

# UNIT 10

## A visitor to Egypt

### LESSON 1 SB page 1

#### Aims: Learners will

- learn to report *wh*- questions and *yes / no* questions made in the present
- learn to report instructions and requests made in the present

#### Structures:

*Ahmed asked Tom when he was coming.  
Tom asked if he could help.  
Ahmed asked Tom to phone him again.*

#### Functions:

Reporting instructions  
Reporting requests  
Reporting questions

#### Before using the book:

- Revise what students can remember about the characters: the Shukri family and the Zaki family; how old they are and what their names are. Revise the notion of pen friends and ask if they can remember Tom, Ahmed's pen friend from England, and the World Pen Friends Club (mentioned in the Preparatory Two book).
- Revise how to start a phone conversation (*Hello, Who's speaking, please? It's...*) and then get students to role play a conversation with someone they have only ever written to before.

## & SB Page 1

**1 Listen and order**

- ☐ It's been great talking to you.
- ☐ Phone me again.
- ☐ Who's that?
- ☐ Who's speaking?
- ☐ When are you coming?
- ☐ Who are you talking to?
- ☐ Can your dad answer them?
- ☐ Can you help me?

**2 Listen again and put a ✓ or a ✗**

- ☒ Ahmed is phoning Tom Green.
- ☐ Tom is coming to Egypt for a month.
- ☐ Hesham knows about Egypt.
- ☐ Salma wants to talk to Tom.
- ☐ Tom doesn't think he'll meet Salma.
- ☐ Ahmed wants to arrange to meet Tom.

**3 Match to the sentences in Exercise 1**

- ☐ Ahmed asked Tom when he was coming.
- ☐ Tom asked Ahmed if he could help him.
- ☒ Ahmed asked who was speaking.
- ☐ Salma asked Ahmed who he was talking to.
- ☐ Tom asked Ahmed if his dad could answer them.
- ☐ Tom asked Ahmed who that was.
- ☐ Ahmed asked Tom to phone him again.

### 1 Listen and order

- 1 Draw attention to the unit aims box and explain.
- 2 Students look at the pictures and say what is happening. Get them to say who is talking and what they might be saying.
- 3 Read through the questions and discuss at which point in the conversation they might be asked (near the beginning, or towards the end?).
- 4 Play the cassette or read the tapescript. Students number the sentences according to the order that they hear them.
- 5 Check their answers.
- 6 Play the cassette or read the tapescript again.



#### Tapescript

**1**

Ahmed: Hello.

Tom: Hello. Is that Ahmed Zaki?

Ahmed: Yes, it is. Who's speaking?

Tom: It's Tom Green. From World Pen Friends Club. I'm phoning to tell you my news. My parents and I are coming to Egypt for a holiday.

**2**

Ahmed: *To Egypt! When are you coming?*  
 Tom: *Next month.*  
 Ahmed: *Great! And how long are you staying?*  
 Tom: *Two weeks. We're coming to Cairo for three days and then we're going to Luxor and Aswan.*

**3**

Tom: *Listen, Ahmed, can you help me?*  
 Ahmed: *Certainly, Tom.*  
 Tom: *Your dad works in the tourist industry, doesn't he?*  
 Ahmed: *Yes.*  
 Tom: *Well, he'll be able to answer questions about Egypt, won't he?*  
 Ahmed: *Of course. That's his job.*

**4**

Salma: *Who are you talking to, Ahmed?*  
 Ahmed: *Just a minute, please, Tom. I'm talking to my pen friend, Salma.*

**5**

Ahmed: *Sorry, Tom.*  
 Tom: *No problem. Who's that?*  
 Ahmed: *My little sister, Salma.*  
 Tom: *She sounds nice. I hope we'll meet.*  
 Ahmed: *I'm sure you will!*

**6**

Ahmed: *Listen, Tom. Phone me again, when you're in Egypt.*

**7**

Tom: *OK, but I'll send you some questions. Can your dad answer them?*  
 Ahmed: *No problem at all. I'll ask Dad and then I'll e-mail the information.*

