

## LESSON 1 SB page 11

**Aims: Learners will**

- practise using *too much* and *too many*.
- learn to use *too little* and *too few*.

**Structures:**

*There were too many people in the office.*  
*There was too much salt.*  
*There was too little water.*  
*There were too few easy questions.*

**New vocabulary:**

upset

**Functions:**

Describing lack and excess

**Before using the book:**

- Revise the idea of countable and uncountable nouns. Take in a few items of food and other objects (a mix of countable and uncountable nouns) or pictures of things, and elicit what each item goes with: *is/are/a few/a little/how much/how many/too many/too much*.

**UNIT 12 Different lives Lesson 1**

**1 Listen and make sentences**

**In this unit, you will:**

- look at countable and uncountable nouns.
- learn some phrases to go with them.
- compare phrases with *too*.
- learn how to agree and disagree.

**Listen. Say how the Zakis are feeling.**

**Say why.**

**because**

a Hesham was annoyed  
b Soha was angry  
c Ahmed was disappointed  
d Salma was upset

her mother was not at home.  
he isn't able to go to the cinema.  
she hadn't finished her test.  
he hadn't booked the tickets.

**2 Listen again and complete**

a Hesham said, "There were too many people in the office and I had *too little* time."

b Soha said, "There were \_\_\_\_\_ difficult \_\_\_\_\_ and there were easy \_\_\_\_\_."

c Ahmed said, "I've got \_\_\_\_\_ and \_\_\_\_\_."

d Salma said, "There's \_\_\_\_\_ to bake a cake for the picnic!"

**1 Listen and make sentences**

- 1 Draw attention to the unit aims box and explain. Ask students to look at the picture and say who the people are, and how they are feeling. Get them to predict what's the matter.
- 2 Make sure students understand the task. Use the example to demonstrate how the two parts of the sentences are joined.
- 3 Check understanding of the adjectives *annoyed*, *angry*, etc. Introduce *upset*.
- 4 Play the cassette or read the tapescript.
- 5 Students match the two parts of the sentences. They draw lines to connect the two sentence parts.
- 6 Check their answers.
- 7 Play the cassette or read the tapescript again.



### Tapescript

#### a

**Soha:** Did you have a good day, Dad?

**Hesham:** Not so good. I have some tourists who want to go to Aswan. I was trying to book them their tickets all day. But there were too many people in the office and I had too little time. I was annoyed at the end of the day because I hadn't booked the tickets.

**Soha:** Can't you book them tomorrow?

**Hesham:** Maybe ...

#### b

**Ahmed:** Did you have a good day, Soha?

**Soha:** Not really. I'm angry about the test at school today.

**Ahmed:** Angry? You don't usually get angry.

**Soha:** I know. But there were too many difficult questions and there were too few easy questions in the test. I didn't finish all the questions and I don't think I did very well.

**Ahmed:** Oh, I'm sure you have done well.

#### c

**Soha:** What about you? How was your day, Ahmed?

**Ahmed:** School was OK. We didn't have any tests, but I'm disappointed.

**Soha:** Disappointed? Why?

**Ahmed:** Well, Samy's going to the cinema tonight. He phoned to invite me but I can't go.

**Soha:** Why not?

**Ahmed:** Because I've got too little money and too much homework. Our teacher wants us to find out about school life in another country.

**Soha:** So you'll be busy tonight.

#### d

**Hesham:** And did you have a good day, Salma?

**Salma:** Not really. I was upset.

**Hesham:** Oh, why?

**Nadia:** Mum wasn't here. It's late and now there's too little time to bake a cake for the picnic!"

**Hesham:** Oh dear! Well, never mind.

#### Answers:

- b Soha was angry because she hadn't finished her test.
- c Ahmed was disappointed because he isn't able to go to the cinema.
- d Salma was upset because her mother wasn't home.

## 2 Listen again and complete

- 1 Ask students what they remember about what the Zakis said about why they couldn't do the things they wanted to.
- 2 Read the example to demonstrate the task. Students will listen and fill in the gaps.
- 3 Play the cassette or read the tapescript. Students write the correct words in the gaps.
- 4 Check answers with the whole class.
- 5 Play the cassette or read the tapescript again.

