

Objectives

Listening

Listening for gist; guessing the meaning of idioms

Grammar

The present perfect

Reading

Scanning for specific information; guessing the meaning of unknown words

Critical thinking

Thinking about life in the countryside and the city

Functions

Giving opinions

Writing

Writing an email about where you live



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Listening

1 In groups, think of two advantages and two disadvantages of living in a city and in a small village.

2 Choose the correct meaning of these words.

CHECK IN YOUR DICTIONARY

- a massive A very big B very small
- b outskirts the parts of a town that are
A furthest from the city centre
B nearest the city centre
- c shock the feeling you have when you feel
A very cold B very surprised
- d terrible A very good B very bad
- e urban A boring B in a town or city
- d rural A of the country B of the city

3 Now listen to two people talking about where they live. Check your answers to Exercise 2.

4 Listen again. Are these sentences True or False? Correct the false sentences.

- a Before she moved to the city, the first speaker lived in a small town.
False. She lived in a quiet rural area.
- b She moved to the city because her father lost his job.
- c The city where she lives is the same size as Cairo.
- d Before he moved, the second speaker lived in the outskirts of a city.
- e It didn't take him long to get to work in the city.
- f He grows vegetables in his garden.



5 FOCUS ON IDIOMS

Choose the correct meaning of the following underlined idioms from the listening text.

- a Urban life has its pros and cons.
A good things and bad things
B noise and traffic
- b I felt like a fish out of water.
A happy B unhappy and lost
- c I've felt at home because everyone is so friendly.
A lost B comfortable
- d I've really taken to it.
A enjoyed something new
B not enjoyed it at all

6 In pairs, complete these idioms with your own experiences.

- a There are pros and cons to ...
- b I felt like a fish out of water when ...
- c I feel at home when ...
- d I've really taken to ...

WORKBOOK
PAGE 17

LESSON 1

Before using the book:

- Ask the students if they or any of their relatives have ever have lived in a different type of place

than they live now. For example, if they live in the countryside, have they lived in a city? Ask them how life is different in the two places.

Listening

1 In groups, think of two advantages and two disadvantages of living in a city and in a small village.

- 1 Read out the task and invite a few suggestions from the whole class.
- 2 Put the students into small groups. Tell them to discuss and note down their ideas.
- 3 Go round and monitor, then invite different students to share their ideas with the class.

Suggested answers:

Advantages to city: more work, interesting leisure activities, interesting shops

Disadvantages: busy, noisy, expensive, stressful, polluted

Advantages to a small village: quiet, inexpensive, slower lifestyle, less polluted, pretty

Disadvantages: less work, not many leisure activities, less interesting shops

2 Choose the correct meaning of these words.

- 1 Read out the example.
- 2 Allow time for them to complete the exercise alone or in pairs.
- 3 Tell them to check their answers in their dictionaries. Then go through the answers with the whole class.

Answers:

b A c B d B e B f A

3 Now listen to two people talking about where they live. Check your answers to Exercise 2.

- 1 Play the recording or read the tapescript, and ask students to listen for each of the words in exercise.
- 2 Check that they understand the meaning of each word in context.

TAPESCRIPT

Speaker 1

In my opinion, urban life has its pros and cons,

but I really like it. Until recently, I lived in a quiet rural area. It was a beautiful place and I enjoyed living there, but my dad changed jobs and we moved to the city. It was quite a shock for me and at first I felt like a fish out of water. There is so much traffic! I've never needed to rush, but here everyone seems to be in a hurry, rushing about all the time.

I've been here for six months now and I'm starting to feel at home. It's not a massive city like Cairo, but as far as I'm concerned, it's big enough. It has all the shops you need and things are not too expensive. The roads are busy but you can walk everywhere you want. It hasn't been easy moving here, but I'm happy now.

Speaker 2

I worked in a big city for about five years. Then I got a new job in a small town and I now live with my family in a nearby village. I'm glad we moved because I love it here. I've felt at home because everyone is so friendly. In the city, I lived in the outskirts so it took about an hour to get to the centre. The traffic was terrible. Now I can drive to work in about five minutes, so I have more time to do things. It's nice to have fresh air. I've got a garden now and I've just grown my first vegetables! And because it's a small place, it's easier to make new friends. Before I got here, I thought I might find it too quiet in the countryside. I've been here since January and I've really taken to it: it's so peaceful.

