictionaries to help them find other forms of the words.
 2 Check answers as a class.

Answers: _____

- b correspond
 c correspondence
 d depressed
 e depress
 f publicise
 g successful / succeed
 h ancestral.

1 Change or add a word or phrase to correct the mistakes in these definitions. (One definition is correct).

- 1 Ask the students to read the words on the left and their definitions on the right, explaining that all but one of the definitions are incorrect and that they must find and correct the word or phrase for each. They can do this in pairs.
 2 Check the answers with the class.

Answers: _____

- b a person who is known to many people
 c someone who writes reports for a newspaper

LESSON 2

SB page 107 WB page 106

Grammar

1 Match sentences with *wish* from the listening text a–f with sentences 1–6.

- Remind the students that *wish* means to want something to happen even though it is very unlikely or not possible to control.
- Read the example and check that the students understand the task.
- Students match the sentences with their meanings. They can do this in pairs.
- Check answers as a class.

Answers: _____

b 2 c 6 d 1 e 4 f 5

2 Discuss these questions in pairs.

- Put the students into pairs and ask them to read the questions and discuss their answers. Go round and help as necessary.
- Discuss answers as a class.

Answers: _____

- Sentences b, c and d are about something that happened earlier. *Wish* is followed by the past perfect.
- Sentence a is about the present. *Wish* is followed by the past simple.
- Sentences e and f show anger or sadness. *Wish* is followed by *would* or *could*.

3 Choose the correct words in these sentences.

- Read the Focus on grammar box with the students and answer any questions.
- Ask the students to complete the task individually.
- Check answers as a class.

Answers: _____

b had had c was d had done e could save.

4 Complete these sentences using *wish*.

- Read the example answer with the class. See if they can suggest other ways to finish the same sentence (for example, she had more money to spend).

Grammar Sentences with *wish*

1 Match sentences with *wish* from the listening text a–f with sentences 1–6.

- Do you love reading but wish you knew more about the authors?
- His parents wished he had done better there.
- He wished people had left him alone.
- I wish he had written more books.
- I wish more authors would write as well as Steinbeck.
- I wish that we could speak for longer.

- He didn't write as many stories as I'd like.
- Steinbeck's mother and father were disappointed because he wasn't very successful at university.
- You'd like to find out more about the writers of your books.
- I'd like other writers to be as good as Steinbeck.
- I'd like to have more time to talk.
- Journalists wanted to know all about him and Steinbeck did not enjoy this.

2 Discuss these questions in pairs.

- Which of the sentences a–f express a wish about something that happened earlier? Which tense follows *wish* in these sentences?
- Which sentence expresses a wish about the present? Which tense follows *wish* in this sentence?
- Which sentences show anger or sadness about a future situation? Which auxiliary verb follows *wish* in these sentences?

5 Complete the sentences with your own ideas, then compare what you have written in pairs.

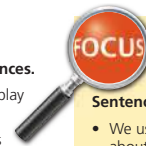
- I wish I could *drive a car*.
- I wish I were / weren't
- I wish I had / hadn't
- I wish I knew

3 Choose the correct words in these sentences.

- Ragab wishes he *knew / knows* how to play a musical instrument.
- She wishes she *had had / has had* tennis lessons when she was younger.
- I wish I *was / am* sleeping better at the moment.
- They wish they *had done / did* better in the test yesterday.
- We wish we *saved / could save* more money for the holidays next year.

4 Complete these sentences using *wish*.

- Sara spent all her money. She wishes *she hadn't spent all her money*.
- It was cold and I didn't wear a coat. I wish
- The baby won't stop crying. The mother wishes
- They won't tell me what happened. I wish
- Kamal missed the bus yesterday. He wished
- Ola's friend did not wait for her this morning. Ola wishes



FOCUS ON GRAMMAR

Sentences with *wish*

- We use *wish* + past simple to talk about present regrets:
I wish I spoke French. (I do not speak French. I regret this now.)
I'm not very tall. I wish I was / were tall enough to play basketball.
- We use *wish* or *wished* + past perfect to talk about past regrets:
She wishes she hadn't got up late yesterday. (She got up late yesterday. She regrets this now.)
He regretted not revising for the test. He wished he had revised.
- We use *wish* + *would / could* + infinitive to express future wishes, usually when you feel sad or angry. We use *could* with *I / we*:
I wish global warming would stop.
I wish I could find time to read more.

WORKBOOK PAGE 106

1 Rewrite these sentences using wish.

- a My dad would like to have a bigger car.
My dad wishes he had a bigger car.
- b My brother is sorry he didn't study medicine at university.

- c What a pity that they don't speak French.

- d She would like to have more time.

- e She didn't listen to the teacher's advice. She's sorry now.

- f He'd like to be able to play the piano.

2 Find and correct the mistake in each sentence. (One sentence is correct.)

- a I wish the school holidays ~~are~~ longer. were
- b I wish I haven't forgotten where I put my mobile phone. _____
- c When she was younger, Leila wished she could read faster. _____
- d I'm really tired this morning. I wish I had sleep more last night. _____
- e Ali wishes he can come to your party, but he's not feeling well. _____
- f I wish I didn't lent her my dictionary. She's taken it home with her. _____
- g My sister is using my pen. I wish she hurried up. _____

3 Write sentences with wish to show what the people are thinking.



- a I wish I could reach that chocolate. I wish I wasn't so short!
- b _____
- c _____

5 Complete the sentences with your own ideas, then compare what you have written in pairs.

Students' own answers



1 Rewrite these sentences using wish.

- 1 Read the example sentence and check the students understand the task. They can complete the exercise individually.
- 2 Check answers as a class.

Answers: _____

- b My brother wishes he had studied medicine at university.

- c I wish they spoke French.
- d She wishes she had more time.
- e She wishes she had listened to the teacher's advice.
- f He wishes he was able to play the piano.

2 Find and correct the mistake in each sentence. (One sentence is correct.)

- 1 Ask the students to read and correct each sentence as in the example.
- 2 Check answers as a class. Point out that in sentences c and e, could is the past tense of can (so it can be used with any pronoun).

Answers: _____

- b I wish I hadn't forgotten where I put my mobile phone.
- c correct
- d I'm really tired this morning. I wish I had slept more last night.
- e Ali wishes he could come to your party, but he's not feeling well.
- f I wish I hadn't lent her my dictionary. She's taken it home with her.
- g My sister is using my pen. I wish she would hurry up.

3 Write sentences with wish to show what the people are thinking.

- 1 Ask the students to look at the pictures and the example sentence.
- 2 Explain that the students need to think of possible sentences to show what the people are thinking in the other pictures. Ask them to work individually and to compare answers in pairs or small groups.

- 3 Check answers as a class. accept all reasonable answers.

Suggested answers: _____

- b I wish the sea wasn't so rough. I wish I didn't feel so ill. I wish I was playing on the beach instead of being here.
- c I wish I hadn't fallen off my bike. I wish I had cycled more slowly / carefully. I wish I had seen that tree.

LESSON 3

SB page 108

Reading

1 Check the meanings of these words in your dictionary.

- Write the words from the box on the board. Tell the students to look up the meaning of the words in their dictionaries.
- Say the words and ask the students to repeat them. Invite different students to come to the front of the class and underline the stress on each word.
- Now put the students into pairs and ask them to practise saying the words. One student gives the meaning of a word and the other says the word.

Answers:

<u>evil</u>	very cruel or harmful
<u>greed</u>	when you want to have more money, food, power, etc. than you need
<u>scorpion</u>	a creature like a large insect with a curved tail that has a poisonous sting
<u>throw away</u>	get rid of something that you do not want or need
<u>trick</u>	deceive someone in order to get something from them, or to make them do something

2 Now read the summary of *The Pearl* and answer these questions.

- Tell the students to look at the title of the story and the pictures. Ask them what they think the story might be about.
- Ask them to read through the summary quickly and then close their books.
- Put the students into pairs to tell each other what they know about the story.
- Ask the students to open their books again and read the questions. Tell them to underline the places in the story where they can find the answers.
- Check answers as a class, referring back to the story each time.

UNIT 17

Reading

1 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

evil	greed	scorpion
throw away		trick (n)

2 Now read the summary of *The Pearl* and answer these questions.

- Why is Kino happy when he finds the pearl?
He is now a wealthy man.
- Why do Kino and his family decide to go to another town?
- Why does Kino throw the pearl into the sea?
- What do Kino and Juana wish at the end of the story?

3 Guess the meanings of these words from the story and check in your dictionary.

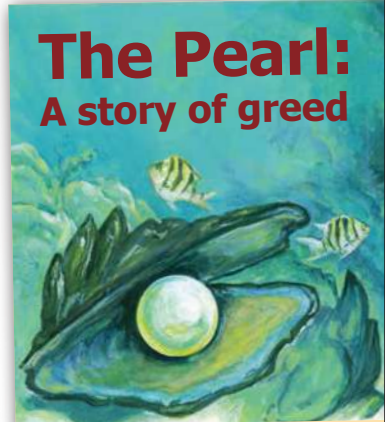
fire (v)	merchant	sting / stung	treat
----------	----------	---------------	-------

4 Read the story again and put the sentences in the order that they happened.

- Merchants try to trick Kino.
- The doctor does not treat Coyotito because the family does not have enough money.
- Kino hides in a cave with his family.
- Kino finds an enormous pearl.
- Kino and Juana throw the pearl into the sea.
- 1 Kino's son is stung by a scorpion.
- The doctor is happy to treat Coyotito.
- Thieves kill Coyotito by mistake.

5 Discuss these questions in pairs.

- What does *The Pearl* tell us about greed?
- Which people are greedy in the story?



Kino, a Mexican pearl diver, and his wife Juana live a happy life until, one morning, their son Coyotito is **stung** by a **scorpion**. They take him to the local doctor, but he will not **treat** the boy because the family is too poor to pay. Juana treats the boy herself. That same day, Kino goes diving and finds an enormous pearl, which means he is now a wealthy man. However, when other people hear about the pearl, they plan to steal it.

When the doctor hears about Kino's pearl, he offers to treat Coyotito, even though Juana's treatment has already cured him. That night, someone tries to steal the pearl, so the next day Kino goes into town to sell it. The **merchants** say the pearl is not very valuable because it is too big. Kino knows this is a **trick** and so he decides to go to another town to sell the pearl.

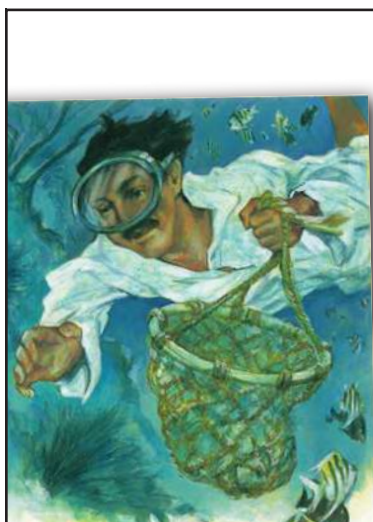
Juana wishes Kino would **throw it away** because she believes it is **evil** and fears that it will destroy the family, but Kino refuses. He wants it to pay for his son's education.

Answers:

- He wants to find people who will buy the pearl, but the merchants in his town try to trick him, so he decides to try a different town.
- Because he realises that having it led to bad things happening, especially the death of his son.
- They wish they had never found the pearl.

3 Guess the meanings of these words from the story and check in your dictionary.

- Read the words in the box to the class. Tell the students to find these words in the text.
- Ask if any students can tell you their meaning. Tell the students to look up their meaning in the dictionary if they are not sure.
- Check answers as a class.



On their way to the other town, the family are followed by thieves who want the pearl. Juana and Coyotito **hide** in a mountain cave, but Coyotito cries out. When the thieves hear this noise, they **fire** their guns at what they think is a wild animal. Kino attacks the thieves, but by now it is too late – Coyotito is dead.

Kino and Juana wish they had never found the pearl. Deciding it is evil, they return to their home town and throw it into the sea.



UNIT
17

Critical thinking

- 1 Answer the following questions about *The Pearl*.
 - a What is Kino's job? *He is a pearl diver.*
 - b Why does Coyotito need a doctor?
 - c Where do Juana and her son hide on their journey to another town?
 - d Why do you think that Juana wants Kino to throw the pearl away?
 - e Why do you think that Kino wants to pay for his son's education?
 - f Why do you think that Coyotito cries out when he is in the cave with Juana?

- 2 Read the following extract from the story and answer the questions.

Juana told Kino that she thought the pearl was dangerous and asked him to throw it away. Kino disagreed. He told his wife that he wanted to send their son to school and to give him a better life. This was their only chance to escape from their situation.

- a In what way is the pearl dangerous?
- b What does Kino mean when he says it is *their only chance*?
- c What does he mean by *their situation*?

- 3 Discuss this question in pairs.

What do you think is the message of this story? Discuss each of these ideas and then choose which you think fits the story best.

- It is better to be poor than to be rich.
- You should not try to improve your life.
- Being wealthy does not always solve people's problems.

WORKBOOK
PAGE 107

SKILLS FOR LIFE

Work is important, but family and friends are more valuable than money.

109

- 2 Tell the students to reread the story to help them put the sentences in the correct order. Tell them to number the boxes next to the sentences in the order that they happened. Students can compare answers in pairs.
- 3 Check answers as a class.
- 4 Tell the students to close their books. Put them into pairs and ask them to take turns to retell the story by remembering the order of the sentences.

Answers: _____

- | | | | |
|-----|-----|-----|-----|
| a 5 | b 2 | c 6 | d 3 |
| e 8 | f 1 | g 4 | h 7 |

5 Discuss these questions in pairs.

- 1 Tell the students to read the questions and make some notes for their answers.
- 2 Put them into pairs to compare and discuss ideas.
- 3 Ask some pairs to share their answers with the class.

Answers: _____

- a It tells us that greed can destroy people's lives, and it makes people behave in ways they wouldn't normally behave.
- b The doctor is greedy because he only wants to help Coyotito when his parents have enough money. The merchants are greedy because they try to trick Kino by telling him the pearl is not valuable. The thieves are greedy because they try to steal the pearl. Perhaps Kino is greedy too when he refuses to give up the pearl, even when he sees the problems it is causing.

Answers: _____

- fire* make bullets come from a gun
- merchant* someone who buys and sells large quantities of goods
- sting/stung* if an animal, plant or insect stings you, it hurts you by putting poison into your skin (stung is the past simple and past participle)
- treat* give someone medical treatment for an illness or injury

4 Read the story again and put the sentences in the order that they happened.

- 1 Tell the students to read the sentences, explaining that each describes an event that happened in the story, but they are out of order.

LESSON 4

SB page 109 WB page 107

Critical thinking

1 Answer the following questions about *The Pearl*.

- 1 Ask the students if they can paraphrase the story that they read in the last lesson.
- 2 Tell the students to read the questions a–f.
- 3 Put them into groups to discuss the answers. They can read the text again if necessary.
- 4 Check answers as a class.

