

LESSON 1 SB page 35

Aims: Learners will

- learn to use *not only ... but also* for linking
- learn about a rare fruit
- revise past tenses

Structures:

He didn't only take treasures, but he also took plants which people had left for their kings.

New vocabulary:

hardly anyone, palm

Functions:

Listing
Reporting past events

Before using the book:

- Revise past tenses. Ask students to tell you a story from the book, e.g., Hesham leaving his phone at home when he went to Rome. Then tell it again, starting in the middle so that they can practise the past perfect: *When Hesham got to his hotel room, he phoned Nadia. He had been in a meeting all day. He had looked for his phone everywhere and he hadn't found it. He thought he must have lost it. Nadia told him he had left it at home. He hadn't lost it in Rome, etc.*

1 Listen and match

a **A LOOK INSIDE EGYPTIAN TOMBS**

b **A STRANGE PURPLE FRUIT**

c **MORE DISCOVERIES IN THE DESERT**

d **A SCIENTIST FINDS A NEW KIND OF PALM**

2 Make sentences

a The Italian trader didn't only take treasures but they were also found in Sudan.

b He didn't only take food to Italy but he also took other things.

c Argun palms weren't only found in Egypt but they were also common in the gardens of ancient Egypt.

d Argun palms weren't only common in deserts but he also took plants.

3 In 1826, an Italian trader took home many things from ancient Egyptian tombs. He didn't only take treasures, but he also took things like food and plants which people had left for their kings.

4 Some years later, Carl Kunth, a scientist, studied the food which the trader had brought from the tombs. He found fruit from three different kinds of palm tree. He could name two kinds, but not the third. It was new to science.

3 In 1857, Paul von Wurtemberg, travelled in the deserts of north Sudan. He found a palm tree with strange purple fruit about the size of a tomato. Scientists took 20 years to understand that this fruit was the same as the fruit that the Italian trader had found. It was given the name "argun" palm.

4 Two English travellers found more argun palms in 1863 while they were crossing the deserts in Sudan and Egypt. After that, hardly anyone reported seeing these trees again. Now scientists are trying to understand why argun palms have become so unusual in Egypt today.

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1 Listen and match

- 1 Draw attention to the unit aims box and explain.
- 2 Ask students what kind of text this is (*a wall chart*) and what Ahmed and Samy are doing according to the bubble. (*They are making a wall chart on ancient Egyptian palm trees*).
- 3 Introduce the word *palm* with the help of the illustration. Ask what students know about the palm: what kind of fruit and leaves it has, etc.
- 4 Read through headings *a–d* and explain where necessary.
- 5 Read through the first paragraph with students and ask them which sentence of *a–d* would make an appropriate title for it (sentence *a*).
- 6 Students read the text and match the titles to the paragraphs, then form pairs and compare answers.
- 7 Check their answers.
- 8 Ask them to find *hardly anyone* in the text and if they think it means a lot or a few people.
- 9 Ask students to find examples of the past simple, past perfect, past simple passive, and past continuous in the text. Give them examples of each form to guide them.

Answers:

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

2 Make sentences

- 1 Ask students to read the first paragraph of the text about argun palms again and find the sentence that contains the structure *not only ... but also ...*.
- 2 Explain its use – to give more emphasis than a simple list, adding the meaning in this case that it was standard behaviour to take the treasures, but the Italian trader went further than most people by taking plants and food.
- 3 Read half-sentence *a* and ask students to find the end of it to demonstrate the task (2).
- 4 Students complete the task, then form pairs and compare answers.
- 5 Check their answers.
- 6 Have students read the sentences with the correct stress: strong stress on *only* and *also* and strong stress on the last word in the first half of the sentence (e.g., *treasures* in half sentence *a*) and the last words in the second half (*other things*): *The Italian trader didn't only take treasure, but he also took other things.*

Answers:

- a but he also took other things. (given)
b but he also took plants.
c but they were also found in Sudan.
d but they were also common in the gardens of ancient Egypt.

