

# UNIT 5

# ROBERT LOUIS STEVENSON

SB pages 26-30

WB pages 21-24

## Objectives

### Listening

Listening for gist and specific information

### Grammar

Verbs + infinitive or *-ing* form

### Reading

Reading for gist and understanding

### Critical thinking

Appreciating and understanding poems

### Functions

Making polite requests and replies

### Writing

Writing about how old people spend their time

**UNIT 5** Robert Louis Stevenson: "The Gardener"

**OBJECTIVES**  
**Listening** Listening for gist and for specific information  
**Grammar** Verbs + infinitive or *-ing* form  
**Reading** Reading for gist and understanding  
**Critical thinking** Appreciating and understanding poems  
**Functions** Making polite requests and replies  
**Writing** Writing about organisations that help old people

**Listening**

1 Before you listen, discuss these questions in pairs.  
 a Do you know the names of any poets?  
 b What did they write about?

2 Use your dictionary to check the meanings of these words.  
 candle hop (v) pleasant rhyme (v)  
 rhythm swing (n) treasure verse

3 Listen to a conversation about the writer Robert Louis Stevenson and answer the questions.  
 a What is *A Child's Garden of Verses*?  
*It is a book of poems.*  
 b Where was Robert Louis Stevenson born? .....  
 c What is *Treasure Island*? .....  
 d When did Stevenson become famous? .....  
 e What are the names of the two poems the girls read? .....

4 Listen again. Find and correct the factual mistakes in these sentences.  
 a The first poem describes a sunny day.  
*The first poem describes a rainy day.*  
 b In this poem, the word *tree* rhymes with *here*.  
 .....  
 c The second poem is about a garden. ....  
 d The rhythm of the second poem makes you feel like you are running. ....  
 e We hear three verses of the second poem.  
 .....

5 Match the pairs of words below that rhyme.  
 day feet light night  
 see street tree way

6 Now complete the poem below with words from Exercise 5.  
 In winter I get up at a night.  
 And dress by yellow candle-b .....  
 In summer quite the other c .....  
 I have to go to bed by d .....

26

WORKBOOK PAGE 21

## LESSON 1

SB page 26

WB page 21

### Before using the book:

- Ask the students to name some poems or poets in Arabic. Ask them how poems are different from other kinds of writing.

## Listening

**1 Before you listen, discuss these questions in pairs.**

- Put the students in pairs to discuss the questions; go round and monitor.
- Invite different students to share their ideas with the class.

**Students' own answers****2 Use your dictionary to check the meanings of these words.**

- Tell the students to do the task alone or in pairs.
- Go through the answers with the whole class; ask different students to read out the dictionary definitions.
- Explain that all of these words will help them to understand the listening task.

**Answers:**

<i>candle</i>	a stick of wax that you burn to produce light
<i>hop</i>	to move by jumping on one leg
<i>pleasant</i>	enjoyable, nice or good
<i>rhyme</i>	when words end with the same sound
<i>rhythm</i>	a regular repeated pattern of sounds in music, speech etc.
<i>swing</i>	a hanging seat that swings, that children play on
<i>treasure</i>	a collection of gold, silver, jewels etc., especially one that has been hidden
<i>verse</i>	a set of lines of words that forms one part of a poem or song

**3 Listen to a conversation about the writer Robert Louis Stevenson and answer the questions.**

- Ask students if they have ever heard of Robert Louis Stevenson or some of his famous stories such as *Treasure Island* or *The Strange Case of Dr Jekyll and Mr Hyde*. These have also been made into many films, so they may have heard of them.
- Play the recording or read the tapescript, then allow time for them to answer the questions, in pairs or alone.
- Check answers as a class.

**Answers:**

- He was born in Edinburgh in Scotland.

- It is a novel.
- After he wrote *Treasure Island* in 1883.
- "Rain" and "The Swing".

**TAPESCRIPT**

- Ola* We've just finished reading A Child's Garden of Verses in our lesson this week. It's a book of poems. I enjoyed reading them, but I don't know very much about the writer of the poems, Robert Louis Stevenson. Do you know anything about him, Lamia?
- Lamia* Yes, we studied him last year. He was born in Edinburgh in Scotland. He began to write stories when he was a young man and later he wrote novels. He became famous after he wrote a novel called *Treasure Island* in 1883, which was very popular with children. He wrote A Child's Garden of Verses in 1885.
- Ola* I like his poems. This one is called "Rain". It is only one verse. I'll read it to you:
- The rain is falling all around  
It falls on field and tree  
It rains on the umbrellas here  
And the ships at sea.*
- Lamia*: I like the way that "tree" rhymes with "sea". Look, here's another poem. I'll start to read it. It's called "The Swing":
- How do you like to go up in a swing?  
Up in the air so blue?  
Oh, I do think it the pleasantest thing  
Ever a child can do.*
- Ola*: There are more rhymes in that poem: "swing" rhymes with "thing" and "blue" rhymes with "do".
- Lamia*: Yes. The poem also has an interesting rhythm. When you read it, it sounds like you are going up and down, as if you were in a swing. Listen, this is the last of the three verses:
- I look down on the garden green,  
Down on the roof so brown ...  
Up in the air I go flying again,  
Up in the air and down!*
- Ola*: Yes, I agree. It's like being on a swing when you listen to it!