Answers: _____

- b Because he was stung by a scorpion.
- c They hide in a cave.
- d Because she thinks that it is evil and is bringing problems for her family.
- e Because he is poor and he wants his son to have a better life.
- f He is probably scared. The cave is probably dark and cold and he is probably frightened of the thieves.

2 Read the following extract from the story and answer the questions.

- 1 Tell the students to read the extract.
- 2 Make sure that they understand what it means. Tell them to close their books and to paraphrase what the extract said. The students should open their books again.
- 3 Put the students into pairs to discuss the questions.
- 4 Ask some pairs to share their answers with the whole class.

Suggested answers: _____

- a It changes people's behaviour. It is so beautiful and valuable that everyone wants it for themselves – it makes them greedy.
- b It is only by selling the pearl that they can have enough money to give their son (and themselves) a better life.
- c Their lives at the moment. They are poor.

3 Discuss this question in pairs

- 1 Ask the students to read through the ideas in the box and to think about each idea and decide which one best represents the message of *The Pearl*.
- 2 Put them into new pairs to discuss their answer.
- 3 Ask some pairs to share their answers with the class.

Suggested answers: _____

The best message is: Being wealthy does not always solve people's problems. Wealth could actually make your life unhappier. Money can make you blind to reality and cause more problems than it solves.

Skills for life.

Read the Skills for life box as a class. Ask the

1 Match to make phrases.

- | | | | |
|--------------------|---|-------------------------------------|----------------------|
| a fire | 1 | <input type="checkbox"/> | on someone |
| b throw away | 2 | <input type="checkbox"/> | a merchant |
| c play a trick | 3 | <input checked="" type="checkbox"/> | a gun at someone |
| d treat | 4 | <input type="checkbox"/> | to help someone |
| e be stung by | 5 | <input type="checkbox"/> | an illness |
| f do business with | 6 | <input type="checkbox"/> | a scorpion |
| g hide | 7 | <input type="checkbox"/> | what you don't need |
| h offer | 8 | <input type="checkbox"/> | inside a cave |
| i merchant | 9 | <input type="checkbox"/> | buys and sells goods |



2 Complete these sentences with the correct form of words from Exercise 1.

- a Being stung by an insect is very painful.
- b It is difficult to see wild animals in the day because they often _____.
- c They _____ a gun to start the race.
- d My brother played a _____ on me and told me that I had to go to school on Saturday this week!
- e The market was full of _____ who were selling goods from all over the country.
- f I _____ the newspaper this morning. I didn't know you hadn't read it.
- g At the pharmacy, Noha bought some medicine to _____ her headache.
- h Mustafa always _____ to help his neighbours with their shopping.
- i Although people are frightened of them, _____ don't kill many human beings.



3 Use your dictionary to complete these sentences with the correct form of the word in brackets.

- a The thieves used trickery to get the money from the tourists. (*trick*)
- b The trader wanted to examine the _____ before he bought it. (*merchant*)
- c Don't be so _____! You've eaten enough. (*greed*)
- d What's the best _____ for a headache? (*treat*)
- e They gave a _____ report about the company's problems. (*sting*)

students if they agree with this statement and why.



1 Match to make phrases.

- 1 Ask the students to match each word on the left with a word or phrase on the right to make a new phrase, as in the example.
- 2 Check answers as a class.

Answers: _____

- | | |
|-----|-----|
| b 7 | c 1 |
| d 5 | e 6 |
| f 2 | g 8 |
| h 4 | |

UNIT 17

Communication skills Persuading

1 Listen to three short conversations. What is the speaker in each conversation trying to persuade the other person to do?

a *Get more sleep*.....
 b
 c

2 Listen again and put the expressions below in the order that you hear them.

FOCUS ON FUNCTIONS

Persuading

a Are you sure you can't ...?
 b Can't I persuade you to ...?
 c I really think you should ...
 d Why don't you ...?
 e Please ...
 f Surely the best thing to do is to ...

I've got three younger brothers and sisters under the age of ten. I'd like the money to be spent on things for young children, for example, a public playground.

I'm learning to drive and I'd like the money to be spent on improving the roads.

I like living in my neighbourhood, but I think that people's homes need to be improved. I'd like the money to be spent on repairs and decorating.

3 Read the situation and what the three students say and discuss in groups of three.

Situation

Your neighbourhood has been given a large amount of money. You have the job of deciding the best way to spend this money. You all have different ideas, but you must agree in order to get the money.

a Take turns to tell your group how you think the money should be spent. Each student should speak for one minute to start with.
 b When each student has spoken, have a general discussion. You should try to agree on how the money should be spent. Use some of the expressions from *Focus on functions*.
 c Compare your group's decision with the decisions of other groups.

4 Research the following about a period in history

Find out about one of the following:

- The First World War
- The Second World War

Summarise the events and give a presentation to the class.

RESEARCH

WORKBOOK PAGE 108

2 Complete these sentences with the correct form of words from Exercise 1.

- 1 Ask the students to read the gapped sentences and to use the words from Exercise 1 to complete the sentences. Warn them that they may need to change the verb tense. They can do this individually and compare answers in pairs.
- 2 Check answers as a class.

Answers: _____

- | | |
|------------------------|-------------|
| b hide (inside a cave) | c fired |
| d trick | e merchants |
| f threw away | g treat |
| h offers | i scorpions |

3 Use your dictionary to complete these sentences with the correct form of the word in brackets.

- 1 Tell the students to read the gapped sentences and to use the correct form of the words in brackets to complete the sentences. Ask them to work individually.
- 2 Check answers as a class.

Answers: _____

- | | |
|---------------|------------|
| b merchandise | c greedy |
| d treatment | e stinging |

LESSON 5

SB page 110 WB page 108

Communication skills

1 Listen to three short conversations. What is the speaker in each conversation trying to persuade the other person to do?

- 1 Make sure that the students understand the meaning of persuade.
- 2 Tell them that they are going to hear three short conversations. Tell them to listen carefully and decide what the speaker in each conversation is trying to persuade the other person to do. Ask them to make notes. Pause the recording between conversations to allow the students time to write down ideas.

- 3 Ask some students to share their answers with the class.

Answers: _____

- b Go to a family party.
 c Stay with the company.

TAPESCRIPT

Narrator: I
Boy 1: I really think you should get more sleep. You look very tired.
Boy 2: I am tired. I've been working very hard


recently.
 Boy 1: Surely the best thing to do is to go to bed earlier.
 Boy 2: I think you're right.
 Narrator: 2
 Girl 1: Please come to my family party at the weekend. I'm sure you'll enjoy it.
 Girl 2: I'd like to come, but I need to ask my parents first.
 Girl 1: Why don't you ask your parents to come too?
 Girl 2: OK, I will.
 Narrator: 3
 Man 1: Can't I persuade you to stay with the company?
 Man 2: No, I'm sorry. I've already found a new job.
 Man 1: Are you sure you can't stay to finish this project?
 Man 2: Sorry, I'm starting next week.

use the language from Focus on functions and their notes to help them.

- 7 After three minutes, ask the groups to discuss the ideas they heard and then vote for the best idea.
- 8 Ask the groups to report which idea won and which student was the most persuasive in each group.
- 9 You could end with a class vote on the best decision.

4 Research the following about a period in history

- 1 Read through the research task with the class. Students could complete this for homework.
- 2 They can give a presentation to the class about what they found in the next lesson.

 **2 Listen again and put the expressions below in the order that you hear them.**

- 1 Ask the students to read through the expressions in the Focus on functions box.
- 2 Play the recording again and tell the students to listen and put the expressions in the order they hear them.
- 3 Check answers as a class.

Answers: _____

- | | |
|-----|-----|
| a 6 | b 5 |
| c 1 | d 4 |
| e 3 | f 2 |

3 Read the situation and what the three students say and discuss in groups of three.

- 1 Begin by asking the students to imagine they have a lot of money. Ask them to list the things they would spend it on.
- 2 Ask some students to share their list with the class.
- 3 Tell the students to read the situation. Make sure that they understand it.
- 4 Put the students into groups of three and assign each student a role: A, B, or C. The roles are given in the three speech bubbles.
- 5 Ask them to make notes of ways to persuade the others to agree to their idea.
- 6 Explain that they will each have a minute to try to persuade their group members. Tell them to

1 Complete the conversations.

- a A I don't understand what we have to do for homework. What can I do?
B _____ the best thing would be to ask your teacher.
- b A Can't I _____ you to think again about going to that university?
B No, sorry. I've _____ my decision.
- c A I really _____ you _____ tell your friends.
B I know I should, but I'm _____ that they'll be angry with me.

2 Make notes for an email of persuasion.

- a You are going to reply to an email from a friend who has decided to go to university in another country. In your email, try to persuade your friend to think again about this decision.
- b Follow this paragraph plan.

Dear...

Paragraph 1 (Thank your friend for his/her email and say what you have been doing recently.)

Paragraph 2 (Tell your friend that you are surprised by his/her decision. Say why you think that it is not a good idea.)

Paragraph 3 (Try to persuade your friend to change his/her mind. Explain why you think that he/she should go to a local university.)

Paragraph 4 (End your email by saying that you hope to hear from your friend soon.)

Best wishes...

3 Write your email in 120–150 words.

- a Write your first draft quickly. Follow the notes you made in your plan and use some of the language from the Student's Book. This is a personal email 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 in your notebook.

2 As a class, on the board make a list of reasons why the students might try to persuade someone not to go to university in another country (e.g. the expense, the loneliness of being away from friends and family, etc.).

3 Now tell the students to use the plan in their books to make notes for their email. Remind them that at this stage they need only make notes, not paragraphs.

4 Go round and help the students as needed.

3 Write your email in 120–150 words.

1 Ask the class what type of language they would use in a letter to a friend. Make sure that the students understand the difference between formal and informal language.

2 Ask the students to write their first draft quickly. Remind them to use their notes from Exercise 2 as well as the persuasive language from the Student's Book.

3 Ask the students to exchange emails with the person next to them and to check for incorrect grammar and spellings.

4 Tell them to rank their partner's email from one to ten for how persuasive it is (ten being the most persuasive). If any emails are given an eight to ten rank, ask that student to read their email to the class.

**1 Complete the conversations.**

- 1 Ask the students to read the gapped dialogues and write the missing words to complete the conversations. They can do this individually and compare answers in pairs.
- 2 Check answers as a class.

Answers: _____

- a Surely b persuade, made
c think, should, afraid

2 Make notes for an email of persuasion.

- 1 Ask the students to read the exercise.

5 Give the students time to rewrite a final copy of their emails. Monitor and help as necessary.

6 Put the students into groups to read their emails to each other. Tell each group to choose one email to be read to the class.

Assessment

Listening Task

Target element: revision of listening and key grammar

On the board, write the gapped sentences below and ask the students to copy them. Tell them you are going to play the recording of three short conversations from Lesson 1, Exercise 3, again. Tell them to listen carefully and write in the missing words. (The answers are in brackets below.)

- 1 I wonder if you by telling us something about John Steinbeck's early life? (could start)
- 2 It was his mother who taught John to read and him to become a writer. (encouraged)
- 3 His parents wished he there, but he left in 1925 without a degree. (had done better)
- 4 Steinbeck was respected for telling the truth about his country and for people to think about the problems of the country's poor. (forcing)
- 5 I wish he books, but he died in 1968. (had written more)

Speaking Task

Target element: talking about money and priorities

On the board, write the ideas below. Put the students into groups and ask them to discuss if they agree or disagree with each phrase, and why.

- Money can make your life easier.
- Working hard to earn money is better than winning money.
- It is more important to enjoy your job than earn a lot of money.
- Money can buy you a good education.

Reading Task

Target element: revise the key passage from the unit

On the board, write the sentences below. Ask the students to reread *The Pearl* on Student's Book pages 108 to 109, and to decide if the sentences on the board are true or false. Tell them to correct the false sentences. (The answers are in brackets below.)

- 1 At the start of the story, Kino and Juana were a happy family and had lots of money. (False. They were happy but poor.)
- 2 The doctor wanted money to treat Coyotito. (True)
- 3 Juana was able to cure her son. (True)
- 4 The merchants were willing to pay a high price for the pearl. (False. They said the pearl was not valuable because it was too big, so they wouldn't pay a high price for it.)
- 5 The son Coyotito is killed by thieves. (True)
- 6 The story shows that money does not always bring happiness. (True)

Writing task

Target element: writing about money

Write the heading *Why people love and hate money* on the board. Tell the students to copy it and write two paragraphs about the topic. Write the plan below on the board and ask them to follow it.


Paragraph 1: Say why people want money. What do they think it will bring them? What do they think the benefits of money are?

Paragraph 2: Write about the dangers of money. What bad things might happen? How can wanting too much money be dangerous?

Now ask individual students to read out their texts to the class.

UNIT 18 THE POWER OF NATURE

SB pages 111–115 WB pages 109–112



The power of nature

UNIT
18

OBJECTIVES

- Listening** Listening for gist and for detail
- Grammar** Alternatives to using *if*
- Reading** Reading for gist and for detail
- Critical thinking** Understanding the power of nature
- Functions** Asking for and giving explanations
- Writing** Descriptions of natural phenomena

Listening

1 Look at the pictures and do the following.

a Can you match these words and phrases with the pictures?





<input checked="" type="checkbox"/> 3 geyser	<input type="checkbox"/> volcano
<input type="checkbox"/> waves	<input type="checkbox"/> electrical storm

b How can each of these powers of nature affect human beings? Think of good and bad effects.

2 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

absorb	degrees centigrade
directly	eclipse (n)
heat (n)	sunburn
	ultraviolet rays

3 Listen to a professor and two students discuss a power of nature and answer the questions.

a What are they talking about?

b Which good and bad effects do they talk about?

4 Listen again. Find and correct the mistake in each sentence (one sentence is correct).

a Life on earth depends on heat and light from the moon. sun

b The sun is made of hot rock.

c The distance between the sun and the earth is 50 million kilometres.

d The temperature at the surface of the sun is 15 million degrees.

e The atmosphere absorbs most of the sun's harmful rays.

f You can look at the sun safely if you are wearing sunglasses.

5 Discuss these questions in pairs.

a What else can you do to protect yourself from sunburn, as well as wearing sun cream?

b What other powers of nature affect people?

WORKBOOK
PAGE 109

111

Objectives

Listening

Listening for gist and for detail

Grammar

Alternatives to using *if*

Reading

Reading for gist and for detail

Critical thinking

Understanding the power of nature

Functions

Asking for and giving explanations

Writing

Writing a descriptive text

LESSON 1

SB page 91 WB page 89-92

Before using the book:

- Nature affects everything we do and it is always changing. First, ask the students to tell you what nature means. (You might want to bring in some pictures of different types of nature and show them to the students.) Then put the students into groups and ask them to think of as many examples of nature and the power of nature as they can. Start the list by writing mountains, waves, and rain on the board.
- Ask a student from each group to read out their list.

Listening

1 Look at the pictures and do the following.

- 1 Ask the students to look at part a of the exercise. Tell them to read the words and to look at the four pictures. Explain that they must write the number of the picture in the box next to the word that matches that picture.
- 2 Check answers as a class.
- 3 Put the students into pairs and tell them to discuss the question in part b.
- 4 Ask some students to share their answers with the class.

