

Objectives

Listening

Listening for specific information

Grammar

The past simple and past perfect

Reading

Reading for general understanding and specific information

Critical thinking

Considering the advantages of education

Functions

Agreeing and disagreeing

Writing

Writing an informal email about schools

11 Charlotte Brontë

OBJECTIVES

Listening Listening for specific information
Grammar The past simple and past perfect
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Critical thinking Considering the advantages of education
Functions Agreeing and disagreeing
Writing Writing an informal email about schools

Listening

1 Before you listen, answer the questions about these words.

clothe dislike
 miserable ~~naughty~~
 relation right silent

2 CHECK IN YOUR DICTIONARY

a Which word means *behaving badly*? **naughty**.

b Which word means the opposite of *like*?

c Which word means *very unhappy*?

d Which word means *a member of your family*?

e Which word means *not make any sound*?

f Which word means *provide clothes for someone*?

g Which word means *a rule which allows you to do something*?

3 Listen to the beginning of Charlotte Brontë's *Jane Eyre* and choose the correct answer.

a Who was Mr Reed?
 A a family friend
 B Jane's uncle
 C a neighbour

b Why did Jane go to live with the Reed family?
 A Her parents died.
 B She worked there.
 C She wanted to go there.

c What was Jane doing when John came into the room?
 A She was playing.
 B She was doing homework.
 C She was reading a book.

d What did John tell Jane to do?
 A Stop reading.
 B Read a different book.
 C Go to her room.

e What did one of the servants do?
 A She read Jane a book.
 B She took her to a cold room.
 C She took away the book.

f How did Jane feel after her uncle died?
 A unhappy B frightened C exhausted

4 Discuss these questions in pairs.

a Why do children sometimes have to live with relations who are not their parents?

b Do you think it would be easy to live in a house with another family? Why/Why not?

c Would you like to live in a big house a long way from any city? Why/Why not?



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LESSON 1

Before using the book:

- Ask students to think of a time when they were treated unfairly by a family member or a friend, and to share that with a partner. Ask them to tell you what happens when someone is repeatedly

treated unfairly. Tell them that Jane Eyre is about a woman who was treated unfairly as a child but who overcame the emotional pain.

Listening

1 Before you listen, answer the questions about these words.

- 1 Read out question a and check that the students agree with the answer given.
- 2 Put the students in pairs to complete the task; go round and monitor. They can check in a dictionary.
- 3 Invite different students to share their ideas with the class.

Answers: _____

- | | | |
|-----------|-------------|------------|
| b dislike | c miserable | d relation |
| e silent | f clothe | g right |

2 Discuss these questions in pairs.

- 1 Explain that they are going to listen to part of a story about a girl who has to live with another family.
- 2 Write **Charlotte Brontë** on the board. Ask the class to tell you what they know about her and/or explain who she was. (*Charlotte Brontë, 1816–1855, was an English novelist. Jane Eyre is her most famous novel. Her sisters, Emily and Anne, were also famous writers.*)
- 3 Allow time for the students to discuss the questions in pairs; go round and listen, offering prompts if necessary.
- 4 Ask different students to share their ideas with the class; allow a brief class discussion.

3 Listen to the beginning of Charlotte Brontë's *Jane Eyre* and choose the correct answer.

- 1 Ask students to describe the picture. In which century do they think this story is set? (*the nineteenth century*) How do they know? (*because of the clothes*)
- 2 Tell the students to read the questions and the options for the answers. Then ask them to listen while you play the recording or read the tapescript.
- 3 Allow time for them to read and answer the questions, alone or in pairs.
- 4 Play it again for them to check.

Answers: _____

- | | | | | |
|-----|-----|-----|-----|-----|
| b A | c C | d A | e B | f A |
|-----|-----|-----|-----|-----|

TAPESCRIPT

Jane: My name is Jane Eyre and this is the story of my life. In 1818, when I was two years old, my parents died. I went to Gateshead Hall to live with Mr Reed, who was my mother's brother. Unfortunately, Mr Reed died some years later, but I continued to live there with his wife and children, Eliza, John and Georgina. The three children disliked me. They said that I was not as good as them because I had come from a poorer family.

