



Amazing people

UNIT
9

OBJECTIVES
Listening Listening for specific information; sequencing events
Grammar Articles *a/an* and *the* with singular nouns
Reading Scanning; guessing the meanings of words from context
Critical thinking Appreciating the problems faced by people who are blind or have lost a leg
Functions Complimenting and congratulating
Writing Writing about the Paralympic Games

Listening

1 Look at these words and answer the questions.

career difficulty kung fu
physiotherapy wheelchair

CHECK
IN YOUR
DICTIONARY

- Which word means a chair with wheels, used by people who cannot walk? **wheelchair**
- Which word means a problem?
- Which word means medical treatment for muscles, using exercises, etc.?
- Which word means a job that you plan to do for a long time?
- Which word means a Chinese sport in which people fight with their feet and hands?



2 Listen to a radio programme and answer the questions.

- Which sports was Mahmoud Mohamed Youssef very good at? **kung fu**
- Why does he have to use a wheelchair?

3 Choose the correct meaning of the highlighted words.

- Welcome to **incredible** People.
A amazing B very bad C very poor
- We look at men and women who have **achieved** things in their lives despite great difficulties.
A not done much
B succeeded in doing something
C learned a lot of
- In today's programme, we hear about a brave man whose story will **inspire** many young people.
A make someone laugh
B make someone want to do something
C worry

4 Listen again and put the events in the correct order.

- He became a top wheelchair tennis player.
- He was in a bus that had a terrible accident.
- Mahmoud Mohamed Youssef started to do kung fu.
- He started to teach kung fu.
- He decided to study physical education.
- He won many gold medals at school.

5 Discuss the following in pairs.

- Why didn't Mahmoud play tennis before his accident?
- What happened to the bus he was travelling on?
- What did the doctors tell him at the hospital?
- How did he try to get better?
- Why is tennis a good sport for people like Mahmoud?
- What does Mahmoud's story teach us?

WORKBOOK
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Objectives

Listening

Listening for specific information; sequencing events

Grammar

Articles *a/an* and *the* with singular nouns

Reading

Scanning; guessing the meaning of words from context

Critical thinking

Appreciating the problems faced by people who are blind or have lost a leg

Functions

Complimenting and congratulating

Writing

Writing about the Paralympic Games

LESSON 1

SB page 51

WB page 41

Before using the book:

- Ask students if they know of anyone who achieved something unusual. Then ask them if they know anyone who has a handicap. How has that person lived with their handicap? What things can they do/not do?
- Tell them that in this unit they will learn about people with handicaps who have achieved amazing things.

Listening

1 Look at these words and answer the questions.

- 1 Tell the students to read the first question and the answer (given as the example).
- 2 Allow time for them to complete the task with a dictionary and compare answers in pairs.
- 3 Check with the whole class.

Answers: _____
 b difficulty c physiotherapy
 d career e kung fu

2 Listen to a radio programme and answer the questions.

- 1 Tell the students that they are going to hear about an amazing person. Read the questions with the class. Then tell the students to listen while you play the recording or read the script.
- 2 Check answers with the whole class. Play the recording or read the script again.

Answers: _____
 a wheelchair tennis
 b Because he had a terrible accident when his bus fell from a bridge.

TAPESCRIPT

Presenter: Welcome to Incredible People. We look at men and women who have achieved things in their lives despite great difficulties. In today's programme, we hear about a brave man whose story will inspire many young people. The brave man's name is Mahmoud Mohamed Youssef.

Voice: Mahmoud cannot walk and has to use a wheelchair after a terrible accident. This was very difficult for him because before the accident, he had been a champion at kung fu. This was a sport that he had started when he was only five years old. He won many gold medals in kung fu at secondary school. Mahmoud loved other sports, too, so he decided to study physical education at the university. He told his professor that he would like to study tennis because it was a sport he liked. Unfortunately, he was not very good at it. So he decided to train people in the sport he was good at: kung fu. He became a kung fu trainer.

One day, when he was 20 years old, he was travelling to a kung fu lesson on a bus. Suddenly, it fell off the 6th of October Bridge and crashed to the ground. Mahmoud felt

nothing, but woke up in a hospital. His life would never be the same. Doctors at the hospital told him that he would never walk again, but he refused to give up. After a year of physiotherapy, he knew that kung fu would not be possible. However, he still wanted a career in sport and he remembered the time he had tried to play tennis. This is a sport that you can play in a wheelchair. After many hours of practice and a lot of hard work, Mahmoud became very good at it. Today, he is one of the best wheelchair tennis players in Egypt.