Answers: _____

- a
3 geyser 4 volcano 1 waves 2 electrical storm
b Suggested:

Waves can create energy and can be good for sports, for example surfing. But they can also be dangerous for ships and can damage the land and buildings in storms. Electrical storms can cause fires and can hurt or kill people.

Geysers can give us thermal energy, but the hot water can be dangerous if you touch it.

Volcanoes can cause a lot of damage to the land and the air. The ash can stop planes from flying. However, volcanic soil is very fertile.

2 Check the meanings of these words in your dictionary.

- 1 Write the words from the box on the board.
- 2 Now tell the students to look up the words in their dictionaries.
- 3 When they have done this, explain that you are going to say the meaning of one of the words in English and they must say which word you are describing.

Example:

Teacher: *With nothing or no one between.*

Students: *Directly*

- 4 Continue in this way with all the words.

Answers: _____

<u>absorb</u>	take in liquid, heat, etc. through its surface
<u>degrees centigrade</u>	units for measuring temperature
<u>directly</u>	with nothing or no one between
<u>eclipse</u>	when the sun or moon seems to disappear, because one of them is passing between the other one and the earth

<u>harmful</u>	causing damage or hurt to someone or something
<u>heat</u>	the temperature of something when it is warm or hot
<u>sunburn</u>	when your skin is burned from spending too much time in the sun
<u>ultraviolet rays</u>	light beyond the range of colours that humans can see, which can make people's skin become darker

3 Listen to a professor and two students discuss a power of nature and answer the questions.

- 1 Tell the students to listen to the conversation and decide what the people are talking about. Ask some students to share their ideas with the class.
- 2 Play the recording again and ask the students to think about the good and bad effects that the professor and two students are discussing.
- 3 Put the students into pairs to compare and discuss their ideas, then ask some of the pairs to share their answers with the class.

Answers: _____

- a They are talking about the sun.
b Good effects: It gives us heat and light, which all life needs.
Bad: It gives out X-rays and ultraviolet light which can be harmful. The sun can damage your eyes if you look at it, and it can burn your skin.

TAPESCRIPT

Amena: We've been learning that some people are afraid that the light from the sun might go out permanently during an eclipse.
Professor: Really? Well, that couldn't happen, of course. But people are right to think that the sun's very important.
Shahd: Yes, that's right. Without heat and light from the sun, there would be no life on earth, would there?
Professor: Definitely not! Humans have always understood this.
Shahd: So, what exactly is the sun, Professor?
Professor: It's a giant ball of hot gases, which is 150 million kilometres from the earth.
Amena: Wow! As far as that! Is it true that the temperature of the sun is 15 million degrees centigrade?
Professor: Yes. On condition that you took the temperature at its centre, it would be that hot. The surface of the sun is about 6,000

The power of nature

UNIT 18

1 Match these words with their meanings.

- | | |
|----------------------|---|
| a absorb | 1 <input type="checkbox"/> causing damage |
| b degrees centigrade | 2 <input type="checkbox"/> what you use to measure temperature |
| c directly | 3 <input checked="" type="checkbox"/> take in |
| d eclipse | 4 <input type="checkbox"/> light which can make people's skin go darker |
| e geyser | 5 <input type="checkbox"/> a hole in the earth from which hot water can rise |
| f harmful | 6 <input type="checkbox"/> when the sun or moon seems to disappear, because of the positions of the sun, moon and earth |
| g heat | 7 <input type="checkbox"/> with no other person or thing between |
| h sunburn | 8 <input type="checkbox"/> when your skin is burned after spending too long in the sun |
| i ultraviolet rays | 9 <input type="checkbox"/> the temperature of something when it is hot |

2 Complete these sentences with words from Exercise 1.

- a The best thing about our holiday to Iceland was our visit to see the geyser.
- b If it rains so hard that the soil cannot take in the water quickly enough, there are floods.
- c When there is an eclipse of the sun, everything goes dark and the birds stop singing.
- d You cannot see ultraviolet rays, but they are harmful because they can still damage your skin.
- e In the desert, temperatures in the summer can be more than 50 degrees centigrade.
- f The wind is coming directly from the south.
- g The children got sunburn after sitting in the sun all afternoon.
- h Tourists often find the heat of summer in Egypt difficult.



3 Use your dictionary to answer these questions.

- a The verb is *absorb*. What is the adjective? absorbent
- b The adjective is *harmful*. What is the verb and the noun? _____
- c The adverb is *safely*. What is the noun? _____
- d The noun is *volcano*. What is the adjective? _____
- e The singular noun is *volcano*. What is the plural form? _____
- f The noun is *atmosphere*. What is the adjective? _____

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degrees centigrade.

Shahd: That's incredible.

Professor: The sun gives us heat and light, which we need, but it also gives out X-rays and ultraviolet rays, which can be very harmful to life.

Shahd: Really? Can you explain why they don't usually hurt us, then?

Professor: I'll try and explain. Most of these rays are absorbed in the atmosphere, so they aren't able to affect us. But I ought to warn you about one very important thing.

Shahd: What's that?

Professor: The sun is incredibly strong and you should never look straight at it.

Shahd: Is it OK if you look at the sun wearing sunglasses?

Professor: No, I'm afraid it's not. You won't damage your eyes as long as you don't look at the sun. A friend of mine now has problems with his eyes. He wouldn't have damaged his eyesight if he hadn't looked at the sun. Just remember, never to look at the sun directly. You shouldn't watch an eclipse unless you have a special viewer.

Amena: And of course, the sun can burn your skin. We went to the beach last week and my sister got sunburn.

Professor: That's right, but she would have been fine provided that she'd worn sun cream. But I think you can now understand why the sun is so important. Supposing that there wasn't a sun, what would life be like then?

4 Listen again. Find and correct the mistake in each sentence (one sentence is correct).

- Ask the students to read the sentences.
- Play the recording again. You may need to play it more than once. Students listen and correct the sentences, as in the example.
- Check answers as a class.

Suggested answers: _____

- b ~~roek~~ gases
- c ~~50~~ 150
- d ~~15 million degrees~~ 6,000 degrees
- e correct
- f ~~ean~~ can't

WORKBOOK

page 109

1 Match these words with their meanings.

- Ask the students to match each word with its definition, as in the example. They can do this individually.
- Check answers as a class.

Answers: _____

- | | | | |
|-----|-----|-----|-----|
| b 2 | c 7 | d 6 | e 5 |
| f 1 | g 9 | h 8 | i 4 |

1 Find and correct the mistakes in these sentences.

- a As long ~~that~~ you don't look at the sun, you won't damage your eyes.
As long as you don't look at the sun, you won't damage your eyes.
- b On condition that you wear warm clothes, you won't get cold in the desert tonight.

- c Provide that you use the telescope correctly, you will see some planets.

- d They will get sunburning if they sit in the sun all day.

- e Open the door the case of an emergency.

- f Supposing that you went to China, how do you communicate?

2 Match to make sentences.



- a The teacher said that they could go on the boat to the island
 - b The team should win the match
 - c We can study in the library
 - d Tarek would not have caught that bus
 - e Mona would not have passed the exam
 - f Imagine that you lived by the sea,
- 1 unless he had run very fast.
 - 2 would you go swimming every day?
 - 3 as long as we don't make any noise.
 - 4 provided that they have all their best players.
 - 5 without revising all week.
 - 6 on condition that they did what the captain told them.

3 Complete these sentences with an alternative to *if* or *if not*.

- a We could visit the museum now, as long as it's already open.
- b I'll swim in the sea today _____ it's windy at the beach.
- c You won't feel tired tomorrow _____ that you go to bed early tonight.
- d I won't know what the book is about _____ reading it.
- e I'll play tennis with you _____ as I can borrow a tennis racket.

4 Complete these sentences with your own ideas.

- a As long as it's not too hot tomorrow, _____
- b You can borrow my phone on condition that _____
- c Unless those tourists can speak Arabic, _____
- d Leila has been ill, but provided that _____
- e Without looking where he was going, the man _____
- f Supposing we started a book club after school, _____

Go round and monitor as they are working and offer help as necessary.

- 3 Put the students into pairs to compare answers.
- 4 Check answers as a class.

Answers: _____

- b You can't go into the airport without (having) a passport.
- c They'd be in London now provided that they caught the midday plane.
- d My team won't win the match unless they have their best players.
- e You'll pass the test as long as you work hard.

4 Look at the sign and answer the questions

- 1 Discuss the questions as a class.

Answers: _____

- a You might see it in a bus or on a train.
- b B

5 Complete these sentences.

- 1 Students can work in pairs to complete the sentences.
- 2 Check answers as a class. Accept all reasonable answers.

Suggested answers: _____

- a I look left and right first.
- b I think I will pass the exams.
- c wearing sun cream and a hat.



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

- 1 Tell the students to read the sentences carefully, explaining that they must find and correct the mistake if there is one.
- 2 Check answers as a class.

Answers: _____

- b correct
- c **Provided** that you use the telescope correctly, you will see some planets.
- d correct
- e Open the door **in** the case of an emergency.
- f Supposing that you went to China, how **would** you communicate?

2 Match to make sentences .

- 1 Tell the students to read the sentences and to write the matching letter in the box, as in the example.
- 2 Check answers as a class.

Suggested answers: _____

- 1 d 2 f 3 c 4 b 5 e

3 Complete these sentences with an alternative to *if* or *if not*.

- 1 Read the example answer and make sure that _____

the students understand the task. They can do this in pairs.

2 Check answers as a class.

Answers: _____

- b unless c provided
- d without e as long.

4 Complete these sentences with your own ideas.

- 1 Read the first incomplete sentence with the class and elicit a suitable ending for it.
- 2 Students complete the task individually.
- 3 Put the students into pairs to share their answers.
- 4 Ask some pairs to share their answers with the class.

Suggested answers: _____

- a we can play tennis in the park.
- b you don't lose it.
- c we will need to speak to them in English.
- d she's feeling better tomorrow, she'll be back at school.
- e walked into a tree.
- f who would want to join it?

LESSON 3

SB page 113

Reading

1 Discuss this question in pairs.

- 1 Tell the students to read the question and make some notes for their answer. If necessary, briefly revise weather words with the students (hot, cold, sunny, cloudy, windy, etc.).
- 2 Put the students into pairs to compare and discuss ideas.
- 3 Ask some students to share their answers with the class.

2 Check the meanings of these words in your dictionary.

- 1 Write the words from the box on the board. Tell the students to look up the meaning of the words in their dictionaries.
- 2 Say the words and ask the students to repeat them. Invite different students to come to the

Reading

1 Discuss this question in pairs.

How would you describe the weather to a foreigner who was planning to visit your part of Egypt?

2 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

- beneath drought lightning (n)
- northern occur phenomenon
- rainfall violent

3 Read this article quickly and answer these questions.

- a What is ball lightning? *It's a ball of light as big as a football which floats around.*
- b What happened to the town of Dunwich?
- c Where was the worst flood in history?
- d When did the River Thames freeze?

4 Complete these sentences with information from the article.

- a People are not often surprised by *weather forecasts.*
- b Dunwich disappeared under the sea after it was
- c The worst storm in Britain, which killed more than 8,000 people, took place in
- d In 1887 in China, around a million people died when
- e Very high temperatures can cause
- f In Europe during the eighteenth century,

5 Discuss these questions in pairs.

- a Has the weather in your part of Egypt changed in recent years?
- b Could you live in a country where the weather was very different from the weather in Egypt? Why / Why not?

Unusual weather

The word *weather* usually means the sun, rain, wind or snow. If you live in southern Europe or Africa, you know that temperatures are higher and there is less rain than if you live in **northern** Europe or Canada. It is unusual for a weather forecast to surprise us.

However, strange weather can **occur** all over the world. For example, people have seen giant pieces of ice falling from the sky. And what would you think if you saw a ball of light as big as a football on a plane, or floating through your home? Weather experts call these balls **ball lightning**.



Some storms are very unusual and may cause terrible damage. The English town of Dunwich was once an important port, but in the fourteenth century, high waves and **violent** storms hit the area and most of the town disappeared **beneath** the sea. The worst storm in Britain killed more than 8,000 people in 1703. The worst flood in history was in 1887 in China when the Yellow River flooded and killed around a million people.

Unusual weather is becoming more common, with very high or low temperatures and very heavy **rainfall** all over the world. This causes serious **droughts** in some places and floods in others. However, this is not a modern **phenomenon**: in Europe in the eighteenth century, there was a Little Ice Age when rivers like the River Thames in England froze.

What will happen to our weather in the future? Unless we can stop global warming, one day 'unusual' weather may not be unusual any more.

front of the class and underline the stress on each word.

- 3 Now put the students into pairs and ask them to practise saying the words. One student gives the meaning of a word and the other says the word.

Answers: _____

- beneath under but some distance from
- drought a long period of dry weather when there is not enough water
- lightning a bright flash of electrical light in the sky during a storm
- northern in or from the north part of a country or area
- occur happen, especially without being planned first

Critical thinking

1 Answer the following questions about the article on page 113.

- a What has been seen falling from the sky? *Giant pieces of ice*
- b How many people died when the Yellow River flooded in 1887?
- c When did the town of Dunwich disappear?
- d Is unusual weather only a modern phenomenon? Why / Why not?
- e Why do you think that unusual weather may not be unusual in the future?
- f Why do you think that we are not usually surprised by weather forecasts?

2 Read this text and discuss the questions.

The windiest place in the world is Port Martin in Antarctica, where the average wind speed is 64 kilometres an hour. The highest wind speed recorded there was 325 kilometres an hour. Here the wind is so strong that it can lift people off their feet.

- a Could you live in a place as windy as this?
- b How do you think that the wind affects the people who visit Port Martin?
- c What other kinds of extreme weather are there? Have you any experience of any of these types of weather? Tell a partner about it.



3 Discuss these questions in pairs.

- a Storm chasers are people who find and follow storms. Why do you think that they do this?
- b What are the dangers of chasing a storm? Do you think that people should put their lives in danger like this? Give your reasons. Use the language below.

- If you ask me, storm chasers are ...
- If I were a storm chaser, I would / wouldn't ...
- If they get too near a storm ...
- If the storm were very big ...

4 FOCUS ON THE POINTS OF THE COMPASS

We add the suffix **-ern** to create adjectives for direction. Complete these sentences with the correct form of the directions in brackets.

- a My cousins live in the *south* of Egypt. (*south*)
- b In summer, temperatures are not so hot in *north* Egypt. (*north*)
- c Spain is in *west* Europe. (*west*)
- d Some of the biggest shopping centres are in the *east* part of the city. (*east*)

WORKBOOK PAGE 111



phenomenon something that happens or exists, especially something that is unusual or difficult to understand

rainfall the amount of rain that falls in an area in a particular period of time

violent with a lot of force

3 Read this article quickly and answer these questions.

- 1 Read the questions first so that students know which information to read for.
- 2 Ask students to read the article quickly and to find the answers.
- 3 Put the students into pairs and ask them to discuss their answers.