**8**

Tom: *Fantastic. Well, it's been great talking to you.*  
 Ahmed: *And I'm really looking forward to meeting you.*  
 Tom: *Me too. OK, bye for now ...*

**Answers:**

8  
6  
5  
1 (given)  
2  
4  
7  
3

**2 Listen again and put a ✓ or a ✗**

- 1 Read through the sentences and check understanding.
- 2 Ask students if they can answer from their memory of the first listening to the tape.
- 3 Play the cassette or read the tapescript from Exercise 1 again. Students tick or cross the boxes.
- 4 Students form pairs and compare their answers.
- 5 Check answers with the whole class.
- 6 Students work in pairs to correct the false sentences.
- 7 Check their answers.
- 8 Ask what they think might happen next in the story.

**Answers:**

a ✗ (given)	b ✗	c ✓
d ✗	e ✗	f ✓

**3 Match to the sentences in Exercise 1**

- 1 Revise what students already know about reporting speech by asking 3–4 students to instruct another student on how to do something unusual, e.g., ride a camel. The student who has been instructed reports what he/she has been told to do, e.g., *Yahya told me to make the camel lie down first. Eman told me to give the camel an apple.*
- 2 Select another student and ask 3–4 students to ask him/her a question about his/her hobbies, trying to ensure that most of the questions are phrased in present tenses for simplicity. Demonstrate how to report the questions that were asked. Include a demonstration of a *yes/no* question, transforming it to reported speech with *if*.
- 3 Students look at the picture and say what is happening (*Ahmed is reporting the phone call*).
- 4 Read through the sentences and use the example to explain how sentence *a* relates to question 1 in Exercise 1.
- 5 Students read the reported speech sentences and match them to the questions and statements in Exercise 1.
- 6 Students form pairs and compare answers.
- 7 Check answers with the whole class.

**Answers:**

- a 2                      b 3                      c 1 (given)    d 4  
e 7                      f 5                      g 6

**Further practice**

- Get students to sit in a circle and play a reported speech game. One student sits in the middle, and someone asks them a question, e.g., *Who is your science teacher?* and the student has to report the question to the class, e.g., *Yusuf asked me who my science teacher was.* If they get it wrong, they have to stay in the middle for another question until they report a question correctly. Make sure the questions asked are not too difficult!

**LESSON 2 SB page 2 WB page 1****Aims: Learners will**

- practise reporting speech: negative and positive instructions, requests and questions in present tenses

**Structures:**

*Salma asked if Ahmed could help her.*  
*Hesham told the mechanic not to change the oil.*  
*Nadia asked Salma to clean the floor.*  
*Soha asked when her friend was coming to Egypt.*

**Functions:**

Reporting instructions  
Reporting requests  
Reporting questions

**Before using the book:**

- To revise reported speech, ask what students remember about Ahmed and Tom's conversation in lesson 1. Prompt them by asking what Salma asked Ahmed, what Ahmed asked Tom, etc.

**& SB Page 2**

**10 Lesson 2**

**4 Read how to report**

Can you help me, Ahmed?

Wait, Salma.

**Requests and instructions**

Ahmed asked / told Salma to wait.

a Put the person first:  
Salma wait

b Add to:  
Salma to wait

c Use ask for requests.  
asked Salma to wait.

d Use tell for instructions.  
told Salma to wait.

**Yes/no and wh- questions**

Salma asked Ahmed if he could help her.

a Change the person:  
can he help her

b Move the verb back in time:  
could he help her

c Change the order:  
he could help her

d Add if for yes/no questions.  
If he could help her

**5 Make sentences**

**a Reported instructions**

Don't change the oil.

Repair the light but don't wash the car.

Hesham told the mechanic: *not to change the oil. He asked him to repair the light and not to wash the car.*

**b Reported yes/no questions**

Do you like Egyptian food?

Have you been in Egypt long?

Hesham asked the tourists if

**c Reported requests**

Clean the floor when you finish.

Draw pictures of some animals but don't use a lot of paint.