One afternoon, when I was nine years old, I was reading quietly in a room at the back of the house. It was winter and I had read in that room every day for weeks. My cousin John had not known I was there so when he saw me, he started to shout at me. "You have no right to read our books in this room," he said. "You have no money and we have to feed and clothe you. Don't touch our books!"

Then he pushed the book out of my hand. I shouted at him and tried to get the book back. At that moment, Mrs Reed came into the room. "You naughty girl, Jane," she said and told one of the servants to lock me in a room upstairs. So I was put into the room, the door was locked and I was left alone.

The room was cold, large and silent. Although the room had furniture in it, it was hardly ever used. My uncle, Mr Reed, had died in this room. What a kind man he had been when I first moved there! But his wife was just the opposite. She had disliked me from the day that I arrived at Gateshead Hall and had always made me miserable.

4 Discuss these questions in pairs.

- 1 Allow time for the students to discuss the questions in pairs; go round and listen. Play the recording again.
- 2 Ask different students to share their ideas with the class; allow a brief class discussion.

Suggested answers: _____

- a They had a family and their own home, but Jane did not.
- b He thinks that everything in the house is theirs and does not belong to Jane.
- c No, because it made Jane very unhappy. She did not deserve to be punished as she had done nothing wrong.
- d Suggested: She worked hard and continued to read books. She probably learned that it was important to have a good education to be successful

LESSON 2

SB page 67

WB page 66

Grammar The past simple and past perfect

GRAMMAR
REVIEW
PAGE 130

1 Circle all the past tenses from the listening text.

- a They said that I was not as good as them because I had come from a poorer family.
- b It was winter and I had read in that room every day for weeks.
- c My cousin John had not known I was there so when he saw me, he started to shout at me.
- d What a kind man he had been when I first moved there!
- e She had disliked me from the day that I arrived at Gateshead Hall.

- a In each sentence there are two actions. Which is the earlier action?
- b What verb tense is the earlier action? What tense is the later action?
- c What do you notice about the position of the word *not* in sentence c?

2 Read the following and choose the correct form of the verbs.

Before Mrs Reed a allowed had allowed Jane to leave the room, she b became had become ill. A doctor c visited had visited and told Mrs Reed that it would be better if she went to live at a nearby school. It was cold and the girls ate very little because the head teacher d spent had spent little money on the school. Jane was at the school for many difficult years, but when she left, she e learnt had learnt many things and decided to be a teacher. She then f advertised had advertised for a job in a newspaper. She g received had received no replies until one day, she got a letter. It h was had been for a job teaching a girl at a place called Thornfield Hall.

3 Now answer these questions.

- a What happened to Jane when she was in the room?
- b Why did the girls at her school have little to eat?
- c Why do you think Jane became a teacher?

4 Answer these questions using a past perfect verb.

- a Why was Ali so tired this morning?
He had not slept well.
- b Why was Leila late for school?
.....
- c Why was the teacher pleased with Mohsen?

FOCUS ON GRAMMAR

The past simple and past perfect

- Use the past perfect to refer to an action or situation before the main verb in the past simple:
Jane **had lived** with her parents before she **moved** to Gateshead Hall.
- When two actions happen one after the other, you can use the past perfect for the action that happened first:
Jane **went** to Thornfield Hall after they **had offered** her a job there.

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so when he saw me, he started to shout at me.

- d What a kind man he had been when I first moved there!
- e She had disliked me from the day that I arrived at Gateshead Hall.
- a The verbs with *had* + past participle (the past perfect).
- b The past perfect is the earlier action. The past simple is the later action.
- c It is between *had* and the past participle.

2 Read the following and choose the correct form of the verbs.

- 1 Explain that students are now going to read a short extract from the next part of *Jane Eyre*. Read the example sentence and elicit the answer for part b.
- 2 Now tell the students to complete the remaining sentences in pairs. Go round and help where necessary. They can also refer to the Focus on Grammar box and Grammar Review on page 130 if they need more help.
- 3 Check answers with the whole class.