**4 Listen again. Find and correct the factual mistakes in these sentences.**

- Ask the students to read the first sentence and the example answer. Then ask them to read the gapped sentences. See if they can answer before they listen again.
- Play the recording or read the tapescript again, then allow time for them to find and correct the remaining mistakes.

- 3 Play it again for them to check.
- 4 Check the answers with the class.

**Answers:** \_\_\_\_\_

- b The word *tree* rhymes with *sea*.
- c The second poem is about a swing.
- d The rhythm of the second poem makes you feel that you are on a swing.
- e We hear two verses of the second poem.

**5 Match the pairs of words below that rhyme.**

- 1 Ask students to say pairs of words in English that rhyme.
- 2 Now ask them to match the pairs that rhyme in the box. They can do this in pairs. Encourage them to say the words aloud.
- 3 Check the answers with the class.
- 4 See if students can say any other words that rhyme with those in the box, for example *say, three, might, be*.

**Answers:** \_\_\_\_\_

day-day, feet-street, light-night, see-tree

**6 Now complete the poem below with words from Exercise 5.**

- 1 Explain that the text is another short poem by Robert Louis Stevenson from *A Child's Garden of Verses*.
- 2 Students work in pairs to complete the poem with the correct rhyming words from Exercise 5. They need to think carefully about both the meaning of the sentence and the rhyme as they do this.

Note: You might want to point out that in Britain, it is light until around 10 o'clock at night in the summer, but dark at around 4 o'clock in the winter.

- 3 When they have finished, ask students to read a line each of the poem aloud.

**Answers:** \_\_\_\_\_

- b light
- c way
- d day

**WORKBOOK** page 21

**1 Answer the questions with these words.**

- 1 Explain that the words in the box are all words that they met in the Student's Book Lesson 1.

Robert Louis Stevenson

**1 Answer the questions with these words.**

candle pleasant rhythm  
swing treasure verse

- a What do you call something that is enjoyable, nice or good? pleasant
- b What do you call gold, silver, money, etc. that someone has hidden? \_\_\_\_\_
- c What do you call lines that form one part of a poem? \_\_\_\_\_
- d What do you call something you burn to produce light? \_\_\_\_\_
- e What do you call a repeated sound in music, poems, etc? \_\_\_\_\_
- f What do you call a moving seat that children play on? \_\_\_\_\_



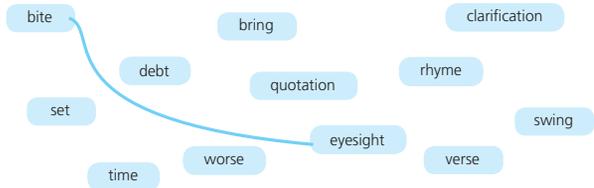
**2 Complete these sentences with words from Exercise 1.**

- a There was no electricity in the house, so we had to use a candle.
- b They found an old ship under the water which they think is full of \_\_\_\_\_.
- c I don't like this music. It doesn't have any \_\_\_\_\_.
- d I love riding a \_\_\_\_\_ in the park.
- e For homework, we have to write the first \_\_\_\_\_ of a poem.
- f It was very \_\_\_\_\_ sitting in the park at the end of a hot day!

**3 Read and match.**

- |  |                                       |  |
|--|---------------------------------------|--|
| a Robert Louis Stevenson                     | 1 <input type="checkbox"/>            | was very popular with children.          |
| b He began to write novels                   | 2 <input type="checkbox"/>            | in 1885.                                 |
| c His novel <i>Treasure Island</i>           | 3 <input type="checkbox"/>            | from <i>A Child's Garden of Verses</i> . |
| d He wrote <i>A Child's Garden of Verses</i> | 4 <input checked="" type="checkbox"/> | was born in Edinburgh, Scotland.         |
| e "The Rain" is a poem                       | 5 <input type="checkbox"/>            | when he was a young man.                 |

**4 Work in pairs. Say these words aloud. Match the words that rhyme.**



- 2 Read the example, then students can complete the task individually.
- 3 Put them in pairs to compare answers, then go through the exercise with the whole class.

**Answers:** \_\_\_\_\_

- |            |         |          |
|------------|---------|----------|
| b treasure | c verse | d candle |
| e rhythm   | f swing |          |

**2 Complete these sentences with words from Exercise 1.**

- 1 Read out the example.
- 2 Tell the students to complete the task then compare answers in pairs.
- 3 Check answers with the whole class.

Grammar Verbs + infinitive or -ing form

1 Circle the two main verbs in these sentences from the listening.

- a We've just finished reading A Child's Garden of Verses in our lesson.
- b I enjoyed reading them.
- c He began to write stories when he was a young man.
- d I'll start to read the first verse.
- e How do you like to go up in a swing?

