

LESSON 1 SB page 18

Aims: Learners will

- practise using the present perfect continuous
- practise listening and speaking skills

Structures:

Hesham has been going to car companies to look at cars.

New vocabulary:

hurt, roller-blade (n & v)

Functions:

Describing things that have been happening recently

Before using the book:

- Revise the present perfect continuous and introduce its use of giving news to friends: invent a family of four children and their new hobbies. E.g., one has just started keeping a snake as a pet, one has just started training to run a race, one has just started singing lessons, etc. Then give them a model for pair work. Tell them you are the mother of these children and you're telling your friend about what your children have been up to, e.g., *Hany has been taking singing lessons*, etc. Put students into pairs and have them role play the mother/father of the children speaking to a friend.

UNIT 4 New projects Lesson 1

In this unit, you will:

- look at the present perfect continuous.
- compare it with the present perfect.
- reply to good or bad news.
- describe hobbies and projects.

1 Listen and match

1 Look at the picture. Guess who has been using these things. Then listen and check.

2 **Make two sentences about the pictures**

Hesham has been going to car companies to look at cars.

Next week he's going to buy a new car.

a Hesham / go to car companies / look at cars. / buy a new car
 b Salma / go to park / learn to roller-blade. / roller-blade by herself
 c Maher / go to clinic / because his foot hurts. / go to hospital
 d Nadia / go to driving school / have driving lessons. / take a driving test
 e Soha / go to language school / learn Greek. / get a Greek pen friend.

1 Listen and match

- 1 Draw attention to the unit aims box and explain.
- 2 Students look at the pictures and say what the things are. Introduce *roller-blades* and *roller-blading* for picture 2, and *hurt* for picture 3.
- 3 Students do the matching task.
- 4 Before you play the cassette or read the tapescript, tell students that they should listen to check their answers, and also listen for more information about what the characters are doing, and why.
- 5 Play the cassette or read the tapescript.
- 6 Check answers with the class and ask what else students understood from the script.



Tapescript

1

Hesham has wanted a new car for a long time. During the last week he's been going to car companies to look at new cars. He's been choosing which car to buy. Next week he's going to buy a new car.

2

Salma has been going to the park for the last two weeks to learn to roller-blade. Soha has been helping and Salma hasn't fallen. Next week, Salma's going to roller-blade by herself.

3

Maher has had a problem since last month. He's been going to a clinic to see a doctor because he's hurt his foot. He's been taking the medicine which the doctor gave him, but his foot hasn't stopped hurting. He's going into hospital next week.

4

Nadia has been going to a driving school since August and she's been having driving lessons to learn to drive. She has become a good driver and next week she's going to take her test.

5

Soha has been going to language school for the last month to learn a new language. She's been learning Greek. At first she found it very difficult but now she finds it easier. Next week, she's going to get a Greek pen friend.

Answers:

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

2 Make two sentences about the pictures

- 1 Read through the example with the class. Make sure they have understood how the prompts are split into two sentences with the full stop after *cars*, and relate this to the example exchange.
- 2 Students form pairs and take it in turns to make sentences as in the example.
- 3 Monitor, noting any common errors to review with the whole class after the activity.
- 4 Ask some pairs to demonstrate.
- 5 Play the cassette or read the tapescript again to confirm their answers.

Answers:

- b Salma has been going to the park to learn to roller-blade. She is going to roller-blade by herself.
- c Maher has been going to the clinic because his foot hurts. He's going to go to hospital.

- d Nadia has been going to a driving school to have driving lessons. She's going to take a driving test.
- e Soha has been going to a language school to learn Greek. She's going to get a Greek pen friend.



Further practice

- Students talk about what they and members of their families have taken up doing recently.
- They invent other reasons for different people taking up the activities on page 18, e.g., *Hany has been going to car companies because he wants to sell his old car. Tamer has been learning to roller-blade because he doesn't like walking everywhere. Amal has been learning to drive because she's just won a car in a competition.*

LESSON 2 SB page 19 WB page 12

Aims: Learners will

- practise using the present perfect with *just*
- learn to respond to being told good and bad news
- practise reading, speaking and writing skills

Structures:

I've just bought a new one for a very good price.

New vocabulary:

Congratulations!

Functions:

Reporting achievements
Responding to being told good and bad news

Before using the book:

- Revise the present perfect with *just*: ask students about things they and people in their families have recently bought to elicit *I've just bought a new school bag, My brother's just bought a new mobile phone*, etc.
- Revise what the characters from page 18 have been doing, and why.