Answers:

- b had become c visited d had spent
e had learnt f advertised
g had received h was

3 Now answer these questions.

- 1 In pairs, students discuss the questions. Go round and offer help, then check answers. Make sure they answer using the past perfect.

- 2 Alternatively, you can ask and answer the questions as a class.

Answers:

- a She had become ill.
b Because the head teacher had spent little money on the school.
c Students' own answers.

4 Answer these questions using a past perfect verb.

- 1 Read out the instruction and then the first question and example answer. Check the students understand the task.
- 2 Allow time for them to complete the task alone, then compare answers in pairs.

Grammar

The past simple and past perfect

1 Circle all the past tenses from the listening text.

- 1 Students looked at past tenses in unit 2. In this unit, they will be looking at the past simple contrasted with the past perfect in more detail.
- 2 Tell the students to read the example then circle the past tenses alone or in pairs.
- 3 Students then discuss questions a–c in pairs. Check their answers as a whole class.

Answers:

- b It was winter and I had read in that room every day for weeks.
- c My cousin John had not known that I was there

- Check answers with the whole class. Accept alternative answers that are grammatically correct.

Suggested answers: _____

- Because she had missed her bus.
- Because he had done very well in a test.



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1 Choose the correct form of the verbs.

- Tell the students to read the example; check they understand the task.
- Allow time for the students to complete the exercise individually. Go round and offer help where needed.
- Put them in pairs to compare answers, then check with the whole class.

Answers: _____

- became
- learnt
- had always lived
- had never been

2 Match to make sentences.

- Read the example, then ask students to complete the task in pairs.
- Check their answers as a whole class. Get students to read the completed sentences aloud.

Answers: _____

- 5
- 1
- 3
- 2

3 Complete the sentences with the past simple or past perfect form of these verbs.

- Read out the instruction and then the example.
- Encourage students to read all the text first before they complete the gaps.
- Allow time for the students to complete the task. Remind them to use the past perfect for the earlier of two actions in the past.
- Tell them to compare answers with a partner, then invite volunteers to read their sentences to the class.

Answers: _____

- left
- had spoken
- had read
- told
- took
- was
- had forgotten

UNIT 11

1 Choose the correct form of the verbs.

- Mona **was tired** this morning because she **didn't sleep / had not slept** well the night before.
- Samira's father had been a vet before he **became / had become** a science teacher.
- Mr Jones **learnt / had learnt** Arabic after he had been to Egypt on holiday.
- I **had always lived / always lived** in the country before my family moved to Alexandria.
- Abdul **never went / had never been** outside Egypt before he went to Rome.



2 Match to make sentences.

- | | |
|--|--|
| a Before I studied the map, | 1 <input type="checkbox"/> it had not rained for months. |
| b When we sat down for a rest, | 2 <input type="checkbox"/> her cousins had already left. |
| c The ground was very dry because | 3 <input type="checkbox"/> they had met before. |
| d When Tarek saw Ahmed, he remembered that | 4 <input checked="" type="checkbox"/> I had never known that England was so small. |
| e Manal arrived home late so | 5 <input type="checkbox"/> we had already walked more than 15 kilometres. |

3 Complete the sentences with the past simple or past perfect form of these verbs.

arrive be forget leave read speak take tell

When Abdul **a** arrived in England, he was surprised to find that it was hot. Before he **b** _____ Cairo, he **c** _____ a lot of books about the country. Also, he **d** _____ to people in his family who had been to England before. They all **e** _____ him that England was usually rainy and cold! So he **f** _____ a big coat, jumpers and gloves! However, on that first day in London, it **g** _____ 30C and it was sunny. He **h** _____ to bring his sunglasses, too!



4 Answer the questions.

- What had you done before you came to school this morning?

- Which unit had you finished before you started this one?

- Which school had you been to before you came to this one?

- Where had you lived before you moved to your home?

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4 Answer the questions.

- Read the first question. Invite initial ideas from a few students, then tell them to discuss the remaining questions in pairs.
- Ask different students to read out their answers to the class.

Students' own answers

LESSON 3

SB page 68

UNIT
11

Reading

1 Discuss these questions in pairs.

- a How did people usually communicate with each other in the nineteenth century?
b How did they travel short distances?

