

LESSON 1 SB page 6

Aims: Learners will

- make polite requests
- respond to polite requests positively and negatively
- practise reading and listening skills

Structures:*Can we ... ?**May I ... ?**Is it OK if I ... ?**Do you mind if I ... ?***New vocabulary:**

mind (v), request (n), sure (used to accept/ agree), wheelchair

Functions:

Making polite requests

Responding to polite requests

UNIT
2 Brave young people
Lesson 1



1 Listen, read and match

In this unit, you will:

- make polite requests.
- answer requests politely.
- say what you prefer.
- revise the past simple and past continuous.

a Can we go and help him, Ahmed?
b May I help you onto the pavement?
c Is it OK if I go to the shops with Ahmed?
d May I borrow it, please?

Match the request to the picture.

1  Then listen and check.

2  Nadia: Yes, of course.

3  Shady: Sure, if you don't mind.

4  Ahmed: Certainly. Here you are.

2 Listen again and put a ✓ or X

a Soha is going to the shops with Nadia.
b Soha is taking her mobile phone.
c It's difficult to get the wheelchair on the pavement.
d Shady is waiting for a bus.
e Shady uses Ahmed's mobile phone.

Correct the wrong sentences.

Workbook 4

Soha isn't going to the shops with Nadia. She's going with Ahmed.

Before using the book:

- Demonstrate two ways of asking a student to open the classroom door:
Open the door, Ahmed! and *Can you open the door, please, Ahmed?*
- Discuss with students what the difference is and revise what *polite* means. Make sure they know which one is more polite.
- Introduce the new word *request*.

1 Listen, read and match

- 1 Draw attention to the unit aims box and explain.
- 2 Students look at the pictures and say what is happening. Get them to try to work out the story. Ask the students what they think *brave* means and explain.
- 3 Read through requests *a–d*. Discuss which ones are more polite and ask students to think about who might say them, and in what kind of situation.
- 4 Explain the new word *mind* in request *d* and its usage.
- 5 Explain the task. Use the example to demonstrate how the request matches the picture and the response. Students write the correct letters in the boxes.
- 6 Students complete the task individually.
- 7 Play the cassette or read the tapescript. Students listen to check their answers.



Tapescript

1

Soha: Is it OK if I go to the shops with Ahmed, Mum?

Nadia: Yes, of course.

Soha: Thanks, Mum. Do you mind if I take my mobile phone with me?

Nadia: I'd rather you didn't.

Soha: Please, Mum. I'd like to phone you from the shop.

Nadia: Oh, all right then, but be careful. Your mobile phone was expensive.

2

Soha: Look at that boy, Ahmed.

Ahmed: Where? Oh yes, I see.

Soha: Can we go and help him, Ahmed? He can't get his wheelchair onto the pavement.

Ahmed: Yes, of course.

3

Ahmed: Hello. May I help you up on the pavement?

Shady: Sure, if you don't mind. That's very kind.

Ahmed: Not at all.

4

Shady: I'm waiting for my brother to take me home. He's late. Do you mind if I borrow your mobile?

Ahmed: Sorry, no. I left it at home.

Shady: Oh.

Soha: I've got my mobile phone.

Shady: May I borrow it please?

Soha: Certainly. Here you are.

Shady: That's very kind of you.

Answers:

1 c 2 a (given) 3 b 4 d

2 Listen again and put a ✓ or a ✗

- 1 Read through the sentences and check understanding. Introduce the new word *wheelchair*.
- 2 Play the cassette or read the tapescript. Students complete the task.
- 3 Check their answers.
- 4 Students form pairs and correct the wrong sentences as illustrated in the example exchange.

Answers:

- a ✗ (given) b ✓ c ✓
 d ✗ e ✗
- d Shady isn't waiting for a bus. He's waiting for his brother.
- e Shady doesn't use Ahmed's mobile phone. He uses Soha's.



Further practice

- Students form groups of four (Nadia, Ahmed, Soha and Shady) and act out the story from memory.

LESSON 2 SB page 7 WB page 4

Aims: Learners will

- learn more ways of making polite requests
- learn to respond positively and negatively to polite requests
- practise speaking skills

Structures:

May I ... ?

Could I ... ?

Is it OK if I ... ?

I'd rather you didn't.

I'd rather have orange juice.

New vocabulary:

rather (adverb)

Functions:

Making polite requests

Responding to polite requests

Expressing preferences

Before using the book:

- Revise how to make polite requests. Take some of the students' things away from them and put them on a desk or somewhere they can see them. The students have to ask for them back politely, using a structure that they are given, e.g., *May I ... ? Can I ... ? Do you mind if I ... ?* Demonstrate positive responses *Yes, sure, Of course*, etc.