GRAMMAR REVIEW PAGE 125



2 Discuss these questions in pairs.

- a Which of the main verbs in Exercise 1 are followed by to + infinitive?
- b Which of the main verbs are followed by the -ing form of the verb?
- c Can you complete the table with these verbs?

agree begin choose continue decide enjoy finish hope keep learn love offer plan practise prefer promise remember start stop suggest try want would like	Verbs followed by to + infinitive agree..... ..... ..... ..... .....	Verbs followed by -ing form finish..... ..... ..... ..... .....	Verbs followed by to + infinitive or -ing form begin..... ..... ..... ..... .....
	Verbs followed by to + infinitive ..... ..... ..... ..... .....	Verbs followed by -ing form ..... ..... ..... ..... .....	Verbs followed by to + infinitive or -ing form ..... ..... ..... ..... .....

CHECK IN YOUR DICTIONARY

3 Sometimes there is a difference in meaning when verbs are followed by both forms. Discuss the differences between these pairs of sentences.

- a When I was young, I remember **visiting** my grandmother every week.  
I love my grandmother. I remember **to visit** her every week.
- b Mona stopped **talking** to her friend after they had a fight.  
Mona stopped **to talk** to her friend on her way home.
- c I had a headache, so I **tried taking** some medicine.  
I **tried to buy** some medicine, but the chemist was closed.

4 Now complete these sentences with the correct form of the verbs in brackets.

- a I love reading (read) poetry. One day, I'd like to write (write) poems myself.
- b If you want ..... (stay) healthy, you should stop ..... (eat) unhealthy food and try ..... (do) more exercise.
- c Next year, he's going to learn ..... (drive). He hopes ..... (pass) the test first time.
- d Sheriff has decided ..... (work) with his father when he finishes university.

FOCUS ON GRAMMAR GRAMMAR REVIEW PAGE 125

Verbs + infinitive or -ing form

Verbs can be followed by second verbs in two different forms.

- to + infinitive: I've **decided to be** an architect.
- verb + -ing: She enjoys **playing** with her grandchildren.

Some verbs can be followed by to + infinitive or -ing: Tarek **began to laugh/laughing**.

WORKBOOK PAGE 22

UNIT 5

27

Answers: \_\_\_\_\_

- b treasure      c rhythm      d swing
- e verse      f pleasant

3 Read and match.

- 1 Before students begin, ask them what they can remember about the writer Robert Louis Stevenson.
- 2 Students can work in pairs to complete the task.
- 3 Check answers with the whole class.

Answers: \_\_\_\_\_

- a 4      b 5      c 1      d 2      e 3

4 Work in pairs. Say these words aloud. Match the words that rhyme.

- 1 Ask a student to read the example. Remind students that words that rhyme do not always have the same spelling, as in this example.
- 2 Students complete the task in pairs.
- 3 Invite different students to read their answers to the class.

Answers: \_\_\_\_\_

- bring-swing      clarification-quotation
- debt-set      worse-verse
- time-rhyme

LESSON 2

SB page 27      WB page 22

Grammar

Verbs + infinitive or -ing form

1 Circle the two main verbs in these sentences from the listening.

- 1 First, tell the students to study the Focus on Grammar box, and remind them to refer to it as necessary.
- 2 Tell the students to read the example, then complete the task alone or in pairs.
- 3 Check answers with the whole class.

Answers: \_\_\_\_\_

- b I enjoyed reading them.
- c He began to write stories when he was a young man.
- d I'll start to read the first verse.
- e How do you like to go up in a swing?

2 Discuss these questions in pairs.

- 1 Read out the first question and invite the class to answer it.
- 2 Now tell the students to answer the remaining questions in pairs. Go round and help where necessary.
- 3 Check answers with the whole class.

Answers: \_\_\_\_\_

- a began, start, like

- b enjoy
- c verbs followed by *to* + infinitive: agree, choose, decide, hope, learn, offer, plan, promise, want, would like
- verbs followed by *-ing* form: finish, enjoy, keep, practise, suggest
- Verbs followed by *to* + infinitive or *-ing* form: begin, continue, love, prefer, remember, start, stop, try

**3 Sometimes there is a difference in meaning when verbs are followed by both forms. Discuss the differences between these pairs of sentences.**

- 1 Put the students in pairs to discuss the sentences. Go round and listen, noting any common problems.
- 2 Go through the exercise with the whole class.

**Answers:**

- a In the first sentence, the person remembers an event in the past. In the second, this is something the person always remembers or wants to remember to do.
- b In the first sentence, Mona does not talk to her friend any more. In the second, she stopped walking in order to talk to her.
- c In the first sentence, the person thought this was a good idea as an experiment. We don't know if this was successful. In the second, the person was not successful.

**4 Now complete these sentences with the correct form of the verbs in brackets.**

- 1 Allow time for the students to complete the task alone, then compare answers with a friend.
- 2 Check answers; ask different students to read out the completed sentences.