4 Listen again. Are these sentences True or False? Correct the false sentences.

- 1 Tell the students to listen while you play the recording or read the tapescript again.
- 2 Read out the example sentence and answer. Check that they understand the task.
- 3 Tell the students to complete the task, then check their answers with a partner.
- 4 Go through the exercise with the whole class. If necessary, play the recording again.

Answers:

- a False. Her father changed jobs.
- b False. It's not a massive city like Cairo.
- c True
- d False. It took him a long time, about an hour, to get to work in the city.
- e True

5 Choose the correct meaning of the following underlined idioms from the listening text.

- 1 Tell the students that the idioms in this exercise are all from the recording they have just heard.
- 2 Read out the example, and check that students agree.
- 3 Allow time for them to complete the task, then check answers.

Answers: _____

b B c B d A

6 In pairs, complete these idioms with your own experiences.

- 1 Read out the instructions.
- 2 Tell pairs to complete the idioms with their own ideas. You could complete the first one for them if necessary.
- 3 Go round and monitor, making corrections where necessary.
- 4 Invite three or four pairs to share their ideas with the class.

Suggested answers: _____

- a There are pros and cons to being the oldest child in a family.
- b I felt like a fish out of water when I first started secondary school.
- c I feel at home when I visit my grandparents' house.
- d I've really taken to my new school.

WORKBOOK page 17

1 Match these words with their opposites.

- 1 Allow time for the students to complete the task. Go round and offer help where needed.
- 2 Put them in pairs to compare answers, then go through the exercise with the whole class.

Answers: _____

1 e 2 d 3 f 4 c 5 b

2 Complete the sentences with the correct words.

- 1 Read out the first sentence, completed as the example.

UNIT 4

City or countryside?

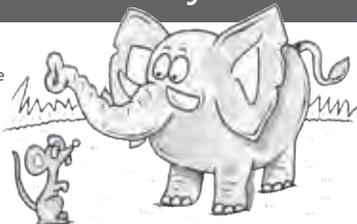
1 Match these words with their opposites.

a massive	1 <input type="checkbox"/> feel uncomfortable
b urban	2 <input type="checkbox"/> cons
c terrible	3 <input type="checkbox"/> nearest
d pros	4 <input type="checkbox"/> fantastic
e feel at home	5 <input type="checkbox"/> rural
f furthest	6 <input checked="" type="checkbox"/> tiny

2 Complete the sentences with the correct words.

outsskirts massive shock taken to terrible urban

- a In this story, it was a real shock to hear that the king had died.
- b She didn't like the film because the story was _____.
- c Some people like living in _____ areas, although they can be polluted.
- d My younger sister has really _____ her new school. She really likes it.
- e You can often find big shops in the _____ of the city.
- f The A360 is a _____ aeroplane.





3 Write sentences in reply to each of these questions.

- a Where do you feel most at home? Why?

- b When do you feel like a fish out of water?

- c What are the pros and cons of living in a city?

- 2 Tell the students to complete the task then compare answers in pairs.
- 3 Check their answers as a class.

Answers: _____

- | | |
|------------|-------------|
| b terrible | c urban |
| d taken to | e outskirts |
| f massive | |

3 Write sentences in reply to each of these questions.

- 1 Read out each question, pausing to invite different students to reply.
- 2 Allow time for them to complete the task, or set it for homework.

LESSON 2

SB page 22

WB page 18

UNIT 4

Grammar The present perfect

1 Circle all the verbs in these sentences from the listening text. Then answer the questions.

- a I've never needed to rush.
- b I've been here for six months now.
- c It hasn't been easy moving here.
- d I've just grown my first vegetables.
- e I've been here since January and I've really taken to it.

2 What is the difference in meaning between these sentences? Discuss in pairs.

- a He **worked** there for ten years. He's **worked** there for ten years. *In the first sentence, he's not working there now.*
- b I'm **studying** Chinese. I've **studied** Chinese.
- c I've **visited** Brazil. I **visited** Brazil in 2014.