LESSON 2

3 Read, then ask and answer

Look at how to make polite requests, and how to answer politely.

Remember that to say yes to "Do you mind if I...?" is "No, not at all".

Request
May I ... ?
Is it OK if I ... ?
Could I ... ?

Say yes
Yes, sure.
Certainly.
Yes, of course.

Say no
Sorry, I'd rather you didn't.
Sorry, no.

Now ask and answer for each picture.

May I leave my car here?
Sorry, no, you can't. The sign says "No Parking".

Would you rather drink water or orange juice when you're hot?
I'd rather drink water.
Oh, why?
It makes me feel less thirsty.

4 Ask and answer. Say why

Would you rather ...

- drink water or orange juice when you're hot?
- live in a town or live in the country?
- work with machines or work with people?
- have good health or have a lot of money?

3 Read, then ask and answer

- Read through the requests in the box and the responses. Give some examples with each one.
- Introduce *I'd rather you didn't*.
- Explain the task. In pairs, students will look at each picture and create a dialogue with a request and a response for each one. Any of the requests and responses can be used for any scenario, but students should try to use all the structures at least once.
- Read the example to demonstrate.
- Go through the pictures and make sure students understand what is happening, who in the picture will make the request, and whether the response will be negative or positive.
- Students work in pairs to complete the task.
- Monitor, noting any common errors to review with the whole class after the activity.
- Check their answers.

Answers:

(There will be some variation – *May I ...* , *Could I ...* , or *Is it OK if I ...* , or any of the suggested responses

can be used for any of the dialogues.)

- Is it OK if I park here? Sorry, no.
- Could we go to the park to fly my kite? Yes, certainly.
- Is it OK if I close the window? Yes, sure.
- Can I (borrow your camera to) take a picture of the cat? Yes, of course.
- Do you mind if I make a phone call? Sorry, I'd rather you didn't. My baby's asleep.

4 Ask and answer. Say why

- Explain the use of *I'd rather...* to express preferences, and give examples.
- Read through the example exchange.
- Students form pairs and ask and answer the questions about their own preferences.
- Monitor, noting any common errors to review with the whole class after the activity.
- Ask some pairs to demonstrate, then discuss with the whole class and find out which choices were most popular with the class, and why.

WB Page 4

UNIT 2 Brave young people LESSON 1

1 Complete the dialogue

course if May mind not

Ahmed Dad, Samy's got tickets for the match between Zamalek and Al Ahly. (a) *May* I go to watch it with him?
Hesham Yes, of (b)
Ahmed Great. Thanks, Dad.
Hesham Do you (c) if Hassan and I come with you?
Ahmed No, (d) at all.
Hesham Good. Someone at work gave me three tickets.
Soha Three tickets, Dad? Is it OK (e) I come to the match, too? I like football, too!

2 Write requests for each picture

I'm feeling very hot.
I left my mobile at home and I need to phone my dad.
There's a good film on now.
Ahmed bought a new computer game yesterday.

a) could/window
Could I open the window, please?
b) mind/phone
c) OK/TV
d) may/house/play

1 Complete the dialogue

- 1 Read through first part of the dialogue with the class and fill the first gap to demonstrate the task.
- 2 Students write in the missing words individually in class, or for homework.
- 3 Check their answers.

Answers:

- a May (given) b course c mind
d not e if

2 Write requests for each picture

- 1 Look at each picture and make sure students understand which person is going to make the request and what they want.
- 2 Students write appropriate requests for each picture using the words given in the prompts. They can do this task individually in class, or for homework.

Answers:

(Answers will vary.)

- b Do you mind if I use your phone?
c Is it OK if I watch the TV/ turn on the TV?
d May I go to Ahmed's house to play it?



Further practice

- Students read the dialogue on WB page 4 aloud in pairs.
- Give students some situations and ask what kind of requests they might need to make, e.g., on a plane, in the classroom, in the supermarket, at the park, at the cinema, with their neighbours, etc.

LESSON 3 SB page 8 WB page 5

Aims: Learners will

- revise the past simple
- revise the past continuous
- practise using *I'd rather ...*
- practise reading and writing skills

Structures:

He fell under a tram when he was walking home.

I'd rather teach you to swim.

Functions:

Describing language learning
Expressing purpose

Before using the book:

- Revise the past simple and continuous tenses. Get students to tell you if they've ever broken any bones in their bodies or had to have stitches. Ask them to tell you how the injury happened.
- Show how to express what happened using the past simple and the past continuous combined, e.g., *Khadiga was playing basketball when she ran into another player and cut her head very badly*. Write all the stories where students can all read them.
- Rub out all the stories and see if the students can remember them.