**Answers:**

- b to stay, eating, doing
- c to drive, to pass
- d to work

**5 In pairs, complete these sentences with the correct form of a verb.**

- 1 Tell the students to read the first sentence, completed as the example. Explain that they can use their own ideas in this task.
- 2 Allow time for pairs to complete the sentences. Go round and offer help if needed.

**1 Find and correct the mistakes in these sentences.**



- a To be good at music, you have to practise ~~to play~~ every day. playing
- b Rami offered helping his grandmother with her shopping. \_\_\_\_\_
- c Nabil has decided buying a new computer. \_\_\_\_\_
- d Yasser plans working abroad next year. \_\_\_\_\_
- e Taha has always enjoyed to read poetry. \_\_\_\_\_
- f Huda hopes spending a week with her aunt and uncle. \_\_\_\_\_
- g Young children like learn to sing. \_\_\_\_\_
- h To stay warm in cold weather, you've got to keep to move. \_\_\_\_\_
- i When Karim finished to run, he was very tired. \_\_\_\_\_
- j He found the film quite frightening, so he stopped to watch it. \_\_\_\_\_

**2 Write sentences about the following.**

- a Three things you enjoy doing at weekends.
  - I enjoy writing stories.
  - \_\_\_\_\_
  - \_\_\_\_\_
- b Two things that you have stopped doing recently.
  - \_\_\_\_\_
  - \_\_\_\_\_
- c Two things you want to learn to do.
  - \_\_\_\_\_
  - \_\_\_\_\_
- d Two things you hope to do when you are older.
  - \_\_\_\_\_
  - \_\_\_\_\_
- e Two things you have promised to do for someone recently.
  - \_\_\_\_\_
  - \_\_\_\_\_



**3 Write three or four sentences about one of these subjects, using the verbs in brackets.**

- An early memory (*remember*)
- A bad decision (*decide*)
- An offer I couldn't refuse (*offer*)
- A future plan (*plan*)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**3 Check answers.**

**Suggested answers:**

- b I plan to go swimming.
- c My parents hope to buy a new car next year.
- d My friend has decided to learn French.
- e You should always practise listening to English when it is on television.
- f I have already remembered to buy a present for my brother's birthday.



**1 Find and correct the mistakes in these sentences.**

- 1 Tell the students to read the first sentence and

## Reading

## 1 Discuss this question in pairs.

Do children and adults enjoy doing the same things in gardens? Why/Why not?

## 2 Read a poem by Robert Louis Stevenson. Which of the words in bold in the poem mean the following?

- a not covered by anything **bare** .....
- b small pieces of land for growing things on .....
- c dried grass that people use to feed animals .....
- d move something in or under soil using a tool .....
- e closes something using a key .....
- f not clever or sensible .....
- g get something good or useful from a situation .....

CHECK  
IN YOUR  
DICTIONARY*The Gardener*

The gardener does not love to talk.  
He makes me keep the gravel walk;  
And when he puts his tools away,  
He **locks** the door and takes the key.

Away behind the **currant row**,  
Where no one else but cook may go,  
Far in the **plots**, I see him **dig**.  
Old and serious, brown and big.

He digs the flowers, green, red, and blue,  
Nor wishes to be spoken to.  
He digs the flowers and cuts the **hay**,  
And never seems to want to play.

**Silly** gardener! Summer goes,  
And winter comes with pinching toes,  
When in the garden **bare** and brown,  
You must lay your barrow down.

Well now, and while the summer stays,  
To **profit** by these garden days,  
Oh how much wiser you would be,  
To play at Indian wars with me!

*keep the gravel walk = stay on the path through the garden*  
*currant row = a line of plants that have small fruits*  
*barrow = something with one wheel that gardeners use to carry things from the garden*  
*pinching toes = toes that hurt because of the cold*  
*Indian wars = a children's game*



## 3 Read the poem again and choose the correct answer.

- a The speaker in the poem is probably  
A a gardener B an old man C a child
- b In the garden, the speaker  
A can do what he likes  
B must follow some rules  
C must dig the flowers
- c The gardener doesn't like to talk because  
A he has to work very hard  
B he's unfriendly  
C he can't speak English
- d The speaker wants the gardener  
A to put his tools away  
B to play games  
C to dig a path

## 4 Discuss these questions in pairs.

- a Do you think the speaker likes the gardener? Why/Why not?
- b Why does the gardener not do so much work in the winter?
- c How does the writer say the gardener should use his time in the summer?

## 2 Write sentences about the following.

- 1 Read out the task, and invite ideas from the whole class.
- 2 Allow time for them to complete the task; go round and check.
- 3 Correct their work; invite volunteers to read their sentences to the class.

*Students' own answers*

## 3 Write three or four sentences about one of these subjects, using the verbs in brackets.

- 1 Allow time for the students to read the task and choose one of the subjects.
- 2 Invite initial ideas from a few students, then tell them to write their sentences.
- 3 Go round and make corrections if necessary.
- 4 Ask different students to read out their sentences to the class.