Mahmoud has shown us that it is possible to do well whatever your situation, if you work hard enough. He really is an incredible person!

3 Choose the correct meaning of the highlighted words.

- 1 Ask the students to read the instructions and look at the example.
- 2 Students then complete the task. Remind them that these are all sentences from the listening text.
- 3 Tell them to check in pairs, then go through the exercise with the whole class.

Answers: _____
 b B c B

4 Listen again and put the events in the correct order.

- 1 First, tell the students to read the instructions and then to read all the sentences.
- 2 Play the recording or read the script, then allow time for them to number the sentences 1–7.
- 3 Check answers with the whole class. If they find this task difficult, you could pause after each piece of information and then check each answer.

Answers: _____
 a 6 b 5 c 1
 d 4 e 3 f 2

5 Discuss the following in pairs.

- 1 Tell the students to discuss each question with a partner. Go round and listen, offering prompts if necessary.
- 2 Ask volunteers to share ideas with the class.

Answers: _____
 a Because he was not very good at it.
 b It fell off the 6th October Bridge and crashed to the ground.

Amazing people

UNIT
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1 Complete the sentences with these words.

achieved career difficulty incredible
inspired kung fu physiotherapy

- a Some old people have difficulty with seeing in the dark.
- b Hassan's broken leg is nearly better, but now he needs to have _____.
- c My grandmother has _____ so much in her life. She was a doctor and had four children.
- d Nabila felt _____ to learn a new language after watching a TV programme about a woman who can speak eight languages!
- e Mr Taha spent most of his _____ as a teacher.
- f You must read this book. The story is _____!
- g I saw an interesting Chinese film about some _____ fighters.



2 Match to make compound nouns. Which is two words?

- a wheel 1 mistress _____
- b pass 2 fumes _____
- c under 3 word _____
- d head 4 ground _____
- e exhaust 5 chair wheelchair

3 Complete these sentences from the listening text with the correct prepositions.

at for in of off to

- a We look at men and women who have achieved things _____ their lives despite great difficulties.
- b This was very difficult _____ him because before the accident, he had been a champion _____ kung fu.
- c Suddenly, it fell _____ the 6th of October Bridge and crashed _____ the ground.
- d After many hours _____ practice and a lot of hard work, Mahmoud became very good at it.

4 Answer these questions for yourself.

- a What have you achieved in your life? _____
- b What can be difficult for you? _____
- c What do you need many hours of practice to be good at? Think of three things. _____
- d What are you very good at? _____

- c They told him that he would never walk again.
- d He had a year of physiotherapy.
- e Because you can play it in a wheelchair.
- f It teaches us that it is possible to be successful even after terrible things have happened if you work hard.

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.

Answers: _____

- b physiotherapy
- c achieved
- d inspired
- e career
- f incredible
- g kung fu

2 Match to make compound nouns. Which is two words?

- 1 Tell the students to look at the example, then allow time for them to complete the task. Suggest they use their dictionaries if necessary.

- 2 Check answers with the whole class.

Answers: _____

- b 3 password
- c 4 underground
- d 1 headmistress
- e 2 exhaust fumes (two words)

3 Complete these sentences from the listening text with the correct prepositions.

- 1 Remind the students of the text in the Student's Book about Mahmoud Mohamed Youssef, then allow time for them to complete the task alone or in pairs. Tell them that they can use a preposition more than once.

- 2 Go round and check their work; then go through the answers with the whole class.

Answers: _____

- a in
- b for/in
- c off, to
- d of

4 Answer these questions for yourself.

- 1 Tell the students to read the questions carefully and spend a little time thinking about them before they write their answers.
- 2 Go round and check, offering help if needed.
- 3 Invite different students to read out their sentences to the class.

Students' own answers

WORKBOOK

page 41

1 Complete the sentences with these words.

- 1 Tell students that the words in the box are all key words from the listening task. Tell the students to read the first sentence, completed as the example.

- 2 Allow time for the students to complete the

LESSON 2

SB page 52

WB page 42

Grammar

Articles *a/an* and *the* with singular nouns

1 Circle all the articles in these sentences from the listening text.

- First, tell the students to study the Focus on Grammar box at the bottom of the page, and remind them to refer to it as necessary.
- Tell them that the six sentences are from the listening text on page 51.
- Tell the students to complete the task alone or in pairs.
- Check answers with the whole class.