#### Answers:

- b too many/questions      too few/questions
- c too little money/too much homework
- d too little time

## LESSON 2 SB page 12 WB page 7

### Aims: Learners will

- revise countable and uncountable nouns
- practise using determiners: *much, many, a lot of, a little* and *a few*

### Structures:

*She hasn't got much furniture.*  
*She hasn't got many relatives.*  
*She's got a lot of friends.*  
*She's leaving school in a few years.*  
*She only has a little free time.*

### New vocabulary:

furniture, relative

### Functions:

Describing quantity

### Before using the book:

- Ask how students felt when they got home from school yesterday or the last time they were at school, and why they felt the way they did.

**12 Lesson 2**

**3 Listen and complete**

Complete the article about Li Shuang. Use *much, many, a few, a little or a lot of*.

**Our English Magazine**

Li Shuang is fifteen years old. She comes from Shanghai, a big port in the east of China.

Shuang isn't from a big family and hasn't got **a** relatives: just an aunt, an uncle and two cousins. However, she has **b** friends, and she spends **c** time with them at the school sports club and the computer club.

Shuang's room isn't very big so she hasn't got **d** furniture: just a chair, a bed and a small cupboard. Because there isn't **e** space, she only has **f** books, although there are **g** books in the sitting room.

In the evening, Shuang is busy with homework. She can't do **h** hobbies because she only has **i** free time. However, she likes making clothes and she wants to be a clothes designer when she leaves school in **j** years.

**4 Now list the countable and uncountable nouns**

Countable nouns: years, \_\_\_\_\_

Uncountable nouns: time, \_\_\_\_\_

### 3 Listen and complete

- 1 Ask students what kind of text this is (*a magazine article*).
- 2 Ask them who the girl in the picture is.
- 3 Ask if anyone knows any Chinese people.
- 4 Students skim read the article, not in detail, just enough to know what kind of words will go in the gaps.
- 5 Explain the task. Students will listen and fill in the gaps with *much, many, a few, a little or a lot of*, as instructed in the speech bubble.
- 6 Play the cassette or read the tapescript. Students write the correct words in the gaps.
- 7 Check answers with the whole class.
- 8 Play the cassette or read the tapescript again.



### Tapescript

*Li Shuang is fifteen years old. She comes from Shanghai, a big port in the east of China. Shuang isn't from a big family and hasn't got many relatives: just an aunt, an uncle and two cousins. However, she has a lot of friends, and she spends a lot of time with them at the school sports club and the computer club.*

*Shuang's room isn't very big so she hasn't got much furniture: just a chair, a bed and a small cupboard. Because there isn't much space, she only has a few books, although there are a lot of books in the sitting room.*

*In the evening, Shuang is busy with homework. She can't do many hobbies because she only has a little free time. However, she likes making clothes and she wants to be a clothes designer when she leaves school in a few years.*

### Answers:

- a many
- b a lot of
- c a lot of
- d much
- e much
- f a few
- g a lot of
- h many
- i a little
- j a few

### 4 Now list the countable and uncountable nouns

- 1 Explain the task. Students will choose the countable and uncountable nouns from the article in Exercise 1 and write them in the appropriate categories.
- 2 Check answers with the whole class.

### Answers:

Countable nouns: port, family, relatives, aunt, uncle, cousins, friends, club, room, chair, bed, cupboard, books, hobbies, designer, years

Uncountable nouns: time, furniture, space, homework, clothes, school (in this case)



## Further practice

- In pairs, students say which things about Shuang are the same as them and which are different.



## WB Page 7

**UNIT**  
**Different lives 12**

**1 Complete the sentences**

a I can't buy the ice cream. Why not?  
I've got too little money.

b They won't go in. Oh!  
Yes, there's too much space.

c I can't take you. Why not?  
There are too many people.

d You'll get wet. Why?  
There is too much water in it.

e I can't carry that!  
It's got too many books in it.

f You didn't pass. Oh!  
Yes, you had too few correct answers.