4 Check answers as a class.

Answers:

- b High waves and violent storms hit the area and most of the town disappeared beneath the sea.
- c It was in China in 1887.
- d It froze during the eighteenth century.

4 Complete these sentences with information from the article

- 1 Tell the students to read the sentence beginnings and complete the sentences with information from the text. Students read the article again in more detail.
- 2 Ask the students to write their answers.
- 3 Check answers as a class, revisiting the line in the text where they found the answer each time.

Answers:

- b hit by a violent storm.
- c 1703.
- d the Yellow River flooded.
- e droughts.
- f there was a Little Ice Age.

5 Discuss these questions in pairs.

- 1 Tell the students to read the questions and make notes for their answers.
- 2 Put the students into pairs to compare and discuss ideas.
- 3 Ask some students to share their answers with the class.

Students' own answers

LESSON 4

SB page 114 WB page 111

Critical thinking

1 Answer the following questions about the article on page 113.

- 1 Ask students what they can remember about the article Unusual weather from the previous lesson.
- 2 Tell the students to read the questions. Put them into pairs or small groups to discuss the answers. If they have any difficulties, they

can look at the text on page 113 again.

3 Check answers as a class.

Answers: _____

- b Around a million people died.
- c It disappeared in the fourteenth century.
- d No, it is not. For example, there was Little Ice Age in Europe in the eighteenth century.
- e Because there is global warming, which means there will be more extreme weather.
- f Because we usually know what the weather will be like. It does not usually surprise us.

2 Read this text and discuss the questions.

- 1 Tell the students to read the text in the box. Check their understanding.
- 2 Put the students into pairs then share their answers with the class. Students could use a dictionary to answer part c.

Suggested answers: _____

- a Students' own answers
- b It must make it very difficult to travel, especially when you are walking.
- c Other extreme weather includes hurricanes, tornadoes, sandstorms, snowstorms, heat waves, etc. (Students' own answers)

3 Discuss these questions in pairs.

- 1 Talk about what the students can see in the photo (people filming a tornado). Ask them what they know about tornadoes. Talk about storm chasers and ask what they think the people in the photo might be feeling. Discuss these questions as a class and write the students' ideas on the board.
- 2 Put the students into pairs to discuss the answers. Remind them to use the language in the box. Check answers as a class.

Suggested answers: _____

- a If you ask me, storm chasers are brave people who want to study storms, but it must be very dangerous.
- If I were a storm chaser, I would try to collect as much information as I could about the storms.
- b If they get too near a storm, they may get caught in it and injured.
If the storm were very big, people might even be killed.

4 Focus on the points of the compass.

- 1 Ask students to look at the picture and to name

1 Change or add a word or phrase to correct the mistakes in these definitions. (One is correct.)

- a port an area or city where trains arrive and leave from ships
- b phenomenon something unusual that happens _____
- c northern in or from the south part of a country or area _____
- d lightning the noise you hear during an electrical storm _____
- e occur make _____
- f drought a long period of rain _____
- g rainfall the amount of sun that falls on an area in a period of time _____
- h violent attacking people and trying to hurt or help them _____
- i beneath on top of _____

2 Complete these sentences with words from Exercise 1.

- a Damietta is an important port in the north of Egypt.
- b England and Germany are in _____ Europe.
- c An eclipse of the sun is a strange natural _____.
- d Storms can _____ at any time and in any place.
- e It has not rained here for five months. It is the longest _____ anyone can remember.
- f There is very little _____ in the south of Egypt, where it is very dry.
- g We did not want to see the film because it was about people fighting and being _____.
- h What's that on the floor _____ the table?
- i When I was a child, I used to be afraid of storms. I covered my eyes so that I could not see the _____.



3 Use your dictionary to complete these sentences with the correct form of the word in brackets.

- a Alexandria is in the north of Egypt. (*northern*)
- b Electrical storms are a common _____ in our part of the country. (*occur*)
- c Those trees have grown _____ tall in the last two years. (*phenomenon*)
- d England and Spain are in _____ Europe. (*west*)

4 Choose the correct adjective.

- a Very **big/high** temperatures can make people ill.
- b Dunwich was destroyed by **high/tall** waves and **cruel/violent** storms.
- c Storms can cause **serious/strong** damage.
- d **Heavy/Strong** rain and **heavy/strong** winds destroyed buildings all over the country.
- e Denmark is in **north/northern** Europe.

the four points of the compass. Then read the information.

- 2 Students can do the task in pairs.
- 3 Check answers as a class. Remind students to pronounce each adjective with the stress on the first syllable.

Suggested answers: _____

- b northern c western d eastern

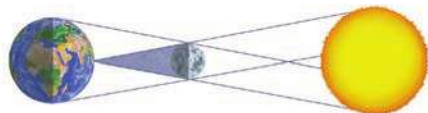


1 Change or add a word or phrase to correct the mistakes in these definitions. (One is correct).

- 1 Ask the students to find and correct the mistake

Communication skills Asking for and giving explanations

- 1 Do the following in pairs.
- Look at this picture. During an eclipse of the sun, why does it become dark on the earth?
 - Now listen to a teacher explaining an eclipse of the sun and check your answers.
 - Listen again and tick the expressions below that you hear.



FOCUS ON FUNCTIONS

Asking for an explanation

- Can you explain why ...?
- Do you know how ...?
- I'd like to know how ...
- Why is it that ...?

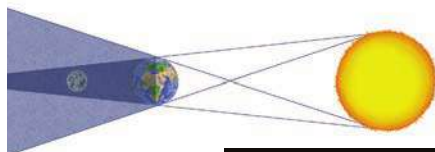
Giving an explanation

- Let me explain.
- I'll try and explain.
- Here's what happens.
- What happens is ...



- 2 Look at this picture of an eclipse of the moon and discuss this question in pairs.

During an eclipse of the moon, why does the moon seem to disappear?



- 3 Work with a new partner.

- Student A asks Student B for an explanation of why the moon seems to disappear during an eclipse of the moon. Student B gives an explanation. Use the phrases from *Focus on functions*.
- Now Student B asks Student A for an explanation of why the sun seems to disappear during an eclipse of the sun. Student A gives an explanation. Use the phrases *Focus on functions*.



SKILLS FOR LIFE

Remember that there is a time difference between some countries because the sun reaches different parts of the earth at different times. For example, Egypt is two hours ahead of Britain.

4 Research information about the moon

- Find out about:
- the phases of the moon
 - how the moon affects the tides
 - why the moon is important

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in each definition. Then can do this individually and compare answers in pairs.

- 2 Check answers as a class.

Answers: _____

- b correct
- c in or from the **north** part of a country or area
- d **the light you see** during an electrical storm
- e **happen**
- f a long period **without** rain
- g the amount of **rain** that falls on an area in a period of time
- h attacking people and trying to hurt or **kill** them
- i **under**

2 Complete these sentences with words from Exercise 1.

- Tell the students to read through the gapped sentences and to use the words from the previous exercise to complete the sentences, using the correct form of the words each time. They can do this in pairs.
- Check answers as a class.

Answers: _____

- b northern c phenomenon d occur
- e drought f rainfall g violent
- h beneath i lightning

3 Use your dictionary to complete these sentences with the correct form of the word in brackets.

- Tell the students to read through the gapped sentences and to work individually.
- Check answers as a class.

Answers: _____

- b occurrence c phenomenally
- d western.

4 Choose the correct adjective.

- Inform students that sometimes adjectives belong with specific nouns and cannot always be used for every noun. Tell the students to read through the sentences and circle the correct adjective in the alternative pair to correspond with the noun in each sentence.

- 2 Check answers as a class.

Answers: _____

- b high, violent c serious
- d heavy, strong e northern.

LESSON 5

SB page 115 WB page 112

Communication skills

- 1 Do the following in pairs.

- Ask the students to look at the diagram. Explain that it shows an eclipse of the sun.

- 2 Put the students into pairs and tell them to discuss why the earth becomes dark during an eclipse of the sun. Explain that you will play a recording of a teacher explaining an eclipse of the sun for them to check their answer. You may need to play the recording twice.
- 3 Ask the students to discuss with their partner whether their ideas were correct.
- 4 Ask some pairs to share their answers with the class.
- 5 Tell them they will listen to the recording again, this time listening for certain phrases. Read the expressions in Focus on functions. Tell them to place a tick in the box next to each phrase they hear.
- 6 Check answers as a class.

Answers: _____

a/b From time to time, the moon is between the sun and the earth and it blocks out the light from the sun.

c

- ✓ Can you explain why ...?
- ✓ Why is it that ...?
- ✓ I'll try and explain.
- ✓ Here's what happens.

TAPESCRIPT

Student: Can you explain why it goes dark when there is an eclipse of the sun?

Teacher: I'll try and explain.

Student: Thanks.

Teacher: Here's what happens. You know that the moon and the earth both go round the sun?

Student: Yes.

Teacher: Well, from time to time, the moon is between the sun and the earth and it blocks out the light from the sun.

Student: But the moon's much smaller than the sun and the earth. Why is it that the moon can completely block out the sun's light?

Teacher: It is only dark on a small part of the earth for a few minutes. It happens when the shadow of the moon falls on the earth.

Student: I think I understand now. Thanks.

2 Look at this picture of an eclipse of the moon and discuss this question in pairs.

- 1 Tell the students to look at the diagram of the eclipse of the moon. Ask them what they think is happening. Ask them if they think it is the

same as the eclipse of the sun.

- 2 Put the students into pairs and ask them to read and discuss the question.
- 3 Ask some pairs to share their answers with the class.

Suggested answers: _____

You can't see the moon because there is no light on it when the earth blocks the light from the sun.

3 Work with a new partner.

- 1 Put the students into different pairs and make sure they understand the task. Tell them to use the phrases for explanations from Focus on functions. Ask a strong language student to join you at the front of the class to demonstrate the activity. Demonstrate together parts a and b to the class.
- 2 Tell the class to now practise the dialogues in their pairs. Remind them to take turns at the different parts and to use the phrases for giving and receiving explanations.
- 3 Ask some of the pairs to present their dialogues to the class.

Skills for life

Read the Skills for life box as a class. Ask if any of the students in your class have travelled to countries which were ahead or behind the time in Egypt. Ask them how this felt.

4 Research information about the moon.

- 1 Tell the students to use the internet or the library to find out as much as they can about the moon. They could do this for homework.
- 2 Allow the students to present their findings as an essay, a poster or a slide presentation on the computer.

1 Complete the conversation.

explain falls here's
know runs try

Student I'd like to a know about floods, please. How do floods occur so quickly?

Teacher Well, b _____ what happens. If a lot of rain c _____ in a short time, the soil can't absorb it all and the water stays on the surface of the land.

Student Can you d _____ why cities sometimes flood?

Teacher I'll e _____ and explain. It's usually when there's a river in or near the city. Water runs off the land into the river and the river becomes too full. The water then f _____ into the city.

Student I think I understand now. Thank you.



2 Make notes about two natural phenomena.

- a Make notes about what causes an eclipse of the sun and how floods occur in cities.
- b Use bullet points for each note.

An eclipse of the sun

• the moon and the earth go round the sun

How floods occur in cities

• a lot of rain sometimes falls in a short time

3 Write your descriptions in 60–75 words each.

- a Write your first draft quickly. Follow the notes you made in your plan.
- b Read what you have written very carefully. Make sure the description is easy to follow and understand. Look for grammar and spelling mistakes. Check the correct spelling in your dictionary.
- c Correct the mistakes, then write the final descriptions in your notebook.

2 Make notes about two natural phenomena.

- 1 Remind the students of the meaning of phenomenon and explain that phenomena is the plural of the word. Tell the students they are going to write a description about two natural phenomena. First, they are going to make notes using bullet points in the space provided. They should not be writing complete paragraphs at this point.
- 2 Walk around the class and help the students as needed.
- 3 Put the students into pairs and ask them to share their ideas.

Suggested answers: _____

- An eclipse of the sun
- the moon and the earth go round the sun
 - sometimes the moon is between the sun and the earth
 - the moon blocks out the light from the sun from a small part of the earth for a few minutes
 - it happens when the shadow of the moon falls on the earth
- How floods occur in cities
- a lot of rain sometimes falls in a short time
 - the earth can't absorb all the water – it stays on the surface
 - water runs off the land and into rivers
 - if there's a river near a city and it becomes too full, the water runs into the city and causes a flood.

3 Write your descriptions in 60–75 words each.

- 1 Tell the students to use their notes from Exercise 2 to help them write out descriptions of the two natural phenomena.
- 2 Walk around the class and help the students as needed.
- 3 Tell them to read over and correct their work, using a dictionary, and then rewrite them.
- 4 Now put the students into groups of four or five and tell them to read out their descriptions. Ask each group to choose the best description for each phenomenon.
- 5 The students with the best descriptions from each group stand and read them out to the class.

1 Complete the conversation.

- 1 Tell the students to describe what they can see in the photograph (a flood).
- 2 Ask them to read the gapped sentences carefully and to complete the conversation with the words in the box.
- 3 Check answers as a class. Pairs can read the completed conversation aloud.

Answers: _____

- b here's c falls d explain
e try f runs.

Assessment

Listening Task

Target element: revise the key listening passage

Tell the students that you are going to play the listening from Exercise 3 on page 111 of the Student's Book again. On the board write the gapped sentences listed below. Tell the students to listen and complete them. You may need to play the recording several times. (The answers are in brackets below.)

- 1 Really? Well, that couldn't happen of course. But people are right to think that the sun _____ . (is very important)
- 2 The sun gives us heat and light, which we need, but it also gives out X-rays and ultraviolet rays, which can be _____ . (very harmful to life)
- 3 A friend of mine now has problems with his eyes. He wouldn't have damaged his eyesight _____ . (if he hadn't looked at the sun.)
- 4 _____ that there wasn't a sun, what would life be like then? (Supposing)

Speaking Task

Target element: talk about a strange phenomenon of nature

On the board, write the following words:

Thunder and lightning

Volcanoes

Storms

Put the students into pairs. Tell them to discuss what happens in each natural phenomenon, and then explain the possible consequences of it.

Reading Task

Target element: revise the key reading passage and language

Tell the students to read the text Unusual weather on page 113 of the Student's Book again. On the board, write the sentences listed below. There is one mistake in each sentence. Tell the students to find the mistake in each sentence and correct it. (The answers are in brackets below.)

- 1 The temperature is higher in northern Europe. (northern southern)
- 2 Strange weather can occur all over Africa. (Africa the world)
- 3 The worst flood in the world happened in Britain. (Britain China)
- 4 roughts happen when there is a lot of rain. (Droughts Floods)
- 5 In the eighteenth century, there was a Little Hot Age. (Hot Ice)

Writing task

Target element: writing about the weather in your town in different seasons

Tell the students to write about the weather in their area. Help them by writing the names of the four seasons on the board for headings, as below. Tell them to write about the weather in each season and to explain its impact on the land and the locality:

winter spring summer autumn.

Ask some students to read out their texts to the class.

