

UNIT 13

GREAT WORKS OF ENGINEERING

SB pages 81-85

WB pages 77-80

Objectives

Listening

Checking predictions; listening for numbers

Grammar

Passive verbs: past and present

Reading

Scanning; reading for specific information

Critical thinking

Considering the importance of great engineers

Functions

Asking for and giving advice

Writing

Writing a description of an engineer's work

Great works of engineering

OBJECTIVES
Listening Checking predictions; listening for numbers
Grammar Passive verbs: past and present
Reading Scanning; reading for specific information
Critical thinking Considering the importance of great engineers
Functions Asking for and giving advice
Writing Writing a description of an engineer's work

Listening

1 Look at these words and answer the questions.

altitude	permanently	CHECK IN YOUR DICTIONARY
run (v)	supply (n)	

a What word means for all future time? *permanently*.
b What is an amount of something that can be used?
c What do you call the height above the sea?
d What word means to go from one place to another at regular times?

2 Discuss this question in pairs.
Look at the pictures. Why do you think building a railway line in this area was very difficult?

3 Listen and check your answer to Exercise 2.



4 Guess the meanings of the highlighted phrases from the listening.

a The line was built in **two stages**.
b Half the line is over 4,000 metres above **sea level**.
c The line is built on **frozen ground**.

5 Listen again and complete these sentences with the correct number or date.

2006	120	5,072	675	1951	45	815
------	-----	-------	-----	-----------------	----	-----

a They started building the first stage of the Tibet Railway in **1951**.
b The first stage of the line is kilometres long.
c The second stage of the railway was opened in
d The Tanggula Pass is metres above sea level.
e There are bridges on the line.
f There are stations on the line.
g The trains travel at kilometres an hour.

6 Discuss these questions in pairs.

a Would you enjoy travelling on this train to Lhasa? Why/Why not?
b What are the advantages and disadvantages of travelling by train rather than flying?

WORKBOOK PAGE 79

81

LESSON 1

SB page 81

WB page 77

Before using the book:

- Ask the students what an engineer does and what kinds of works they design, such as roads, bridges, dams and buildings. Ask them to name some specific engineering works in Egypt or other countries. Tell them that they are going

to learn more about some engineering works in this unit.

Listening

1 Look at these words and answer the questions.

- 1 Read out the example and tell the class to check *permanently* in their dictionaries.
- 2 Ask them to complete the exercise alone or in pairs and to check their answers in their dictionaries.
- 3 Go through the answers with the whole class.

Answers:

b supply c altitude d run

2 Discuss this question in pairs.

- 1 Allow time for the students to study the map and the picture. Then tell them to read and discuss the question in pairs.
- 2 Go round and listen; if necessary, prompt with questions, for example, What do the different colours on the map mean? (*mountains, desert, low land*)
- 3 Tell them they will be able to check their answers in Exercise 3.

3 Listen and check your answer to Exercise 2.

- 1 Play the recording or read the script, and ask if they were right in Exercise 2.
- 2 Ask different students to summarise the answers to Exercise 2.

TAPESCRIPT

Presenter: Our programme today is about the highest railway line in the world: the China to Tibet railway. In our studio we have Michael Chen, a railway engineering expert.

If you have any questions you would like to ask our expert this morning, phone us and we'll do our best to answer them. Our first caller today is Khaled, who is phoning from Cairo. What's your question, Khaled?

Khaled: Good morning. I'd like to know some facts about the railway. How long is this line, and when was it built?

Mr Chen: Hi, Khaled. Well, the line was built in

two stages: the first stage, which was started in 1951, did not open until 1984. This stage is 815 kilometres long. The second stage is another 1,142 kilometres long. This stage was opened in 2006.

Khaled: Thanks. Can I ask you for one more fact?
Presenter: Yes, of course.

Khaled: I know this is the highest railway line in the world, but exactly how high is it?

Mr Chen: Well, about half the line is over 4,000 metres above sea level, and at its highest point – the Tanggula Pass – it's 5,072 metres. At this altitude, the air is very thin, so all the passengers are given a supply of oxygen.

Khaled: Really? That's amazing. That's like being on a plane.

Mr Chen: That's right.

Presenter: Thanks, Khaled. Our next caller is Rami from Alexandria. What's your question, Rami?

Rami: Hello. I'd like to know how difficult it was for engineers to build this railway.

Mr Chen: That's a good question. It was extremely difficult. One of the main problems for the engineers was that over 500 kilometres of the line is built on permanently frozen ground. This includes a tunnel which is 1,338 metres long. To make this tunnel, they had to cut through frozen earth. The line also includes 675 bridges. In all, 20,000 people worked on the line.

