

LESSON 1 SB page 23

Aims: Learners will

- revise and compare the use of *must* and *have to*

Structures:

Soha must be careful.
Soha mustn't touch the electric wires.
She had to change the bulb.
She doesn't have to pay for the bulb.
She didn't have to turn off the light.

New vocabulary:

bulb (light), ladder, wire

Functions:

Talking about obligation, necessity and lack of necessity

Before using the book:

- Revise *must* and *have to* by asking students what they must/have to do in various situations, e.g., when walking outside in the middle of summer in the middle of the day, when your grandparents are at your house, when it's raining, when you've done something wrong, when you are too tired to stand up, when you are ill, when your shoes are too small for you, etc.

UNIT 14
More new projects
Lesson 1

1 Listen and choose the best answer from a, b or c

- 1 What is Soha doing on the ladder?
a getting some food b changing a bulb c working
- 2 Who told Soha about the new bulbs?
a her teacher b Hesham c Ahmed
- 3 The new bulbs can ...
a heat water. b save money. c save time.
- 4 Who is paying for the bulb?
a Soha b Hesham c Nadia

Soha	mustn't	move very quickly on the ladder.
had to	change the bulb.	
doesn't have to	be very careful on the ladder.	
didn't have to	learn to do things for herself.	
	pay for the light bulb herself.	
	buy a new light bulb.	
	touch the electric wires.	
	turn off the light.	

Listen again. Make true sentences.

Soha doesn't have to change the bulb.

2 Ask and answer

- What is not good about the special light bulb?
- Do you know other ways to save energy?

1 Listen and choose the best answer from a, b or c

- 1 Draw attention to the unit aims box and explain.
- 2 Look at the picture of Soha and use it to introduce *bulb* and *ladder*.
- 3 Students read the questions and predict the answers.
- 4 Play the cassette or read the tapescript. Students circle the correct answers.
- 5 Check answers with the whole class.
- 6 Play the cassette or read the tapescript again.
- 7 Ask students to listen again and make sentences about Soha from the table, first as pairs, then out loud as a class.

**Tapescript**

Ahmed: Soha! What are you doing up the ladder?
Soha: I'm going to change the light bulb. It's not working.
Ahmed: You don't have to do that. I can do it.
Soha: It's OK. I must learn to do things for myself.

Ahmed: Well, OK. That's a strange bulb. Where did you get it?

Soha: I had to buy it from the supermarket.

Ahmed: You didn't have to buy one. We've got new bulbs in the cupboard.

Soha: I know, Ahmed. But this is a special light bulb. Our science teacher told us about them.

Ahmed: Special? How?

Soha: They last a long time, they use less energy and so they save us money.

Ahmed: OK. Well they sound like a good idea. But you must be very careful on the ladder and you mustn't move quickly. You must turn off the light before you change the bulb. And you mustn't touch the electric wires.

Soha: Of course. Ahmed?

Ahmed: Yes?

Soha: The bulb was very expensive. Do I have to pay for it myself?

Ahmed: No you don't. Dad'll pay for it!

Answers:

1 b 2 a 3 b 4 b

Soha mustn't move very quickly on the ladder.

Soha doesn't have to change the light bulb.

Soha must be very careful on the ladder.

Soha had to learn to do things for herself.

Soha doesn't have to pay for the light bulb herself.

Soha didn't have to buy a new light bulb.

Soha mustn't touch the electric wires.

Soha must turn off the light.

2 Ask and answer

- 1 Read through the questions with students and explain where necessary.
- 2 Students form pairs and ask and answer the questions.
- 3 Monitor, noting any common errors to review with the whole class after the activity.
- 4 Students discuss their answers with the whole class.



Further practice

- Get students to make a classroom display illustrating how to save energy.
- Set up some three-way chains:
 - S1:** *What jobs do you have to do at home?*
 - S2:** *I have to tidy my bedroom. Do you have to tidy your bedroom?*
 - S3:** *Yes, I do. What do you have to do at home?*
 - S1:** *I have to wash my mum's car. Do you have to wash your mum's car?*
 - S2:** *No, I don't. I have to Do you have to ... ?*

LESSON 2 SB page 24 WB page 15

Aims: Learners will

- revise and compare the use of *must* and *have to*: statements, negatives and questions

Structures:

He must go.
He mustn't go.
Must he go?
He has to go.
Does he have to go?
He doesn't have to go.

Functions:

- Talking about obligation, necessity and lack of necessity

Before using the book:

- Revise the way questions are formed with *must* and *have to*: give a student an occupation and ask them to imagine that they do that job. The rest of the class ask questions to find out what the job is, using *must* and *have to*, e.g., *Do you have to wear a uniform?* etc.