3 Complete the questions and answers to make conversations in pairs.

- a A How long you live here?
B about five years
- b A How long your father/work Cairo?
B 2008
- c A your brother/still a student?
B No/just left university
- d A you like basketball?
B I never/play basketball
- e A you go to Turkey?
B Yes/go there in 2014
- f A you go to England?
B No/never

- 1 Which sentences answer the question *How long ...?*
- 2 Which sentence tells you about a recent event? Which word tells you this?
- 3 Which sentence tells you that someone has not done something before?
- 4 How are *for* and *since* different in meaning? What follows each word?

GRAMMAR REVIEW PAGE 124

FOCUS ON GRAMMAR

The present perfect

Use the present perfect for

- actions that started in the past and continue: *I've lived here for ten years.*
- actions which have happened very recently: *Hassan's just finished his homework.*
- actions which have not happened yet: *She's never played tennis.*
- questions and answers about people's experiences: *Have you enjoyed today? Yes, I've had a great time.*

How long have you lived here?

I've lived here for about five years.

WORKBOOK PAGE 18

Grammar

The present perfect

1 Circle all the verbs in these sentences from the listening text. Then answer the questions.

- 1 Tell them that the five sentences are from the listening text on page 21.
- 2 Read out the first sentence and ask the class to find and name the tense in the sentence (*the present perfect*).
- 3 Tell the students to complete the task alone or in pairs.
- 4 Check answers with the whole class.

Answers: _____

- b I've been here for six months now.
- c It hasn't been easy moving here.
- d I've just grown my first vegetables.
- e I've been here since January and I've really taken to it.

- 5 Tell the students to answers questions 1-4 in the box in pairs.
- 6 Discuss the answers with the whole class.

Answers: _____

- 1 Sentences b and e
- 2 Sentence d: just
- 3 Sentence a
- 4 We use *for* with a time period but *since* with a date.

- 3 Correct their work.
- 4 Invite different students to read their answers to the class.

Suggested answers: _____

- a I feel most at home in my bedroom, because I have all my things around me.
- b I feel like a fish out of water when I go to the beach, because I hate sand and I don't like swimming.
- c The pros are that there are so many things to do and see, the cons are the noise and pollution.

2 What is the difference in meaning between these sentences? Discuss in pairs.

- 1 Tell the students to read the example pair of sentences and the answer.
- 2 Tell the students to read the remaining pairs of sentences and encourage them to discuss the differences in meaning.
- 3 Go round and check, then go through the exercise with the whole class. If students need more help with the present perfect, they can read the Focus on Grammar box and the Grammar Review on page 124.

Answers: _____

- b In the first sentence, the person is studying Chinese now. In the second sentence, the person has studied Chinese in the past, but we do not know if they are studying now.
- c In the first sentence, the person has visited Brazil in the past, but we do not know when. In the second sentence, we know when the person visited Brazil (2014). It is a completed action in the past.

3 Complete the questions and answers to make conversations in pairs.

- 1 Read the first prompt and the example answers in speech bubbles.
- 2 Put the students in pairs and ask them to do the same with the remaining prompts.
- 3 Go round and monitor as they are talking and make a note of any errors. Go over these at the end.
- 4 Ask one or two pairs to demonstrate their dialogues to the class at the end.

Answers: _____

- b How long has your father worked in Cairo?
He's worked there since 2008.
- c Is your brother still a student?
No, he has just left university.
- d Do you like basketball?
I have never played basketball.
- e Have you ever been to Turkey?
Yes, I went there in 2014.
- f Have you ever been to England?
No, I have never been there.



1 Rewrite the sentences using the present perfect and because.

- 1 Ask the students to read the example and check they understand the task.
- 2 Allow time for the students to complete the task. Go round and offer help where needed.
- 3 Put them in pairs to compare answers, then go through the exercise with the whole class.

1 Write sentences using the present perfect and because.

- a Kamal broke his leg yesterday. Now he can't play football.
Kamal can't play football because he has broken his leg.
- b Nevine works hard all year. She did well in the English exam.

- c There was a sandstorm in the night. The streets are full of sand.