Lesson 3

Look at the pictures. What's happening?

Now read and number in the correct order.

5 Read and number

Our English Magazine

a Soon he became a fantastic swimmer. Then, in 1990, Walid did a very brave thing. He swam 50 kilometres across the sea from England to France.

b One day, a swimming teacher visited Walid and said, "When you leave the hospital, could I help you?" Walid asked, "Yes, can you teach me to walk?" The teacher replied, "The hospital will do that. I'd rather teach you to swim."

c Walid lost a leg and an arm in the accident. In hospital, he thought he would rather die, but slowly he got better.

d Six years after swimming to France, Walid went to America to take part in the 1996 Paralympic Games. He won a medal in swimming.

e Walid Abd El-Kader was seventeen when he had a terrible accident. He fell under a tram when he was walking home from school.

f After Walid left the hospital, the teacher taught him how to swim. First, Walid learned to swim one hundred metres, then two hundred, then three hundred.

5 Read and number

- 1 Ask students what kind of text this is (*a school magazine*).
- 2 Students look at the pictures and say what is happening.
- 3 Introduce the new word *brave*.
- 4 Read through paragraph *e* with the class and check understanding.
- 5 Explain the new word *tram*.
- 6 Students read the other parts of the text and number the sections in the correct order.
- 7 Students form pairs and compare answers.
- 8 Check their answers.
- 9 Make sure they have understood the new words *medal* and *Paralympic Games* correctly from the context.
- 10 Divide the class in half and get one half to find examples of the past simple and the other half to find examples of past continuous tenses. Discuss the usage of the two tenses.
- 11 Discuss what they think of Walid and his achievements.

Answers:

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

WB Page 5

Lesson 2

3 Read and match

a Can I watch TV, please?	1 <input type="checkbox"/> Of course. She often helps you with yours.
b May I eat this cake please, Mum?	2 <input type="checkbox"/> I'd rather you didn't. He'll be home soon.
c Do you mind if I phone Dad?	3 <input type="checkbox"/> Sorry, no. It's Salma's and she's hungry.
d Is it OK if I borrow your phone?	4 <input type="checkbox"/> Not at all. But don't be home late.
e Could I help Sally with her homework?	5 <input type="checkbox"/> No, sorry. I left it at home.
f Do you mind if I play football tonight?	6 <input type="checkbox"/> Certainly. Go ahead and turn it on.

4 Write questions and answer in complete sentences

Would you rather drink orange juice or milk?

a drink/orange juice/milk?
Would you rather drink orange juice or milk?
I'd rather drink orange juice. I like juice.

b live/a house/a flat?

c go/school/bus/car?

d visit/India/China/Japan?

e watch/basketball/football/volleyball?

I'd rather drink milk. Cats don't like orange juice.

3 Read and match

- 1 Make sure students understand the task. Use the example to demonstrate how the requests on the left are matched to the responses on the right.
- 2 Students match the requests and responses. They can do this individually in class, or for homework.
- 3 Check their answers.

Answers:

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

4 Write questions and answer in complete sentences

- 1 Read the examples with students to demonstrate

the task, highlighting the structures that should be used in their sentences: *Would you rather...* and *I'd rather...*

- 2 Read through all the prompts with the class and elicit answers orally. Students should give their own answers.
- 3 Students complete the task individually in class, or for homework.

Answers:

- b Would you rather live in a house or a flat? I'd rather live in a ...
- c Would you rather go to school by bus or by car? I'd rather go to school by ...
- d Would you rather visit India, China or Japan? I'd rather visit ...
- e Would you rather watch basketball, football or volleyball? I'd rather watch ...



Further practice

- Students re-tell the story of Walid from memory.

LESSON 4 SB page 9 WB page 6

Aims: Learners will

- revise the past simple
- revise the past continuous
- practise listening and writing skills

Structures:

*Ali was reading a story in bed.
Suddenly, Ali smelled smoke.*

New vocabulary:

gorilla

Functions:

Telling stories in the past

Before using the book:

- Students tell the story of Walid again.
- Revise the word *brave*. Discuss which jobs people have to be brave to do.

& SB Page 9

Lesson 4

6 Listen and order

What are these two stories about?

Put the pictures in the correct order.

7 Talk about the pictures

Say what happened in each story.

Eleven-year-old Dina visited a zoo last summer.

Listen and check.