14 Lesson 2

3 Read, then make dialogues

Look at the pictures and make dialogues with *must*, *have to*, *mustn't* or *don't have to*.

a You *mustn't* park here. Why not?
It says "No Parking".

b You *have to* run now. Why?
The bus is coming!

c You *mustn't* talk during exams.

d You *don't have to* smoke. Why not?
"No smoking".

e You *don't have to* phone my dad. Why?
I haven't got any money for the bus.

4 Write and discuss

- Write four things which you *must*/have to do at school.
- Write four things which you *mustn't* do at school.
- Write four things you *don't have to* do but which are a good idea.
- Read your sentences to your partner and listen to his or her sentences.
- Compare and discuss your sentences.

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3 Read, then make dialogues

- Students look at the pictures and say what is happening.
- Read through the prompts and make sure students understand the words.
- Explain the task. Students must form a dialogue with the words divided by slashes by making a statement, then asking a question, then answering the question, relating the dialogue to what is happening in the pictures, as in the examples.
- Students form pairs and complete the task.
- Monitor, noting any common errors to review with the whole class after the activity.
- Ask some pairs to demonstrate.

Answers:

- You *don't have to* give me a test/handout. Why not? I already have one.
- You *mustn't* smoke here. Why not? It says "No Smoking".
- I *have to* phone my dad. Why? I haven't got any money for the bus.

4 Write and discuss

- Read through the statements and check understanding.
- Students write the sentences, as instructed, in their exercise books.
- Students form pairs and read their sentences to each other then discuss them.
- Students share their answers with the whole class.

WB Page 15

More new projects 14

1 Write about a school trip

Read these instructions for a school trip.

SCHOOL TRIP TO ISMAILIYA
 Arrive at school at 7.30am
 Wait inside the main gate.
 Bring food for a picnic lunch.
 You *don't need to* bring drinks (these will be bought in Ismailiyya).
 Bring money, but not too much.
 Don't bring radios or CD players.
 Don't be late back to the bus.
 You *don't need to* wear school uniforms.

Write what you *must*, *have to*, *mustn't* or *don't have to* do during the trip.

We *must* arrive at the school at half past seven. When we arrive, we *have to*

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1 Write about a school trip

- Read through the itinerary for the trip.
- Make sure students understand the task. Do some more sentences orally with the class to demonstrate.

- Remind them to use the information about *have to* and *must* on SB page 24 to help.
- Students write about the trip individually in class, or for homework.

Answers:

When we arrive we have to/must wait inside the main gate.

We have to/must bring food for a picnic lunch.

We don't have to bring any drinks.

We have to/must take some money, but we mustn't take too much.

We mustn't take/bring radios or CD players.

We mustn't be back late to the bus.

We don't have to wear school uniforms.



Further practice

- Students write about or discuss what the rules usually are on their school trips, visits or sports events using *We have to ...*, *We mustn't ...*, *We don't have to ...*.

LESSON 3 SB page 25 WB page 16

Aims: Learners will

- revise passive structures
- discuss agricultural projects in Egypt

Structures:

Wheat is being planted.

Babies are born.

Crops are sold.

By 2020, houses will be built there.

New vocabulary:

reclaimed

Functions:

Describing a place

Before using the book:

- Discuss how things are grown in Egypt, which areas are good agricultural regions, what crops can be grown easily and what is difficult to grow, and what problems students think farmers have in the Egyptian climate and terrain.

& SB Page 25

5 Listen and number

- Ask students what kind of text this is (*an internet page*) and what the topic is, according to the menu bar (*farming*).
- Students say who and what is in the illustration.
- Students read through the notes.
- Ask students what they think the agricultural engineer is going to say.
- Introduce *reclaim*.
- Play the cassette or read the tapescript. Students listen and number the notes in the correct order.
- Check their answers.
- Play the cassette or read the tapescript again. Ask students to listen for passive structures, and identify which tenses are used. Ask student to highlight or underline in red [or any other color] the verbs or phrases that are passive. Stop after each section to get their answers.



Tapescript

1

About ninety percent of Egypt is desert. The Nile Valley is very crowded.

2

There are now about 70 million people in Egypt and a million babies are born every year.

3

If land is reclaimed from the desert, more crops will be planted and more food will be grown.

4

By 2020, a huge area of desert will be reclaimed. New houses and factories will be built in an area called the Toshka Valley.

5

About three million people will move to the Toshka Valley. They will find land, new houses and jobs.