2 Match these words with their meanings.

- a contact 1 start to feel happy after moving to a new home, etc
b governess 2 communication with
c hoof 3 a woman who lives with a family and teaches the children at home
d icy 4 accidentally slide so that you fall
e settle in 5 the foot of an animal such as a horse
f slip 6 covered in ice

3 Read this part of *Jane Eyre* and check your answers to Exercise 1.

- a Does the writer of *Jane Eyre* refer to the methods of communication that you discussed?
b What does the story tell you about the character of Jane Eyre?

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

- a At the beginning of this part of the story, Jane Eyre had lived at Thornfield Hall for a long time. *False. She was just settling in.*
b She climbed on to the roof so that she did not have to work.
c Mrs Fairfax asked Jane to take a letter to the post office for her.
d It was a bright day when Jane went to the village of Hay.
e The man on the horse was surprised when Jane told him what her job was.

Jane Eyre

As I **settled into** my new life at Thornfield Hall as a **governess**, I became more comfortable. Mrs Fairfax was always really kind to me and I got on very well with my student, Adele. I often climbed on to the roof of the house and looked over the countryside because I needed **contact** with the outside world.

Three very happy months passed. One day, when Adele had a cold and I did not have to teach her, I offered to take a letter to the post office for Mrs Fairfax. I set off for the village of Hay, about eight kilometres away. It was a really beautiful day; it was sunnier but colder than it had been recently and the roads were extremely **icy**.

As I was walking along, I heard the sound of a horse's **hooves** on the road. Just then, an enormous black dog ran past me and then came a **gentleman** on a black horse. Suddenly, the horse **slipped** and threw the gentleman to the ground. I ran towards the horse and its rider. The gentleman was on the ground in pain.

I tried to catch the horse but without success, so I told the man I would go to Thornfield Hall for help. When I said that I was the governess there, the gentleman looked quite surprised.

Finally, I managed to catch the horse and helped the gentleman get back on to it. And without thanking me, he called for his dog Pilot to follow and set off towards Thornfield Hall.

and match them with the words (a–f).

- 2 Tell them to check answers with their dictionaries if necessary, then go through the exercise with the whole class.

Answers: _____

- 1 e 2 a 3 b
4 f 5 c 6 d

3 Read this part of *Jane Eyre* and check your answers to Exercise 1.

- 1 Before they read, ask students to tell you what they can remember about Jane Eyre from the listening in Lesson 1.
2 Allow time for the students to read the text. Go round and note down difficult words, then explain them to the whole class.
3 Tell the students to answer the questions in pairs; go round and offer help if needed.
4 Check answers with the whole class.

Answers: _____

- a Students' own answers
b She is a good teacher (she gets on well with Adele). She sometimes feels trapped in the house. (I needed contact with the outside world.) She is a caring / helpful person. (I told the man I would go to Thornfield Hall for help.)

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

- 1 Read out the instructions, the first sentence and the example answer.
2 Put them in pairs to complete the task. Go round and listen, offering help where needed. They can read the text again if necessary.
3 Check answers as a whole class.

Answers: _____

- b False. She climbed on to the roof because she needed contact with the outside world.
c False. Jane offered to take a letter to the post office for Mrs Fairfax.
d True (beautiful day / sunnier)
e True

Reading

1 Discuss these questions in pairs.

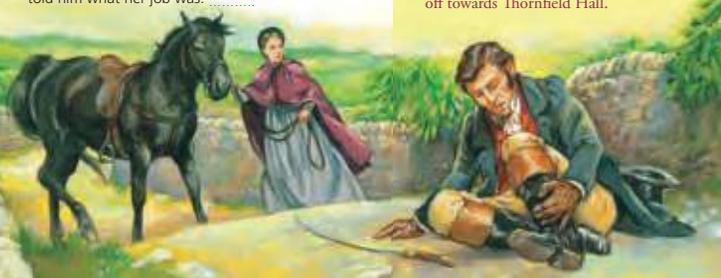
- 1 Explain that students are going to read more of the story *Jane Eyre*, about a time when Jane has become a young adult.
2 Tell the students to discuss the questions in pairs, then invite different students to report back to the class.