Further practice

- Students talk about the delights of the place that they live in, as if they are members of a tourist board. *You cannot only visit the largest museum in Egypt, but you can also visit the Pyramids, etc.*
- Student practise the use of *must have*, *might have* and *can't have* by speculating about why the argun palm became so rare.

LESSON 2 SB page 36 WB page 23

Aims: Learners will

- revise past tenses
- practise verbs patterns where there is more than one verb: *to + -ing* and verb + infinitive

New vocabulary:

Bangkok, be used to doing, jungle, Thailand, waterfall

Functions:

Reporting past events

Before using the book:

- Revise past tenses by asking about the history of the argun palm.
- Show students where Thailand and its capital, Bangkok, are on a map.

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16 Lesson 2

Quickly read the first part of a story about a photographer. Find examples of the following:

3 Read and write

a two past continuous verbs
b a verb in the past perfect
c two verbs + *to + -ing*
d three verbs + *to + verb*

Martin White is a famous animal photographer. Some years ago, Martin and his wife Pam were looking forward to going home from a trip to Thailand. Pam was driving them along a jungle road on the way to the airport in Bangkok, the capital, in order to fly to Britain. "Stop please, Pam," Martin said. "There's a waterfall near here and I want to take a picture of it."
"If you are going to go into the jungle alone, you must be careful," Pam said.
"Don't worry," Martin replied. "I'm used to going into the jungle. The waterfall is only two kilometres from here. You wait in the car. I'll be back in an hour."
Martin set off. He heard water crashing onto rocks so he decided to walk in the direction of the noise. There were lots of trees and walking was hard. After he'd walked for an hour, he passed a pool. But now he could hardly hear the waterfall. As he saw the sun going down, he began to think, "I must get back to the car."

Our English Magazine

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

1 Martin usually took photos of
a waterfalls. b Thailand. c animals. d jungles.

2 How did Pam feel about Martin going into the jungle?
a angry b worried c happy d excited

3 When Martin went to the waterfall, Pam was in
a the car. b Bangkok. c the jungle. d Britain.

4 When Martin passed a pool,
a he could see the waterfall. b it was night.
c he wanted to go back. d walking was easy.

5 Discuss.

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Think
What do you think happens next?

3 Read and write

- 1 Read through the structures *a–d* with the

students and make sure they know the form of each one. Get them to give some examples.

- 2 Students write the list of structures in their exercise books, leaving space to write their answers.
- 3 Introduce *jungle* and *waterfall*.
- 4 Students look at the text and say what kind it is (*a magazine article*).
- 5 Have them look at the picture and say what it illustrates.
- 6 Students read the text and find the structures, writing their answers in their exercise books.
- 7 Check their answers.
- 8 Explain the meaning of *to be used to doing* something.

Answers:

- a were looking forward to (line 2) , was driving (line 4)
- b had walked (line 18)
- c looking forward to going (line 2), used to going (line 11)
- d want to take (line 8), decided to walk (line 16), began to think (line 21)

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

- 1 Read through the sentences and the answer options and explain where necessary.
- 2 Students read the text and circle the correct answers.
- 3 Students form pairs and compare answers.
- 4 Check answers with the whole class.

Answers:

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

5 Discuss

- 1 Read through the question with students.
- 2 Students form pairs and discuss the question.
- 3 Monitor, noting any common errors to review with the whole class after the activity.
- 4 Students report their partner's answers to the class.



UNIT
The desert and the jungle
Part 1 16

1 Complete the sentences using *but ... also*

- a Salma not only likes biscuits, *but she also likes* _____ sweets.
- b Soha wasn't only waiting for Ahmed, _____ for Sally.
- c Hesham hasn't only been to India, _____ to China and Japan.
- d Ahmed hasn't only been playing tennis, _____ been running.
- e Nadia didn't only make some salads, _____ cooked some fish.
- f Sammy didn't only do his homework, _____ cleaned his room.