Lesson 2
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3 Read and write the names

I've just been on my roller-blades for five minutes without stopping.

a Salma

I've been to hospital but my foot still hurts.

b _____

I've just bought a new one for a very good price.

c _____

I've just written my first e-mail. My pen friend didn't understand it!

d _____

I've just passed. I'm very happy.

e _____

4 Make dialogues

For happy things
Congratulations! Great news!
Well done! That's really great.

For sad or bad things
Oh dear. I'm very sorry about that.
Oh no! I'm so sorry.

Now make dialogues for Exercise 3.

Look at what to say when you hear good and bad news.

I've just been on my roller-blades for five minutes without stopping!

Well done! That's really great.

5 What would you say to these people?

a Your friend has lost his or her money.
b Your friend has passed an important exam.
c Your friend's sister has just had a baby.
d Your friend's brother has just found a new job.

3 Read and write the names

- 1 Revise key vocabulary. Look at the pictures of the characters and ask students what they are doing.
- 2 Read through the speech bubbles and explain where necessary.
- 3 Read through the example to demonstrate the task.
- 4 Students read the speech bubbles and match them to the characters. They write the names in the boxes.
- 5 Students form pairs and compare answers.
- 6 Check answers with the whole class.

Answers: _____

a Salma (given)
b Maher c Hesham d Soha e Nadia

4 Make dialogues

- 1 Introduce *Congratulations!*
- 2 Read through the task directions and the example and explain that students should use

the speeches from Exercise 3 to make their dialogues.

- 3 Students form pairs and complete the task.
- 4 Monitor, noting any common errors to review with the whole class after the activity.
- 5 Ask some pairs to demonstrate.
- 6 Discuss the use of tenses. Ask *Which tense is this?* (present perfect), *How is it different from the tense used on page 18, and why is it used here?* (the statements describe actions that are recent but complete – we often use it to talk about recent achievements).

Answers: _____

(There will be some variation.)

b "I've been to hospital but my foot still hurts." "Oh dear. I'm very sorry about that."
c "I've just bought a new one for a very good price." "Well done! That's really great."
d "I've just finished. I didn't do well. I was last." "Oh no! I'm so sorry."
e "I've just passed. I'm very happy." "Congratulations! Great news!"

5 What would you say to these people?

- 1 Read through the situations and ask if each is good or bad news.
- 2 Students form pairs and complete the task.
- 3 Monitor, noting any common errors to review with the whole class after the activity.
- 4 Check their answers.

Answers: _____

(Answers will vary.)

a I'm really sorry to hear your bad news.
b Congratulations. Great news! / Well done. That's really great.
c Congratulations! Great news!
d That's really great. Congratulations!

UNIT 4 New projects
LESSON 1



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

- The boy came _____ in his class.
a first **b second** c third d last
- Sawsan has been staying with her uncle in _____
a Aswan b Luxor c Alexandria d England
- Ali has been _____
a on a boat trip b in bed c on holiday d in hospital
- Ahmed scored _____ goals.
a one b two c three d no

2 Finish the following dialogue

been dear first have working worry

Sally: Mum, you know I've been **a** *working* hard at school.
Nawal: Yes, you **b** _____, Sally.
Sally: And I've **c** _____ revising for my exams.
Nawal: Yes, I know.
Sally: Well, I've got some good news. I came _____
d _____ in my class exams.
Nawal: First? Well done! That's really great.
Sally: But I've got some bad news, too.
Nawal: Oh **e** _____, What?
Sally: I left my mobile phone on the bus.
Nawal: Don't **f** _____, Sally. Soha phoned and said she'd found it. She'll give it to you tomorrow.
Sally: Fantastic!



Now read the dialogue with a partner.

3 Write what you would say in the following situation

a You've had a headache for a month. You go and visit the doctor.

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

- Read through the options with the students and check understanding.
- Play the cassette or read the tapescript. Students circle *a, b, c* or *d* to answer each question.
- Check their answers.
- Ask what students can tell you about any of the scenarios.