Suggested Answers: _____

- a By talking face to face or by letter.
b They walked or went on horseback, possibly by horse and carriage.

2 Match these words with their meanings.

- 1 Tell the students to read the definitions (1–6)



LESSON 4

SB page 69 WB page 67

Critical thinking

1 Read this quotation from *Jane Eyre* and discuss these questions in pairs.

- 1 Ask students what they can remember about the story of Jane Eyre from the previous lesson.
- 2 Ask students to read the quotation.
- 3 Read out question a and invite initial ideas from the whole class. You could repeat with the other questions.
- 4 Then put them in pairs or small groups to discuss all three questions more thoroughly.

Suggested answers: _____

- a It was lonely. There was little social life; she had no friends with her or people of her own age.
- b She was probably taught maths, music, history, geography, science and a language.
- c Because she spent most of her time in the big house with the family of the child she taught.
- d Because he was an important person and she was just a governess.

2 Read the following and discuss the questions in pairs.

- 1 Read out the paragraph and question a; ask two or three students for their initial thoughts.
- 2 Then tell the students to discuss each question in pairs, and to note down their main ideas.
- 3 Go round and listen. Then invite different students to report back their ideas; encourage a short class discussion.

Suggested answers: _____

- a There were fewer schools.
- b The families had enough money to pay for teachers to come to their homes at a time when people had to pay for education anyway. This may have been necessary if they lived a long way from a school. The nearest school may not have been very good.
- c Today we all live near to a good school where education is free.

Critical thinking

1 Read this quotation from *Jane Eyre* and discuss these questions in pairs.

I got on very well with my student, Adele. I often climbed on to the roof of the house and looked over the countryside because I needed contact with the outside world.

- a What do you think Jane's life was like as the governess for a young child in a large house in the country in nineteenth-century England?
- b Which subjects do you think Adele was taught?
- c Why do you think she needed contact with the outside world?
- d Why do you think the gentleman left without thanking Jane?

2 Read the following and discuss the questions in pairs.

In the past, it was quite common for the children of rich or important people to have lessons with a teacher who came to their homes instead of them going to school. Now it is much less common.

- a In the nineteenth century, do you think there were more or fewer schools than there are today?
- b Why do you think it was the children of rich or important people who had lessons at home?
- c Why do you think it is less common now?



SKILLS FOR LIFE

You can learn something from everyone you meet in life: your family, your teachers, other students and people you work with.



3 Look at the picture below and discuss these questions.

- a Why must some children have lessons at home today?
- b What do you think these children miss by not going to school? Think of all the things children get at school that they could not get at home.
- c In addition to learning from their teachers, who do children learn from at school? What do they learn from these people?



4 FOCUS ON NOUN PLURALS

- 1 Notice these irregular noun plurals: *child/children, gentleman/gentlemen, hoof/hooves*
- 2 What are the plural forms of these nouns?
 - a woman *women* ...
 - b knife
 - c half
 - d potato
 - e foot
 - f wife

CHECK IN YOUR DICTIONARY

WORKBOOK PAGE 69

Skills for life

- 1 Ask a student to read the Skills for Life box.
- 2 Ask a few students who they have learned from in their lives.
- 3 Look at the picture below and discuss these questions.
 - 1 Ask the students to study the picture and invite someone to describe it (a girl with a broken leg is being taught at home).
 - 2 Put the students in pairs or small groups to discuss the three questions. Go round and listen, offering prompts if necessary.
 - 3 Invite students from each pair or group to report back to the class and allow class discussion.

1 Rewrite the sentences with the words in brackets to give the same meaning.



a When she was young, she had a teacher who lived with her family and taught her at home. (*governess*)

When she was young, she had a governess.

b It was hard to walk at the top of the mountain because the rocks were covered in ice. (*icy*)

c They have washed the floor, so be careful or you could accidentally fall. (*slip*)

d Hisham did not like his new school at first, but now he has started to feel happy. (*settle in*)

e She has hurt her leg. She is in discomfort. (*pain*)

f Some people who live in the mountains have little communication with the outside world. (*contact*)

2 Rewrite the sentences in the plural.

a Can you see the child in the car?