2 Rewrite the sentences using *not only ... but also*

- a He was a trader and a soldier.
He wasn't only a trader, but he was also a soldier.
- b Carl Kunth studied animals and plants.
- c Paul von Wurttemberg went to Sudan and Egypt.
- d The English travellers were crossing deserts and jungles.
- e Argun palms were found in the north and south of Egypt.

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

- 1 Paul Martin wanted _____ a photo of a waterfall.
a take b to taking c taking d to take
- 2 Pam and Martin were looking forward _____ in Bangkok.
a arrive b to arriving c arriving d to arrive
- 3 Martin was used _____ into the jungle with no one with him.
a go b to going c going d to go
- 4 Martin saw the sun _____ behind the trees.
a down b to going down c going down d to go down
- 5 Martin could hear the water _____ onto the rocks.
a fall b to falling c falling d to fall



1 Complete the sentences using *but ... also*

- 1 Read the example with students to demonstrate the task, highlighting the structure that they should use in their sentences: *not only ... but also ...*
- 2 Students complete the task individually in class, or for homework.
- 3 Check their answers.

Answers:

- a but she also likes (given)
- b but she was also waiting
- c but he has also been
- d but he's also
- e but she also
- f but he also

2 Rewrite the sentences using *not only ... but also*

- 1 Read through the example to demonstrate the task. Make sure students understand that they will need to expand the sentences given to make them more emphatic.

- 2 Students write the sentences individually in class, or for homework.
- 3 Ask students to repeat the sentences to practise correct stress.

Answers:

- a He wasn't only a trader, but he was also a soldier. (given)
- b Carl Kunth didn't only study animals, but he also studied plants.
- c Paul von Wurtemberg didn't go only to Sudan, but he also went to Egypt.
- d The English travellers weren't only crossing deserts, but they were also crossing jungles.
- e Argun palms weren't only found in the north of Egypt, but they were also found in the south (of Egypt).

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

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

Answers:

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

Further practice

- Students make up sentences about their favourite people: singers, family members, sports stars, historical figures, using *not only ... but also ...*, e.g., *He is not only a very handsome man, but he also sings beautifully.*

LESSON 3 SB page 37 WB page 24

Aims: Learners will

- learn about expressing hope, worry and fear with intonation

New vocabulary:

footprint, hopeful

Functions:

Expressing feelings

Before using the book:

- Revise the previous story about Martin White.
- Ask students to tell all the words they know to express feelings, then ask how students would feel in given circumstances: in a storm, before

an exam, if someone you love is ill, if a tiger escaped from the zoo and came to school, etc.

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Lesson 3 16

6 Listen and number

Guess the correct order of the pictures. Now listen and check. Then tell the story with your partner.

7 Listen and repeat, then answer

First, listen and repeat. Now listen again. How do the people sound? Choose a, b or c.

- 1 What's that? a worried b hopeful c afraid
- 2 I must get back to the car. a worried b hopeful c afraid
- 3 It's getting very dark. a worried b hopeful c afraid
- 4 I'll follow these footprints. a worried b hopeful c afraid

Say the sentences to sound worried, hopeful or afraid.

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6 Listen and number

- 1 Students look at the pictures and tell you what is happening in each one. Get them to predict the correct order of the story.
- 2 Play the cassette or read the tapescript. Students number the pictures according to the order of the story on the tape.
- 3 Check their answers.
- 4 Play the cassette or read the tapescript again.
- 5 Ask students how the characters in the story were feeling.



Tapescript

1

Pam White sat patiently in the car, then looked at her watch. "I'm sure Martin won't be long," she thought. "He said he would be here in an hour."

2

Later, Pam wanted some air and left the car. She jumped when she heard a loud noise. "What's that?" she cried. It was an animal in the trees above her head.

3

Pam walked to where Martin had gone into the jungle. She was hoping to find his footprints. She looked at the ground, but she couldn't see anything. "I mustn't leave the car," she thought.