Answers:

- The brave man's name is Mahmoud Mohamed Youssef.
- Mahmoud cannot walk and has to use a wheelchair.
- He decided that he wanted to be a P.E. teacher.
- Suddenly, it fell off the 6th of October Bridge and crashed to the ground.
- Today, he is one of the best wheelchair tennis players in Egypt

2 Complete these rules about articles and match to a sentence in Exercise 1.

- Tell the students to read the example.
- Allow time for them to complete the sentences with *a/an* or *the* and to match them with the sentences in Exercise 1.
- Check answers with the whole class.

Answers:

- | | |
|-------------------|-------------------|
| b the, Sentence b | c the, Sentence f |
| d a, Sentence c | e a, Sentence d |
| f the, Sentence e | |

3 Now discuss these questions in pairs.

- Tell the students to read the example, then allow time for pairs to complete the task. Go round and check; offer help if needed.
- Go through the exercise with the whole class.

Answers:

- Because it was one of many buses.
- We use *a* for the first time we talk about the hospital, but then *the* when we already know about it.

UNIT 9

Grammar Articles *a/an* and *the* used with singular nouns

1 Circle all the articles in these sentences from the listening text.

- In today's programme, we hear about a brave man.
- The brave man's name is Mahmoud Mohamed Youssef.
- Mahmoud cannot walk and has to use a wheelchair.
- He became a kung fu trainer.
- Suddenly, it fell off the 6th of October Bridge and crashed to the ground.
- Today, he is one of the best wheelchair tennis players in Egypt.

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2 Complete these rules about articles and match to sentences in Exercise 1.

- To talk about something for the first time, use a. Sentence a.
- To talk about something we already know about, use the.
- With words like *best*, *first* and *last*, use the.
- To talk about one of many things, use a.
- To talk about jobs, use a.
- When there is only one of something, use the.

3 Now discuss these questions in pairs.

- Why do we use *the* with *sun*?
Because there is only one sun.
- Why do we say he was travelling on *a* bus?
- Why do we use *a* and then *the* in the following sentences?
Mahmoud woke up in *a* hospital. Doctors at *the* hospital told him that he would never walk again.
- Why do we use *an* in the following?
He's *an* architect.

5 Work in pairs. Think of someone you know and discuss their job.

FOCUS ON GRAMMAR

Articles *a/an* and *the* used with singular nouns

A/an is used with singular nouns

- to refer to something for the first time: I've bought *a* new computer.
- to talk about someone's job: He's *an* engineer.
- to refer to one of many things: We're staying in *a* room on the first floor.

The is used with singular nouns

- to talk about something we have already talked about: I've just seen *an* amazing school. *The* school is really modern.
- when there is only one of something: *The* sun has been shining all day.
- with superlative adjectives and other words (*first*, *last*, etc.): This is *the* best hotel in the city.

4 Choose the correct article to complete the sentences.

My uncle, who is a *an* architect, is working on a *the* new hotel which will overlook a *the* Red Sea. He says it is going to be a *the* tallest hotel in the area. It will have a *the* 300-seat dining room on a *the* second floor of a *the* hotel, with a *an* good view of a *the* sea.



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d We use *a/an* before jobs.

4 Choose the correct article to complete the sentences.

- Ask students to look at the picture. What job does it show (*architect*).
- Now ask them to complete the task. Remind students to read all the sentences before choosing the correct word.
- Allow time for them to complete the task and then compare answers with a partner, then check as a whole class.

Answers:

- | | | | | | |
|-----|-------|-------|-----|-------|-------|
| b a | c the | d the | e a | f the | g the |
| h a | i the | | | | |

1 Complete the sentences with the articles *a, an* or *the*.

- a His cousin is a journalist. He works for a newspaper in Cairo.
- b I think this is a best museum in Alexandria. Is there a museum in your town?
- c She wants to have a holiday next to a sea.
- d He had a dream last night. In a dream, he was ten metres tall!
- e Adel is a space scientist. At the moment, he is studying a moon.
- f a engineer has a interesting job.

2 Find and correct the mistakes in these sentences.



Some people say that a best Olympic stadium ever built is the Beijing Olympic Stadium. The architects built it with the help of the artist called Ai Weiwei, who designed the stadium to look like the bird's nest.

An unusual design is a symbol of China's art and culture.