Tapescript

1

Boy: *I've been working very hard at school, Mum, and I've done well in my exams.*
Mother: *That's good. Where did you come?*
Boy: *I came second.*
Mother: *Congratulations. That's good news.*

2

Magda: *I haven't seen you for months, Sawsan.*
Sawsan: *No, I've been staying with one of my uncles.*
Magda: *Oh, that's nice. Which one? The one in Luxor or the one in Alexandria?*

Sawsan: *My uncle from Alexandria has just moved to a new job. So I've been staying with him in Aswan.*

3

- Man 1: *Hello, Ali. I haven't seen you for a long time. Have you been on holiday?*
Man 2: *No, I haven't been feeling very well.*
Man 1: *Oh dear. I'm very sorry about that.*
Man 2: *It's OK. I've been in bed for a week, but I'm feeling fine now.*
Man 1: *Oh, good.*
Man 2: *Yes, tomorrow I'm going to go on a boat trip.*
Man 1: *Fantastic! That's really great.*

4

- Soha: *You look hot, Ahmed. What have you been doing?*
Ahmed: *Playing football.*
Soha: *Did you score any goals?*
Ahmed: *Yes.*
Soha: *That's really great.*
Ahmed: *Yes and no. I scored two goals for our team, and I scored a goal for the other team by mistake!*

Answers:

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

2 Finish the following dialogue

- Read through the example to demonstrate the task and make sure students understand that the words they should use are given in the box.
- Students write the missing words in the gaps individually in class, or for homework.
- Check their answers.

Answers:

- a working (given)
b have
c been
d first
e dear
f worry

3 Write what would you say in the following situation

- Read through the situation with the students.

- Students write the missing parts individually in class, or for homework.
- Check their answers.

Answers:

(Answers will vary.)

- I haven't been feeling well for a month./I've been getting headaches for a month.



Further practice

- Students play 'Good News/Bad News.' Start with the opening of a story. Say *The good news is ... we've won a million pounds!* S1 has to respond to your good news, but then add some bad news of his/her own, e.g., *Well done! That's great news. But the bad news is ... someone stole it from us.* S2 responds to S1's bad news, but then adds some good news of his/her own, e.g., *Oh dear! I'm sorry about that. But the good news is ... the police caught them and gave the money back to us.* The game continues until everyone has said something, alternating good news with bad news, and responding to it appropriately.

LESSON 3 SB page 20 WB page 13

Aims: Learners will

- compare the present perfect continuous and the present perfect
- talk about hobbies
- practise all skills

Structures:

*How long have you been doing your hobby?
I've been collecting stamps for eight years.
We have learned a lot.*

Functions:

Describing hobbies

Before using the book:

- Revise the present perfect with *How long ...? For ...*. Ask three students to come to the front of the class and, one at a time, hold their breath or stand on one leg, etc. Get another student to time them with a watch that has a second hand. While they are doing this, ask the student with the watch *How long has he/she been holding*

his breath? Write the answer on the board: **He's been holding his breath for 20 seconds.** When the student has stopped, ask *How long has he just held his breath?* and write on the board **He's just held his breath for one minute.** Discuss the different uses of the two tenses.

& SB Page 20

4 Lesson 3

6 Ask and answer questions

Look at the picture.

Ask and answer.

a Who do you think the man is?
b What has been happening?
c What have they been talking about?

7 Listen and choose the correct answer from a, b or c

1 What time is it? a 5.05 b 5.10 c 5.30

2 What is Sally and Soha's unusual hobby?
a running a home b running a website c using a computer

3 How long has Sally been doing this hobby?
a one and a half years b two years c two and a half years

4 What was Soha's second reason for starting the website?
a to have a website for girls b to have a website for boys c to help people practise English

5 Who uses Computer Lab now?
a boys b girls c boys and girls

6 What kind of things are on Computer Lab now?
a pictures b stories c many different things

8 Ask and answer

a Ask a friend about a favourite hobby or interest.
b Ask how long they have been doing it.
c Ask about when and how they started.
d Ask about what they have learned from their hobby.
e Ask why they like it.

What's your favourite hobby?
My favourite hobby is chasing chickens.
I've been doing it since I was a young fox.

6 Ask and answer questions

- Read through the questions with students.
- Students form pairs and ask and answer the questions, saying what they think is happening in the picture.
- Monitor, noting any common errors to review with the whole class after the activity.
- Ask some pairs to give their answers. Encourage them to use full sentences in their answers to practise the present perfect continuous.

7 Listen and choose the correct answer from a, b or c

- Read through the questions and options with the students and check understanding. Get them to guess some answers.

- 2 Play the cassette or read the tapescript. Students circle *a*, *b* or *c* to answer each question.
- 3 Check their answers.
- 4 Play the cassette or read the tapescript again to confirm their answers, stopping just after each answer is heard.