4

At the same time, Martin was trying hard to walk through the thick jungle. He was beginning to feel afraid. "It's getting very dark. I must get back to Pam," he thought.

5

Then Martin looked down. There were footprints on the ground. He said loudly, "Great. I'll follow these footprints. They'll take me to the road."

6

Martin began to run, but then he came to the pool where he had been before. He was following his own footprints. "I'm completely lost," he said. The sun had disappeared. It was night.

Answers:

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

I must get back to the car. (hopeful voice)

I must get back to the car. (fearful voice)

3

Man: It's getting very dark. (worried voice)

It's getting very dark. (hopeful voice)

It's getting very dark. (fearful voice)

4

Woman: I'll follow these footprints. (worried voice)

I'll follow these footprints. (hopeful voice)

I'll follow these footprints. (fearful voice)

1

Woman: What's that? (hopeful voice)

2

Man: I must get back to the car. (fearful voice)

3

Woman: It's getting very dark. (fearful voice)

4

Man: I'll follow these footprints. (worried voice)

Answers:

1 b 2 c 3 c 4 a

7 Listen and repeat, then answer

- 1 Explain the task. First, students will listen to each sentence being said on the cassette with three different kinds of intonation, and repeat them.
- 2 Play the cassette or read the tapescript. Students listen and repeat.
- 3 Stop the cassette and tell students that they will now hear each sentence once more. They must decide from the intonation how the speaker is feeling.
- 4 Continue playing the cassette or read the tapescript. Students circle the correct feeling.
- 5 Check their answers and select students to say the sentences in the correct way.
- 6 Have students practise saying the sentences in each of the three different ways.
- 7 Get some students to demonstrate to the class.



Tapescript

1

Man: What's that? (worried voice)

Man: What's that? (hopeful voice)

Man: What's that? (fearful voice)

2

Woman: I must get back to the car. (worried voice)

WB Page 24

16 The desert and the jungle Part 1

4 Read and complete the puzzle

Across

3 almost nothing; only a little or a few

5 when you walk on wet sand or earth, you leave these on the ground

6 a hot place with many trees

Down

1 a kind of tree which is found in desert areas

2 you can get these when a river comes down a mountain

4 a country in South East Asia

Now say other sentences with these words.

5 Read and correct the underlined words

a Nadia has decides to visit her aunt tomorrow evening.
Nadia has decided to visit her aunt tomorrow evening.

b Hesham has been looked forward to relaxing this weekend.

c Salma hears the plane and looked up.

d Ahmed is use to getting good marks.

e Soha sounds hopeless. She thinks she will do well.

f Salma is ill. She mustn't take her medicine.

4 Read and complete the puzzle

- Students read the clues and fill in the crossword with vocabulary from the unit. They can do this individually in class, or for homework.
- Check their answers, giving some attention to correct pronunciation.
- Have students make more sentences with the words in the crossword.

Answers:

across

- hardly
- footprints
- jungle

down

- palm
- waterfalls
- Thailand

5 Read and correct the underlined words

- Read the example sentence with students and show them that the underlined word is incorrect. Read out the corrected version out loud.
- Students complete the task individually in class, or for homework.

Answers:

- Nadia has decided to visit her aunt tomorrow evening. (given)
- Hesham has been looking forward to relaxing this weekend.
- Salma heard the plane flying over her house and looked up.
- Ahmed is used to getting good marks.
- Soha sounds hopeful. She thinks she will do well.
- Salma is ill. She must take her medicine.

Further practice

- Students predict what happens next to Martin and Pam White.

LESSON 4 SB page 38 WB page 25

Aims: Learners will

- learn about Thailand
- describe countries

Structures:

Its area is about half a million square kilometres.

New vocabulary:

Buddhist, humid

Functions:

Describing countries

Before using the book:

- Ask if students know anything about Thailand. What's the capital? Where is it? What language do they speak? What is the geography like? etc.
- Revise the points of the compass.
- Ask students what they remember about the *World Pen Friends Club*.