Revision F

SB pages 116–120 WB pages 113–116

Revision F

Listening

1 Discuss these questions in pairs.

- Look at the map. What climate do you think that rainforests grow in?
- Are trees that grow in different parts of the world different to trees in rainforests? How?
- Listen to a talk about forests and check your answers.



2 Listen again and choose the correct answers.

- How much of the earth's surface is covered by forest?
A 10% **B 20%**
C 30% D 40%
- Which of these places does Professor Beech refer to as a *rainforest area*?
A China B Australia
C India D Central Africa
- Why do some trees in rainforests grow very tall?
A To escape from animals. B To find water.
C To reach sunlight. D To produce fruit.
- What type of trees grow in places where the climate is not very hot or very cold?
A very tall trees B very short trees
C trees which lose their leaves D trees with long branches
- Why do trees in cold climates have branches that point down?
A So snow can fall off. B So their leaves can come off.
C To reach the light. D Because there are so many trees.
- How big is the forest the Professor describes?
A 11,000,000 km² B 1,000,000 km²
C 100,000 km² D 11,000 km²



3 Discuss these questions in pairs.

- Why are the earth's trees so important?
- Are there any of the types of forest described by Professor Beech in Egypt?
- Which of the types of forest that he describes would you like to visit? Why?
- Supposing there were no forests on earth, what problems would we have?



will become familiar with the world map.

- Put the students into pairs. Tell them to read the questions. Ask the students where the rainforests grow. See if they can point to and name the areas on the map, for example South America, Central Africa, Asia and Southeast Asia.
- Discuss the climate in these areas. Write the students' suggestions about the climate on the board.
- Discuss question b with the class and, if they think that rainforest trees are different from elsewhere, ask them to say how.
- Tell the students that you are going to play the recording. Tell them to listen carefully and check their answers to a and b.
- When they have listened to the interview, discuss with the students if their answers to a and b were correct.

Answers: _____

- They grow in hot and wet/rainy climates.
- Yes, they are. In some parts of the world, leaves fall off the trees in winter. In other places, branches grow down so snow falls off them.

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LESSON 1

SB page 116

Listening

1 Discuss these questions in pairs.

- Ask the students to look at the map. Tell them to point to Egypt. Ask them to point to other countries on the map, too, for example the United Kingdom, Brazil, the United States of America, Russia and China. In this way they

TAPESCRIPT

Presenter: *If you listened to last week's programme, you would have heard Professor Jeremy Beech answering some of your questions about trees. I'm sure that, like me, you wished that you knew as much about them as he does. Today, we welcome Professor Beech back to talk about forests. Professor, could you start by telling us about the different kinds of forests?*

Prof. Beech: *Yes, let me explain. Well, as we all know,*

a forest is a large area of land which is covered by trees. About twenty percent of the earth's surface is covered with forest. However, as long as you have different climates and soils, you'll have different types of forest. For example, if temperatures and rainfall are high, you get rainforests, like the ones in South America and Central Africa. There are many different types of trees in rainforests. Some grow very tall to reach the sunlight above. Below them are shorter trees, and beneath these are other low plants. Rainforests cover about seven percent of the earth's surface.

Presenter: What about other types of forest?

Prof. Beech: Provided that the climate is neither very hot nor very cold, you'll find forests that consist of trees which lose their leaves in the winter or in the dry season. But if you go to countries with cold climates or to places on the sides of mountains, you'll find that most of the trees here never lose their leaves. Their branches point downwards so that snow can fall off them during the winter. The largest forest of this type occurs in northern Europe and covers eleven million square kilometres.

Presenter: That's very interesting, Professor. Thank you. Now, if any listeners would like to ask Professor Beech a question, you can contact the programme by phone now.

3 Discuss these questions in pairs.

- 1 Put the students into pairs. Ask them to think about all the reasons that trees are so important and make a list.
- 2 Ask some students to read out their lists to the class.

Answers: _____

- a They keep the air clean by absorbing carbon dioxide and producing oxygen.
They help to stop global warming. They give us many products (wood products, medicines, etc.).
- b There are trees which lose their leaves in winter in Egypt.
- c Students' own answers
- d We would have a problem with the air because there would not be enough oxygen and there would be too much carbon dioxide.

2 Listen again and choose the correct answers.

- 1 Tell the students to read the questions. Tell them that you are going to play the recording again and they must listen carefully to decide on and circle the correct answer for each question, as in the example. You may need to play the recording more than once.
- 2 Check answers as a class.

Answers: _____

- b D
c C
d C
e A
f A

this task difficult, refer them to the Grammar review on page 127.

Answers:

- b Be careful! If you look straight at the sun like that, you'll damage your eyes.
- c That pan was very hot. If you had picked it up, you would have burned your hand.
- d If I play computer games for too long, I get a bad headache the next day.
- e If I went to bed very late, I would not sleep well.
- f If you phone me this evening, I will tell you what happened at the meeting.

2 Make two sentences about each situation using wish.

- 1 Read the example and make sure that the students understand the task. Elicit the answer to b to check.
- 2 Students complete the task in pairs. Go round and help as necessary.
- 3 Check answers as a class. Accept all correct answers. If the students find this task difficult, refer them to the Grammar review on page 127.

Suggested answers:

- b Mona wishes she had run in the school competition. She wishes she hadn't hurt her leg.
- c Fatma wishes she spoke Japanese. She wishes she could help the Japanese tourists.
- d Ali wishes he had done as well in the exams as his friend Hassan. He wishes he could go to the same university as him.
- e Tarek wishes he could fly to Australia to see his cousins. He wishes that it was/would be less expensive to get there.

Grammar**1 Complete these conditional sentences using the correct form of the words in brackets.**

- a If you eat a lot of salt, (it / make / you / thirsty) *it makes you thirsty.*
- b Be careful! If you look straight at the sun like that, (you / damage / eyes)
- c That pan was very hot. If you had picked it up, (burn / hand)
- d If I play computer games for too long, (I / get / bad headache / the next day)
- e If I went to bed very late, (not sleep well)
- f If you phone me this evening, (I / tell you what happened at the meeting)



Revision F

2 Make two sentences about each situation using wish.

- a Hamdi went to the beach last weekend, but there was a sandstorm. He didn't swim in the sea. *Hamdi wishes there hadn't been a sandstorm. He wishes he had swum in the sea.*
- b Mona couldn't run in the school competition because she hurt her leg.
- c Fatma doesn't speak Japanese so she can't help the Japanese tourists.
- d Ali didn't do as well in the exams as his friend Hassan. Hassan is going to go to a different university to him.
- e Tarek can't fly to Australia to see his cousins because it will be too expensive to get there.

**3 Complete these sentences with your own ideas.**

- a Provided that the children don't make too much noise, *they can use the school library.*
- b You can go into the museum as long as
- c You won't be able to understand this French book unless
- d Without their best players,
- e Supposing you found some ancient coins,
- f You can borrow my new phone on condition that



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LESSON 2

SB page 117

Grammar**1 Complete these conditional sentences using the correct form of the words in brackets.**

- 1 The students have to complete the conditional sentences using the word prompts given in brackets. Tell the students to read the example and check that they understand the task.
- 2 Ask them to complete the sentences individually and to compare answers in pairs.
- 3 Check answers as a class. If the students find

3 Complete these sentences with your own ideas.

- 1 Read the example sentence and make sure that the students understand the task. Elicit the answer to b to check.
- 2 Students complete the task in pairs. Go round and help as necessary.
- 3 Check answers as a class. Accept all correct answers. If the students find this task difficult, refer them to the Grammar review on page 127.

Suggested answers: _____

- b you don't touch any of the ancient objects.
- c you know how to speak French./you have studied French.
- d the team won't win the match.
- e would you take them to a museum?
- f you are very careful with it.

LESSON 3

SB page 118

Reading

1 Complete this article about sandstorms with these words.

- 1 Write the words natural phenomenon on the board and ask the students if they can name any (an eclipse, a flood, etc.). Then ask the students to look at the photo and see if they can name the city (London).
- 2 Ask them to read the words in the box and to complete the text with the correct words. They can do this individually and compare answers in pairs.
- 3 Check answers as a class. Make sure that they pronounce the key words correctly.

Answers: _____

- | | |
|--------------|-----------|
| b phenomenon | c occur |
| d as long | e If |
| f cover | g drought |
| h massive | i fertile |

Revision F

Reading

1 Complete this article about sandstorms with these words.

as long ~~cause~~ cover drought
fertile If massive occur
phenomenon

2 Read the article again. Are these sentences True or False? Correct the false sentences.

- a In October 2017, London's sky was an unusual colour. **True**.....
- b It was caused by a sandstorm in England.
- c Sandstorms can blow sand up to 300 kilometres an hour.
- d It is not a good idea to drive in a sandstorm.
- e It is best to hide behind a large rock if you are outside.
- f The sandstorm in Australia was caused because there had been no rain.
- g The sand from the Sahara can damage the rainforest.

3 Discuss these questions in pairs.

- a Have you ever been outside in a sandstorm? What happened?
- b What would you do if there was a sandstorm tomorrow?
- c Do you wish that you lived in a country that had more rain? Why / Why not?



The danger of sandstorms

In October 2017, people living in London were surprised to see that the sky was a strange, red colour. The **a** *cause* of this unusual event was sand from the Sahara Desert, which had been blown thousands of kilometres by the wind. But although this event was an unusual **b** for England, it is not unusual in Egypt and other countries that have deserts or very dry areas.

Sandstorms **c** when strong winds blow sand from the ground. These storms can blow sand to a height of 300 metres and at up to 40 kilometres an hour. The sand can damage your eyes and make it hard to breathe, but you won't have problems **d** as you do the right things. If you are in a car, the driver should move to the side of the road and stop until the storm passes. It is dangerous to drive because it can be difficult to see. **e** you are outside, try to find somewhere out of the storm. A building is best, but if you are not near one, hide behind a car or a large rock. Try to **f** your eyes, nose and mouth.

Sandstorms are common around the Sahara Desert, but also in many parts of Australia and America. In the USA, they are known as *haboobs* after the Arabic for wind. In 2009, a **g** in Australia caused a **h** sandstorm which was about 3,450 kilometres wide.

Every year, sandstorms carry about 2.4 billion tons of sand and soil across the earth, but they are not always bad news. Scientists believe that some of the Sahara's sand blows as far as the Amazon, and helps make the soil in the rainforest more **i**

2 Read the article again. Are these sentences True or False? Correct the false sentences.

- 1 Ask the students to read sentences a–g before they read the text again. They can do this individually and compare answers in pairs.
- 2 Check answers as a class.

Answers: _____

- b False. It was caused by sand from the Sahara desert.
- c False, they can blow sand up to 40 kilometres an hour.
- d True
- e False, it is best to go into a building.
- f True.
- g False, it can help to make the soil more fertile.

3 Discuss these questions in pairs.

- 1 Give the students time to discuss the questions in pairs. Go round and monitor as they are doing this. Make a note of any persistent errors and go over these at the end. Also encourage the students to ask any questions.
- 2 Ask a few pairs to share their ideas with the class.

Students' own answers

Communication skills Project

1 Read this situation and choose the best option.

Situation

You read in a magazine that 20 minutes of exercise a day will keep you healthy and fit. You want to decide how you can do this. Think about the advantages and disadvantages of the following activities:

- Start a new sport which you can do every day
- Go running in the park
- Walk or cycle to places instead of taking the bus
- Walk up and down some stairs every day
- Do exercises with your friends every day
- Join a gym

2 Work in groups of four.

- a Try to persuade the other students in your group that the activity you chose is the best option using some of these expressions.

- I really think we should ...
- Surely the best thing to do is to ...
- Why don't we ... ?
- Can't I persuade you to ...?

- b When the other students in your group have spoken, ask them about their choices using some of these expressions.

- Can you explain why ...?
- Do you know how / why / what / when ...?
- I'd like to know how / why / what / when ...?
- Why is it that ...?

- c Answer the other students' questions using some of these expressions.

- Let me explain.
- Here's what happens / we do.
- What happens is ...

- d When all the students have spoken, choose the best activity by having a vote.



3 Plan your new activity.

- a Now you have chosen an activity to do, think about where and when you can do it. Use some of these expressions.

- First of all, we should ...
- Then / Next / Now ...
- At this point ...
- Finally ...

- b Present your ideas to the rest of the class.

- c When all the groups have spoken, have a class vote on the best idea for an activity to keep you all fit and healthy.

Revision F

think of the reasons why this option is best.

2 Work in groups of four.

- 1 Put the students into groups of four and explain that they need to take turns to persuade the other students to do the form of exercise that they have chosen. They should use the language of persuasion in the box. Then they should listen and respond to the other students' ideas using the language in the other boxes.

- 2 Go round and monitor as they are working and make a note of any persistent errors. You can go over these at the end.

- 3 When all the students have spoken, they can vote on the best activity in their groups.

3 Plan your new activity.

- 1 Still in their groups, the students discuss where and when they should do their activity, using the expressions in the box.

- 2 When they have finished, ask a spokesperson from each group to tell the class which activity they have chosen, and where and when they will do it.

- 3 When all the groups have presented their ideas, you can have a class vote on the best activity.

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LESSON 4

SB page 119

Communication skills

1 Read this situation and choose the best option.

- 1 Before you start, ask the students to say what they can see in the photographs. Then ask them what they do to keep healthy and fit. Ask a few students to share their ideas with the class.
- 2 Now ask the students to read the situation and to think about the best option for them. They should do this individually. Encourage them to

LESSON 5

SB page 120

Extra reading**1 Check the meanings of these words and phrases in your dictionary.**

- 1 Ask the students to describe what they can see in the photograph.
- 2 Write the words from the box on the board.
- 3 Say the words and ask different students to come to the board to underline the stressed syllable in each word.
- 4 Say the words aloud and ask the students to repeat them.
- 5 Tell the students to look up the meanings of the words in their dictionaries.

Answers:

<i>billion</i>	1,000,000,000 (a thousand million)
<i>biodegrade</i>	able to rot naturally so it does not harm the environment
<i>digest</i>	change food in the stomach into a form that your body can use
<i>end up</i>	finally be in a particular place or situation
<i>straw</i>	a thin tube of plastic used for drinking from a bottle or cup
<i>tip (n)</i>	an area where rubbish is taken and left

2 Work in pairs and do the quiz.

- 1 Explain that the students can work in pairs to read each question and to choose the answer that is true for them.
- 2 Go round and monitor while they are doing this and help with any queries.
- 3 **Do you think you are more careful about your effect on the environment if you answered mostly a or mostly b to each question? Why?**
 - 1 Give the students time to analyse their answers to the quiz.

Revision F

Extra reading

1 FOCUS ON VOCABULARY

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

**billion biodegrade digest
end up straw tip (n)**

2 Work in pairs and do the quiz.**1 You see some rubbish in the street. What do you do?**

- Pick it up and put it in the bin.
- Say that it is sad to see rubbish there.

2 In a shop, you see some fruit in a paper bag and some in a plastic bag. Which do you buy?

- The fruit in a paper bag because paper can be recycled.
- The fruit in the plastic bag because plastic is stronger.

3 You have an old toy that you don't play with any more. What do you do with it?

- Find out if a charity wants it.
- Throw it away.