Rami: Thanks. That's incredible!

Presenter: Our last caller is Magdi from Suez. What would you like to know, Magdi?

Magdi: Good morning. I'd like to know about travelling on this railway. Where does it start and end?

Mr Chen: Well, Magdi, the line starts in Xining in China and ends in Lhasa, the capital of Tibet. Trains run every day to Lhasa. Altogether, there are 45 stations. Passengers are carried at 120 kilometres an hour by trains specially built for high altitudes.

Magdi: Thanks very much.

Presenter: OK, that's all we have time for today. Thanks to all those who called us and a special thanks to our expert, Michael Chen.

4 Guess the meanings of the highlighted phrases from the listening.

- 1 Put the students in pairs to read the sentences and guess the meanings of the highlighted

phrases. Tell them to check in their dictionaries.

2 Invite answers from different students.

Answers: _____

- a *stages*: states or levels that someone or something reaches in a process
- b *sea level*: the average level of the sea, used as a standard for measuring the height of an area of land
- c *frozen ground*: ground that is hard because the temperature is below zero. It has become hard like ice.

5 Listen again and complete these sentences with the correct number or date.

- 1 Read out the instructions and then tell the students to read all the incomplete sentences.
- 2 Play the recording or read the script again while they complete the sentences. If necessary, pause where appropriate to give them enough time.
- 3 Check answers; ask different students to read out the completed sentences (this is a good opportunity to practise pronouncing numbers and dates).
- 4 If necessary, play it once more.

Answers: _____

- b 815 c 2006 d 5,072
- e 675 f 45 g 120

6 Discuss these questions in pairs.

- 1 Put the students in pairs to discuss the two questions. Go round and listen, offering prompts if necessary.
- 2 Ask volunteers to report back to the class and encourage a short class discussion.

Suggested answers: _____

- a Students' own answers
- b Advantages of travelling by train: more comfortable; can see things from windows; time to relax; may be cheaper than flying; possible to travel short journeys. Disadvantages of travelling by train: relatively slow; cannot make certain journeys, e.g. across the sea.

Great works of engineering

1 Complete the sentences with the correct words.

altitude ~~frozen~~ oxygen permanently
run sea level stages supply

- a He does not like that restaurant because it always uses frozen food.
- b What _____ does the plane fly at?
- c Mount Everest is nearly 9,000 metres above _____.
- d At this height, climbers need _____ or they cannot breathe easily.
- e The temperature is _____ below zero at the top of Everest.
- f How often do the buses _____ to the centre of town from here?
- g Take a good _____ of water when you go to the desert.
- h It is difficult to build a bridge quickly, so engineers usually build it in _____.



2 Match the numbers or dates.

- a 64 1 sixteen sixty-six
- b 685 2 two thousand and sixteen
- c 6,072 3 sixty-four
- d 2016 4 six thousand and seventy-two
- e 1666 5 six hundred and eighty-five

3 Now write the numbers below as words.

- a In this town, cars can go at about forty 40 kilometres an hour.
- b The Great Wall of China is more than _____ 2,000 years old.
- c The Tibet railway opened in _____ 2006.
- d That bridge was built _____ 158 years ago.
- e The Tanggula Pass is _____ 5,072 metres above sea level.

4 Write a paragraph about the advantages and disadvantages of travelling by train.

WORKBOOK

1 Complete the sentences with the correct words.

- 1 Read out the first sentence, completed as the example.
- 2 Tell the students to complete the task, then compare answers in pairs.
- 3 Check answers as a whole class.

Answers: _____

- b altitude c sea level
- d oxygen e permanently
- f run g supply
- h stages

LESSON 2

SB page 82

WB page 78

UNIT
13

Grammar Passive verbs: past and present

1 Circle all the passive verbs in these sentences from the listening text (one is not passive).

- a The line was built in two stages. *Past.*
 b This stage was opened in 2006.
 c All the passengers are given a supply of oxygen.
 d Over 500 kilometres of the line is built on permanently frozen ground.
 e The line also includes six hundred and seventy-five bridges.
 f Passengers are carried at 120 kilometres an hour by trains specially built for high altitudes.

GRAMMAR
REVIEW
PAGE 132

2 Discuss these questions in pairs.

- a Look at sentences a–f. What tense is the passive verb, past or present?
 b Which sentence above does not have a passive verb?
 c How is this sentence different from the sentences with a passive verb?
 d Who or what does the action of the passive verb in sentence f?
 e Can you guess who does the action in sentence c?
 f How are passive verbs formed?