6

New farms are being opened there. Crops like cotton, tomatoes and wheat are being planted.

7

The crops will be sold inside Egypt or they will be exported.

Answers:

1 (given)

7

4

6

5

3

2

6 Now say the notes in complete sentences

1 Revise passives. Pick up an object in the classroom and ask questions about it, using all the passive tenses students will need for the exercise, e.g., pick up a ballpoint pen and ask *What is it made of? Who was it bought by? What is happening to it at the moment? What will happen when it's empty?* and write the answers on the board, highlighting the passive verb parts: **It's made of ..., It was bought by ..., It's being held, It will be thrown away.**

2 Explain the task. Students will write complete sentences using the notes. The sections they highlighted or underlined in red should be formed with passive verbs.

3 Students complete the task in pairs, taking it in turns to form sentences.

4 Monitor, noting any common errors to review with the whole class after the activity.

5 Select students to say the sentences and check

them, or play the cassette or read the tapescript for Exercise 5 if preferred.

Answers:

(Passive verbs are underlined.)

- About ninety percent of Egypt is desert. The Nile Valley is very crowded.
- There are now about 70 million people in Egypt and a million babies are born every year.
- If land is reclaimed from the desert, more crops will be planted and more food will be grown.
- By 2020, a huge area of desert will be reclaimed. Houses and factories will be built in an area called the Toshka Valley.
- About three million people will move to the Toshka Valley. They will find land, houses and jobs.
- New farms are already being opened there. Crops like cotton, tomatoes and wheat are being planted.
- The crops will be sold inside Egypt or they will be exported.

WB Page 16

14 More new projects

2 Listen and finish the dialogues with a, b or c

- What is the teacher going to say?
a You mustn't speak. b You must give me a pen. c You don't have to stop now.
- What question does Samy ask?
a What do we have to do now? b Must we go? c What did we have to do?
- What does the waiter say?
a You mustn't eat the soup. b You don't have to eat. c You mustn't touch it.
- What does Nadia say next?
a You don't have to help. b You must help. c You have to wash them.

3 Choose the correct words

- "Hurry up, Ahmed. We must get/getting home or we'll be/we're late for dinner."
- "Do I have to/haven't to go to bed now?" Salma asked.
- A million babies born/are born every year.
- Next year, new towns will build/be built in the Toshka Valley.



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

- A big area of desert _____ in the next three years.
a reclaimed b will be reclaimed c is reclaiming d reclaims
- The number of people in Egypt _____ by about one million every year.
a is growing b was grown c grew d will grow
- The government hopes that more farms _____ by 2020.
a opens b is opening c have opened d will be opened
- There _____ enough farm land in the future without reclaiming land from the desert.
a wasn't b hasn't been c won't be d is not
- In future, crops from the Toshka Valley _____ inside and outside Egypt.
a are going to sell b are selling c sold d will be sold

2 Listen and finish the dialogue with a, b or c

- Explain the task. Students will listen to four dialogues and choose the correct final phrases from the options given.

- 2 Students read through the options.
- 3 Play the cassette or read the tapescript. Students circle *a*, *b* or *c*.
- 4 Check answers with the whole class.



Tapescript

1

Ilham: Enas! Enas!
Enas: What? I'm busy, Ilham.
Ilham: My pen isn't working.
Teacher: Ilham! This is a test. ...

2

Samy: Right, Ahmed. So we've done our science homework.
Ahmed: Yes, that's right.
Samy: And we changed the light bulb yesterday.
Ahmed: Yes, that's right as well.
Samy: OK. Look at the list. ...

3

Waiter: Who is having a cheese sandwich?
Man: That's for me, please.
Waiter: The chicken salad?
Woman: That's mine, thank you.
Waiter: The tomato soup?
Man 2: The soup? That's mine.
Waiter: The plate is very hot. ...

4

Nadia: Did you like the sandwiches, Soha?
Soha: Yes, Mum, they were great.
Nadia: What about the cake?
Sally: It was great, Mrs Zaki.
Nadia: Good. I'm pleased you liked it, Sally.
Sally: Can I wash the dishes for you?
Nadia: Thank you, Sally. Soha and I will wash them later. ...

Answers:

- 1 a (given)
 2 a 3 c 4 a

3 Choose the correct words

- 1 Students read through the sentences and choose the correct form of the verb in bold. They can do this individually in class, or for homework.
- 2 Check their answers.

Answers:

- a we'll be
 b have to
 c are born
 d be built

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

- 1 Do the first sentence with students to demonstrate the task.
- 2 Students complete the task individually in class, or for homework.
- 3 Check their answers.