4 You have a lot of old school notes on pieces of paper. What do you do with them?

- Find a place that recycles paper.
- Put them in the rubbish bin.

3 Do you think you are more careful about your effect on the environment if you answered mostly a or mostly b to each question? Why?**4 Discuss this question in pairs.**

What do you think happens to most of the plastic that we throw away?

5 Read about the problem with plastic and check your answers to Exercise 4.**6 Read the text again and answer the questions.**

- Why do you think that half of the plastic we throw away is only used once?
- Why are straws such a big problem?
- Why is it a problem for people if fish eat plastic?
- Why do we continue to use so much plastic?

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**The problem with plastic**

Think about some of the things that you use every day: phones, computers, bags, toothbrushes, pens and toys. These are all probably made of plastic, or have plastic in them. Plastic is easy and cheap to make, so it is not surprising that so many things are made from it. However, it is thought that half of the plastic that we use is only used once before it is thrown away.

Experts think that since the 1950s, a **billion** tons of plastic has been thrown away. Some plastic can be recycled and some plastic can be burned to produce energy. However, most plastic **ends up** on **tips** or in the world's oceans.

Think about drinking **straws**. Plastic straws were invented in the 1960s. The problem is that 500 million straws are used every day in the USA alone! Most of these are made from a plastic that will never **biodegrade**. If the straws go into our oceans, the plastic breaks into small pieces. Animals and fish think that this is food and often eat it, but plastic cannot be **digested** and is toxic for fish. It is not healthy for us to eat fish that have eaten plastic.

And it is not only straws that cause problems. Around 35 billion plastic water bottles are thrown away every year in the US, and around 500 billion plastic bags are used each year around the world. As long as plastic is cheap and easy to buy, the problem will remain. Unless something is done about the problem soon, some experts predict that by 2050, there will be more plastic in the ocean than fish. It is for that reason that some people wish that plastic had never been invented.

7 PROJECT

- Find out in what ways we can stop having so much plastic in our oceans.
- Make a poster encouraging people to help the environment by stopping plastic waste.

WORKBOOK
PAGES 113-116

- 2 Ask the students to put their hands up if they answered mostly a, then ask the students if they think that they are careful about their effect on the environment.

Answers:

You are more careful about your effect on the environment if you answered mostly a.

4 Discuss this question in pairs.

- 1 Give the students a few minutes to discuss the question in pairs.
- 2 Ask a few pairs to share their answers with the class.

5 Read about the problem with plastic and check your answers to Exercise 4.

- 1 Ask the students to read the text quickly to find the answer to Exercise 4.
- 2 Check the answer as a class. Did it surprise them? Why/Why not ?

Answers: _____

Most of it ends up on waste tips or in the oceans..

6 Read the text again and answer the questions.

- 1 Students read the text again in more detail.
- 2 They can discuss their answers in pairs.
- 3 Discuss answers as a class.

Answers: _____

- a Because plastic is very cheap and is often used in bags or to put round things that are only used once and are not needed again.
 - b Because so many of them are used, and they are made of a type of plastic that does not biodegrade.
 - c Because we will eat the fish. This means that we are eating plastic, which is not healthy for us.
 - d Because it is cheap, easy to make and is used for so many things.
-

7 Project

- 1 Read the instructions and make sure that the students understand the task. They could finish this for homework.
- 2 Students can display their posters on the board for other groups to study.

A Vocabulary and Structure

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

- 1 If you watch too much television, you _____ your eyes.
 a will damage b would damage c won't damage d would have damaged
- 2 Water boils at 100 degrees _____.
 a percent b centigrade c centimetres d hot
- 3 If you _____ red and green paint, you get brown paint.
 a mixed b will mix c had mixed d mix
- 4 The pollution from all those factories must be very _____.
 a useful b useless c harmless d harmful
- 5 If Ahmed had read that book, he _____ what happened at the end.
 a knew b will know c would know d would have known
- 6 The Nile's floods used to _____ every year.
 a care b cure c occur d clear
- 7 If I went to London, I _____ my English every day!
 a would have practised b will practise
 c would practise d practise
- 8 We all knew about the film because it had a lot of _____.
 a publicity b duplicity c depository d qualifications
- 9 It's very hot today. I wish it _____ cooler.
 a is b was c will be d had been
- 10 Have you ever been _____ by a bee?
 a sting b stung c stuck d stick
- 11 I left my bag on the bus. I wish that I _____ more careful with it.
 a should be b had been c am d would be
- 12 After the accident, four people were _____ in hospital.
 a treated b transfused c transmitted d transported
- 13 That café always closes early. I wish it _____ open a bit later.
 a would stay b stays c will stay d had stayed
- 14 How can scientists _____ the age of the tree?
 a count b work c capture d calculate
- 15 Sara wishes she _____ see her cousins more often, but they live in Australia.
 a may b could c will d can
- 16 The _____ of this room is about three metres.
 a wide b big c large d width
- 17 You can borrow this book _____ as you look after it.
 a provided b if c as long d on condition
- 18 In golf, it is best if you can hit the ball _____.
 a harden b hardly c hard d hardworking
- 19 You can't go into the museum without _____ a ticket first.
 a buying b to buy c brought d buy
- 20 This road is too _____ for that big bus to go down.
 a fast b long c wide d narrow

- 21 Mother says we can watch TV on _____ that we do our homework first.
 a condition b provided c long as d if
- 22 Be careful with that glass vase. It is _____.
 a valuable b available c visual d vocational
- 23 _____ that you lived by the sea, what would you do every day?
 a Condition b As long c Imagine d Supposed
- 24 We don't need that old paper bag. You can throw it _____.
 a off b up c away d down
- 25 Don't go to that restaurant _____ you like Chinese food.
 a if b if not c unless d in case
- 26 If it doesn't rain soon, there will be a _____.
 a draught b flood c gale d drought
- 27 Only open this door _____ an emergency.
 a in case b in case of c if d as long as
- 28 You should never look _____ at the sun.
 a directions b directly c director d direct
- 29 I won't go to the park if you _____ with me.
 a not come b don't come c didn't come d hadn't come
- 30 We felt great _____ when we heard that you were leaving the school.
 a sadness b stressful c strict d sad

B Reading Comprehension

2 Read the following passage, then answer the questions:

Monday 5th June

I have always wished that I knew more about the moon, so I did a project about it at school. The moon orbits the earth every 27.3 days, so that is about once a month. However, we only see one side of it. That is because it takes about the same time for the moon to spin once as it takes for the moon to orbit the earth. The side which we do not see is called "the dark side of the moon". However, like the earth, both sides of the moon are illuminated by the sun at different times, so it is not dark all the time. We just can't see it.

Like the sun, the moon rises in the east and sets in the west. A full moon is when we see the moon as a circle. This occurs when the moon is on the opposite side of the earth to the sun. Scientists think that there is probably some water on the moon, but there are no clouds and there is no wind. The average temperature on the moon is 107 degrees centigrade in the day and -153 degrees centigrade at night. If the astronauts who visited the moon hadn't worn *spacesuits*, they would have died. The moon is usually about 385,000 kilometres from earth, but its gravity makes our seas rise and fall twice a day.

I wish I could visit the moon! It is not very big. The surface of the moon is about the same size as Africa. I would like to see Mons Huygens, the moon's tallest mountain, which is half as high as Mount Everest. Gravity on the moon is only 17% as strong as it is on earth. That means you can jump really high there!

- 1 What does the moon affect on earth?
 a the size of mountains b its gravity
 c its weather d the seas
- 2 Why is one side of the moon called "the dark side of the moon"?
 a It is always dark there. b It is never dark there.
 c We can't see it from earth. d You can't see it from a spaceship.

Practice Test 6a

PRACTICE TEST

6a

- 3 What do you think would be most dangerous about visiting the moon?
 a the temperature b the gravity
 c the height of the mountains d the fact that it is dark
- 4 What kind of text is this?
 a a newspaper article b a diary extract
 c a novel d a poem
- 5 What does the underlined word That refer to?
 a the fact that you can jump b the fact that the moon's gravity is weaker
 c the fact that the earth's gravity is weak d the fact that you are on the moon
- 6 What do you think *spacesuits* are?
 a special clothes that astronauts wear b special helmets
 c special shoes d special hats
- 7 What is the average temperature on the moon?
During the day, the average temperature is 107 degrees centigrade.
- 8 How long is the moon's orbit around the Earth?
The moon's orbit is 27.3 days.
- 9 Do you think that people will go to the moon for a holiday one day? Why/Why not?
Suggested: I think that in the future, technology will mean that it will not be difficult to travel to the moon and some people will go there on holiday, but it will be expensive.
- 10 Why do you think that we know so much about the moon?
The moon is not far from the earth so we can see it most days. People have been there to study it.

The Novel

3 a Choose the correct answer

- 1 Rassendyll and his men could not wait any longer to try to save the King because...
 a The King was ill and might die. b Rassendyll had to leave the country.
 c Sapt was going to kill him. d Rupert would become King.
- 2 Rassendyll managed to listen to the King inside the Castle of Zenda when...
 a He went to his room. b He hid in the castle.
 c He pretended to be Johann. d He listened from the moat.
- 3 What happened to Rupert at the end?
 a Rassendyll killed him. b Sapt captured him.
 c He escaped. d He became King.
- 4 Who did the people of Strelsau think had killed the Duke?
 a Rupert b Rassendyll c the King d Sapt

b Answer TWO (2) of the following questions:

- 1 In your opinion, what is the moral of *The Prisoner of Zenda*?
Suggested: I think the moral is that we should all think about our responsibilities and do our best to help other people. Rassendyll does this when he helps the King by taking his place. He also does his best to help all the people of Ruritania.
- 2 Why do you think Rupert wasn't killed like the other guards?
I think that Rupert wasn't killed because he surprised them all by jumping into the moat to swim away.
- 3 In what ways do you think the real King will rule differently after the end of the story?
He said that Rassendyll had shown him what a true King should be, so he will probably try to rule like Rassendyll, thinking of all the people of Ruritania.

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C Writing

4 Finish the following dialogue:

Samir is talking to Nabil about his new television.

Samir 1 *Do you know how to turn on this new television?* My new TV is different to the TV we had before and I can't turn it on.

Nabil 2 *I'll try and explain* _____. It's the same as my TV at home.

3 *First of all, do you have the remote control?*

Samir The remote control? Yes, it's here. OK, it's working now. Can you explain why it says it is looking for channels?

Nabil 4 *Here's what happens* _____. The first time you turn it on, it downloads the channels that you need.

Samir Look, there's a film channel. Shall we watch a film?

Nabil I'm not sure. What time does it finish?

Samir It finishes at seven o'clock. 5 *Why don't you stay and watch it* _____?

Nabil Sorry. 6 *I really think I should go home* _____. I told my mother I'd be home at six.

5 Write a paragraph of ONE HUNDRED AND TWENTY (120) words on ONE (1) of the following:

- the problems with plastic
- what it would be like in a world without trees

6 A Translate into Arabic:

1 Social networking websites are a double-edged weapon, so we should use it wisely.
 _____ *تعدّ مواقع التواصل الاجتماعي سلاح ذو حدين، لذا / لذلك يجب أن نستخدمها بحكمة.*

2 Every year, the cells under the bark of a tree harden and become new wood.
 _____ *كل عام / سنة تتيبس الخلايا تحت لحاء الشجر وتصبح خشباً جديداً.*

B Translate ONE (1) sentence into English:

1 - تستطيع أن تعبر عن رأيك بشرط أن تحترم الآخرين.
You can express your opinion provided that / as long as you respect others.

2 - يجب عليك أن تتذكر دائماً أنك أقوى من المخدرات المدمرة.
You always have to remember that you are stronger than (the) destructive drugs.

A Vocabulary and Structure

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

- 1 The rays of the sun _____ the statue.
a eliminate **b illuminate** c fabricate d regulate
- 2 If you _____ water, it boils.
a will heat b heated c had heated **d heat**
- 3 Ziad got out of the small boat and _____ it to a tree to stop it floating away.
a tied b tightened c tired d put
- 4 Hassan has worked hard for the test. I'll be surprised if he _____.
a doesn't pass b isn't passing c hadn't passed d won't pass
- 5 The bottom of a shoe is often made of _____.
a rubbish b rucksacks **c rubber** d rulers
- 6 If I went to Australia, I _____ my cousins.
a will see b saw **c would see** d had seen
- 7 We saw a _____ at the theatre today. She is a famous singer!
a celebrity b publicity c celebration d fame
- 8 Adel _____ bought that phone if it hadn't been so expensive.
a might **b might have** c will have d had
- 9 The police _____ the car to stop before the thieves could drive away.
a forecast **b forced** c made d had
- 10 I feel ill. I wish I _____ so many sweets.
a didn't eat b don't eat **c hadn't eaten** d won't eat
- 11 A man _____ a gun to start the race.
a put b did c let **d fired**
- 12 Salma is in England. She wishes it _____ raining!
a stops b will stop c stopped **d would stop**
- 13 It was very hot, so we sat _____ a big tree and had a rest.
a over b on **c beneath** d at
- 14 Ali is very tired and wishes he _____ in bed!
a is **b was** c would be d had been
- 15 Look at that cat! It is _____ a mouse.
a chasing b running c cheating d chatting
- 16 You can go to the park _____ you're home at eight o'clock.
a provided that b as long c supposing d in case
- 17 It was easy for them to sail up the Nile because there was a _____ wind.
a north b dark c solar d tight
- 18 You can't drive a car _____ you are 18 or older.
a as long as **b unless** c on condition that d without
- 19 Don't go near the fire because it is giving off a lot of _____.
a hot **b heat** c warm d light

Practice Test 6b

PRACTICE TEST

6b

- 20 We _____ hurry. It only takes ten minutes to the station and we have an hour before the train goes.
a mustn't **b** needn't c ought not to d shouldn't
- 21 Strange weather can _____ all over the world.
a occur b place c take part d land
- 22 I regret _____ that we can't go to the science museum next week. There are no more tickets.
a saying b said **c** to say d have said
- 23 There was a _____ and all the lights went off.
a power off **b** power cut c cut d power station
- 24 My mother warned me _____ the plate because it was very hot.
a don't touch b not touch c not touching **d** not to touch
- 25 The red team _____ the blue team 2-0.
a won b lost **c** defeated d beaten
- 26 Leila asked Sara _____ she had enjoyed the book.
a that b what c which **d** whether
- 27 My sister loves chocolate, but _____ I prefer ice cream.
a personally b person c to me d at me
- 28 The head of the school _____ the computers checked once a year.
a has b was having c was got d did
- 29 We didn't _____ to go to the exhibition because there were no more tickets.
a run **b** manage c make d enable
- 30 _____ player in the team was given a medal.
a All **b** Every c Half of d Both

B Reading Comprehension

2 Read the following passage, then answer the questions:

There are some amazing trees in the world. Some people think that a tree in Britain might be 4,000 years old. In Italy, a tree that might be the same age is famous for its size: its diameter is more than 18 metres. It is called *The Tree of 100 Horses* because it is believed that 100 soldiers on horses waited under the tree in a storm. However, no scientists have been able to prove the ages of these two trees. The oldest tree that scientists know the age of in Europe is more than 1,000 years old. The tree, which is in Greece, first grew in 941 CE.