Tapescript

Magdy: Right, the time is five thirty. You're listening to *Children's Favourites*. I'm Magdy Suleiman. In today's programme, we're going to talk to two children with an unusual hobby. Please welcome Soha Zaki and Sally Shukri. Hello, Soha. Hello, Sally.

Both: Hi.

Magdy: Now Soha, what's your unusual hobby?

Soha: Sally and I have been using our computers to run a website from our homes.

Magdy: Running a website from your homes? That is unusual. And how long have you been running this website?

Sally: Well, I haven't been doing it as long as Soha. I've been helping with the website for a year and a half.

Magdy: And what about you, Soha?

Soha: And I've been running it for about two and a half years. I had the idea for a website about three years ago.

Magdy: I see. And why did you start it?

Soha: Well, for three reasons. When we got the internet, there were lots of things for boys – you know about sport and football – but there weren't many websites with interesting things for girls.

Magdy: So you started a website for girls?

Soha: To begin with, yes. My second reason for starting the website is to give students a chance to practise their English.

Magdy: So the website is in English, Sally?

Sally: Yes, that's right. Our English has been getting better because of our website.

Magdy: Yes, I'm sure. Soha, you said there were three reasons for starting the website. What was the third reason?

Soha: Because I've always been interested in computers. I hope to work with computers when I leave school.

Magdy: That's great! So what's your website called?

Sally: Computer Lab.

Magdy: OK. You started Computer Lab for girls. Are girls the only people who use the website?

Soha: No. We found that boys were using Computer Lab as well.

Sally: Yes. Boys have found the things on our website interesting, too.

Magdy: So what kinds of things do you put on your website?

Soha: We started with stories which we wrote and pictures which we drew. Now we have lots of different things – stories and poems, articles from the internet, letters and stories from students who use our website and photos which people send us.

Magdy: And how long do you think you will continue with Computer Lab? ...

Answers:

- 1 c (given)
 2 b 3 a 4 c 5 c 6 c

8 Ask and answer

- 1 Read through the instructions and the example exchange with the students and check understanding. Elicit a few answers from the class.
- 2 Monitor, noting any common errors to review with the whole class after the activity.
- 3 Ask some pairs to demonstrate.

WB Page 13

Lesson 2 4

4 Write sentences as in the example

a Sara/do/homework, write/story
 Sara has been doing her homework.
 She has written a story.

b Hilal/Alì/play football, Hilal/just/score

c Nahla/shop, buy/two blouses

d Hilal/roller-blade, fall/ground

e Mr/Mrs Hussein/eat lunch, not finish yet

f Basma/look for a ruler, just find

13

4 Write sentences as in the example

- Students look at the pictures and say what is happening.
- Read the example with students to demonstrate the task, highlighting the structures they should use in each of the two sentences: the present perfect and the present perfect continuous.
- Students complete the task individually in class, or for homework.

Answers:

- Sara has been doing her homework. She has written a story. (given)
- Hilal and Ali have been playing football. Hilal's just scored a goal.
- Nahla has been shopping. She's just bought two blouses.
- Hilal has been roller-blading. He's just fallen on the ground.
- Mr and Mrs Hussein have been eating lunch. They haven't finished yet.
- Basma has been looking for a ruler. She's just found it.



Further practice

- Students give presentations about their hobbies, bringing in collections, photographs, trophies, etc.

LESSON 4 SB page 21 WB page 14

Aims: Learners will

- practise the present perfect continuous and the present simple
- read and understand connectives: *however, although, on the other hand, also, in addition, despite*
- practise reading skills

Structures:

We have been producing cheaper energy. However, I'm sure that younger project engineers will continue the work.

New vocabulary:

complex, dam (n), effect (n), fertile, glorious, however, produce (v)

Functions:

Describing effects

Before using the book:

- Ask students if they know what an engineer does. What different kinds of things do engineers design and make? Do they know anyone who is an engineer?

& SB Page 21

Lesson 4

9 Read and choose the correct meaning

1 *Complex* means a simple. b not simple. c cheap.

2 *Fertile* means produces good a crops. b cars. c energy.

3 *Fertilisers* are substances a increase b help crops c scare that money, grow. birds.

4 *Glorious* means a poor. b safe. c beautiful.

Today Dr Shakir Badawi, a project engineer, writes about new projects in Egypt.