Nadia asked Salma to

**d Reported wh- questions**

When are you coming to Egypt?

Who is coming with you?

Soha asked her friend when

**4 Read how to report**

- Look at the picture of Salma and Ahmed. Ask two students to roleplay the exchange.
- Nominate a student to tell another student what Ahmed asked Salma to do. Ensure that they understand that *told* is used to report an instruction or command, *ask* is used to report a request. Ask if they think it is *ask* or *told* here.
- Ask students to form pairs and read through the structure boxes. Make sure they understand that in the exchange, Salma is making a request and Ahmed is giving an instruction.
- Monitor and give help where required.
- Ask students to listen as you ask them a question, e.g., *Are you ready for a holiday?* and have them transform it into reported speech, following the instructions in the right-hand box: *You asked if we were ready for a holiday.*

**5 Make sentences**

- Ask students to form pairs.
- Check that they know who the characters in the pictures are.

- 3 In pairs, students look at the pictures, read the speeches and decide whether each one is a question, a request or an instruction.
- 4 Check their answers.
- 5 Go through the first picture and instructions with the whole class, explaining the use of *not* when reporting a negative instruction.
- 6 Explain the task. In their pairs, students will report each person's two speeches, both the ones given as examples and the others. They can use the structure boxes from Exercise 1 to help them.
- 7 Students carry out the task.
- 8 Monitor, noting any common errors to review with the whole class after the activity.
- 9 Ask some pairs to demonstrate.
- 10 Ask them to close their books and tell you what they can remember about what was said in the four pictures.

#### Answers:

- a Hesham told the mechanic not to change the oil. He asked him to repair the light and not to wash the car. (given)
- b Hesham asked the tourists if they liked Egyptian food and if they had been in Egypt long.
- c Nadia asked/told Salma to clean the floor when she finished. She asked/told Salma to draw pictures of some animals but not to use a lot of paint.
- d Soha asked her friend when she was coming to Egypt. She asked her who was coming with her.

#### WB Page 1

UNIT 10

## A visitor to Egypt

### 1 Read and match

a Hesham told the mechanic	1 <input type="checkbox"/> she had got a lot of homework.
b Ahmed asked Samy how long	2 <input type="checkbox"/> him some information about Aswan.
c Nadia asked Soha if	3 <input type="checkbox"/> to check the oil in the engine.
d Soha told Salma not to	4 <input type="checkbox"/> he had been waiting for the bus.
e Tom asked Ahmed to e-mail	5 <input type="checkbox"/> it cost to go to the train station.
f Nawal asked the driver how much	6 <input type="checkbox"/> how she was feeling.
g Salma asked her mum	7 <input type="checkbox"/> make too much noise.

### 2 Report the questions

When we met Tom in Cairo, we asked each other questions.

Report what we asked.

- a "Do you like the weather in England, Tom?" Nadia asked.  
Nadia asked Tom if he liked the weather in England.
- b "How old are you, Salma?" asked Tom.
- c "What does your father do, Tom?" Hesham asked.
- d "Have you ever been to England, Soha?" Tom asked.
- e "Are you going to visit Alexandria during this trip, Tom?" asked Ahmed.

### 1 Read and match

- 1 Make sure students understand the task. Use the example to demonstrate how *a* and 3 together form a sentence.
- 2 Students do the matching. They can do this individually in class, or for homework.
- 3 Check their answers.

#### Answers:

- |     |     |              |
|-----|-----|--------------|
| 1 c | 2 e | 3 a (given)  |
| 4 b | 5 f | 6 g      7 d |

### 2 Report the questions

- 1 Read through the given example as a class to demonstrate the task.
- 2 Students write the reported speech individually in class, or for homework.



**Answers:**

- a Nadia asked Tom if he liked the weather in England. (given)
- b Tom asked Salma how old she was.
- c Hesham asked Tom what his father did.
- d Tom asked Soha if she had ever been to England.
- e Ahmed asked Tom if he was going to visit Alexandria during this trip.