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16 Lesson 4

8 Listen and write
Arunee talks about Thailand. Read and write the correct titles for the notes.
Then listen and complete the notes.

Titles
Goods and Trade
Geography
Weather
Location
Religion
Main Towns

World Pen Friends Club
Name: Arunee Songkram
Age: 13 years old
From: Thailand

a Size and Location
• a big country
• in South East Asia
• half a million square kilometres
• countries to north
• Malaysia to

b
• sea on west and east
• lots of fishing villages
• mountains in north and south
• centre good for agriculture

c
• often hot and
• three
• hot (March - May), wet (September - February)

d
• capital is
• people
• modern with lots of traffic
• other big towns: Chiang Mai, Korat

e
• is most important
• fruit and vegetables
• : rice, wood
• imports: machines, cars

f
• most people Buddhists
• a lot of Buddhist
• small number of Muslims in the

9 Talk about Thailand
Use the notes to help you.
Thailand is a big country.
Its area is about half a million square kilometres.

10 Discuss
a What is the same in Thailand and Egypt?
b What is different in Thailand and Egypt?

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8 Listen and write

- 1 Students look at the picture and say who it is, how old she is and where she's from.
- 2 Read through the titles and explain where necessary.
- 3 Read through the boxes of notes and introduce the new words *Buddhist* and *humid*.
- 4 Students read the speech bubbles at the top.
- 5 Explain the task. Students will listen and write in the titles at the top of each box and fill in the gaps in the notes.
- 6 Play the cassette or read the tapescript. Students complete the task.
- 7 Check answers with the whole class.
- 8 Play the cassette again or read the tapescript. Students follow the notes and listen for how they are extended to full sentences.



Tapescript

- a** *Thailand is a big country in South East Asia with an area of about half a million square kilometres. It has got three countries to the north of it and one country, Malaysia, to the south.*
- b** *Thailand has got the sea to the west and the east and there are lots of fishing villages in these areas. Most of the land is mountains in the north and south but the centre of the country isn't very high and is good for agriculture.*
- c** *The weather in Thailand is often hot and humid. There are three seasons. The first is called the hot season and is from March to May. The wet season is in June, July and August. The cool, dry season is from September to February.*
- d** *The capital of Thailand is called Bangkok. It has a population of about nine million people. It's a modern city with lots of traffic, although there are older buildings as well. Chiang Mai in the north and Korat in the centre are other big towns.*
- e** *Farming is important in Thailand. Rice is the most important crop which is grown. Fruit and vegetables are also grown. The main exports are rice and wood and the most important imports are machines, cars and other vehicles.*
- f** *Most people in Thailand are Buddhists. Because of this, there are a lot of Buddhist temples. There is a small number of Muslims in Thailand as well. Most Muslims live in the south of Thailand, near Malaysia.*

Answers:

- a Location/Asia/three/the south
- b Geography
- c Weather/humid/seasons/June-August
- d Main towns/Bangkok/9 million
- e Goods and trade/rice/main exports
- f Religion/temples/south

9 Talk about Thailand

- 1 Tell students that they are going to talk about Thailand from the notes.
- 2 Play the cassette or read the tapescript for Exercise 8 so that they can hear the full sentences again.
- 3 Students form pairs and describe Thailand, using the notes as prompts.
- 4 Monitor, noting any common errors to review with the whole class after the activity.
- 5 Ask some students to demonstrate.

Answers:

(Use the tapescript for Exercise 8 to check their descriptions.)

10 Discuss

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



The desert and the jungle **16**
Part 1

6 Write about Egypt

Read the instructions carefully.

Now write about Egypt in full sentences.

My country, Egypt

Start the composition.

Size and Location
How big is Egypt?
Which countries are near it?

Geography
What seas are near Egypt?
What kind of land is there?