A 60-metre-high building opened in 2008 and is now a very popular place for tourists to visit from all over a world.

- a the
- b _____
- c _____
- d _____
- e _____
- f _____

3 Complete the sentences with the correct article.

When a a person has broken b _____ leg, it can take c _____ few months before d _____ leg is better again. However, e _____ person will probably need physiotherapy to make f _____ leg strong again. g _____ best way for h _____ person to get better is to do exercises two or three times i _____ day. The person can have this physiotherapy in j _____ good hospital.

4 Write a paragraph about the person's job you discussed in the Student's Book.

5 Work in pairs. Think of someone you know and discuss their job.

- 1 Ask the students to read the instructions, and ask what kind of things they could discuss about the job. Write good ideas on the board (for example, **Is it a job they would like to do? Is the work indoors or outside? What qualifications do you need to do it?** etc.)
- 2 Allow time for pairs to decide who to talk about. If necessary, make some suggestions (for example, a teacher they both know).
- 3 Go round and listen to their discussions, offering prompts if necessary. Ensure they use articles correctly.

Students' own answers

1 Complete the sentences with the articles *a, an* or *the*.

- 1 Ask the students to read the sentences first, not worrying about the missing words.
- 2 Allow time for them to complete the sentences in pairs.
- 3 Go through the exercise with the whole class.

Answers: _____

- a a
- b the, a
- c a, the
- d a, the
- e a, the
- f An, an

2 Find and correct the mistakes in these sentences.

- 1 Allow time for the students to read the instructions and the example.
- 2 Students complete the task, alone or in pairs. Point out that there is one mistake in each line. Go round and offer help where needed.
- 3 Go through the exercise with the whole class.

Answers: _____

- a the best Olympic stadium
- b an artist
- c a bird's nest
- d the unusual design
- e the 60-metre-high building
- f the world

3 Complete the sentences with the correct article.

- 1 Remind the students to read whole sentences first, before completing the missing words.
- 2 Allow time for them to complete the sentences.
- 3 Tell them to check answers in pairs.
- 4 Go through the exercise with the whole class.

Answers: _____

- b a
- c a
- d the
- e the
- f the
- g The
- h the
- i a
- j a

4 Write a paragraph about the person's job you discussed in the Student's Book.

- 1 Remind students about the person they discussed in the Student's Book on page 52, Exercise 5.
- 2 Allow time for them to plan and write their paragraphs. Go round and check their work.
- 3 Invite volunteers to read out their work to the class, or you can take it in to mark.

Students' own answers

LESSON 3

SB page 53

Reading

1 Before you read, look at the photographs and answer the questions.

- 1 Tell the students to look carefully at the pictures, then allow time for them to discuss the question in pairs.
- 2 Ask different students to share their ideas with the class. Tell them they will find out more in the text.

Suggested answers: _____

- a They can easily fall over things that they might not see on the ground. It can be dangerous for them near roads or rivers.
- b They cannot hear cars when they are coming. They cannot hear important messages.
- c It would be very hard because it would be very difficult to communicate with people.

2 Check the meaning of these words in your dictionary.

- 1 That they will need these words to understand the reading text. Allow time for them to use their dictionaries.
- 2 Ask different students to read out the meanings to the class.

Answers: _____
braille a type of printing with raised round marks that blind people can read by touching

Reading

1 Before you read, look at the photographs and answer the questions.

- a What problems do blind people have? Think about the streets near to where you live.
- b What problems do deaf people have?
- c How hard would it be to be deaf and blind?



2 FOCUS ON VOCABULARY

Check the meaning of these words in your dictionary.

- braille graduate (v)
- organisation tutor

3 Read about Helen Keller and answer these questions.

- a How old was Helen when she died?
She was 87.
- b What made Helen blind and deaf?
- c Who was Anne Sullivan?
- d Why do you think Anne was very patient with Helen?
- e How did Anne teach Helen to communicate?
- f What two important things did Helen achieve at university?
- g How did Helen help other people who were blind?

4 Guess the meanings of the highlighted words from the text.

- a awards *prizes for something you have achieved.*
- b several
- c throughout

HELEN KELLER

It is very hard for people who cannot see or hear. It is even more difficult to enjoy a full life if you are both blind and deaf, but that is what happened to an American woman called Helen Keller. Incredibly, Helen lived a busy life, wrote many books and travelled to many places before she died, aged 87, in 1968.