**Further practice**

- Bring in some pictures showing pairs of people with very clear expressions, or doing something specific which looks as if it might have followed on from a conversational exchange, e.g., someone laughing with someone else, someone crying, someone looking surprised, etc.
- Ask students to work in pairs to say what questions were asked to prompt what is happening in the pictures, e.g., *The woman told the man to go on a diet. The child asked the woman to buy him a toy*, etc. If no suitable pictures can be found, then describe a scene in words for students do the same thing.

**LESSON 3 SB page 3 WB page 2****Aims: Learners will**

- practise transforming reported speech into direct speech
- learn new vocabulary related to tourism

**New vocabulary:**

artist, crowded, gold, historic, souvenir, spice

**Functions:**

Asking and reporting questions

**Before using the book:**

- Revise reported questions by asking three students to ask questions. Nominate students to report the questions to the class.
- Introduce the new word *souvenir*. Ask students what they would recommend tourists buy as souvenirs from Egypt.
- Ask students who know Cairo well to tell you where they would shop for souvenirs. If they mention Khan el-Khalili, ask them to say what they know about it and its history.

**& SB Page 3**

**Lesson 3** 10

**6 Listen and complete**

Our English Magazine has some of the information that my dad gave me for Tom.

Read the notes, then listen and complete the missing words.

**Our English Magazine**

If you want to buy something in Egypt, then Khan el-Khalili is the **a** best place to go. It is in Old Cairo, near the **b** Islamic University of Al Azhar. Khan el-Khalili was built in 1382 and it has been Cairo's most important **c** area for six hundred years. It is a historic place where you can buy different things such as gold, chairs, **d**, carpets, glass, spices, kitchen equipment and tourist souvenirs. In this crowded place there is a famous **e** where you can sit and relax. Sometimes you may meet Egyptian artists and **f** who come to talk and drink tea, coffee or fruit juice.

**7 Ask and answer**

Change Tom's questions into direct questions.

Answer the questions.

Tom asked Ahmed:

- a if he could tell him the best place to shop in Cairo.
- b what part of Cairo the place was in.
- c when the place was built.
- d what kinds of things you could buy there.
- e if there was somewhere to relax.
- f whom you may meet there.

What's the best place to shop in Cairo?

Khan el-Khalili is the best place to shop.

**6 Listen and complete**

- Students look at the text and say what kind of text it is (*a magazine page*).
- Have them describe the scene in the picture.
- Ask students to read the text and underline the new words (*historic, gold, spices and crowded*) and try to guess their meanings from the context.
- Check the words with the whole class, and give or confirm their meanings.
- Ask them to read the text again and try to guess what might go in the gaps.
- Play the cassette or read the tapescript. Students write in the words as they listen.
- Students form pairs and compare answers.
- Check their answers.

**Tapescript**

**Hesham:** *If you want to buy something in Egypt, then Khan el-Khalili is the best place to go. It is in Old Cairo, near the famous Islamic University of Al Azhar. Khan el-Khalili was built in 1382*

*and it has been Cairo's most important shopping area for six hundred years. It is a historic place where you can buy different things such as gold, chairs, tables, carpets, glass, spices, kitchen equipment and tourist souvenirs. In this crowded place there is a famous café where you can sit and relax. Sometimes you may meet Egyptian artists and writers who come to talk and drink tea, coffee or fruit juice.*

**Answers:**

- a best (given)      b famous      c shopping  
d tables      e café      f writers

### 7 Ask and answer

- 1 Ask students what questions Tom would have asked Ahmed about the Khan el-Khalili.
- 2 Read through the reported statements with students, and explain where necessary.
- 3 Remind them that they will have to do the transformation process shown on SB page 2 in reverse. In the direct questions, word order changes and tenses will be mainly present (except c).
- 4 Students form pairs and work out what Tom's questions were, and then answer them.
- 5 Monitor, noting any common errors to review with the whole class after the activity.
- 6 Ask some pairs to demonstrate.