Weather
How many seasons are there?
What is the weather like?

Main Towns
What is the population of Cairo?
What are other important towns?

Goods and Trade
What are the main imports?
What are the main exports?

Religion
What is the religion of most people?

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- Students find out about and write a description of another country that they are interested in.
- Students give presentations about Egypt.
- Students write about what their ideal country would be like.

6 Write about Egypt

- 1 Students use Arunee's notes on SB page 38 to help them.
- 2 Students follow the prompts to the right of the writing space to write their description individually in class, or for homework.

Answers:

Answers will vary.

LESSON 5 SB page 39

Aims: Learners will

- learn about the differences between some words that look and sound similar
- revise *not only ... but also*
- revise verb patterns

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 **16**

Language help

The word and its meaning	
to : with verbs, e.g. <i>to go</i> , for the meaning <i>in that direction</i>	too : <i>as well or also</i> , more than it should be, e.g. <i>too much, too hot</i>
there : in that place; <i>not being</i>	their : belonging to a group of people, to them
quite : not very, e.g. <i>quite hot</i>	quiet : not a lot of noise
bought : past tense of <i>buy</i>	brought : past tense of <i>bring</i>
hard : 1. difficult 2. not easy to break	hardly : almost none or nearly not e.g. <i>hardly any, hardly see</i>
used to : something which we often did in the past e.g. <i>I used to live here</i>	to be used to : something which is not new because we often do or have it e.g. <i>I am used to working in the desert.</i>

Choose the correct words

a Samy went to bed because he felt to **too** tired to watch the film.

b Ahmed and Soha were late home because there / their bus was late.

c Salma wanted to sleep early, so everyone tried to be very quite / quiet.

d When Hesham returned from Italy, he bought / brought his presents into the living room.

e The sun was shining on the television and I could hard / hardly see the football match.

f Nadia passed her test six months ago and now she used to / is used to driving a car.

REVIEW

Look at the key language

REMEMBER

a how to join sentences
b verb + to + -ing phrases
c verb + to + verb phrases

d Find words below which go with weather.

cool footprint hardly
dry hopeful humid palm
season wet waterfall

Key language

b Salma is looking forward to seeing her aunt next week.

We decided to go to the cinema.

I don't only like vegetables, but I also like fruit.

Martin was used to being in the jungle.

After John had left Egypt, he wanted to go back to the desert.

The pilot wanted to take off on time.

- 1 Read through the table and explain where necessary. Focus on pronunciation of the bolded words.
- 2 Explain the task. Students will choose which of the words in red fits correctly in the sentence. They need to consider the different meanings of the words as explained in the table.
- 3 Go through the example with the whole class to demonstrate the task.
- 4 Students complete the task.
- 5 Check their answers.

Answers:

a too (given)		
b their	c quiet	d brought
e hardly	f is used to	

- 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 can circle or underline the words which are connected to weather.
- 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.

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Answers:

b (given)

c

a

b

a

c

d cool, dry, humid, season, wet



Further practice

- Get students to make a short story using the words in *Review* section *d* that are not weather words (*footprint, hardly, hopeful, palm, waterfall*).
- Students choose one of the sentences in the *Review* section and write a story either beginning or ending with it.

A s s e s s m e n t

Listening Task

Target element: intonation and new adjectives

Use SB page 37, Ex. 7 as a model, but write some different sentences. Students write three columns, headed with **hopeful**, **afraid** and **worried**. Read the sentences out with hopeful/afraid/worried intonation and have students tick the correct columns.

Reading and Speaking Task

Target elements: describing a country, vocabulary from the units

Give students pictures of three outline maps of three countries and descriptions of the geography of each one. They match the maps to the descriptions. Students then explain how they matched the maps to the descriptions, pointing out features on the maps.

Writing Task

Target elements: describing a country, vocabulary from the units

Give students some details of a country in note form (e.g. geography, seasons, main towns, imports/exports, etc.) and have students write a paragraph about it.