Helen was born in a rural area of the USA. She could not see or hear anything because of an illness she had as a baby. When she was seven, her parents asked a **tutor** called Anne Sullivan to help their child. Anne could not see very well herself but was very patient with Helen. She soon understood that this little girl was very intelligent. Anne used touch to teach her to communicate with her hands. Helen then learnt how to read using **braille** and even learned several languages.



When she was 20, Helen went to university and in 1904, she became the first deaf and blind person to **graduate**. While she was at university, Helen also wrote the first of her many books, called *The Story of My Life*.

Helen later worked for the American Foundation for the Blind, an **organisation** that helps people who cannot see throughout the world. As part of her work, she travelled to 35 countries. Helen inspired not only blind people, but others, too. Two films were made about her life and she won many awards for her work.

- | | |
|---------------------|---|
| <i>graduate</i> | to obtain a degree from a college or university |
| <i>organisation</i> | a large group that has particular aims |
| <i>tutor</i> | someone who teaches one person or a small group of people |

3 Read about Helen Keller and answer these questions.

- 1 Ask students to look at the photograph in the text and tell them that this is another amazing person called Helen Keller. Allow time for the students to read the text.
- 2 Explain difficult words to the whole class.
- 3 Tell the students to answer the questions in pairs. Check answers as a whole class.

Critical thinking

1 Read the text and answer the questions.

- a Are you surprised that Helen achieved so much in her life? Why/Why not?
- b In what ways do you think Helen inspired people?
- c How do you think we can help people like Helen Keller and Mahmoud Youssef?

2 Now read about another incredible person and answer the questions.

In 2016, Markus Rehm jumped 8.40 metres at an athletics long-jump competition in Doha, Qatar. In 2012, Greg Rutherford won a gold medal for jumping 8.31 metres at the 2012 London Olympics. Markus Rehm seems to be a better long-jumper. Amazingly, he only has one leg. Some people say that his other leg, which is made from a type of metal, helps Markus to jump further. They say that he should not be able to jump with athletes like Greg Rutherford because of this. Markus, however, wants to be able to win his own Olympic gold medal.

It is very hard for people who cannot see or hear. It is even more difficult to enjoy a full life if you are both blind and deaf, but that is what happened to an American woman called Helen Keller. Incredibly, Helen lived a busy life, wrote many books and travelled to many places before she died, aged 87, in 1968.



- a Do you think people like Markus should take part in the Olympic Games? Why/Why not?
- b How can technology help people who have lost a leg or are blind or deaf?
- c How do you think technology will improve for these people in the future?



SKILLS FOR LIFE

Make a note of the things that you do that you are proud of. You will need this information to complete a CV. A CV is the form you complete before you look for a job.

3 FOCUS ON GRAMMAR

Using seem

- 1 We can use *seem* + infinitive to say that we think something is true:
Markus Rehm seems to be a better long-jumper. = I think Markus Rehm is a better long-jumper.
- 2 Complete these sentences with *seem* + infinitive so that they have the same meaning.
 - a I think that the horse is hungry. The horse *seems to be hungry.*
 - b Look out of the window. I think it's raining. It
 - c I think you're unhappy today. You
 - d They all look happy. I think your team are winning. Your team
 - e Ali doesn't like shopping. I don't think he ever wants to buy anything. Ali never

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Answers: _____
 b more than a few, but not a lot
 c in every part of a place

LESSON 4

SB page 54 WB page 43

Critical thinking

1 Read the text and answer the questions.

- 1 Ask students to tell you what they can remember about Helen Keller from the previous lesson.
- 2 Now ask students to read questions a–c, then to read the text. They can discuss their answers in pairs. Then check as a whole class.

Suggested answers: _____

- a Yes, because it must be very difficult if you are blind and deaf.
- b Because she achieved a lot in her life. This may make other people with similar problems want to do the same.
- c We can understand the difficulties they have and realise that they can achieve as much as us if they have help.

2 Now read about another incredible person and answer the questions.

- 1 Ask students to look at the picture of the man jumping. What do they notice about him? Are they surprised that a man with one leg can jump so high?

- 2 Ask students to read the text and to discuss the questions in pairs.
- 3 Ask them to share their ideas with the class.

Suggested answers: _____

- a Yes, because he obviously has ability in his sport./ No, because the metal leg gives him an advantage.
- b We can use devices that can help deaf people hear, we can use new materials for legs, etc.
- c I think it will improve and that one day, perhaps we can help blind people to see again.