Answers:

- 1 b (given)
 2 a 3 d 4 c 5 d



Further practice

- Students look at the other options in WB Ex. 2 and make up scenarios where they would work as responses. Encourage them to be imaginative, e.g. 3a.
A: *Oh no! My contact lens has fallen out!*
B: *You mustn't eat the soup!*

LESSON 4 SB page 26 WB page 17

Aims: Learners will

- revise passives
- learn more about the Toshka Valley project

Structures:

*About 5 billion pounds have been spent.
 The government has been developing the project.
 A new canal was built.
 New roads will need to be built.
 The desert is being turned into fertile land.
 25 million cubic litres of water are pumped each day.*

New vocabulary:

billion, irrigation, oasis (*pl.* oases)

Functions:

Describing a government project in progress

Before using the book:

- Revise what students remember about the Toshka Valley project. Encourage them to use passives to describe it.

& SB Page 26

14 Lesson 4

7 Read and find

Read about the Toshka Valley project. Match each paragraph 1-5 to the best heading a-e.

a The cost is enormous
 b New lakes with water from Lake Nasser
 c How water is transported from the lakes
 d How Toshka Valley will help Egypt
 e When the project started

8 Read and ✓

	Yes	No	Not in the text
a The Toshka Valley Project is finished.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b Toshka Valley has four lakes in it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c The irrigation canal is made of concrete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d The project is difficult and expensive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e The Toshka Valley Project will be completed by 2020.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7 Read and find

- 1 Students look at the text and say what kind of text it is (*an internet page about farming*).
- 2 Students look at the picture and say what it is.
- 3 Read through the paragraph topics a–e and explain where necessary.
- 4 Students read the text and match the topics to the paragraphs.
- 5 Students form pairs and compare answers.
- 6 Check answers with the whole class.
- 7 Ask them to find and work out the meaning from context of the new words, *billion*, *oases* and *irrigation*.
- 8 Students find examples of the passive in different tenses: present perfect simple and continuous, future, present simple and continuous, past simple.

Answers:

a 4 b 2 c 3 d 5 e 1 (given)

8 Read and ✓

- 1 Read through the statements and check understanding.
- 2 Remind students to tick the boxes according to what is in the text, not according to what they already believe.
- 3 Students complete the task.
- 4 Check their answers and ask them to correct *a* and *b*.

Answers:

b no c yes d yes e Not in the text

WB Page 17

More new projects 14

5 Read the following, then answer the questions

AGRICULTURAL NEWS

Reporter: Please tell us about you and your family.
Samia: Of course. We used to live near Minia, then my father bought a farm. He thinks that reclaiming desert land is very important because Egypt needs to grow more food for itself and for export.
Reporter: Which crops are grown on your farm?
Samia: We already grow tomatoes in the winter and summer. We've planted a lot of potatoes and beans this year and next year we're going to grow cotton.
Reporter: What is your new life like?
Samia: I left my friends and I had to go to a new school in a new town. That was hard. Also, most children here are younger, so I spend time after school with my sister. My parents work long hours so we help when we can during the holidays.

Answer the following questions

- 1 Why did Samia's family move? *Because her father bought a farm.*
- 2 Where did Samia use to live?

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

- 3 What new crop will be planted by Samia's father in a year's time?
 a potatoes b beans c cotton d tomatoes
- 4 "Here", in blue in the text means:
 a the new farm. b Samia's new village. c Egypt. d Minia.
- 5 Samia helps on the farm
 a when they're on holiday. b during term time. c in the morning. d after school.

6 Write the sentences in the passive

a We're building a new school here. *A new school is being built here.*

b We pump 100 cubic metres of water a day.

c We're growing wheat and cotton.

d We'll sell the cotton and export the wheat.

5 Read the following, then answer the questions

- 1 Ask students what kind of text this is (*a newspaper article*).

- 2 Read through the questions and check understanding.
- 3 Students read the interview and answer sections *a* and *b*. They can do this individually in class, or for homework.
- 4 Check their answers.

Answers:

a 1 Because her father bought a farm. (given)
 2 She used to live near Minia.

b 3 c
 4 b
 5 a

6 Write the sentences in the passive

- 1 Read the example with students to demonstrate the task, highlighting the passive structure that should be used in their sentences. Explain that they should use the same tense as in the prompt sentence.

- 2 Students complete the task individually in class, or for homework.

Answers:

a A new school is being built here. (given)
 b 100 cubic metres of water a day are pumped.
 c Wheat and cotton are being grown.
 d The cotton will be sold and the wheat will be exported.