Can you see the children in the cars?

b Please can you pass me that knife?

c They put the potato on the table.

d He has no shoe on his foot.

e Cut the apple into half.



3 Write a paragraph about people who have taught you things in the past.

Suggested answers: _____

- a Ill children or children with disabilities may have to be taught at home because they cannot get to school or are physically or mentally not fit enough. Sometimes children who live in very remote areas also need to be taught at home.
- b They don't meet or mix with other children the same age as themselves. They miss out on interesting lessons using equipment unavailable to home tutors.
- c They also learn from other children. They learn social skills, games, etc.

4 Focus on noun plurals

- Tell the students to read part 1 and then write the plural forms of the nouns in item 2.
- Remind them to check their answers in their dictionaries.

- Invite different students to write the plural forms on the board.

Answers: _____

- b knives c halves d potatoes
e feet f wives

**1 Rewrite the sentences with the words in brackets to give the same meaning.**

- Read out the first sentence and the example answer; check the students understand the task.
- Allow time for them to complete the task alone or in pairs.
- Check answers as a whole class.

Answers: _____

- b It was hard to walk at the top of the mountain because the rocks were icy.
- c They have washed the floor, so be careful or you could slip.
- d Hisham did not like his new school at first, but now he has started to settle in.
- e She has hurt her leg. She is in pain.
- f Some people who live in the mountains have little contact with the outside world.

2 Rewrite the sentences in the plural.

- Tell the students to read the instructions and the example, then allow time for them to complete the task.

- Put them in pairs to compare answers, then check with the whole class.

Answers: _____

- b Please can you pass me those knives?
- c They put the potatoes on the tables.
- d He has no shoes on his feet.
- e Cut the apples into halves.

3 Write a paragraph about people who have taught you things in the past.

- Read out the instructions and ask different students to say who they might write about (for example, a teacher, parent, grandparent).
- Tell the students to plan their paragraphs alone

or in pairs. Go round and make suggestions where necessary.

- Allow time for them to write, go round and check their work.
- Invite different students to read out their work to the class, or they could do the task for homework.

Answers:

- a *choice*: when you can choose between two or more things, actions, people, etc.
- b *rewarded*: gave something good to someone for something they did.
- c *moral*: a lesson to be learned (from the story).

Students' own answers

LESSON 5

SB page 70

WB page 68

Communication skills

1 Read these opinions about education and tick the opinions you agree with.

- Allow time for the students to read the opinions and tick the ones they agree with.
- Go round and offer help if needed.

2 Now do the following in pairs.

- Tell the students to compare answers with a partner.
- Students then write two sentences to express their own opinions. They read their sentences to each other and discuss them. Go round and listen, offering prompts or asking questions if necessary.
- Invite volunteers to explain their ideas to the class. Encourage a short class discussion.

Students' own answers

3 Listen to four people discussing the opinions in Exercise 1 and match the speakers 1–4 with the opinions.

- Tell the students to look at Exercise 1 again and

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Communication skills Agreeing and disagreeing

1 Read these opinions about education and tick the opinions that you agree with.

- "Children should not be taught at home unless they are ill."
- "Children should start school when they are three years old."
- "All children should go to university."
- "Education is one of the most important parts of a young child's life."
- "Going to school teaches children to get on well with other people."



2 Now do the following in pairs.

- Compare the opinions that you ticked.
- Make two sentences expressing your own opinions about education and then discuss them.

3 Listen to four people discussing the opinions in Exercise 1 and match the speakers 1-4 with the opinions.

- | | | |
|---------------------------------------|------------------------------------|------------------------------------|
| <input checked="" type="checkbox"/> d | Speaker 1 | <input type="checkbox"/> Speaker 2 |
| <input type="checkbox"/> Speaker 3 | <input type="checkbox"/> Speaker 4 | |

Which opinion do they not discuss?

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4 Listen again and tick the phrases that you hear.