*Students' own answers*

## LESSON 3

SB page 28

## Reading

## 1 Discuss this question in pairs.

- 1 Write the word **garden** on the board. Ask students to think of as many words as they can that are related to a garden, for example, *trees, plants, flowers, play games, relax*, etc.

- 2 Now read out the question. Ask a few students to give their ideas.

*Suggested answers:* \_\_\_\_\_

No, they don't. Children like to play games. Adults often like to look at the flowers or to relax.

its correction; check they understand the task.

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

*Answers:* \_\_\_\_\_

- |                    |                      |
|--------------------|----------------------|
| b offerd to help   | c has decided to buy |
| d plans to work    | e enjoyed reading    |
| f hopes to spend   | g like to learn      |
| h keep moving      | i finahed running    |
| j stopped watching |                      |

**2 Read a poem by Robert Louis Stevenson. Which of the words in bold in the poem mean the following?**

- 1 Write **Robert Louis Stevenson** on the board. Ask the class to tell you what they know about him and/or explain who he was. Explain that they are going to read another poem by the writer.
- 2 Tell the students to read definitions a–g and match them with the words in bold in the poem.
- 3 Tell them to check answers in a dictionary, then go through the exercise with the whole class.

**Answers:** \_\_\_\_\_  
 b plots                      c hay                      d dig  
 e locks                      f silly                      g profit

**3 Read the poem again and choose the correct answer.**

- 1 Allow time for the students to read the poem again. Point out that some of the words and expressions are explained in the box to the side of the poem.
- 2 Go round and monitor as they are working, and help with any queries.
- 3 Tell the students to compare answers in pairs, then check with the whole class.

**Answers:** \_\_\_\_\_  
 b B                      c A                      d B

**4 Discuss these questions in pairs.**

- 1 Give students time to discuss the questions in pairs. Go round and monitor as they are talking.
- 2 Ask pairs of students to share their ideas with the class.

**Answers:** \_\_\_\_\_  
 a Suggested: I think he likes the gardener because he wants to talk to him and to play with him. He seems sad that the gardener does not want to talk or play. Perhaps he is also a little afraid of the gardener who

**Critical thinking**

**1 Look at the poem “The Gardener” again and answer the questions.**

- a Which words rhyme in the poem?
- b How many verses does it have?



**2 Discuss these questions in pairs.**

- a Read these two lines of the poem. What does this tell us about the gardener?  
*And when he puts his tools away,  
 He locks the door and takes the key.*
- b In verse 4, why does the writer call the gardener *silly*?
- c In verse 4, why is the garden *bare and brown*?
- d Do you think the gardener would be wiser to play games with the writer? Why/Why not?

**3 Read another poem from A Child’s Garden of Verses and answer the questions.**

*Happy Thought*  
 The world is so full of a number of things,  
 I’m sure we should all be as happy as kings.

- a How many verses does the poem have?
- b Which words rhyme?

**4 Discuss these questions in pairs or small groups.**

- a Which poems or poets do you like?
- b Which do you prefer to read, poems or stories? Why?
- c Which do think is harder to write, a poem or a story? Why?

**5 FOCUS ON POEMS**

*The gardener does not love to talk.  
 He makes me keep the gravel walk;  
 And when he puts his tools away,  
 He locks the door and takes the key.*

*Away behind the currant row,  
 Where no one else but cook may go,  
 Far in the plots, I see him dig,  
 Old and serious, brown and big.*

words that rhyme  
 two verses



**SKILLS FOR LIFE**

Read as many poems as you can. They can be easy or difficult, but they can often teach us a lot about life.

WORKBOOK PAGE 23

has many rules.

- b Because the garden is bare and brown: most of the plants have died.
- c He says he should “profit by these garden days”: enjoy them while they last.

**LESSON 4**

**SB page 29      WB page 23**

**Critical thinking**

**1 Look at the poem “The Gardener” again and answer the questions.**

- 1 Tell the students to read the poem on page 28

again.

- 2 Put them in pairs to discuss the questions. Go round and listen, offering help where needed.
- 3 Discuss the answers with the whole class.

**Answers:** \_\_\_\_\_

- a talk-walk, row-go, dig-big, blue-to, hay-play, goes-toes, brown-down, stays-days, be-me (away and key do not fully rhyme though they sound similar: this is called a half rhyme)
- b It has four.

## 2 Now discuss these questions in pairs.

- 1 Put the students in pairs or small groups to discuss these questions. Go round and listen, offering prompts if needed.
- 2 Invite students from each pair or group to report back to the class.

**Answers:** \_\_\_\_\_

- a It shows that he is careful. He does not want anyone to use his tools when he is not working. It might be dangerous and perhaps they are expensive.
- b Because he will not play games although it is summer. He just wants to work. The writer thinks this is not sensible.
- c Because it is winter. The plants have died.
- d Suggested: He is wiser not to play games because this is not what he is paid to do. His job is to look after the garden.