Further practice

- Students find out more about the Toshka Valley Project and what stage it is at now.
- Students discuss what they think of these agricultural projects.

LESSON 5 SB page 27

Aims: Learners will

- learn about punctuation
- revise *must* and *have to*
- revise passives

Functions:

- Talking about obligation and necessity, prohibition and lack of necessity

Before using the book:

- Refer back to the first page of the unit and the list of aims. Go through each bullet point and elicit from students what they have learnt about each one.

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DO IT YOURSELF

Lesson 5 14

Punctuation
Read and complete the table

Example	Name	Use
!	exclamation mark	to express surprise or loud language
.	① full stop	at the end of ②.....
,	③	to show pauses in a sentence
A, B, C	④	for names, places, days etc., and the ⑤..... of sentences
?	⑥	to show questions
" "	⑦	for words that people say
'	⑧	in 's and to show when letters are missing

Write with the correct punctuation

a "Look out" ahmed shouted to Samy. "There's a car coming
 b is that ahmeds sandwich or mine" Soha asked
 c salma didnt want any sweets cake or biscuits she wasn't hungry
 d be careful nadia shouted to soha why are you on the ladder

REVIEW

REMEMBER

a when *must* and *have to* have the same meaning (you can swap one for the other)
 b when *must* and *have to* have different meanings
 c sentences with passive verbs

d Which verbs below can go next to *land, water or energy*?
 reclaim irrigate pump
 build save eat waste

Key language

b "You don't have to help with the dishes. I'll do them," Ahmed said.
 Desert land is being irrigated and turned into agricultural land.
 "We have to plant our crops in winter," the farmer said.
 "I must finish this homework before Monday," Soha told Nadia.
 You mustn't touch that knife. It's sharp.
 The Toshka Valley Project will be completed by 2020.



Read and complete the table

- 1 Explain the task. Students will use the punctuation marks and words in the box to fill gaps *a–h* in the table.
- 2 Read through the top row and the example (the second row of the table) to demonstrate the task.
- 3 Students complete the table.
- 4 Check their answers.

Answers:

- a full stop (given)
- b sentences
- c comma
- d capital letters
- e start/beginning
- f question mark
- g speech marks
- h apostrophe

Write with the correct punctuation

- 1 Make sure students understand the task. They must correct any wrong punctuation, and add any further necessary punctuation. Do the first sentence as a class to demonstrate.
- 2 Students write the sentences individually in class, or for homework.
- 3 Check their answers.

Answers:

- a “Look out!” Ahmed shouted to Samy. “There’s a car coming!”
- b “Is that Ahmed’s sandwich, or mine?” Soha asked.
- c Salma didn’t want any sweets, cake or biscuits. She wasn’t hungry.
- d “Be careful!” Nadia shouted to Soha. “Why are you on the ladder?”



- 1 Draw students’ attention to the *Remember* box and read *a–c*. Elicit examples.
- 2 Read through the examples of key language with the students and check understanding.
- 3 Students should write the correct letter *a–c* in each box in the *Key language* section. For *d*, students write the phrases that can be made with *land, water, energy* and any of the words.
- 4 Students do the task individually, then form pairs and compare their answers.
- 5 Check answers with the whole class.
- 6 In their pairs, students think of two more examples for each of the language items in the *Remember* box.
- 7 Students share their ideas with the whole class.

Answers:

- b (given)
 - c
 - a
 - a
 - b
 - c
- reclaim land, irrigate land, pump water, save energy, waste energy/water/land

Further practice

- Have students describe items in the room using passives (what things are made of, when they were made, what they are used for, etc.)
- Do spelling tests of the new vocabulary from the unit. Mix up the letters of the new words and write them on the board or on papers. Award points to the first person to solve them.

A s s e s s m e n t

Listening Task

Target element: 'must' and 'have to'

Use WB page 15, Ex.1. Use the itinerary list, but read out a slightly changed version of instructions for the trip. Students have to tick or cross the items on the list, e.g.,

You must all arrive at school at 7.30. [✓]

You must wait in the car park. [X]

You don't have to bring food because we'll eat in a café. [X]

But you must bring a drink. [X]

Speaking Task

Target elements: 'must' and 'have to'

Students tell the teacher what they have to do, mustn't do and don't have to do in a sport they know, e.g., tennis: *You have to hit the ball with a racquet.*

Reading and Writing Task

Target elements: passives

Use SB page 26, Ex.7. Write questions for the students about the text, focusing on the passive structures used in the text, e.g., **How much has been spent on the project?** Students write complete sentence answers.