Answers: _____

- b An illness she had as a baby.
- c She was Helen's tutor.
- d Probably because she could not see very well herself, so she understood some of her problems.
- e She used touch.
- f She graduated and also wrote a book.
- g She travelled to many countries to meet blind people and inspired them to do things.

4 Guess the meanings of the highlighted words from the text.

- 1 This activity encourages students to work out the meaning of words from context.
- 2 Give students time to find the words and to work out their meanings.
- 3 Check answers as a whole class.

3 Focus on seem.

- 1 Allow time for the students to read point 1.
- 2 Tell them to complete question 2 in pairs.

3 Check answers with the whole class.

- Answers:** _____
 b It seems to be raining.
 c You seem to be unhappy today.
 d Your team seem to be winning.
 e Ali never seems to want to buy anything.

Skills for life

Ask a student to read the Skills for Life box. Ask students to talk about their local library. How often do they use it? How can it help them to find out useful information?

WORKBOOK page 43

1 Match the words and expressions with the same meaning.

- Tell the students to complete the task, then compare answers with a partner.
- Check answers as a whole class.

- Answers:** _____
 1 c 2 d 3 b 4 e 5 a

2 Complete the sentences with words from Exercise 1.

- Read out the example sentence and confirm with the class that *award* is the correct answer.
- Allow time for the students to complete the task. Go round and offer help where needed.
- Put them in pairs to compare answers, then go through the exercise with the whole class.

- Answers:** _____
 b throughout c Several
 d graduate e tutor

3 Rewrite the following sentences with think or seem so that they have the same meaning.

- Remind the students about the Focus on Seem box in the Student's Book.
- Tell them to complete the task alone or in pairs.
- Check answers with the whole class.

- Answers:** _____
 b There seems to be some sand in my bag.
 c Your cousin always seems to smile.
 d It seems to be cold outside because people are

UNIT 9

1 Match the words and expressions with the same meaning.

a award	1 <input type="checkbox"/> more than a few
b graduate	2 <input type="checkbox"/> all over
c several	3 <input type="checkbox"/> pass your exams at university
d throughout	4 <input type="checkbox"/> a teacher of one person or a small group of people
e tutor	5 <input checked="" type="checkbox"/> a prize

2 Complete the sentences with words from Exercise 1.

a Hamid won an award for helping out with a lot of different charities.

b You will find people who speak English _____ the world.

c _____ students got all their answers right in the test.

d Amal's sister will _____ in medicine this year.

e Mona wants to learn Chinese, so her parents have found her a Chinese _____.



3 Rewrite the following sentences with the words think or seem so that they have the same meaning.

a I think Omar has got all the answers right. Omar seems to have got all the answers right.

b I think there is some sand in my bag.

c It seems your cousin always smiles!

d I think it's cold outside because people are wearing coats.

e I don't know, but it seems this is the answer.

4 Write a paragraph about what Helen Keller achieved in her life. How did she inspire you?

- wearing coats.
 e This seems to be the answer.

4 Write a paragraph about what Helen Keller achieved in her life. How did she inspire you?

- Tell the students to discuss the task first in pairs so that they can share ideas.
- Allow time for them to plan and write their paragraphs. Go round and check, offering help where needed.
- Invite volunteers to read their work out to the class, and invite comments. You could take in their work to mark.

Students' own answers

LESSON 5

SB page 55

WB page 44

UNIT 9

Communication skills Complimenting and congratulating

1 Read the definitions and then discuss the questions in pairs.

to compliment someone something that you say or do to someone to show that you admire them
to congratulate tell someone that you are happy because something good has happened to them

- a We *compliment* someone when they have done a good job. On what other occasions do we compliment people?
- b We *congratulate* someone when they pass a test or exam. On what other occasions do we congratulate people?



2 Listen to these conversations and answer the questions.

- a Which two conversations have people congratulating someone? *1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100*
- b What is the reason for the congratulation or the compliment? *1: Taha has passed the English exam.*

3 Listen again and tick the phrases you hear.

FOCUS ON FUNCTIONS

Compliments

- I must say it's great that ...
- I'd like to compliment you on ...
- You've done very well.
- That's excellent.
- You've always been good at ...

Replies

- I'm glad you like it.
- You're very kind.
- Thank you.
- That's kind of you to say so.
- That's very kind of you.