### 1 Complete the sentences

- 1 Students look at the pictures and say what is happening in each one.
- 2 Read the example with students to demonstrate the task.
- 3 Students complete the task individually in class, or for homework.
- 4 Check their answers.

#### Answers:

- b little
- c are too many
- d is too much
- e too many
- f too few



## Further practice

- Ask students to talk about what environmental problems they know about using *too much* /*many*/ *little*/*few*.

## LESSON 3 SB page 13 WB page 8

### Aims: Learners will

- practise giving opinions
- practise using *too* + *little*, *few*, *many*, *much*

### Structures:

*In my opinion, there are too many cars in cities.*

*I disagree/agree with you.*

*I don't agree.*

*I think so, too.*

### New vocabulary:

agree, disagree, pollution, silence, traffic jams

### Functions:

Expressing opinions

Agreeing

Disagreeing

### Before using the book:

- Ask students to describe a city that they know, then a country area that they know.
- Introduce new words *pollution*, *silence*, *traffic jams*, *nearby*.



**Lesson 3**  
**12**

**5 Read and ✓ what you agree with**

**In cities there is / are**

- a ☐ better shops
- b ☐ too much pollution
- c ☐ better places to visit
- d ☐ too much noise and too little space
- e ☐ many different places to work
- f ☐ too many cars and too much traffic
- g ☐ better schools

**In the country there is / are**

- ☐ too few shops nearby
- ☐ cleaner air to breathe
- ☐ too few places to visit
- ☐ more silence, room and space
- ☐ too few jobs for people
- ☐ better roads and no traffic jams
- ☐ better schools

**6 Now read and make sentences**

Say what you think about towns and the country.

**Opinion**

I'd rather live in a city than in the country.

In my opinion, life is better in the country.

**Agree**

Yes, I agree.

Yes, that's what I think. I think so, too.

**Disagree politely**

I don't agree. I disagree.

No, I don't think so.

In my opinion there are more good shops in cities.

I disagree with you. There are good shops in the country, too.

I think there is too much pollution in cities.

Yes, that's what I think.

## 5 Read and ✓ what you agree with

- 1 Introduce *agree* and *disagree*.
- 2 Ask what the two pictures depict.
- 3 Remind students that the use of *too + much/little* indicates negativity. Remind them of the difference between this and *very*, which has neutral connotations.
- 4 Students read the points about the city and country and tick the ones they agree with.
- 5 Students share their answers with the whole class.

## 6 Now read and make sentences

- 1 Ask a student which football team is the best in Egypt.
- 2 Ask another student to respond by agreeing, and draw attention to the *Agree* box in the exercise, or disagreeing, and draw attention to the *Disagree* box.
- 3 Elicit some more agree/disagree responses by making provocative statements, using the phrases *In my opinion.../I'd rather... than ...*.

- 4 Students form pairs and discuss living in the town and the country, making statements and agreeing and disagreeing as shown in the example exchanges.
- 5 Monitor, noting any common errors to review with the whole class after the activity.
- 6 Ask some pairs to demonstrate.


## WB Page 8

**12**  
**Different lives**

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

- 1 Salma was \_\_\_\_\_ and cried because she had lost one of her toys.  
a stressful b upset c clever d crowded
- 2 Soha thinks this juice is nice but Sally \_\_\_\_\_.  
a takes off b disappears c agrees d disagrees
- 3 It's ten kilometres to a petrol station. There isn't one \_\_\_\_\_.  
a nearby b traffic jam c nearly d on board
- 4 Some people like the \_\_\_\_\_ of the country. Other people really dislike quiet life.  
a invitation b silence c anger d disappointment
- 5 In Samy's opinion, Egypt has a good football team. Ahmed \_\_\_\_\_ with him.  
a consists of b set off c wishes d agrees
- 6 There used to be a lot of \_\_\_\_\_, but now the smoke from the factory is cleaner.  
a furniture b spices c pollution d silence

**3 Choose the correct answer**



a Cairo is a big city with too many much noise and too many/much people in it.

b The CD didn't have many/much nice songs on it so I didn't buy it.

c If you do too little/few exercise, you will put on weight.

d There were only few/a few people at the film and the cinema didn't make a little/much money.