## 3 Read another poem from *A Child's Garden of Verses* and answer the questions.

- 1 This task will check to see if they understand the structure and functions of a poem. Ask them to read the short poem, or ask a student to read it aloud. Ask them if they like the poem and what they think it means (*we should all be happy because there are so many things in the world to help us enjoy it*).
- 2 Ask students to work in pairs or small groups to discuss questions a–d. Give them time to answer. Go round and help them if necessary. Make sure they understand the concept of stress (words that are said more strongly than others in a sentence). They can refer to the Focus on Poems box to help them if necessary.
- 3 Check answers as a whole class.

**Answers:** \_\_\_\_\_

- a It has one verse.
- b things-kings

## 4 Discuss these questions in pairs or small groups.

- 1 Then tell the students to discuss each question in pairs or small groups, and to note down their main ideas.
- 2 Go round and listen. Then invite different students to report back their ideas about each question. Try to choose students who have differing ideas. Encourage a short class discussion.

*Students' own answers*

## 5 Focus on poems.

- 1 Go through the Focus on Poems box with the class. This summarises what they have met.
- 2 Ask students to read the poem aloud, using the correct stress.
- 3 Ask students to say all the words that rhyme.

## Skills for life

Ask a student to read the Skills for life box. Encourage them to read poems in English and Arabic.

**WORKBOOK** page 23

**1 Complete the sentences using these words.**

- Tell students that these are all words they have met in the poems in the Student's Book.
- Tell the students to complete the task alone and to compare answers in pairs.
- Check answers as a whole class.

**Answers:** \_\_\_\_\_

- |         |        |          |
|---------|--------|----------|
| b hay   | c lock | d profit |
| e silly | f bare | g plot   |

**2 Answer the questions.**

- Students work in pairs to answer the questions which check their understanding of the vocabulary from Exercise 1.
- Go round and offer help where necessary.
- Check answers as a whole class.

**Suggested answers:** \_\_\_\_\_

- a window, a car
- sheep, cows, horses
- treasure, carrots, potatoes
- You can get a good job and earn good money.

**3 Put the lines of the poem in the correct order.**

- Ask students to read the jumbled sentences first. Then, in pairs, they can put them into the correct order.
- Check answers as a whole class.

**Answers:** \_\_\_\_\_

- |     |     |     |     |
|-----|-----|-----|-----|
| a 2 | b 4 | c 3 | d 1 |
| e 7 | f 6 | g 8 | h 5 |

**4 Look at the poem in Exercise 3 and circle the words that rhyme.**

- Students complete the task in pairs.
- Ask them to read the words that rhyme, then read the completed poem aloud.

**1 Complete the sentences using these words.**

bare digging hay lock plot profit silly

- Children love digging in the sand on the beach.
- In winter, farmers sometimes give their sheep \_\_\_\_\_ to eat.
- Don't forget to \_\_\_\_\_ the door when you leave the house.
- The hotels in this city hope to \_\_\_\_\_ from the new airport.
- Children can sometimes be \_\_\_\_\_ when they play together.
- The mother told her children not to go outside with \_\_\_\_\_ feet.
- My grandfather usually has lots of carrots from his vegetable \_\_\_\_\_.



**2 Answer the questions.**

- What things can you lock? a door, \_\_\_\_\_
- What animals sometimes eat hay? \_\_\_\_\_
- What can you sometimes find if you dig under the ground? \_\_\_\_\_
- In what ways might you profit from going to a good university? \_\_\_\_\_

**3 Put the lines of the poem in the correct order.**

- Was now the home of a small mouse.
- And now the mouse has gone away.
- So I quickly bought a cat today,
- 1 One day I found that my large house,
- There won't be any more mice in here,
- He seems to like living here, so,
- But I have a cat to stay, I fear.
- 5 The mouse has gone, but the cat won't go,



**4 Look at the poem in Exercise 3 and circle the words that rhyme.**

- Ask the class if they like the poem. Why/Why not?

**Answers:** \_\_\_\_\_

house-mouse, today-away, go-so, here-fear

LESSON 5

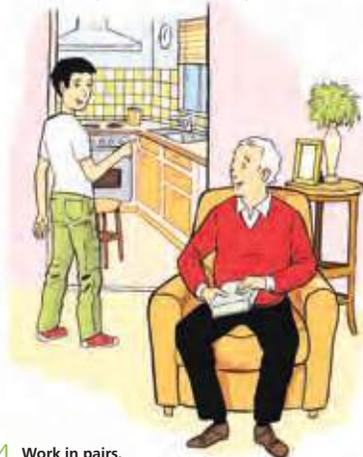
SB page 30 WB page 24

UNIT 5

Communication skills Making polite requests and replies

1 Discuss these questions in pairs.

- a What do these people ask each other?
  - young people and old people
  - students and teachers
  - children and their parents
- b Is there a difference in the language these people use to ask for things?



4 Work in pairs.

- a **Student A** You are an old person and you are not feeling very well. You need some bread and tea from the shop. Ask one of your neighbour's children to help you.  
**Student B** You are a young person who often helps your neighbour.
- b **Student B** You are a school student. You do not understand your homework. Ask one of your parents if they can help you.  
**Student A** You are a parent. You do not have time to help your son/daughter with their homework now, but you can help in about an hour.