- d The little boy fell over. He is crying.

- e Rami went to bed late all week. Today he is very tired.

- f Reem left her key at school. She can't get into her house.

- g Sawsan got all the questions right. The teacher is very pleased.

2 Answer the questions using the present perfect and the information in brackets.

- a Why is Samir thirsty? (have nothing to drink all morning)
Samir is thirsty because he has had nothing to drink all morning.
- b Why is Manal crying? (watch a sad film)

- c Why are the police talking to the car driver? (his car hit another car)

- d Why is Mr Hamed late for his meeting? (miss his train)

- e Why can't Nabila see very well? (lose glasses)

- f Why is it dark in the house? (someone turn off the lights)

3 Finish this story using verbs in the present perfect.

When Mr and Mrs Sabri arrive home after the earthquake, they open the door to their house, go in and turn on the light. They can't believe their eyes. They can see that the earthquake has damaged ...



Answers: _____

- b Nevine did well in the English exam because she has worked hard all year.
- c The streets are full of sand because there has been a sandstorm in the night.
- d The little boy is crying because he has fallen over.
- e Rami is very tired today because he has gone to bed late all week.
- f Reem can't get into her house because she has left her key at school.
- g The teacher is very pleased because Sawsan has got all the questions right.

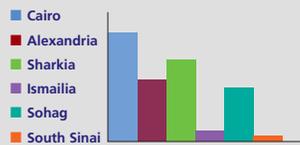
2 Answer the questions with the present perfect and the information in brackets.

- 1 Read out the example question and answer, then check understanding.

Reading

1 Before reading, look at the bar chart and discuss these questions in pairs.

Population of some governorates in Egypt (Taken from the National Census, 2006)



- a How do you think people found out this information?
- b Why do you think it is useful to know this information?

2 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

- national plan (v) questionnaire
- researchers solve

3 Scan the text about the national census and do the following.

- a Check your answers to Exercise 1.
- b Find out what other information we can find from a census.

4 Read the text again and answer the following questions.

- a What has happened to the number of people living in cities? *It has gone up.*
- b Why is it difficult for governments to know how many people live in each part of large cities?
- c What is a census?
- d Why did the ancient Egyptians do a national census?
- e How often does Egypt do a census today?

The national census

In 1800, two percent of the world's population lived in cities. Today, it is over 50 percent and by 2030, it may increase to 60 percent. Across the world, about 180,000 people move to cities every day. It is not easy for governments to know the country's population or how many people are living in each part of large cities. For that reason, many countries carry out a census to get correct information. This is a **questionnaire** in which all the people of a country are asked questions about their lives.

The ancient Egyptians started doing a census in around 3340 BCE, to find out how many workers were available to build the Pyramids and how much land farmers could use along the Nile. In Egypt today, the Central Agency for Population Mobilisation and Statistics (CAPMAS) does a **national** census every ten years. The first modern census was in 1882 and there have been 13 more since then.

Thousands of **researchers** visit people's houses across Egypt and ask people to complete a form. The form asks for information about members of the family in the house, their nationality, religion, education, work and health. It also asks for information about the house: the number of rooms, if it has electricity or gas, where the water comes from, etc.

It is very important for people to complete these forms so that the government knows how comfortably people are living and can help to **solve** any problems.

The information from the census helps the government to **plan** how many hospitals and roads they will need to build and where to build them. It also helps them to improve schools or build new schools if needed. This will help us all to lead better and healthier lives in the future.



UNIT 4

23

to complete the sentence and what the next sentence could be. (E.g. ... all of the house. It has cracked the walls, broken the windows and damaged the ceiling.)

- 2 Allow time for them to complete the story, or set it for homework. They should write at least three or four sentences. Read out good examples.

Students' own answers

LESSON 3 SB page 23

Reading

1 Before reading, look at the bar chart and discuss these questions in pairs.

- 1 Tell the students to look at the information in the pie chart and to read question a and discuss the answer in pairs.
- 2 Ask some students to report their ideas back to the class. Allow a short class discussion.
- 3 Repeat this with question b. Check their answers after doing exercise 3.