3 Answer these questions with the passive form of the highlighted verbs and the information in brackets.

- a When did they start to build the China to Tibet railway (1951) *The China to Tibet railway was started in 1951.*
 b When did they open the first stage of the railway? (1984)
 c To what altitude does the train carry passengers? (5,072 metres)
 d What did they cut through to make the 1,338-metre-long tunnel? (frozen earth)

4 Rewrite these sentences using passive verbs.

- a Earthquakes damaged the Lighthouse of Alexandria in the fourteenth century.
The Lighthouse of Alexandria was damaged by earthquakes in the fourteenth century.
 b Thousands of men built the Great Wall of China more than 2,000 years ago.
 c Every year, hundreds of tourists visit the Aswan High Dam.
 d People built the Aswan High Dam between 1960 and 1970.

5 Work in pairs.

- a Choose one or two important engineering works in your area, e.g. a bridge, a tunnel, a tower, a railway line or a road.
 b Now discuss the following:
 • When was it built?
 • What is it used for?
 • Do you know who it was built by?

FOCUS ON GRAMMAR

Passive verbs: past and present

- Use the passive when the action is more important than the agent (who or what did it): *The school was opened in 1969.*
- If we mention the agent, we use it with by: *The school is used by all of the children in the village.*

WORKBOOK
PAGE 80

- 2 Invite different students to write the answers on the board.

Answers: _____

- 1 forty
 2 two thousand
 3 two thousand and six
 4 one hundred and fifty-eight
 5 five thousand and seventy-two

4 Write a paragraph about the advantages and disadvantages of travelling by train.

- 1 On the board, write two headings: **advantages** and **disadvantages**.
 2 Invite suggestions from the whole class and note them down under the appropriate heading.
 3 Then tell the students to plan their paragraphs in pairs. Go round and offer help where necessary.
 4 Allow time for them to write their paragraphs. Go round and check their work.
 5 Choose two or three students to read their work out to the class.

Students' own answers

LESSON 2

SB page 82

WB page 78

Grammar

2 Match the numbers or dates.

- 1 Allow time for the students to complete the task. Go round and offer help where needed.
 2 Put them in pairs to compare answers, then go through the exercise with the whole class.
 3 You could ask the students to chorus the correct pronunciation of each number and date.

Answers: _____

- 1 e 2 d 3 a 4 c 5 b

3 Now write the numbers below as words.

- 1 Allow time for students to complete the task alone or in pairs. Go round and offer help where needed.

Passive verbs: past and present

1 Circle all the passive verbs in these sentences from the listening text (one is not passive).

- 1 First, point out the Focus on Grammar at the bottom of the page. Tell the students to refer to it when necessary.
 2 Ask them to read the example and check they understand the task.
 3 Students complete the task alone or in pairs. Remind them that one verb is not passive.
 4 Check answers with the whole class.

Answers: _____

- b This stage was opened in 2006.
- c All the passengers are given a supply of oxygen.
- d Over 500 kilometres of the line is built on permanently frozen ground.
- e The line also includes six hundred and seventy-five bridges.
- f Passengers are carried at 120 kilometres an hour by trains specially built for high altitudes.

2 Discuss these questions in pairs.

- 1 Put the students in pairs to discuss the questions.
- 2 Go round and offer help if necessary, then go through the exercise with the whole class.

Answers: _____

- a b past c present d present f present
- b Sentence e
- c It does not have a form of the verb *be* or a past participle.
- d The train.
- e The people who work on the train or at the train stations.
- f Using the verb *be* with the past participle of the active verb.

3 Answer these questions with the passive form of the highlighted verbs and the information in brackets.

- 1 Tell the students to read the instructions, the first question and the example answer.
- 2 Allow time for them to write their answers, alone or in pairs. They can refer to the Focus on Grammar box and the Grammar Review on page 132 if necessary.
- 3 Check their answers as a whole class.

Answers: _____

- b It was opened in 1984.
- c They are carried to an altitude of 5,072 metres.
- d Frozen earth was cut through to make the 1,338-metre-long tunnel.

1 Find and correct the mistakes in these sentences.

- a Her parents is employed by the government. are
- b That company was operated the canal for 99 years. _____
- c The company is taken over by the government in 2007. _____
- d Who was this book wrote by? _____
- e The lighthouse was build in the last century. _____

2 Complete the sentences with the correct passive form of the verb in brackets.

- a The Suez Canal is used (use) by about 50 ships a day.
- b You _____ (not charge) to visit most museums in London.
- c The Pyramids _____ (visit) by millions of tourists every year.
- d Do you know when the Great Wall of China _____ (build)?
- e That book _____ (write) in 1970.