B Discuss

Think

a Who do you think is the bravest young person, Walid, Dina or Ali?

b Say why.

There was a man in a hat watching the gorillas.

6 Listen and order

- 1 Students look at the pictures and guess which order they should go in.
- 2 Introduce the new word *gorilla*.
- 3 Students say what they think happens in the two stories.
- 4 Play the cassette or read the tapescript. Students listen and order the pictures 1–3 for each story.
- 5 Check answers with the whole class.



Tapescript

Story A

Eleven-year-old Dina visited a zoo last year. There was a man with a hat watching the gorillas. When the wind blew, the man's hat fell down in front of the gorilla's cage. The man climbed down to get it. One of the gorillas put its hand outside the cage to get his hat too. But the gorilla didn't take the hat. It caught the man by his arm. Gorillas are big and strong animals. The man was very frightened. When Dina saw this, she climbed down to help. She was carrying a bag and she hit the gorilla on its head. When Dina did this, the gorilla dropped the man's arm and the man was safe.

Story B

One night, nine-year-old Ali was reading a story in bed. His two sisters were sleeping in the bedroom next to his. His father was watching television downstairs. Suddenly, Ali smelled smoke. There was a fire on the stairs to the bedrooms. Ali shouted. Ali's father couldn't climb the stairs because of the fire, so he ran from the house and stood under Ali's bedroom window. Ali picked up his small sister from her bed and carefully dropped her into his father's arms. Then he did the same thing with his baby sister. Finally, Ali jumped down and his father caught him safely.

Answers:

Story A: 2, 3, 1

Story B: 3, 1, 2

7 Talk about the pictures

- 1 Remind students of the uses of the past simple and continuous tenses. Set the scene with the past continuous and interrupt it with the past simple.
- 2 Students form pairs and re-tell the stories using the pictures as prompts.
- 3 Monitor, noting any common errors to review with the whole class after the activity.
- 4 Check their answers, encouraging them to use full sentences in their answers.
- 5 Ask some pairs to demonstrate.
- 6 Get students to do it again with their books closed.

8 Discuss

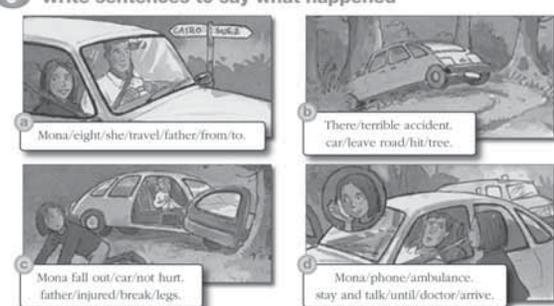
- 1 Read through the two questions and elicit some responses.
- 2 Students form groups of 3–4 and discuss their answers.
- 3 Monitor, noting any common errors to review with the whole class after the activity.
- 4 Students report back to the class about what the people in their groups thought.

2 Lesson 3

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

- 1 live in Africa and have very long necks.
a Gorillas b Goats **c Giraffes** d Grass
- 2 "Do you if I leave my car here?" the driver asked the policeman.
a matter b mend c mind d move
- 3 To make a polite, you should always say "please".
a reader b request c restaurant d rope
- 4 Ahmed came second in his race and he got a
a metal b message c mirror d medal
- 5 The games have many sports in them, for example, swimming and athletics.
a paralympic b parachuting c popular d prize

6 Write sentences to say what happened



a Mona/eight/she/travel/father/from/to.

b There/terrible accident. car/leave road/hit/tree.

c Mona fall out/car/not hurt. father/injured/break/legs.

d Mona/phone/ambulance. stay and talk/until/doctor/arrive.

When Mona was eight, she was travelling in a car with her father from Cairo to Suez.

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

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

Answers:

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

6 Write sentences to say what happened

- 1 Students look at the pictures and say what is happening. Make sure they know the words in the prompts.
- 2 Read through the example to demonstrate the task.
- 3 Elicit sentences orally with the whole class.
- 4 Students complete the task individually in class, or for homework.

Answers:

- b There was a terrible accident. The car left the road and hit a tree.
- c Mona fell out of the car but she wasn't hurt. Her father was injured and broke his legs. (Answers can vary.)
- d Mona phoned the ambulance. She stayed and talked to her father until the doctor arrived.



Further practice

- Students tell Mona's story from memory, with their books closed.
- Students find other stories in magazines, books, papers or online about brave children, people or animals. They bring their stories to class and tell them to the other students.