FOCUS ON FUNCTIONS

Agreeing

- That's true.
- I'd go along with that.
- I couldn't agree more.
- I agree (with) ...
- You're right.
- I suppose so.
- Exactly.

Disagreeing

- I'd say the opposite.
- I'm completely against ...
- I'm not so sure.
- I don't agree (with) ...
- That's not always true.
- I don't think so.
- I disagree (with) ...

5 In pairs, agree or disagree with the following opinions using expressions from Focus on functions.

- "A good education always brings success in a student's later life."
- "Children should learn two new languages at school."
- "After leaving school, students should work for two years before they go to university."
- "Parents should help their children to do well at school."

6 Research the following about education

Choose three countries you would like to know more about.

Find out:

- the age at which children start school
- the age at which children finish school
- the percentage of children who go on to study at university

WORKBOOK PAGE 70

reread all the opinions.

- Tell them to read the instructions, then listen while you play the recording or read the tapescript.
- Allow time for them to record their answers, then check with the class. If necessary, play the recording or read the script again.

Answers:

1 d 2 b 3 e 4 c

They do not discuss opinion a.

TAPESCRIPT

Narrator: One

Hania: So, what about this idea?

Nevine: *I don't agree with it. I mean, I think it's very important, but I don't think it's the most important thing in a child's life. For me, my family is more important than my education.*

Hania: *I couldn't agree more.*

Narrator: *Two*

Basel: *I'm completely against this idea – three is much too early. I'd say five is about the right age.*

Salem: *Hmm, I'm not so sure. They say that education in a child's early years is really important.*

Basel: *I'd go along with that, but children don't have to go to school for an education. They should get a good education at home with their families.*

Salem: *Hmm, I suppose so.*

Narrator: *Three*

Ola: *How do you feel about this idea?*

Mona: *I agree with it. Some people think schools just teach subjects like reading and writing, but from a child's point of view, mixing with other children is really important.*

Ola: *That's true. My little brother was very quiet and shy before he started school. Now he's got lots of friends.*

Narrator: *Four*

Nabil: *I'm afraid I disagree with this idea. It's impossible for everyone to go.*

Adel: *You're right. Some people aren't interested in studying after they leave school.*

Nabil: *And we'd have to build more universities.*

Adel: *Exactly! That would be too expensive for the country.*

4 Listen again and tick the phrases that you hear.

- 1 First, ask them to read all the phrases in the two lists.
- 2 Play the recording or read the script again.
- 3 Tell the students to tick the phrases they hear, then compare answers with a partner.
- 4 Check answers. If necessary, play or read it again.

Answers: _____

- ✓ That's true.
I'd say the opposite
- ✓ I'd go along with that.
- ✓ I'm completely against /

- ✓ I couldn't agree more.
- ✓ I'm not so sure.
- ✓ I agree (with)...
- ✓ I don't agree (with)...
- ✓ You're right
That's not always true
- ✓ I suppose so
I don't think so.
- ✓ Exactly.
- ✓ I disagree (with)...

5 In pairs, agree or disagree with the following opinions using expressions from Focus on Functions.

- 1 Put the students in pairs to discuss the four opinions.
- 2 Remind them to use expressions from Focus on Functions in their conversations.
- 3 Demonstrate first with a confident student.

Example:

Teacher: *I agree with the first opinion.
Education is very important.*

Student: *That's true, but I'm not so sure that it always brings success.*

Teacher: *You're right – not always. But usually!*

Student: *I suppose so.*

- 4 Allow time for the task. Go round and offer suggestions if necessary.
- 5 Invite different students to perform their conversations to the class.

Students' own answers

6 Research the following about education.

- 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 Complete these conversations with these expressions.

- 1 Ask two students to read out the first two lines of the first conversation, completed as the example.
- 2 Tell the class 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.

Answers: _____

- 1
 - a I'm not
 - b the opposite
 - c I suppose
- 2
 - a I couldn't agree
 - b That's true.
 - c Exactly.

2 Write an informal email to a friend about schools in another country.

- 1 Tell the students to read the instructions carefully. Remind them that this will be informal as it is to a friend.
- 2 Allow time for them to complete the task; go round and check.
- 3 Invite three or four students to read out their work to the class.