However, if you compared these with two trees in North America, they would seem quite young! Scientists used to think a tree called "Methuselah" was the world's oldest tree. It is more than 4,800 years old. Then scientists found a nearby tree that is more than 5,000 years old! The location of these trees is a secret, and for a good reason: in 2012, a woman was arrested for burning down another tree which was 3,500 years old.

These are probably the world's oldest individual trees, but scientists believe that there are even older roots of trees. Sometimes individual trees might have died, but new trees have grown from their roots. For example, a small tree in Sweden has grown from roots which are believed to be nearly 10,000 years old.

We know the age of most of these trees because scientists have calculated their age after extracting a piece of wood from the *trunks*. However, we also know that a tree in Asia is more than 2,300 years old because a text describes when it was planted. I wish I could see some of these trees: they are incredible.

Practice Test 6b

PRACTICE TEST

6b

- Where are the two oldest individual trees in the world?
a Greece b Britain c Sweden **d** North America
- Why was a woman arrested in 2012?
a She found one of the old trees. b She told people where the old trees were.
c She destroyed an old tree. d She burned all the old trees.
- Why do you think that people believe that 100 soldiers on horses waited under the old Italian tree?
a It is a very tall tree. **b** Its branches are very wide.
c It took 100 horses to pull the tree down. d It looks like a lot of horses.
- What does the writer think about trees?
a He wishes he could see more of them. **b** He is impressed by them.
c They should be studied more. d All of the above.
- What does the underlined word these refer to?
a the world's oldest trees **b** the oldest trees in Europe
c soldiers d soldiers on horses
- What do you think the word *trunk* means?
a the main part of a tree b the bark
c a leaf d a tree's rings
- How do scientists calculate the age of trees?
They extract a piece of wood from the trunk to calculate the age of a tree.
- When did the 1000 year-old tree in Greece first grow?
It first grew in 941 CE.
- Find a suitable title for the passage.
Suggested: The oldest trees in the world
- Do you think that we will find even older trees in the future? Why/Why not?
Yes because scientists will probably be able to test the age of more trees as technology improves.

The Novel

3 a Answer the following questions:

- Who does Rassendyll hear talking when he swims round the castle moat?
a the Duke and Johann **b** the King and Detchard
c Rupert and the King d Max and Johann
- Why is Antoinette de Mauban a prisoner in the Duke's mansion?
a Because she wants to be Queen. b Because she is a murderer.
c Because the Duke cannot trust her. d Because she wants to marry Rassendyll.
- Who kills the Duke in a fight?
a Antoinette de Mauban **b** Rupert c Rassendyll d the King
- What does Rassendyll teach the real King?
a what a real King should be b how to trick people
c how to find Rupert d how to fight

b Answer TWO (2) of the following questions:

- Why do you think that Rassendyll told the Chief of Police to return in two weeks and not earlier than that?
Rassendyll did not want the policeman to ask him difficult questions so he wants him to go away for two weeks.
- What do we learn about Rupert when Rassendyll catches up with him on his horse?
We learn that he does not like the Duke and that he would help Rassendyll if he could have a reward. He only works for himself.
- Why do you think that Rassendyll didn't follow Rupert's plan?
He realised that Rupert was not a good man. He preferred to help the real King and his friends in Strelsau.

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C Writing

4 Finish the following dialogue:

Ashraf and Wael are waiting at a bus stop.

Ashraf I've got to be in the centre of Cairo in an hour. Where's the bus? It's late!

Wael 1 *Why don't you take the underground train?* The underground is very fast.

Ashraf But I'm meeting my friend at a bus stop in the centre.

Wael 2 *Surely the best thing to do is to take the underground*? Then you can walk from the underground station to the bus stop in the centre.

Ashraf Perhaps you're right. I've not used the underground before. Do you know how to buy a ticket?

Wael 3 *I'll try and explain* . Here's what happens.

4 *First of all, buy a ticket from the ticket office.*

Ashraf OK. What do I do after I've bought a ticket from the ticket office?

Wael 5 *Then, put your ticket into the machine.*

Ashraf Is it easy to put the ticket into the machine?

Wael Yes, it is. Then the gates open and you can walk onto the platform to wait for the train.

Ashraf 6 *Can't I persuade you to come with me?* I don't want to go on my own.

Wael Yes, OK. I'll come with you. Then I can show you what to do.

5 Write an email to a friend of ONE HUNDRED AND TWENTY (120) words on ONE (1) of the following:

Your name is Amin/Amina. Your friend's name is Gamil/Gamila. His/Her address is Gamil/Gamila@newmail.com

- a an important period in history
- b a list of instructions explaining how something works

6 A Translate into Arabic:

1 I wish I had had time to read more novels when I was younger.

ليتني كان عندي وقت (فراغ) / متسعاً من الوقت لقراءة المزيد من الروايات عندما كنت صغيراً.

2 Your skin might burn if you sit in the sun without using sun cream.

قد يحترق جلدك إذا جلست تحت أشعة الشمس بدون استخدام مرهم واقٍ ضد أشعة الشمس.

B Translate ONE (1) sentence only into English:

1 إذا لُرُّ يَصْبُ والدي في قدمه لأصبح لاعب كرة قدم.

If my father hadn't been injured, / Hadn't my father been injured, he would have become a football player.

2 أودُّ أن أعرفَ كيف يُؤثِّر القمر على البحار على سطح الأرض.

I want to / would like to know how the moon affects seas on earth.

Word List

A

abbreviation 10
(be) about to 8
absorb 18
access (v) A
accounts 6
ache (n) 5
admit 10
agreement E
ahead 5
alive 5
allow 6
along 5
ambassador 11
ancestor 17
anger 17
anniversary 7
appear A
applicant 10
appointment 10
appreciate 4
appropriate E
Argentina 11
argue for 4
artificial intelligence 8
asleep 5
association 2
attachment 1
available 3
average 1
awake 5
award (v) 4

B

bark (n) 16
base (n) 15
believer 1
beneath 18
benefit 8
billion F
biodegrade F
biology 10
bleach (v) 3
blizzard 11
break a promise 5
break rules 5
break someone's heart 5
break the law 5
burden (n) 5

button 3

C

cable car 15
calculate 16
cancer 9
candidate 10
cardboard 16
career 4
carpenter D
carve 15
cause (n) 9
celebrity 17
challenging 5
charge (be in charge of) 4
charitable B
chase (v) 18
choice 5
choir 10
citizen E
clear (something) up 14
client 6
cliff 15
colleague B
collection 1
commuter 15
compare 3
complex C
concentrate 14
concern (n) 14
concerned (as far as I'm ...) 1
concrete 15
confused 1
cons 8
conscientious 10
consider 15
consultant 8
control (n) 8
convinced 3
cooperation E
copy (n) E
correspondent 17
create 11
creative writing 12
cultural 2
custom 1
customer service agent 10
CV 10

D

daycare centre 10
deadline 6
deduce 15
defeat (v) 14
degrees centigrade 18
Democratic Republic of Congo 11
department 12
depend on 13
depression (economic) 17
diameter 15
digest F
directly 18
director 4
disabled 1
discipline 2
distance 7
distinctive 13
district 1
download 3
downpour 11
downside 8
drill (v) 15
drought 18

E

ease (v) 5
easterly 18
eastern 18
eclipse 18
economic E
educate 3
emergency 8
emissions 15
employable 12
end up F
ending [n] 1
enjoyment 3
enrol 12
entertainment 13
enthusiastic 3
envy B
establish 1
established (adj) 10
evil (adj) 17
evolve 13
explore 7
export D
extract 16

F

fail 8
faint 5
fake 3
fellow 11
female B
fire (v) 17
fireworks 13
fluent 10
folk 13
force (v) 17
freelance 6

G

gadget 3
gain (v) 9
gale 11
geyser 18
giant 7
give away 13
give off 13
give out 13
give up 13
go along with 13
government 4
grade (n) 10
grain 11
gravity 7
greed 17
greedy 17

H

hammer 16
hard (with force) 16
harden 16
harmful 18
harvest (n) 13
health 6
heat (n) 18
hide 17
hopeful 7
horrible 7
horrified 8
human C

I

idea 1
illness 9
illuminate 15

importance 2
impressive 4
in vain 5
inaccurate A
influence (v) 2
influential 2
inject C
inquire 11
insist 1
install 9
instant (adj) 7
instrument 13
intend 3
interrupt 8
investment 15
invisible 9
Iran 11

K

keyword A

L

lack (n) 6
landmark 13
launch (v) 7
law 1
layer (n) 2
leak (n) 7
lecture (n) 14
lecture (v) 2
licence 4
lie (not the truth) 3
lift (n) 18
lighten 5
lightning 18
limb C
limit (v) 6
link (n) 9
loyal B

M

make up (invent) 12
make up for 12
make up your mind 12
male B
manage (succeed) 14
Mandarin 11
mark (v) 3
mass production D

massive 15
mast 9
mature 12
mechanised D
media A
Mexico 17
midday 1
ministry 2
mission 7
mixture 3
model (n) 13
moving (adj) 5
musical 13

N

narrow 16
neighbourhood 10
non-fiction 14
northerly 18
northern 18
nursing 4

O

occupation 4
occur 18
offline 3
old-fashioned 1
online 3
Open University 12
ordinary D
organisation (company) 6

P

pacemaker C
paperback 3
paraphrase 5
peace E
pearl 17
permit (n) E
Persian 11
personally 13
personnel 10
pharmacy 10
phenomenon 18
physics 8
pioneer 1
plan (v) 3
poetry 1
political science 2

politician 1
politics 8
port 18
position (v) 15
positive 4
power cut 15
power station 15
president 11
press (v) 3
pressure 8
process (n) 9
procession 13
product 10
promotion 12
proof 3
pros 8
publicity 17
publisher 1

Q

qualified 12

R

radar 8
rainfall 18
ray 15
receptionist 12
reduce 3
redundant 12
region 13
regular 6
release (v) 9
relevant A
remove 3
repair (n) 17
replace 3
representative 7
reputation 10
respected 4
response 13
responsibility 13
responsible 2
retirement 12
retrain 12
ring (n) 16
robin 5
rocket 7
role 4
roller 3
routine 1

rubber (material) 16
rule (v) 14

S

sadness 17
sales 10
sap (n) 16
satellite 7
scorpion 17
search (n) A
secretary 1
semicircle 2
separate (v) 6
serious 2
set (v, sun) 11
side effect 7
sign (v) E
signal 9
silence 2
soak (v) 3
sociable 6
soft 16
solar 15
solar panel 15
solo 4
source (of information) 3
southerly 18
southern 18
spin (v) 7
spoil 2
standard of living D
sting (v) 17
straw (for drinking) F
stress 6
stressful 6
strict 2
style 1
success 17
suffer from 6
suggestion 13
suitable 4
switch (v) 12
Switzerland 14

T

take off (time) 6
take on (accept) 6
task 6
taste 7
tasteless 7

technician 8
terrific 4
threaten 8
throughout 11
throw away 17
tide 18
tie (v) 16
tiny C
tip (n, advice) 6
tip (n, rubbish) F
toiler 11
tourism 7
trade (v) 3
transform D
transport (v) 14
treat 17
treaty E
trick (n) 17
tube 16
tunnel 15
turpentine 16
type (n) 3

U

ultraviolet rays 18
unconscious 5
update (v) A
upload 3

V

valuable 16
value (n) B
vary 13
violent 18
voluntary B
volunteering 10

W

weightless 7
westerly 18
western 18
width 16
will (n) 11
workshop D
worthwhile 12
wrinkle (n) 14

Z

zero-gravity 8

Glossary

Glossary

abide	يَلْتَزِم	combination (n)	جَمْع - دَمِج
accordingly	بِالتَّبَعِيَّة	combine (v)	يَجْمَع - يَدْمِج
achievement	إِنجَاز	command	أَمْر
active	نَشِط (مُشارِكَة الطُّلاب) إِيجابِي (عَكْس سَلْبِي)	commit to memory	يَضَع جَيِّداً فِي الذَّاكِرَة - يُحْفَظ جَيِّداً
activity	النَّشاط (كُل ما يَقوم بِهِ الطَّالِب من أَعمالٍ لِلتَّدرِيب أو التَّعَلُّم)	communicate (v)	التَّركِيز على اسْتِخدام اللُّغَة عَمَلِيًّا لِتَبادُل المَعْلومات أو الأَفكار أو الآراء
adapt	يَتَكَيَّف - يَتَأَقَلَم	communicative syllabus	مَنْهَج تَواصُلِي
additional revision	وَحِدَة مُراجَعَة إِضافِيَّة	complement	يُكَمِّل
adequately	بِشَكْل كافٍ	complicated	مُرَكَّب - مُعقَّد
adverb of frequency	ظَرْفٌ مُتَكَرِّر	compose	يُؤَلِّف
advisor	ناصِح - مُرشد	comprehension	اسْتِيعاب - فَهْم
agreement	اتِّفاق	conclude (v)	يَخْتَمِم - يَتَوَصَّل إلى نَتِيجَة - يُلَخِّص
aim	هَدَف	conducting research	القيام بِعَمَلِيَّةِ بَحْث
allot	يُخَصِّص	confidence	ثِقَة
analyse	يُحَلِّل	confirm	يُؤَكِّد
approach	يَتَناول - طَرِيقَة التَّناول	confusing	مُحَبِّب - مُرَبِّك
appropriate	مُناسِب - مُلائِم	consecutive	مُتتَابِع - مُتتال
aspiration	أَمَل - مَطْمَح	conservation of the environment	الحِفاظ على البِيئَة
assess	يُقَيِّم	consider	يأخُذ في عَينِ الإِعتبار
assessment	تَقدير - تَقْسيم للأداء خِلال فَترةِ التَّعَلُّم	consistent	ثابت - مُتسِق - مُطرد
attach	يُرْبِط - يُرفِق - يُلحِق	consolidate	يُرَسِّخ - يَدْعَم
attain	يَبْلُغ - يُحْصِل	consolidation	تَعزِيز أو تَدْعيم مَعْلومة أو مَهارة لُغويَّة
authentic website	مَوقِع إنْتِرنِيت حَقِيقِي	consonants	الحُرُوف النَّابِئَة
authenticity	أَصْلِيَّة - مَوثُوقِيَّة	contamination	تَلوِث
background	خَلْفِيَّة	contemporary trends	اتِّجاهات عَصْرِيَّة
basic	أَساسِي (المَهارات الأَساسِيَّة)	context	المَوقِف الَّذِي تُسْتخدَم فِيهِ اللُّغَة وَيَعْتَمِد على المَعْنى أو السِياق (سِياق الحَدِيث)
blank	فارِغ	contracted forms	الصِّغ المَخْتَصِرة
boast	يَتَباهِي - يَتفاخِر	contrast (v)	يَتباين
body language	حَرَكات الجَسَد التي تُوضِّح المَعْنى	controlled practice	التَّدرِيب المَوجَّه (تَدْرِيب الطُّلاب من خِلال إِطار مَعين أو تَحْت إشرافِ شِبُه كَامِل لِتَقْليل اِحْتِمالاتِ الخَطأ)
break down	تَقْسيم إلى مَقاطِع أو أَجزاء	convention	مُؤتمَر
brief	مُختَصِر	convention	مُقابل - مُناظر
build up (v)	يُكوِّن كَلِمَة أو جُمْلَة أو فَقرة، جُزء بَعْد جُزء، مِثْل بَناءِ الحِوار	corresponding	تَناسِب مَع - تَناسِب مَع
capability	مَقْدرة	corresponding to	احْتِرام
chant	يَشْدو - يُعَي	courtesy	التَّفكير الإِبْداعي/المُبْدِع
chaos	فَوْضِي - عَدَم اتِّباعِ نِظامٍ مُعِين	creative thinking	نَقْد
character trait	خِصْلَة فِي الشَّخْصِيَّة	critique (n)	عَبْر التَّقافي
check (v)	يَتَأَكِّد - يَتَحَقَّق (يَجِب على المُدرِّس أن يَتَأَكِّد من أن الطُّلاب يَقومون بِالتَّدرِيب على الطَّرِيقَة الصَّحيحة والتَّحَقَّق من أن الإِجابات صَّحيحة)	cross-cultural	عَبْر المِنهَجي
checklist	قائِمَة لِلمُراجَعَة	cross-curricular	كَلِمات مُتقاطِعة (تَدْرِيب لُغوي من خِلال الكَلِمات المُتقاطِعة)
classify	يُصنِّف إلى مَجْموعات	crossword	بيانات
classroom dialogue	الحِوارات التي تَدور فِي الفِضْل بَينِ الطَّالِب والمُدرِّس، كَما فِي كِتاب المُدرِّس، التي هي بِخَطِّ مُخْتَلِف	data	تَم الجَدَل حَولَه
classroom management	إِدارة الفِضْل	debated	يَسْتَنبِط
clarification	تَوضيح	deduce	تَعرِيف
closed pairs	ثنائِي مُغلق (يَعْمَل الطَّالبان مَعاً دون أن يَسْمَعُهما نَقِيَّة الفِضْل)	definition	يُوضِّح من خِلال أداءِ فِعْليٍّ لِلمَوقِف التَّعَلِيمي
clue	إِشارة دالَّة	demonstrate	وَصَف
		description	تَفصِيلَة
		detail	