5 Research the following about life for old people

- Find out how old people in your family spend their time.  
Find out:
- how much time they spend with other family members
  - what hobbies they have
  - how they are helped by others in your family

- Students ask teachers for help in understanding things they are trying to learn.  
Teachers ask students to work hard.
- Children ask their parents for advice, practical help, etc.  
Parents ask children for practical help around the house.
- b Children and parents use friendly, informal language with each other.  
Teachers with students, and young people with older people use more formal language.

2 Listen to three conversations and answer these questions.

- 1 Read through the questions with the students. Ask the students to listen while you play the first conversation or read the tapescript.
- 2 Confirm with them that the example answer is correct, then allow time for them to answer questions b and c.
- 3 Play the second conversation or read the tapescript, and allow time for them to write their answers.
- 4 Repeat with the third conversation.
- 5 Check answers; play the conversations again or read them if necessary.

FOCUS ON FUNCTIONS

Making requests

- Can you ...?
- Could you do me a favour?
- Could you do something for me?
- Could you possibly ...?
- I wonder if you could ...
- I don't suppose you could ...?
- F Do you think you could ...?

Responding to requests

- Certainly.
- Yes. What is it?
- No problem.
- No, I'm afraid I can't.
- That's not a problem.
- Yes, of course.

WORKBOOK PAGE 24

30

Communication skills

Making polite requests and replies

1 Discuss these questions in pairs.

- 1 Put the students in pairs to discuss the questions. Go round and listen, offering suggestions if necessary.
- 2 Invite volunteers to share their ideas with the class; allow a short class discussion.

Suggested answers:

- a
  - Young people ask old people for advice. Old people ask young people to help them with physical tasks they find difficult.

Answers:

- a People in the conversations
  - 1 A boy (Salem) and an old man (Mr Sabri)
  - 2 A mother and daughter
  - 3 A student (Mazin) and teacher (Mr Zaki)
- b The mother and daughter use informal requests. The others use formal language.
- c Yes, they all reply politely.

TAPESCRIPT

Narrator: Conversation 1  
Mr Sabri: Hello, Salem.  
Salem: Hello, Mr Sabri. How are you?  
Mr Sabri: I'm well, thanks, but do you think you could do me a favour?

**Salem:** Certainly. What would you like me to do?  
**Mr Sabri:** I've lost my glasses. Could you possibly help me look for them?  
**Salem:** Yes, of course. When did you last have them?  
**Mr Sabri:** This morning when I was reading the newspaper in the kitchen.  
**Salem:** I'll have a quick look there.  
**Mr Sabri:** That's very kind of you, Salem. Thanks.

**Narrator:** Conversation 2  
**Mother:** Are you busy, Mona?  
**Mona:** No, not really.  
**Mother:** Could you do something for me?  
**Mona:** Yes, Mum. What is it?  
**Mother:** We're having guests this evening. Can you help me cook the meal?  
**Mona:** No problem. Who are the guests?  
**Mother:** They're people your dad works with.

**Narrator:** Conversation 3  
**Mazin:** Excuse me, Mr Zaki.  
**Mr Zaki:** Yes, Mazin. What is it?  
**Mazin:** I was ill yesterday and I missed your maths lesson. I wonder if you could tell me what the homework was?  
**Mr Zaki:** That's not a problem, Mazin. It was exercise 5 on page 45 of your book.  
**Mazin:** Thanks. I don't suppose you could explain what I have to do?  
**Mr Zaki:** No, I'm afraid I can't, Mazin. I don't have time now, but I could see you for a few minutes after the lesson.  
**Mazin:** Thank you, Mr Zaki.

### 3 Listen again and do the following.

- 1 First, ask the students to read all the phrases in the two lists.
- 2 Play the recording or read the tapescript again.
- 3 Tell the students to tick the phrases they hear. They then compare answers with a partner and decide if the phrases are formal (F) or informal (I).
- 4 Check answers. If necessary, play or read it again.

#### **Answers:**

- [✓] I Can you...? Could you do me a favour?
- [✓] I Could you do something for me?
- [✓] F Could you possibly...?
- [✓] F I wonder if you could ...
- [✓] F I don't suppose you could ...
- [✓] F Do you think you could ...
- [✓] F Certainly.
- [✓] I Yes. What is it?

- [✓] I No problem.
- [✓] F No, I'm afraid I can't.
- [✓] F That's not a problem.
- [✓] F Yes, of course.

### 4 Work in pairs.

- 1 Put the students in pairs and tell them to read the instructions in a.
- 2 Remind them to use expressions from Focus on Functions in their conversations.
- 3 Demonstrate first with a confident student.

Example:

Teacher: *I wonder if you would go to the shops for me.*

Student: *Yes, of course. What do you need?*

Teacher: *Could you possibly get me some bread and some tea, please?*

Student: *Certainly.*

- 4 Allow time for the task. Encourage them to use their imaginations; go round and offer suggestions if necessary.
- 5 Repeat with situation b.
- 6 Invite different students to perform their conversations for the class.