Congratulations

- Congratulations!
- I must congratulate you on ...
- Many congratulations.
- Well done!

4 Work in pairs. Use expressions from Focus on functions.

- a **Student A** You have just heard that you have got into a school sports team. Tell your brother or sister the good news.
Student B Listen to Student A. Congratulate your brother/sister when you hear the good news and tell him/her how good you think he/she is at the sport.
- b **Student B** You have just found out that you have won a place at university. Tell your friend.
Student A Listen to Student B. Congratulate your friend when you hear the good news and tell him/her that you know he/she has worked very hard.

5 Research the following about the Paralympics

- Choose a sport in the Paralympic Games.
- Find out:
 - who has won medals in the sport
 - what their achievements were
 - what problems this person has had

WORKBOOK PAGE 44

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4 Invite different students to report back to the class.

Suggested answers: _____

- a When they have done something well or something that they should feel pleased about.
- b When they have won something or achieved something special.

2 Listen to these conversations and answer the questions.

- 1 First, tell the class they are going to hear four conversations. Tell them to read the two questions.
- 2 Ask them to listen while you play all four conversations or read the script. Then check that they agree with the example answers.
- 3 Allow time for them to complete the answers, in pairs or alone.
- 4 Check answers. Play or read the conversations again if necessary.

Answers: _____

a	b
Conversation 1 – congratulation	Taha has passed the English exam.
Conversation 2 – compliment	Dina has worked very hard and done well at spoken English.
Conversation 3 – compliment	Huda has got a good mark in a maths exam.
Conversation 4 – congratulation	Tarek has come first in a 100-metre race.

Communication skills

Complimenting and congratulating

1 Read the definitions and then discuss the questions in pairs.

- 1 Ask students to look at the photograph. What does it show? Ask students what they might say to this person. Now focus on Exercise 1.
- 2 Allow time for the students to read the definitions, then put them in pairs to discuss the two questions.
- 3 Go round and listen; make suggestions if necessary.

TAPESCRIPT

Narrator: Conversation 1
Fady: Hi, Taha.
Taha: Hi.
Fady: You look very happy.
Taha: I am. I've just heard that I have passed the English exam.
Fady: Congratulations!
Taha: Thank you, Fady.

Narrator: Conversation 2
Teacher: I'd like to compliment you on your spoken English, Dina. It's much better this term.

Dina: That's very kind of you. I've worked very hard.

Teacher: You've done very well, Dina.

Dina: Well, I know how important it is to speak English well [fade]

Narrator: Conversation 3

Huda: I've got some good news, Dad. I've just heard that I got 98% in my maths exam.

Father: That's excellent, Huda. You've always been good at maths. Well done.

Huda: Thank you, Dad.

Narrator: Conversation 4

Official: And first in the hundred metres race is Tarek Hamed. Would you come up, please, Tarek.

Tarek: Thank you very much.

Official: Many congratulations, Tarek.

Tarek: Thank you, sir.

Ali: Well done, Tarek.

Tarek: Thanks, Ali.

3 Listen again and tick the phrases you hear.

- 1 First, ask the students to read all the expressions in the three lists.
- 2 Tell the students to listen while you play all four conversations again or read the tapescript.
- 3 Students tick the expressions they hear, then compare answers with a partner.
- 4 Check answers. If necessary, play the recording or read the script again.

Answers: _____

Compliments

I'd like to compliment you on

You've done very well.

That's excellent.

You've always been good at ...

Replies

Thank you.

That's very kind of you.

Congratulations

Congratulations!

Many congratulations.

Well done.

4 Work in pairs. Use expressions from Focus on Functions.

- 1 Tell pairs to read situation a first; remind them to use expressions from Focus on Functions in their conversations.

- 2 Demonstrate first with a confident student.

Example:

Student: I've just got into the school basketball team!

Teacher: Oh, well done! That's excellent. You've always been good at basketball.

Student: Thank you.

- 3 Go round and listen to their conversations, making suggestions where necessary.
- 4 Invite two or three pairs to repeat their conversations for the class.
- 5 Repeat with conversation b.

5 Research the following about the Paralympics

- 1 Go through the instructions with the class and make sure they understand what they have to do.
- 2 Encourage students to use the library or the internet to find this information, which they can use in the writing task in the Workbook.