Computer lab

Being healthy Farming History People Science Stories Travel Water Work

1 I have been working as a project engineer for many years. New projects are very important for the future. They are also very **complex** and sometimes produce different effects to the ones that you had planned.

2 The High Dam is an example. The dam has controlled the waters of the Nile since 1971. In addition, we have been producing cheaper energy. On the other hand, because the dam has stopped the **fertile** earth which the river used to carry, we need expensive **fertilisers** to grow food.

3 Transport is another example. We have been building new roads so people can travel easily. On the other hand, traffic in cities is still slow because the number of cars has been growing.

4 The metro has helped transport in Cairo. The government has built two lines from El MARG to Helwan and from Shobra to Giza. Although they are safe, cheap and make the environment cleaner, building them is expensive and takes a long time.

5 Despite my work being important, I am happy to retire. I have worked hard. However, I'm sure that younger project engineers will continue to work for the future of our **glorious** country.

10 Read again and complete the table

	Good effects	Problems
Projects	<i>important for the future</i>	<i>produce different effects to those planned</i>
High Dam		
New roads		
Cairo metro		

11 Discuss

a Which of these projects is the most important, do you think?

b Why?

9 Read and choose the correct meaning

- Students look at the text and say what kind it is (an internet page), and what the subject is, according to the menu bar (*work*).
- Have them read the speech bubble.
- Ask who Dr Shakir Badawi is.
- Ask students to look at the picture of Dr Badawi and say how old they think he is, and how long they think he's been an engineer.
- Introduce the new word *dam*.
- Students read the text and work in pairs to deduce the best meaning for the words from the article.
- Check their answers out loud.

Answers:

1 b 2 a 3 b 4 c

10 Read again and complete the table

- 1 Check that students understand the meaning of *effects* and elicit some examples, such as the effects of a storm. Then discuss planned and unplanned effects, e.g., the effects of building a new supermarket. Planned effects might be making an area busier and making shopping for food easier for local people, but an unplanned effect might be people buying less local produce, etc.
- 2 Explain the task. Students read the text again to find the effects of the different projects and the problems caused by them, and write them in the table. Explain that they only need to write key information in note form, as in the example.
- 3 Students complete the task individually, then form pairs and compare their answers.
- 4 Check their answers with the whole class.

Answers:

High Dam	cheaper energy	river doesn't carry the fertile earth, so fertilisers have to be used
New roads	people can travel easily	traffic is slow in cities
Cairo metro	safer; cleaner environment	expensive to build, takes a long time to build

11 Discuss

- 1 Put students in groups of 3–4 to discuss the question.
- 2 Students report back to the class what their group thought.
- 3 Have a class vote to see which project was considered the most important overall.

4 Lesson 3

5 Read and match

- | | | |
|------------------------------------|---|---|
| a Ahmed has been revising maths | 1 | despite the weather being cold. |
| b Nadia has been making a cake. | 2 | although she isn't going to Greece this year. |
| c The Zakis like living in a city. | 3 | However, she isn't going to eat it before the others come home. |
| d Soha has been studying Greek | 4 | because he's got an exam tomorrow. |
| e Salma has been playing outside | 5 | On the other hand, they like visiting the country. |

6 Read the following, then answer

Science Week

Mr Abdou, his wife and three children are helping in a science experiment. The Abdous live in a comfortable home with the usual electronic equipment like computers, a CD player, a video and a TV. They also have a fridge, an

electric cooker and water heater.

"My home uses a lot of energy and this is expensive," Mr Abdou told us. "Some scientists asked us to put equipment on the roof. We have been using it to heat our water for three months. Now we don't pay so much money on energy. It's great." A scientist added, "We have been designing this



equipment for two years. In Egypt the sun shines most days. It's a good idea in a hot country to use energy from the sun."

a Answer the following questions

- 1 Who lives in a comfortable home? *Mr Abdou and his family.*
- 2 What kind of electronic equipment do they have?

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

- 3 Which of these things does Mr Abdou say is expensive?

a electronic equipment	b scientific experiments
c using a lot of energy	d houses
- 4 How long have the Abdous had the equipment on their roof?

a one month	b two years
c three months	d two days
- 5 Which of these ideas does the scientist say is good?

a living in Egypt	b living in hot countries
c paying money for energy	d getting energy from the sun

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5 Read and match

- 1 Revise the use of *despite*, *although*, *however*, *because* and *on the other hand*.
- 2 Make sure students understand the task. Do the first sentence as an example.
- 3 Students do the matching. They can do this individually in class, or for homework.
- 4 Check their answers.