developing	نام	function (n)	وظيفَة اللّغة - كَيْفِيَّة استخدام اللّغة (مثلاً: طلب الأشياء بأدب، اقتراح شيء ما ... إلخ)
dialogue	حوار	gaps	الفراغات - الفجوات
dictation	إملاء	gender	الجُنوسَة - النوع (ذكر/أنثى)
disagreement	اختلاف في الرأي	generate (v)	يُولد - يُنتج
discourse	خطاب - حديث	genuine	خالص - صادق
discuss (v)	يُناقش - يُشارك	gesture	إشارات اليد - الحركات التعبيرية
dispute	جدل - مناقشة	gist	المحتوى الأساسي - لب الموضوع
disruption	اختلال - اضطراب - تشويش	gradually	تدرّجياً
distinguish (v)	يُدرّك الفرق بين	guessing	تخمين
dramatic	دراماتيكي (الأداء التمثيلي للمواقف)	guidance	التوجيه التعليمي
drill (v)	يُفحّم - يجعل الطالب يُشارك في تكرار العمل بهدف التعلم	guide (v)	يُوجّه - يُرشد
effective	فعال	habits	عادات: يجب على المُدرّس التّصميم على العادات الحميدة (مثل كتابة الحروف بشكل جيّد)
effective techniques	الأساليب الفعّالة للعلم	hiccup	فواق - حازوقة (زغطة)
elaborate	يتوسّع في الشرح - يُسهب	highlight	يُبرز أهم العناصر - يُحدّد
elicit	يسْتدرج في الكلام - يسأل الطلاب أسئلة موجهة لكي يساهموا بما يعرفونه من أفكار أو معلومات، معان، أو نقاط لغوية أو ليساعدتهم على الوصول إلى هذه النقاط	household vocabulary	المفردات اللغوية الخاصة بالمنزل
e-mail	بريد إلكتروني	identify	يتعرّف على
emphasising	التأكيد على - إبراز أهمية	imaginary	متخيّلة - خيالية
enable	يُمكن - يجعل الطالب قادراً على إنجاز هدف معين	imitate	يقلّد - يُحاكي
encourage	يُشجّع	immerse	ينغمس
engage in	ينشغل بشيء - ينغمس فيه	impede	يعوق - يحول دون
enthusiasm	حماس	independent thinking	تفكير مُستقل
event	حدث	indicate	يُشير إلى
exaggerate (v)	يُبالغ - يُضخم	individual (adj)	شخصي
exchange	يتبادل - تبادّل	individual (n)	شخص
existing	كائن - موجود	information technology	تكنولوجيا المعلومات
exploit (n)	عمل جيّد	input (n)	مُشاركة
exploit (v)	يسْتغل	instructor	مُوجّه
exposure	تعرّض لِعامل خارجي	integrate	يُدمج
express (v)	يتوسّع في استخدام - يُتّى	intend	يتعمّد - يقصد
expression (facial)	تعبير بالوجه	interact	يتفاعل
extend (v)	يتمدّد	interlocutor	مشارك في الحديث
extension (n)	امتداد	interpersonal	متداخل
facilitate	يسهّل	irregular	شاذ - غير نمطي
familiarise	يجعل الشيء مألوفاً	irregular verb	فعل شاذ لا تنطبق عليه القواعد العامة لتصرف الأفعال
flexible	مرن	joined-up handwriting	كتابة (خط) تعتمد على تشبيك الحروف
focus on (v)	يركّز على	jumble	غير مرتبة
follow up	متابعة عن قرب	keep a check	يلاحظ عن كثب ليُجعل التلاميذ في موقف استعداد للعلم
format	تشكيل	knowledge	معرفة (ما يتعلّمه الطالب)
framework	إطار - هيكل - نظام مُبسّط (للتدريس)	label (v)	يُعلم
free practice	التدريب الحر (حيث يختار الطالب الأفكار واللغة ويستخدمها بطلاقة)	landmark	معلم - أحد المعالم - علامة بارزة
free writing	الكتابة الحرة الإنشائية	leading questions	الأسئلة التي تجعل الطالب يتحدّث
frequently	بشكل تكراري - بشكل مُتكرّر	learning strategies	الأساليب المُختلفة للتعليم
fulfil	يُشبع	leisure	وقت الفراغ
		lexical content	المُحتوى اللغوي - المُحتوى اللفظي

Glossary

literary	أدبي	pre-reading	أنشطة أو تدريبات (يقوم بها الطالب قبل قراءة قطعة معينة لتساعده على فهم مضمون القطعة واللغة أو الكلمات المستخدمة فيها)
main units	وحدات رئيسية	present (v)	يُقدِّم - يعرض
make up (v)	يُصنِّع - يُخلِّق	presentation (n)	تقديم المعنى والصوت والشكل، وكذلك تقديم أي تمرين، بمعنى تقديم الموقف، ما يجب على الطلاب عمله باستخدام الصورة... إلخ
manage	يدير	private pair work	العمل الثنائي الخاص
manager	مدير	problem-solving	تدريب يقوم الطلاب فيه بالتفكير في حل مشكلة أو لعبة واستخدام اللغة في مناقشة هذا الحل
meaning	معنى	procedure	إجراءات (لإنجاز عمل معين)
meaningful	ذو معنى	process (n)	عملية (إنتاجية أو صناعية أو... إلخ)
medium (adj)	وسيط	progress (v)	تقدّم - تحسّن
mental note	نقطة تذكيرية	project (n)	مشروع
method	طريقة	pronunciation	نطق - طريقة نطق
mix up	غير مرتبة	public pair work	عمل ثنائي علني (اشترك اثنين من الطلاب في حوار أمام باقي طلاب الفصل)
model (n)	نموذج - مثال (اللغة التي نتوقع من الطالب استخدامها أو كيفية أداء تدريب أو نشاط معين)	purpose	غرض
motivate (v)	يُشوّق - يحفّز (الطلاب لأداء التدريب أو النشاط)	put on display	يُعرض
objective	هدف	puzzle (n)	لغز (كالكلمات المتقاطعة)
occur	يحدث - يقع	questionnaire	استطلاع رأي
odd one out	تدريب يهدف الى استبعاد الكلمة أو الحرف الشاذ... بالنسبة للكلمات الموجودة	random	عشوائي - غير نظامي - يعتمد على المفاجأة عند الاختيار
omit (v)	يُحذف	realia	أشياء عينية حقيقية
ongoing	مستمر	realistic	واقعي
ongoing assessment	التقييم المستمر	realistic situation	موقف تعليمي واقعي
open pairs	ثنائي مفتوح (يعرض الطالبان عملهما أمام الفصل)	recap	يراجع ما حدث
opportunity	فرصة - محاولة للتعلم	recite	يُتلو - يقرأ
orally	شفاهياً	recognise	يُدرك - يلاحظ - يعترف
organisational	تنظيمي	recognition	اعتراف - إقرار
pace	سرعة أداء المتعلم	reconstruct	يُعيد بناء
paraphrase (v)	يُعيد صياغة	recycling	استخدام اللغة السابق تعلمها في مواقف جديدة
participate	يُشارك	reduced reproductions	إنتاج مُصغّر للصفحات
particular	معين	refer to	يُشير إلى - يُرجع إلى جدول - يدل على
pause (v)	وقفّة قصيرة	regular verb	فعل عادي (تنطبق عليه القواعد العامة لتصرف الأفعال)
peer correction	تصحيح ثنائي (يقوم كل من الطالبين بتصحيح عمل الآخر)	reinforce	يقوّي - يُدعم
peers	زملاء	relate to	يرتبط - يرتبط بين شيئين
performance	الأداء (في استخدام اللغة أو التدريب أو النشاط)	reluctant	متردد
permanently	بشكل دائم أو مستمر	request (n)	طلب
personal tutor	معلم شخصي	requirements	متطلبات
phonic pattern	النمط اللفظي	resource	مصدر (كتاب الطالب)
phonics	علم الأصوات - قواعد اللفظ	respond	يستجيب
phrasal verb	فعل يتكوّن من كلمتين (الثانية عادة تكون حرف جر)	response	استجابة
practice (n)	هو كل نشاط يؤديه الطالب ليفهم اللغة ويستخدمها في المواقف المختلفة	responsibility	مسؤولية
praise (v)	يُثني - يُطري - يمدح	retrieval	إرجاع - استرجاع
predict	يتوقع - يتنبأ	revision	مراجعة
preference	تفضيل	rhyme (n)	قصيدة منظمّة
pre-questions	أسئلة مساعدة يُعطيهها المدرّس للطلاب قبل الاستماع لُبساعدهم على التركيز على نقاط أو أفكار معينة في القطعة		

rhythm	إيقاع - وتيرة (وهو ضروري لتسمية الطلاقة)	summarise	يُلخّص
riddle	لغز	summary	مُلخّص
role play	تدريب تمثيلي (يقوم الطلاب فيه ببناء أحداث وتثليها في موقف معين)	support (v)	يُساند - يُدعم - يُؤيد
rubric	عنوان جانبي يُوضّح ما هو المطلوب من التدريب اللغوي	survey (n)	دراسة استطلاعية - مسح
safeguard	يؤمن	swap (v)	يُجَل شيئاً مكان آخر
scan	يَنصَفح	systematically	بشكل مُنظم - نظامياً
scanning	القراءة السريعة	tackle (v)	يُعالج
scientific thinking	التفكير العلمي	tactic	أسلوب - سياسة
scold	يُعَنف	talk positively	يَتحدّث بإيجابية
seek	يَسعى	tapescript	نص المادة الموجودة على الشرائط
selectively	بشكل انتقائي - انتقائياً	target work	المهمة المُستهدفة - المطلوب تدرسيها
self-evaluation	تقييم الذات (حيث يقوم الطالب بتقييم مدى تقدمه اللغوي)	task	تمرين - تدريب - نشاط لغوي
self-expression	التعبير عن الذات	teacher-centred	النشاط الذي يعتمد على المدرس
self-study skills	مهارات التحصيل الذاتي	teaching aids/materials	مواد تعليمية مُساعدة ومُعينة على التعلّم
sequence (n)	تتابع - تسلسل	technique	أسلوب
sequence (v)	يُرتب	terrified	مرعوب - مذعور
situation	موقف تعليمي	text	المادة المكتوبة - النص
skill	مهارة (المهارات اللغوية الأربع: الاستماع - التحدّث - القراءة الكتابية. كذلك ثمة مهارات أصغر مثل الفهم العام لمعنى قطعة، القراءة السريعة ... إلخ)	topic	موضوع
skim	يقرأ قراءة سريعة	trace (v)	يرسم بالقلم - يتتبع خط منقوط - أحد مراحل تعلم الكتابة
skimming	تصفح القطعة وقراءتها سريعاً للإلمام بجوهر الموضوع (المعنى العام)	transfer information (v)	ينقل المعلومات
snapshot	لقطة تصوّيرية	trigger (v)	يبدأ
sound out (v)	يختبر نطق الكلمة - يُصدر صوتاً	upcoming	القادم - الذي على وشك الحدوث
specific	خاص - مُحدّد - مُعيّن	use (n)	استخدام اللغة (وليس مجرد المعرفة بقواعدها أو شكلها)
specifications	مواصفات	useful	نافع - مُفيد
speech bubble	فقاعة الكلام (بالونة الكلام التي تظهر في الرسوم التوضيحية)	utilise	يستخدم - يُوظف
standards	أسس - معايير	variety	التنوع
storage	تخزين	variety of	أنواع من
stress (n)	تشديد في النطق (على المقطع الذي نريد أن نوضّحه أو ننطقه بصوت عال، وهي هامة جداً للطلاقة والوضوح في الحديث)	vary	يختلف - يتنوع
strict	صارم (يجب على المدرس أن يكون صارماً مع الطلاب)	verification	تأكد من صحة شيء - تحقيق - تيقن
structural	بنائي	vice versa	والعكس بالعكس
structural syllabus	منهج تعليمي نظامي مبني على طريقة تمطية في تقديم اللغة	visual aids	الوسائل البصرية (التي تُساعد في الشرح مثل الصور والرسوم)
structure	البنية - التركيب	vowel	حرف متحرك
student-centred	النشاط الذي يعتمد على الطالب وليس المدرس	warm-up (n)	التنشيط والاستعداد قبل بدء الدرس
study skill	مهارات الدراسة (الفهم والاستيعاب، وليس الحفظ عن ظهر قلب)	wind	إرجاع شريط التسجيل إلى مكان معين
substitute (n)	بديل	work out (v)	يُفكر - يُحاول أن يجد إجابة
substitute (v)	يُستبدل	writing patterns	أنماط الكتابة
successful	ناجح		