2 Check the meanings of these words in your dictionary.

- 1 Ask students if they know the meaning of any of these words and if they do, ask them to explain the words to the class.
- 2 Give them time to look up the meaning of the other words. Tell them that they will meet all these words in the reading text.

- 2 Allow time for the students to complete the task. Go through the exercise with the whole class.

Answers:

- b Manal is crying because she has watched a sad film.
- c The police are talking to the car driver because his car has hit another car.
- d Mr Hamed is late for his meeting because he has missed his train.
- e Nabila can't see very well because she has lost her glasses.
- f It is dark in the house because someone has turned off the lights.

Answers:

- national:* relating to the whole of a country, rather than a part of it
- plan:* to think about something you want to do, and how you will do it
- questionnaire:* a set of written questions answered by a large number of people that is used to provide information
- researcher:* a person who studies a subject in detail in order to find out information
- solve:* to find an answer to a problem.

3 Finish this story using verbs in the present perfect.

- 1 Read out the task, and tell the students to read the given text. Invite a few suggestions for how

3 Scan the text about the national census and do the following.

- 1 Remind the class what *scan* means (reading

quickly to find specific information).
Tell the students to read the text quickly and check their answers to Exercise 1.

- Students answer question b, then compare answers with a friend. Check answers with the whole class.

Answers: _____

Exercise 1

- They did a census. They asked people to fill in a questionnaire to get the information.
- It is useful so people can know how many schools, hospitals, roads etc. are needed for each governorate and where to build them. It also helps them to know how comfortably people are living.

Exercise 3

- We can find out information about members of the family in the house, their nationality, religion, education, work and health; and information about the house, how many rooms it has, if it has electricity or gas, where the water comes from, etc.

4 Read the text again and answer the following questions.

- Ask students to read questions a–e and see if they can answer any of them. Then ask them to read the text again. Check answers as a class.

Answers: _____

- Because about 180,000 people move to cities every day.
- It is a questionnaire in which all the people of a country are asked questions about their lives.
- They wanted to find out how many workers were available to build the Pyramids and how much land farmers could use along the Nile.
- It now does a census every ten years.

LESSON 4

SB page 24

WB page 19

Critical Thinking

1 Read the text and discuss the questions.

- Tell the students to read the text quickly. Remind them that this is an extract from the text they read in the last lesson.

UNIT
4

Critical thinking

1 Read the text and discuss the questions.

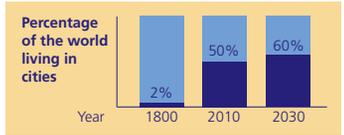
- Why is it important for people to complete the forms in the national census?
- The census gets information about people's homes. Why do you think this information is useful?
- How do you think the census can help governments to plan where to build roads and hospitals?
- How do you think the census can help the government to improve schools?

It is very important for people to complete these forms so that the government knows how comfortably people are living and can help to solve any problems.

The information from the census helps the government to plan how many hospitals and roads they will need to build and where to build them. It also helps them to improve schools or build new schools if needed. This will help us all to lead better and healthier lives in the future.

2 Look at the graph and discuss these questions in pairs.

- What does the graph show about the percentage of people living in cities?
- Why do you think some people move from the countryside to live in the city?



3 Now answer the following questions.

- What can happen to rural areas when many people move to the cities?
- Why do you think it is the man in the family who usually moves to find work?
- How can workers from other countries benefit the cities they work in?
- What are the advantages of living in a rural area?



4 Discuss the following question in pairs.

If you had the choice, would you like to live in a town, a large city or a small village in the countryside? Think about the following:

jobs people money time

I think I would like to live in a city because there are more jobs.



SKILLS FOR LIFE

Learning languages will help you if you decide to move to another country to live or work.

WORKBOOK PAGE 19

- Tell them to read the questions and to discuss the answers in pairs.
- Go through the exercise with the class.

Answers: _____

- So that the government knows how comfortably people are living and can help to solve any problems. It can help them to plan to help us to lead better and healthier lives in the future.
- It can help the government to know if they need to build more homes, water lines, more electricity lines, etc.
- Because the government will know which areas have enough roads and hospitals and which areas do not.
- If there are a lot of people living in one area, they can build more schools so that everyone has a better education.