### 5 Research the following about life for old people.

- 1 Read the task as a class. Ask a few students which people they can ask to find out this information. If students do not have any older people in their family, see if they can ask friends or neighbours.
- 2 Ask students to write up the information they find for homework.

1 Choose the correct word or phrase to complete these conversations.

- a A Could you possibly/ probably help me?
- b B Yes, of course. / No, not at all. What would you like me to do?
- c A I can't find today's newspaper. Do you think you could help / helping me look for it?
- d B Certain. / Certainly.
- e A Could you do / make me a favour?
- B Yes, what is it?
- f A I don't suppose you could help / helping me do the shopping?
- g B Yes, that's a problem. / no problem.

2 Write what you would say in each of the following situations.



- a You have left one of your schoolbooks at your friend's house. Ask this friend if he/she could bring it to school for you tomorrow.  
Could you bring my book to school for me tomorrow?
- b You would like to use a friend's phone to make an important call.  
\_\_\_\_\_
- c You've forgotten what you need to do for homework tonight. Ask your friend.  
\_\_\_\_\_
- d Your neighbour is an old woman and needs help carrying some bags into her flat.  
\_\_\_\_\_

3 Write a paragraph about an organisation in your town which helps to look after old people. Include answers to these questions:

- What is the name of the organisation?
- Where is it?
- What exactly does it do?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- Answers: \_\_\_\_\_
- b Yes, of course.
  - c help
  - d Certainly
  - e do
  - f help
  - g no problem

2 Write what you would say in each of the following situations.

- 1 Tell the students to read the example and check that they know what to do.
- 2 Allow time for them to complete the task.
- 3 Check answers with the whole class.

Suggested Answers: \_\_\_\_\_

- b Can I use your phone, please?
- c Could you tell me what homework we have tonight?
- d Please, let me help you carry those bags, Mrs (name).

3 Write a paragraph about an organisation in your town which helps to look after old people. Include answers to these questions:

- 1 Read out the instruction and invite some initial suggestions. Students may need to research the information to find out about an organisation. Ask them how they can do this, for example by using the library or the internet.
- 2 Students can write the task for homework.

WORKBOOK page 24

1 Choose the correct word or phrase to complete these conversations.

- 1 Read out the first sentence while the students follow. Confirm with them that possibly is the correct answer.
- 2 Tell the students to complete the task alone, then check in pairs.
- 3 Go round and offer help where needed.
- 4 Check with the whole class. You could ask different pairs to read out the dialogues.

## Assessment

### Listening Task

#### Target element: Poetry and vocabulary from the unit

Read the following poem from the conversations on SB page 26. You can read it more than once if necessary.

*The rain is falling all around*

*It falls on field and tree*

*It rains on the umbrellas here*

*And the ships at sea.*

You can ask them the following questions (answers in brackets).

- 1 *Is the poem about the city or the countryside?* (the countryside)
- 2 *How do you know?* (It talks about field and tree.)
- 3 *What is on the sea?* (ships)
- 4 *What does the rain fall on?* (a field, a tree, umbrellas and ships)
- 5 *Which word rhymes with "sea"?* (tree)

### Speaking Task

#### Target element: Verbs + infinitive or -ing form

Ask students the following questions. Encourage them to answer them using full sentences and the correct form of the verb.

*What do you enjoy doing at the weekend?*

*What do you remember doing as a young child?*

*What do you plan to do next summer?*

*What have you learned to do in your English class?*

*What do you hope to do by the time you are 50?*

*What do you love eating?*

*Have you decided to do something this weekend?*  
*What?*

(Students' own answers)

### Reading Task

#### Target element: Poetry and vocabulary from the unit

Use SB page 28, "The Gardener", verses 4 and 5. Ask students the following questions about the poem. The answers are given in brackets below.

- 1 *Read the first two lines of the fourth verse. Which are the stressed syllables?* (Silly gardener! Summer goes, And winter comes with pinching toes)
- 2 *Which words rhyme in the two verses?* (goes-toes, brown-down, stays-days, be-me).
- 3 *How do we know that it is not easy for the gardener in the winter?* (Because winter comes with pinching toes.)
- 4 *Is it summer or winter now in the poem? How do we know?* (It is summer because it says "while the summer stays.")

### Writing Task

#### Target element: Verbs + infinitive or -ing form

Write the following prompts on the board. Students complete them with the appropriate beginnings of each sentence (sample answers in brackets below).

- 1 (I always remember) ... **to bring my books to school.**
- 2 (I want/would like) ... **to study maths at university.**
- 3 (I've finished) ... **reading that book you gave me. It was great!**
- 4 (We began) ... **to study the weather in our science classes last week.**
- 5 (I love) ... **playing chess at the weekends with my grandfather.**
- 6 (Did you enjoy) ... **eating the food at that Chinese restaurant you went to yesterday?**

For further practice, get students to use the sentence beginnings that they wrote above with different endings, for example: I always remember to do my homework on time.