Students' own answers

UNIT
11

1 Complete these conversations with these expressions.

That's true Exactly I'm not I couldn't agree the opposite I'd go along with that I suppose

- 1 **Khaled** I think we should all learn two foreign languages at school.
Nabil a I'd go along with that. But which ones?
Khaled I think Spanish and English are the most important languages.
Nabil b _____ so sure. I don't think Spanish is so important.
Khaled I'd say c _____ . People speak Spanish all over the world.
Nabil d _____ so.



- 2 **Nevine** I think it's really important to go to university.
Randa a _____ more.
Nevine People with a degree usually get the best jobs.
Randa b _____
Nevine I think we should both go to university.
Randa c _____



2 Write an informal email to a friend about schools in another country.

- Say at what age children start and finish school in the country you chose.
- Give your opinion about these ages and also about what these children study and do in their schools.
- Use the information you researched in the Student's Book.



Assessment

Listening Task

Target element: The past simple and past perfect, and vocabulary from the unit

Read the following sentences based on *Jane Eyre* on SB pages 66–68. Students say if the sentences refer to when Jane was a child or an adult. The answers are given below in brackets.

- 1 *I settled into my new life as a governess for Adele.* (An adult)
- 2 *I lived with Mr and Mrs Reed because my parents had died.* (A child)
- 3 *The gentleman fell on the ground after his horse had slipped.* (An adult)
- 4 *I was locked in a room.* (A child)
- 5 *I offered to take a letter to the post office for Mrs Fairfax.* (An adult)
- 6 *A doctor suggested that I live at a nearby school.* (A child)
- 7 *My cousins disliked me because I had come from a poorer family.* (A child)
- 8 *I advertised for a job in a newspaper.* (An adult)
- 9 *My cousin John was angry because I had been reading the family's books.* (A child)
- 10 *The man called his dog and set off towards Thornfield Hall.* (An adult)

Speaking Task

Target element: Functional language and vocabulary from the unit

Write the following statements on the board. Students work in pairs. They take it in turns to read the statements and to say if they agree or disagree, using the language from SB page 70. Suggested answers are given below in brackets.

- 1 **Jane Eyre is a great story.** (I'd go along with that.)
- 2 **The story is the same as many stories that I have read.** (I don't agree. It's very different.)
- 3 **Jane had a very difficult time when she was a child.** (You're right.)
- 4 **Jane's cousins were also her friends.** (I'd say the opposite.)
- 5 **Jane Eyre's school was good for her because she got a good job at the end of it.** (I suppose so, but it does not sound very nice.)

- 6 **Jane seemed to be very happy at Thornfield Hall.** (That's true.)
- 7 **The gentleman is a friendly, helpful man.** (I don't think so.)
- 8 **Jane is an intelligent, kind woman.** (That's true.)

Reading Task

Target element: The past simple and past perfect, and vocabulary from the unit

Use completed WB page 66, Ex 3. Give students time to read the text again. Ask the following questions about the text. The answers are given in brackets below.

- 1 *Why was Abdul surprised when he arrived in England?* (Because it was hot.)
- 2 *Why did Abdul know a lot about England before he went there?* (He read a lot of books and spoke to people in his family who had been there.)
- 3 *Why did Abdul take a big coat, jumpers and gloves?* (Because all his family told him that England was usually rainy and cold.)
- 4 *What had Abdul forgotten to take?* (He had forgotten to take his sunglasses.)
- 5 *Why did he need these?* (Because it was sunny.)

Writing Task

Target element: The past simple and past perfect

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

- 1 **Before I came to this school, I had never** (had a different teacher for each subject before.)
- 2 **By ten o'clock last night, I had** (finished all my homework.)
- 3 **Before I came to school this morning, I had** (had breakfast and helped my mother in the kitchen.)
- 4 **Before my father started the job he has now, he had** (worked in a bank.)
- 5 **Before this class started unit 11, we had never** (read a book by Charlotte Brontë.)
- 6 **When I first visited my favourite restaurant, my family had** (not known it was so good.)