## 3 Choose the correct answers from a, b, c or d

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

### Answers:

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

#### 4 Choose the correct answer

- 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:

- a much (given), many
- b many
- c little
- d a few, much



#### Further practice

- Tell students to imagine that they are people who can only see the bad in things. Challenge them to find the bad points (using *too + much/many/few/little*) about things that are usually considered the best things in life, e.g., a holiday in Sharm, chocolate, time off school, etc.

### LESSON 4 SB page 14 WB page 9

#### Aims: Learners will

- talk about school life
- learn about school life in Japan

#### New vocabulary:

prepare

#### Functions:

Describing school life

#### Before using the book:

- Revise what students learnt about Li Shuang and her life in China.
- Do they know any Japanese children? How do they imagine school life in Japan?
- Revise what they remember about the World Pen Friends Club.

#### & SB Page 14

**12 Lesson 4**

**7 Listen and write**

Akiro talks about school life in Japan.

Listen and write the correct titles for the notes.

**World Pen Friends Club**

Name: Akiro Mifume  
Age: 14 years old  
From: Japan  
Languages: Japanese, English

**Titles**

- School Tests
- School Day
- School Life
- Helping at School
- After School
- School Year

**a School Life**

- start at the age of 6
- primary school (6 years)
- middle school (3 years)
- secondary school (3 years)

**b**

- school starts in April
- three terms
- summer holiday (6 weeks)
- winter break (end of year)

**c**

- lessons 45 or 50 minutes
- 4 classes – young children
- 5 classes – older children
- 6 classes – middle school

**d**

- work around school, e.g. clean classrooms
- eat lunch in classrooms
- students serve lunch and tidy the classes

**e**

- go to school clubs
- e.g. football and judo
- homework, e.g. writing and compositions for middle school

**f**

- very important
- prepare for tests in February
- lessons after school to revise

**8 Talk about schools in Japan**

Use the notes to help you.

Students in Japan start school at the age of six.

They go to primary school for six years.

14

9

#### 7 Listen and write

- 1 Students look at the picture and notes about Akiro. Ask them questions about him.
- 2 Students read the titles and the notes and try to match the titles to the sections of notes. Ask them not to write anything yet.
- 3 Students work out from context clues what the words *term*, *serve* and *prepare* mean.
- 4 Play the cassette or read the tapescript. Students write in their titles.
- 5 Check their answers.



## Tapescript

**a**

Japanese children start school when they are six. Primary school lasts six years. Middle school lasts for three years. Students can leave school at sixteen, but only a few do leave. Most students go to secondary school for three years.

**b**

The Japanese school year starts in April and there are three terms. The summer holiday is between the first and second terms and usually lasts for six weeks until the end of August. There is also a winter break at the end of the year.

**c**

Lessons last about 45 or 50 minutes in middle school. In the first three years of school, young children only have four classes in the morning but older children have five classes each day in the last three years. Middle school students have six classes.

**d**

Japanese students have to do work around the school. For example, teams of students clean the classrooms and playgrounds. In many schools, the students eat their lunch in their classrooms. Teams take turns to serve lunch to their classmates and tidy the classes for afternoon lessons.

**e**

Lots of students in Japan go to school clubs after school, where they can have special training in sports or other subjects. Football clubs are very popular with boys, and judo and volleyball clubs are popular with boys and girls. In the evening, students do homework. There are lots of letters in the Japanese alphabet so primary school pupils get a lot of writing for homework. There are a lot of compositions for middle school.

**f**

School tests are very important. Summer is very busy, as students prepare for their tests in February. A lot of children go to lessons after school to revise and practise.

## Answers:

- a School life (given)
- b School Year
- c School Day
- d Helping at School
- e After School
- f School Tests

- 1 Read through the example exchanges to demonstrate the task.
- 2 Students form pairs and talk about schooling in Japan using the notes to prompt.
- 3 Monitor, noting any common errors to review with the whole class after the activity.
- 4 Have a class discussion about schooling in Japan.

## WB Page 9

Different lives **12**

**4 Write a letter to a pen friend**

Read the instructions carefully.