**Answers:**

- b What part of Cairo is it in? It's in Old Cairo.  
c When was it built? It was built in 1382.  
d What kinds of things can you buy there? You can buy gold, chairs, tables, carpets, glass, spices, kitchen equipment, tourist souvenirs.  
e Is there somewhere to relax? Yes, you can relax in a café.  
f Who may I meet there? You may meet Egyptian artists or writers there.

## WB Page 2

**10 A visitor to Egypt**

**3 Read, ask and answer**

**The Pyramids of Dahshur**

Thirty kilometres from the Giza Pyramids, there are some older pyramids, the Pyramids of Dahshur. Although not many tourists visit them, the Pyramids of Dahshur are important in the history of Ancient Egypt. Snefru, who was a great king of Egypt 4500 years ago, chose Dahshur as the place for his tomb because it was near Memphis, the capital of Ancient Egypt.

King Snefru built two pyramids. The South, or Bent, Pyramid and the North Pyramid. The engineer made a mistake when he built the South Pyramid. As the workers were building it, they realised that it would be too tall and had to change direction. This made the pyramid bend. It looks strange because it is not triangular. King Snefru's second Pyramid is about two kilometres from the first. It is called the North, or Red, Pyramid because the builders used a special red stone to build rooms inside the pyramid. It is important because it was the first triangular pyramid.

Tom asked me some questions about the pyramids in Egypt.

Read and answer his questions.

Are the Giza Pyramids the only pyramids in Egypt?

Are the Giza Pyramids the only pyramids in Egypt?

**4 Report Tom's questions**

a Tom asked Ahmed if the Giza Pyramids were the only pyramids in Egypt.

b \_\_\_\_\_

c \_\_\_\_\_

d \_\_\_\_\_

e \_\_\_\_\_

f \_\_\_\_\_

g \_\_\_\_\_

h \_\_\_\_\_

### 3 Read, ask and answer

- 1 Ask if anyone has been to the Pyramids of Dahshur. If so, say what they know about them.
- 2 Read through the questions and check understanding.
- 3 Students read the text and answer the questions. They can write notes (key information) in pencil next to the questions in the book.
- 4 Check their answers.

**Answers:**

- a No.  
b Thirty kilometres from the Giza Pyramids.  
c No.  
d A great king in Egypt who lived 4500 years ago.  
e It was near Memphis, the capital of ancient Egypt.  
f special red stone.  
g It is not triangular.  
h It was the first triangular pyramid.

#### 4 Report Tom's questions

- 1 Read the example as a class to demonstrate the task.
- 2 Students complete the task individually in class, or for homework.

##### Answers:

- a Tom asked if the Giza Pyramids were the only Pyramids in Egypt. (given)
- b Tom asked Ahmed where Dahshur was.
- c Tom asked Ahmed if many tourists visited Dahshur.
- d Tom asked Ahmed who Snefru was.
- e Tom asked Ahmed why Snefru built his tomb in Dahshur.
- f Tom asked Ahmed what the North Pyramid had inside.
- g Tom asked Ahmed why the South Pyramid looked strange.
- h Tom asked Ahmed why the Red Pyramid was important.



##### Further practice

- Choose a place for students to research, such as a local modern building or shopping centre. Gather articles, leaflets, etc. about it.
- Students work individually to write questions that they would like answered about the place.
- Students form groups of three. Student A gives his/her questions to Student B. B gives his/her questions to C, C gives his/her questions to A. On a separate piece of paper, they then report the questions they have been passed, and give them in turn to the same person as before.
- Students transform the reported questions back to direct questions to find out what the original questions were.

#### LESSON 4 SB page 4 WB page 3

##### Aims: Learners will

- practise reporting requests, instructions and questions
- learn to formulate e-mails and invitations

##### Structures:

*Ahmed invited Tom to a party.*

*Ahmed asked Tom if he wanted to come to a party on Thursday.*

##### New vocabulary:

invitation, last (v), wish

##### Functions:

Inviting people to attend events

Accepting and turning down invitations

##### Before using the book:

- Introduce the new word *invitation* and discuss what you would write an invitation for.
- To practise reported questions, ask students to report the questions and requests that you just gave them in relation to invitations.