1 Choose the best expressions to reply to these situations.



- a I've just passed my exams! A Thank you. B Congratulations!
- b Our football team won 8-0. A That's excellent. B I'm glad you like it.
- c I must congratulate you on getting into the university. A Congratulations. B Thank you.
- d I love this poem that you wrote. A I'm glad you like it. B You've always been very good.
- e I'd like to compliment you on your drawing. A That's very kind of you. B Well done!

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

- a Your older cousin says he/she is getting married this year.
Congratulations!
- b A friend shows you a photograph he/she took on holiday. It is very good.

- c A friend of your family's has got a very good job in Cairo.

- d Your teacher says your English is now very good.

- e A young cousin bakes you some cakes. They are very nice.



3 Write about the Paralympic Games. Do the following:

- Write about where the last Paralympic Games took place.
- Write about what some of the people achieved.
- Write what you would say to congratulate the winners.

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

- 1 Allow time for the students to read the first situation and the example answer. Ask the students to suggest other possible answers (for example, *Many congratulations.*) NOTE: We do not say *Well done* when people get married.
- 2 Tell them to complete the exercise while you go round and check. Remind them to use some of the expressions from Focus on Functions.
- 3 Go through the exercise with the whole class; ask different students to read their answers out.

Suggested Answers: _____

- b You've always been good at taking photographs. / I must say, your photograph is excellent!
- c Well done!
- d That's very kind of you.
- e You've done very well. / I'd like to compliment you on your cakes.

3 Write about the Paralympic Games.

- 1 Remind the students of their research from Exercise 5 on page 55 of their Student's Book about the Paralympics. Tell them to use their notes for this exercise.
- 2 Allow time for them to plan what to write. Go round and offer suggestions if necessary. Make sure they are using formal language.

- 3 Tell the students to write three paragraphs, and to make sure they follow all the instructions.
- 4 Ask volunteers to read their work out to the class.

Students' own answers

WORKBOOK page 44

1 Choose the best expressions to reply to these situations.

- 1 Choose two students to read out dialogue a, completed as the example.
- 2 Tell the students to complete the task alone, then check in pairs.
- 3 Check with the whole class. Invite different students to read out dialogues b–e.

Answers: _____
b A c B d A e A

Assessment

Listening and Speaking

Target element: Functional language from the unit

Write the following prompts on the board.

- 1 **Your younger sister shows you an email that she wrote in English. It is very good.**
- 2 **Your friend likes a picture that you drew.**
- 3 **friend says that they got 100% in their maths exam.**
- 4 **Your brother says that he has got into a good university.**

Ask students to think about what they would say in the situations a–d above. Say the following sentences. Students listen and match each sentence with the correct situation in the prompts above (answers in brackets below).

- 1 *I'm glad you like it.* (b)
- 2 *That's excellent news. Where is it?* (d)
- 3 *I must say, it's very good.* (a)
- 4 *Well done! You've always been very good at that subject.* (c)

For speaking practice, ask students to work in pairs and have conversations using prompts a–d above. Student A tells Student B the situation and Student B gives an appropriate response. For example, for a:

Student A: *Look at this email I wrote in English.*

Student B: *I must say, it's very good.*

Reading Task

Target element: Articles a/an and the and vocabulary from the unit

Use SB page 53, text: Helen Keller. 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 **Helen Keller could not see or hear.** (True)
- 2 **She became blind and deaf when she was seven.** (False. It was when she was a baby.)

- 3 **Her tutor Anne Sullivan knew that Helen was very intelligent.** (True)
- 4 **Helen was the first deaf and blind person to graduate.** (True)
- 5 **After she finished university, Helen started to write books.** (False. She started while she was at university.)
- 6 **Helen travelled round the world to help other people who were deaf.** (False. She helped other people who were blind.)
- 7 **Helen won many awards for her work.** (True)
- 8 **She died when she was 68.** (False. She died when she was 87.)

Writing Task

Target element: Vocabulary from the unit

Use WB page 41, Ex 2. Students look at the five completed compound nouns and write a short definition of each. Encourage them to do this without referring to a dictionary initially. They can then check in their dictionaries afterwards (sample answers in brackets below).

- a wheelchair (a chair with wheels, used by people who cannot walk)
- b password (a word that you must use before being allowed to use a computer or enter a place)
- c underground (a railway system under a city)
- d headmistress (a female teacher who is in charge of a school)
- e exhaust fumes (the waste gas that is produced when an engine is working)

For further practice, ask students to write definitions for three other new words from the unit, without naming the word. They read their definitions to their partner, who guesses the word.