4

1 Complete the sentences using the first letter of the missing words.

- a They found out some interesting information about houses in the national census.
- b A r_____ visited our house to ask us questions.
- c My family p_____ to go on holiday in August.
- d Japan has a p_____ of 130 million.
- e Let's answer the questions in this q_____.
- f Many farmers try to s_____ the problem of not having enough water for their crops.

2 Find and correct the factual mistakes in these sentences.

- a Today, over 60 percent of people live in cities.
Today, over 50 percent of people live in cities.
- b The first modern Egyptian census was in 1982.

- c CAPMUS does a national census every two years.

- d It is not important if people do not complete the forms in the census.

- e The farmers use the information from the census to help us all.

3 Write about three advantages and three disadvantages to living in a city.

Advantages

- 1 _____
- 2 _____
- 3 _____

Disadvantages

- 1 _____
- 2 _____
- 3 _____



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2 Look at the graph and discuss these questions in pairs.

- 1 Ask student to look at the information in the graph and to discuss the questions in pairs.
- 2 Discuss their answers as a class.

Answers: _____

- a It shows that the number has gone up and will continue to go up.
- b Because there is more work for them in the city.

3 Now answer the following questions.

- 1 Put the students in pairs to discuss each question. Tell them to take turns to make notes. Discuss each question briefly with the whole class.

Suggested answers: _____

- a Villages become quiet and may eventually die. As shops and businesses disappear, employment dries up, so young people leave to find work. Often only old people remain in the villages, which may eventually become abandoned altogether.
- b The men usually find work with better pay, and so they move, leaving the women to look after the family.
- c Workers from other countries often work very hard. They bring their own culture and food.
- d Rural areas are quieter, there is more space, it is easier to travel around, it is less polluted, people are more friendly, etc.

4 Discuss the following question in pairs.

- 1 Ask the students to read the question and the speech bubble; invite some initial ideas from the whole class.
- 2 Students then discuss the question in pairs. Make sure they consider all the ideas in the box. Ask volunteers to report their ideas back to the class and allow a short class discussion. You could have a class vote: town, city or village?

Skills for life

Ask a student to read the information in the Skills for Life box. Ask them if they agree. Which language would be most useful? (Probably English, as it is the most widely spoken language.)

1 Complete the sentences using the first letter of the missing words.

- 1 Read out the example sentence and check that the students understand the task. Students continue with the exercise, alone or in pairs. Invite different students to read out the sentences and write the missing words on the board.

Answers: _____

- b researcher
- c plans
- d population
- e questionnaire
- f solve

2 Find and correct the factual mistakes in these sentences (one is correct).

- 1 Refer the students back to the text on page 23 of the Student's Book. Allow time for the students to read the instructions and the example.
- 2 Students complete the task, alone or in pairs. Remind them that one of the sentences is completely correct.
- 3 Go through the exercise with the whole class.

Answers: _____

- b The first modern Egyptian census was in 1882.
- c CAPMAS does a national census every ten years.
- d It is very important for people to complete the forms in the census.
- e The government uses the information from the census to help us all.

3 Write about three advantages and three disadvantages to living in a city.

- 1 Read out the instructions and ask the class for some initial ideas. Students complete the task alone or in pairs.
- 2 Invite different students to read out their sentences to the class.

Students' own answers

Communication skills Opinions

1 Work in pairs. Write a list of the advantages and disadvantages to living in the city or in the countryside.

City		Countryside	
			
Advantages	Disadvantages	Advantages	Disadvantages
Urban life is exciting.		Easy to make friends.	
.....
.....

2 Listen to Hassan and Adel giving their opinions.

- a Who likes the city and who likes the countryside?
- b Did they say the same advantages and disadvantages as you listed in Exercise 1? Can you add to your list?

4 Work in pairs.

- Student A** Tell Student B the advantages of living in the countryside. Try to use the expressions from Exercise 3.
- Student B** Listen to Student A's opinions. Reply using the expressions from Exercise 3, then tell Student A the advantages of living in the city.

3 Listen again and tick the phrases you hear.

FOCUS ON FUNCTIONS

Giving opinions

In my opinion ...

I'm sure ...