**10 Lesson 4**

**8 Read and answer**

Read quickly then ask and answer.

a Who wrote to Tom and who wrote to Enas?  
b Why did they write?  
c What time and day is the party?  
d What is the meeting about?  
e Who can't accept the invitation? Why not?

54 Hassan Hussein St  
Nasr City  
20th February

Dear Tom

Do you want to come to a party on Thursday? The party is at three o'clock at my house. Do you know how to get here? We're going to paint and play games so please don't wear new clothes. Please write back.

Ahmed

Dear Ahmed

Thank you very much for inviting me. I would love to come. See you Thursday.

Tom

PS: How long will the party last?

To: Enas  
From: Soha  
About: A meeting

Dear Enas

I'm inviting some friends to a meeting about the Computer Lab. Can you come? The meeting is at my house on Tuesday afternoon. Is three o'clock OK? Please e-mail and say if you can come.

Soha

To: Soha  
From: Enas  
About: A meeting

Dear Soha

I'm very sorry but I can't come to the meeting. I wish I could. I have to go to the dentist on Tuesday afternoon.

Enas

PS: Who is going?

**9 Report what they said**

Report the requests and questions in the letters and e-mails.

Ahmed invited Tom to a party.

Ahmed asked Tom if he wanted to come to a party on Thursday.

## 9 Report what they said

- 1 Read through the instructions and example in the speech bubbles.
- 2 Go through each text in Exercise 8 and ask students to identify the questions and requests.
- 3 Tell students to refer back to the transformation patterns for reporting speech on SB page 2 if they need to.
- 4 Students form pairs and report the questions and requests in the invitations and replies.
- 5 Monitor, noting any common errors to review with the whole class after the activity.
- 6 Check their answers.

### Answers:

Ahmed told Tom not to wear new clothes.  
Ahmed asked Tom to write back.  
Tom asked Ahmed how long the party would last.  
Soha asked Enas if she could come / to come to a meeting about Computer Lab / Soha invited Enas to a meeting.  
Soha asked if three o'clock was OK.  
Soha asked Enas to e-mail and say if she could come.  
Enas asked who was going to the meeting.

## 8 Read and answer

- 1 Ask students what kind of documents these are (*letters and e-mails*).
- 2 Read through the questions and check understanding.
- 3 Encourage students to scan the texts for the answers. Set a time limit.
- 4 Students read the letters and e-mails and answer questions a–e. They can write notes (key information) in pencil next to the questions in the book.
- 5 Check understanding from the context of the new word *last* in Tom's reply.
- 6 Check their answers.

### Answers:


- a Ahmed and Soha
- b To invite them to a party and a meeting.
- c Thursday at three o'clock.
- d Computer Lab
- e Enas, because she is going to the dentist.





A visitor to Egypt **10**

**5 Write an invitation to a friend**



Read the invitations on page 4 of your Student's Book.

This will help you with your work.

Say	who the e-mail is to, who it is from, what it is about.
Invite	your friend.
Say	if the invitation is for: a party, game, meeting or meal.
Say	where, what date and what time your friend should come.
Ask	two questions.
Make	one request.
Put	your name.

**To:** \_\_\_\_\_

**From:** \_\_\_\_\_

**About:** \_\_\_\_\_

.....

.....

.....

.....

.....

.....

.....

.....

**6 Read your friend's invitation and reply to it**

**To:** \_\_\_\_\_

**From:** \_\_\_\_\_

**About:** \_\_\_\_\_

.....

.....

.....

.....


.....

.....

.....

**7 Ask and answer**

Report the questions and requests in your friend's e-mail.



- Students write real e-mails in English.
- Bring in real e-mails, or create some, and get students to report the requests and questions contained in them.

### 5 Write an invitation to a friend

- 1 Explain the task. Students will write an e-mail to a friend inviting them to do something, using the frame in the book as a guide.
- 2 Read through the instructions on the left of the e-mail template and elicit examples of each point.
- 3 Students write the invitation individually in class, or for homework.

### 6 Read your friend's invitation and reply to it

- 1 Students form pairs and write a reply to each other's e-mail. They can do this individually in class, or for homework.