LESSON 5 SB page 10

Aims: Learners will

- compare and contrast the past simple and the past continuous tenses

Structures:

Structures from lessons 1–4

Functions:

Describing events in the past

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.
- Write **past tenses** on the board. Ask which past tense, simple or continuous, has the following uses (make sure they know what these terms mean, and revise the structure of each if necessary):
 - Actions in the past which started and finished (*past simple*).
 - Actions in the past that didn't stop, or were stopped because something else happened (*past continuous*).
- Elicit examples of each.

& SB Page 10

Lesson 5

DO IT YOURSELF

Underline the verbs, then ✓ the correct tense or tenses

The past simple is used for actions which started and finished in the past.

The past continuous is used for an action in the past which ... continued without stopping, or stopped because something else happened.

a The brave girl saved her family from the fire.

b What was Dina doing at five o'clock last night?

c Walid fell under a tram on his way home from school.

d Walid went to England and swam across the sea to France.

e Ali was reading a story in bed.

f Ali's father was watching television last night.

	Past simple	Past continuous
a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b	<input type="checkbox"/>	<input type="checkbox"/>
c	<input type="checkbox"/>	<input type="checkbox"/>
d	<input type="checkbox"/>	<input type="checkbox"/>
e	<input type="checkbox"/>	<input type="checkbox"/>
f	<input type="checkbox"/>	<input type="checkbox"/>

REVIEW Look at the key language

REMEMBER

a polite requests
b how to reply to requests politely
c the past simple and past continuous
d how to express preference

Key language

"Do you mind if I do my homework after we eat?" Ahmed asked.
 "Yes, of course you can open the window," Nadia replied.
 "Is it OK if I leave my car in front of your garage?" Hesham asked.
 Soha would rather play volleyball than table tennis.
 While I was watching a film on TV, the phone rang three times.
 "Sorry, I'd rather you didn't borrow my pen, Soha. I need it," Ahmed said.

Make two more examples of each thing to remember.



Underline the verbs then ✓ the correct tense or tenses

- 1 Revise what a verb is, stressing that in English verbs can have more than one part.
- 2 Explain the task. Students will underline all the parts of the verb, including verbs that are split by another word (e.g., *what was Dina doing?*)

in questions. Point out that some sentences have two different verbs. They then decide whether the verbs are in the past simple or the past continuous form, and tick the appropriate boxes.

- 3 Students complete the task individually.
- 4 Check answers with the whole class.

Answers:

- a saved (past simple) (given)
- b was doing (past continuous)
- c fell (past simple)
- d went, swam (past simple)
- e was reading (past continuous)
- f was watching (past continuous)

Answers:

- a
- b
- a
- d
- c
- b



- 1 Draw students' attention to the *Remember* box and read *a–d*. Elicit examples.
- 2 Read through the examples of key language with the students and check understanding.
- 3 Explain that students should write a letter *a–d* next to the appropriate statement or question 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.



Further practice

- Make a pile of cards with verb infinitives on them, or use verb flash cards. Students form groups of 3–4. Get students to pick two cards from the pile. Give them 3–4 minutes to make a sentence using the past simple and the past continuous with the two verbs they have picked. The groups that write reasonable sentences win a point. For example, if the verbs *swim* and *work* are picked, a reasonable sentence would be *While my Dad was working in the garden, I swam in the pool*. Encourage them to be imaginative. Play again.

A s s e s s m e n t

Listening Task

Target elements: past continuous and past simple tenses

Read the following sentences from the two stories on SB page 9 twice. The first time, students say which story each sentence is from: story a, or story b. The second time they must say which tense is used (write C for continuous or S for simple).

His baby brother and small sister were sleeping in the bedroom next to his.

The man climbed down to get it.

There was a fire on the stairs to the bedrooms.

The gorilla didn't take the hat.

Ali was reading a story in bed.

His father was watching television.

Ali's father couldn't climb the stairs because of the fire.

The man was very frightened.

She was carrying a bag.

Speaking Task

Target element: polite requests and responses to them

Use WB page 4, Ex. 2. Students are given blank copies of the pictures. In pairs they take it in turns to make polite requests for each picture, addressing their partner, and with their partner giving appropriate responses. Direct them as to whether they should respond negatively or positively.

Reading Task

Target elements: vocabulary from the unit and past simple / past continuous tenses

Use SB page 8, Ex. 5. Blank out some words from the text and photocopy it. Students fill in the gaps. Make sure they don't use their books for this task. Suggestions for gaps: *brave, I'd rather, medal, was walking, fell, visited, etc.*

Writing Task

Target elements: polite requests and responses to them

Use SB page 7, Ex 3. Students choose three of the pictures and write requests and responses for them.