Write a composition about school life in Egypt using full sentences.

My life at school in Egypt

Start.

Write about school life in Egypt.  
When do people start school?  
What are the different schools?  
How long do they last?

Write about the school year.  
How many terms are there?  
When does the year start?  
When are the holidays?

Write about the school day.  
How many days do you go to school?  
How many classes are there a day?  
How long are lessons?  
What lessons do you like? Why?

Write about after school.  
What time do you finish school?  
What clubs are there at your school?  
How much homework do you do?  
What time do you go to bed?

## 5 Write a letter to a pen friend

- 1 In their exercise books, students write notes about Egyptian schools like those about Japanese schooling in Exercise 7 on SB page 14.
- 2 Students use their notes to write the letter individually in class, or for homework, following the instructions on the right.



## Further practice

- Students find out about schools in another country.

## 8 Talk about schools in Japan

## LESSON 5 SB page 15

### Aims: Learners will

- learn about word formation
- revise agreeing and disagreeing
- revise determiners
- revise reported speech

### Functions:

Describing language  
Agreeing and disagreeing

### 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 15

Lesson 5 **12**

**DO IT YOURSELF** Building words

We can add **un-** to some adjectives and verbs.

We can add **dis-** to some adjectives and verbs.

Word	New word	Meaning
true	untrue	not true, false
usual	unusual	not usual, strange
healthy	unhealthy	not fit, often ill
agree	disagree	have a different opinion
appear	disappear	to be gone, to be lost from sight

Choose the correct word

a The story was true / untrue It didn't really happen.

b Sally thought the film was very good, but Samy agreed / disagreed.

c That animal is very usual / unusual. I don't know what it is.

d Ramzi is very healthy / unhealthy. He loves sports and eats lots of fruit and vegetables.

e Soha was at home but she has appeared / disappeared. I don't know where she is.

**REVIEW** Look at the key language

**REMEMBER**

a phrases with countable nouns  
b phrases with uncountable nouns  
c how to agree and disagree

d Find words which describe how people feel.

upset disappointed  
noisy nearby annoyed  
unhappy polluted

**Key language**

☐ Ahmed arrived at school early and there were only a few people there.

☐ There's only a little cheese in the cupboard.

☐ Sally thinks life in the country is quiet. I think so, too.

☐ Soha thinks homework is important. That's what I think.

☐ There were too many people to go in a taxi, so they went by bus.

☐ We ran because there wasn't much time to get to the bus stop.

Make two more examples of a to c.

### DO IT YOURSELF

#### Choose the correct word

- 1 Read through the speech bubbles and explain the meaning of the words in the word box.
- 2 Read through the example to demonstrate the task.
- 3 Students circle the correct words.
- 4 Check their answers.

#### Answers:

- a untrue (given)  
b disagreed  
c unusual  
d healthy  
e disappeared

### REVIEW

- 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.
- 8 Students read all the adjectives in the box for question d and circle the words which describe how people feel.
- 9 Check their answers.
- 10 Ask students when they feel each of these things.



**Answers:**

- a (given)  
b  
c  
c  
a  
b  
d upset, disappointed, annoyed, unhappy

**Further practice**

- Do spelling tests of the new vocabulary from the unit. Mix up the letters of the new words and write them on the board or on papers. Award points to the first person to solve them.
- Play Hangman with words from the unit.

**A s s e s s m e n t****Listening Task**

*Target element: expressing opinion, vocabulary from the unit*

Use SB page 13, Ex. 5. Read out your opinion (using the prompts in the exercise) about cities and the country. Students tick the boxes appropriately according to the opinion you expressed.

**Speaking Task**

*Target elements: expressing opinion*

Students say what they think of cities and the country.

**Reading Task**

*Target elements: determiners 'too' + 'many', 'much', 'little', 'few' and 'a lot of'*

Use SB page 12, Ex. 3. Write questions for the students using *How much* and *How many* about Li Shuang and her life.

**Writing Task**

*Target elements: determiners 'too' + 'many', 'much', 'little' and 'few'*

Students write a paragraph about a place they don't like, explaining why they don't like it.