### 7 Ask and answer

- 1 In their pairs, students report the questions and requests in their partner's e-mail.

**Answers:**

Answers will vary.

## LESSON 5 SB page 5

### Aims: Learners will

- identify different parts of speech: nouns, verbs and adjectives
- learn about word formation
- revise reported speech

### 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.

## & SB Page 5

Lesson 5 **10**

### DO IT YOURSELF Parts of speech

Read, then put a ✓ or a ✗

	Noun	Verb	Adjective
a e-mail			
b gold			gold
c artist			artistic
d wish		wish	
e crowd	crowd		crowded
f history			historical

Tick if the noun is the same word as the verb or adjective.  
Cross if the noun has a different form to the verb and adjective.

What part of speech is the red word?

**Write noun, verb or adjective**

a There was a large crowd of people on the bus.	noun
b Sally's friend wants to study to be an artist.	
c Nadia went to Khan el-Khalili to buy a gold necklace.	
d I'm sorry I can't come to the party. I wish I could.	
e Tom e-mailed his questions to Ahmed.	
f One of Sally's best subjects at school is history.	

### REVIEW Look at the key language

**Key language**

- ☒ Hesham asked Nadia what time it was.
- ☐ Nadia told Salma not to be noisy.
- ☐ Samy told Ahmed where the class was.
- ☐ Salma asked Nadia where her new shoes were.
- ☐ Soha asked Ahmed when he would be home.
- ☐ Salma asked her father to take her to the zoo.
- ☐ Hesham told the secretary to send an e-mail to one of his customers.
- ☐ Ahmed asked his mother to help him with his homework.

**REMEMBER**

- a reported requests
- b reported instructions
- c reported wh- questions

Make two more examples of a to c.



### Read, then put a ✓ or a ✗

- 1 Revise the meanings of the words *noun*, *adjective* and *verb* and elicit examples.
- 2 Read through the words in the noun column and revise their meanings.
- 3 Read through the example to demonstrate the task.
- 4 Students tick or cross each row.
- 5 Check their answers.

### Answers:

a ✓ (given)	b ✓	c ✗
d ✓	e ✗	f ✗

### Write noun, verb or adjective

- 1 Remind students to think about what the word is doing in the sentence: does it describe a noun? (*adjective*). Does it say what someone or something did, or how someone or something is?

(*verb*). Is it a thing or person? (*noun*).

- 2 Students read the sentences and write the correct part of speech next to each one.
- 3 Check their answers and discuss how they know which form to choose.

### Answers:

- a noun (given)
- b noun
- c adjective
- d verb
- e verb
- f noun



- 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.

- 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 3 language items in the *Remember* box.
- 7 Students share their ideas with the whole class.

**Answers:**

c (given)  
b  
c  
c  
c  
a  
b  
a



### Further practice

- Do spelling tests of the new vocabulary from the unit. Give anagrams of the new words and award points to the first person to solve them.
- Divide the class into teams and have them report as many questions and requests that were asked in the lesson that they can remember. The team with most correct answers wins.

## A s s e s s m e n t

### Listening Task

**Target element: reported questions**

Use WB page 2, Exs. 3 and 4. Give students copies of the questions from Ex. 3. Read the reported questions from Ex. 4 in random order and have students number the questions in the order the reported versions are read out.

### Speaking Task

**Target elements: reporting questions and requests**

Use WB page 3 Ex. 5. Students report what questions and requests they wrote in their own e-mails to their friends.

### Reading Task

**Target elements: transforming reported questions and requests and instructions to direct speech**

Use the review exercise on SB page 5. Do a matching exercise. Write direct questions, requests or instructions and have students match them to the correct reported versions, e.g.

**Hesham asked Nadia what time it was.**

- a) What time was it, Hesham?
- b) What time is it, Nadia?

### Writing Task

**Target elements: writing an e-mail**

Students write an informal e-mail inviting a friend to their house to watch a film, and asking what time is good for them, and asking them to bring some chocolate.