As far as I'm concerned ...

I don't think ...

I think ...

Replies

I agree.

I disagree.

I'm not so sure about that.

That's not true.

That's true.

5 Work in groups. Discuss your findings.

- a Talk about the pros and cons of living in the city and the countryside with your group.
- b When everyone has spoken, decide if you prefer the city or the countryside. Have a class vote.

6 Research the following about the population of Egypt

- Research the current population of Egypt.
- Find out:
- what percentage of people live in rural areas
 - what percentage of people live in urban areas
 - why people leave rural areas and go to live in big cities

WORKBOOK
PAGE 20

LESSON 5

SB page 25 WB page 20

Communication

1 Work in pairs. Write a list of the advantages and disadvantages to living in the city or in the countryside.

- 1 Ask the students to read through the instructions. Allow time for pairs to discuss and list ideas.
- 2 Ask different students to report their ideas back to the class.

2 Listen to Hassan and Adel giving their opinions.

- 1 Read through the questions with the students. Tell them to listen while you play the recording or read the script. Allow time for them to answer the questions and then compare answers with a friend.
- 2 Go over their answers.

Answers: _____

- a Hassan likes the countryside and Adel likes the city.
- b Students' own answers.

TAPESCRIPT

Hassan: In my opinion, Adel, life in the countryside's nice and quiet. And the countryside's pretty. You can't see many trees or birds in the city.

Adel: You're right, Hassan. But what's more important – nature or work? As far as I'm concerned, there are more jobs in the city. You have to walk a long way to get to the shops and cafés in the countryside.

Hassan: I'm afraid I disagree, you can walk to cafés and shops in small villages. You can travel round the countryside quickly, too. It can take a long time to travel through a big city.

Adel: I'm not so sure about that. There are lots of buses and some cities have underground trains. You don't have underground trains in the countryside!

Hassan: But everybody's in a hurry in the city. The countryside's more relaxing.

Adel: I don't think it's relaxing. To me it's boring! I think it's too quiet in the countryside. There's nothing to do.

Hassan: That's not true! And the people are much friendlier in the countryside. Everyone wants to make friends there.

Adel: Perhaps we should ask the other people in our group what they think!

3 Listen again and tick the phrases you hear.

- 1 First, ask the students to read all the expressions in the two lists, then ask them to listen again to the recording.
- 2 Students tick the expressions they hear, then compare answers with a partner.
- 3 Check answers.

Answers: _____

- In my opinion ... I disagree.
 As far as I'm concerned ...
 I'm not so sure about that ...
 I think ... That's not true.

4 Work in pairs.

- 1 Put the students in pairs, A and B. Allow time for them to read their instructions. Remind them to use expressions from Focus on Functions in their conversations. Demonstrate first with a confident student.

Example:

Teacher: I think the countryside is more relaxing than the city.

Student: I disagree. There aren't a lot of things to do.

Teacher: I'm not so sure about that.

- 2 Allow time for the students to practise their discussions. Go round and listen. Swap the pairs around and tell them to practise the conversation again. Invite different students to perform their conversations for the class.

5 Work in groups. Discuss your findings.

- 1 In groups, students discuss their opinions about life in the city and the countryside. Go round and check students are all offering opinions and contributing to the discussion. Offer help if necessary. Make sure groups make a decision about whether they prefer the city or the countryside.
- 2 Ask one or two students to share their group's views with the rest of the class.
- 3 Finally, have a class vote to see which is most popular, the city or the countryside.

6 Research the following about the population of Egypt.

- 1 Tell the students to carry out this research for homework. Tell them to type *population of Egypt* and *population in rural and urban areas in Egypt* into the search engine. Remember to check later. Ask them to report back what they have found out to the class.



1 Complete the conversation with the correct words to express opinions.

1 Allow time for the students to look at the picture. Ask them to describe it (*two girls are looking out of a window at the view of a city. There are high buildings, roads and traffic but also trees*). Ask students to complete the task, then put them in pairs to compare answers. You could then tell pairs to read the conversation together.