Answers:

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

6 Read the following, then answer

- 1 Make sure students know what *electronic equipment* is.
- 2 Read through the questions and check understanding.
- 3 Students read the article and answer the questions. [N.B. "pay for" or "spend on", but not "pay on"]
- 4 Check their answers.

- 5 Ask the class if anyone has this sort of heating, and what they think of it.

Answers:

- a 1 Mr Abdou and his family (given)/The Abdous.
 2 Computers, a CD player, a video, a TV, a fridge, a cooker and a water heater.
 b 3 c 4 c 5 d



Further practice

- Use the sentences in WB Exercise 5 to generate more linking practice. Use sentence beginnings a–e and get students to come up with different endings with different linkers, e.g., *Ahmed has been revising maths, despite ... Ahmed has been revising maths. However, ...*

LESSON 5 SB page 22

Aims: Learners will

- compare the present perfect simple and continuous
- respond to being given good and bad news

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 22

Lesson 5

DO IT YOURSELF

Underline the verbs. Then ✓ the correct tense or tenses

– actions which continue from the past to the present without stopping

– actions that finished very recently

– past actions which have an effect in the present.

– past actions when a time or date is not given.

The present perfect continuous is for...

The present perfect simple is for...

	Present perfect simple	Present perfect continuous
a They've been building the metro since 1981.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b They've just opened two new lines.	<input type="checkbox"/>	<input type="checkbox"/>
c Have you been to Greece?	<input type="checkbox"/>	<input type="checkbox"/>
d Computer Lab has been an interesting website for boys and girls.	<input type="checkbox"/>	<input type="checkbox"/>
e Ahmed has painted a picture. Isn't it good?	<input type="checkbox"/>	<input type="checkbox"/>
f I've been doing my homework for an hour.	<input type="checkbox"/>	<input type="checkbox"/>

REVIEW Look at the key language

REMEMBER

a the present perfect continuous
 b the present perfect
 c how to reply to good news
 d how to reply to bad news

e Find words or phrases which join sentences or parts of sentences.
 although but complex
 dam fertile however
 on the other hand race

Key language

b In addition to Turkey, Hesham has also been to China.
 How long has Samy been waiting?
 Congratulations on passing your test, Soha.
 Look, Ahmed has had his hair cut.
 Nadia has been learning to drive since April.
 I am very sorry about your foot, Granddad.

Make two more examples of a to d.



Underline the verbs. Then ✓ the correct tense or tenses

- Read through the uses of the two present perfect tenses in the speech bubbles. Give examples of each use.
- Revise the form of each tense.
- Read through the directions for the task and check understanding.
- Students complete the task individually.
- Check answers with the whole class.

Answers:

- b simple c simple d simple
 e simple f continuous



- Draw students' attention to the *Remember* box and read a–d. Elicit examples.
- Read through the examples of key language with the students and check understanding.
- Explain that students should write the correct letter a–d 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 four language items in the *Remember* box.
- 7 Students share their ideas with the whole class.
- 8 Students read the words in the box for task *e* and underline the words that connect clauses or sentences.

Answers:

b (given)

a

c

b

a

d

e although, but, however, on the other hand



Further practice

- Students play ‘Good news/Bad news’ again. (See *Further practice*, Lesson 2.)

A s s e s s m e n t

Listening and Speaking Task

Target element: replying to good and bad news

Prepare some cards with good or bad news on them to be read out by the teacher or, if the task is to be done in pairs, by students to other students.

Suggestions for cards:

I’ve just broken my arm.

My grandma has just come out of hospital. She’s much better now.

I’ve passed my piano exam.

I’ve just got a weekend job.

Students respond with an appropriate phrase.

Reading Task

Target elements: the present perfect continuous and ‘How long?’, ‘since’ and ‘for’

Use the tapescript for SB page 18, Ex. 1. Students read the dialogue and answer the following questions:

- 1 How long has Hesham been looking at cars?
- 2 How long has Soha been learning Greek?
- 3 How long has Maher’s foot been hurting?
- 4 How long has Nadia been learning to drive?
- 5 How long has Salma been roller-blading?

Writing Task

Target elements: the present perfect continuous

Use SB page 20, Ex. 8. Students write complete sentences to answer the questions about their hobbies.