Answers: _____

- b opinion c sure
- d true e concerned
- f think g disagree

2 Now answer the questions to express your own opinions.

- 1 Read out the first question, or invite a student to read it out. Ask the class for some initial responses.
 - 2 Allow time for the students to write their own answers, then compare answers with a partner.
 - 3 Invite different students to read out their answers to the class. Does everyone agree with them?
- 3 Write a short email to an English friend describing where you live. You would like your friend to visit you, so make your description interesting.**

- 1 Give students time to plan their writing. Remind them to think about the surroundings and describe them, using adjectives; to list information about places to see and things to do in their city or village; and to give their own opinion about life in their city or village.
- 2 Go round and offer help where needed. Make sure they use some of the language from the unit.

UNIT
4

1 Complete the conversation with the correct words to express opinions.



Hala People say that life in cities is getting worse and worse. What do you think?
Ola I **a** disagree. In my **b** _____, cities are really exciting places to be.
Hala But everything's so expensive, isn't it?
Ola I'm not so **c** _____ about that. There are still some cheap shops.
Hala But people in cities are always so busy.
Ola Yes, that's **d** _____, but as far as I'm **e** _____, that is one of the reasons why city life is so exciting.
Hala What about the countryside?
Ola I don't **f** _____ I could live in the countryside. It's so boring.
Hala Sorry, I **g** _____. Life in the countryside is quiet, but it's never boring.

2 Now answer these questions to express your own opinions.

Hala People say that life in the country is getting worse and worse. What do you think?
a _____
Hala You can't buy many things, can you?
b _____
Hala People in the country are always friendly, aren't they?
c _____
Hala What about the city?
d _____

3 Write a short email to an English friend describing where you live. You would like your friend to visit you, so make your description interesting.

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- 3 Tell the students to compare their emails with their partners. Finally, ask three or four students to read out their emails to the class.

Assessment

Listening Task

Target element: The present perfect and vocabulary from the unit

Read the following sentences based on the conversations in SB page 21. Students say if the speaker is talking about the city or the country.

I've never needed to rush, but here everyone seems to be in a hurry. (city)

I've felt at home because everyone is so friendly. (country)

I lived in the outskirts so it took about an hour to get to the centre. (city)

I can drive to work in about five minutes. (country)

The roads are busy but you can walk everywhere you want. (city)

I've really taken to it: it's so peaceful. (country)

For further practice, make similar sentences as follows:

I've been in traffic all morning. (city)

I haven't found many shops near to where I live. (country)

I've never seen so many people! (city)

I've grown most of the vegetables that I eat. (country)

Reading Task

Target element: Vocabulary from the unit

Use SB page 23, The national census text. Give students a few minutes to read the passage again and write the following sentences on the board. Students say if they are true or false (answers in brackets below):

1 In 1800, ten percent of the world's population lived in cities. (False. It was two percent.)

2 About 180,000 people move into cities every day around the world. (True)

3 Many countries carry out a census to get correct information about where and how people live. (True)

4 The ancient Egyptians carried out a census to find out how to build the Pyramids. (False. They did it to find how many workers they had to build the Pyramids.)

5 Now there is a census in Egypt every twelve years. (False. The census is every ten years.)

6 In the census, everyone must complete a form about how and where they live. (True)

7 The government uses this information to help plan schools, hospitals and roads. (True)

Speaking Task

Target element: The present perfect and vocabulary from the unit

Ask students to think of the names of five places they have visited in Egypt or other countries. They can do this individually. They then show their list to their partner. In pairs, the students talk about where they have been and their opinions about the places.

For example, *I've been to Abu Simbel. In my opinion, it's very interesting. I'm sure you would love to visit it too!*

When the pairs have finished talking, open it into a class discussion. Ask students to talk about some of the places they have visited and their opinions of these places.

Writing Task

Target element: The present perfect and vocabulary from the unit

Write the following prompts on the board. Students complete them with the appropriate ending (sample answers in brackets below).

1 In my school, I've never ... (been late).

2 My older brother has just ... (learned how to drive).

3 It has been fun ... (learning about different countries at school).

4 I have always wanted to ... (visit my cousins in England).

5 Manal is tired because she has ... (worked for ten hours in a shop).

6 Have you ever seen ... (a statue in a museum)?

7 Have you finished ... (reading that book)?