3 Write questions for these answers.

- a When was the Suez Canal opened?
The Suez Canal was opened in 1869.
- b When _____
The Pyramids were built about 4,500 years ago.
- c Where _____
A lot of the world's cotton is grown in Egypt.
- d What _____
Clocks are used for telling the time.

4 Write passive sentences about a building you know.



4 Rewrite these sentences using passive verbs.

- 1 Tell the students to read the example.
- 2 Allow time for them to complete the exercise and then check in pairs.
- 3 Check answers with the whole class.

Answers: _____

- b The Great Wall of China was built more than 2,000 years ago by thousands of men.
- c Every year, the Aswan High Dam is visited by hundreds of tourists.
- d The Aswan High Dam was built between 1960 and 1970. (no need to include the agent, by people)

5 Work in pairs.

- 1 Read out the instructions and invite some ideas from the class. Write good suggestions on the board, perhaps adding to the list yourself.
- 2 Put the students in pairs to choose their subject or subjects and then discuss the questions. Tell the students that it doesn't matter if they don't know the answers, but they are to tell each other what they think.
- 3 Go round and listen, and check they are using the passive where appropriate.

Students' own answers



WORKBOOK

page 78

1 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: _____

- b That company operated the canal for 99 years.
- c The company **was** taken over by the government in 2007.
- d Who was this book **written** by? ~~written~~
- e The lighthouse was **built** in the last century. ~~built~~

2 Complete the sentences with the correct passive form of the verb in brackets.

- 1 Read out the first sentence, completed as the example.
- 2 Allow time for the students to complete the task, alone or in pairs. Remind them to think about which tense they need. Go round and check.
- 3 Go through the exercise with the whole class.

Answers: _____

- b are not charged c are visited
- d was built e was written

3 Write questions for these answers.

- 1 Read out the example and then allow time for the students to complete the task in pairs.
- 2 Go round and check, then go through the exercise with the class. Students can read the correct questions and answers in pairs.

Answers: _____

- b When were the Pyramids built?
- c Where is a lot of the world's cotton grown?
- d What are clocks used for?

4 Write passive sentences about a building you know.

- 1 Invite the class to suggest buildings they could write about, and write good suggestions on the board.
- 2 Invite one or two example sentences and write them on the board.
- 3 Tell the students to choose which building to write about. If they have enough knowledge, they could write their sentences in the lesson.
- 4 If they need to find out more information, you could set it for homework. In this case, put them in pairs to prepare questions, in the passive, about the building they have chosen, for example, When was it built? Who was it built by? etc. They can then find out the answers for homework.
- 5 Correct their work; read good examples to the class.

Students' own answers

LESSON 3 SB page 83

Reading

1 Before you read, discuss what you know about the Suez Canal in pairs. Write four facts.

- 1 Tell the students to read the instructions and work in pairs.
- 2 Go round and read their lists, then ask different students to read out what they have written. Allow a brief class discussion. Tell them they can check their answers later.

Students' own answers

2 Check the meanings of these words in your dictionary.

- 1 Allow time for them to consult their dictionaries, then check with the whole class.
- 2 Ask different students to read out the dictionary definitions.

Answers: _____

- affect:* to cause a change in someone or something
- charge:* to ask someone to pay a particular amount of money for something
- operate:* to manage and control a business
- section:* one of the parts that an object, group, place, etc. is divided into

3 Read the text and check your answers to Exercise 1.

- 1 Tell the students to read the text while you go round and answer any questions.
- 2 Students then check their notes from Exercise 1.
- 3 Ask what they have learned about the Suez Canal that they hadn't known before.

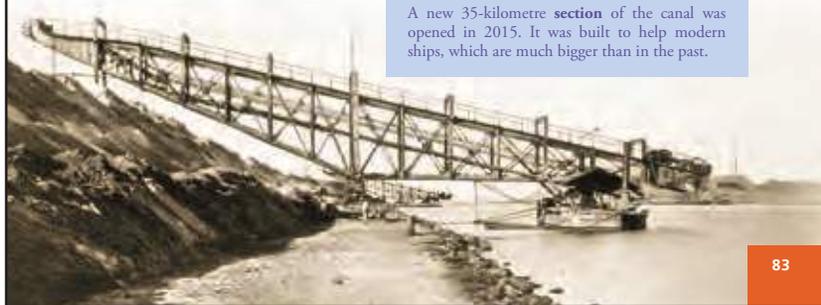
Students' own answers

4 Answer these questions to guess the meaning of the new words.

- 1 Read out the first question and the answer, given as the example.
- 2 Allow time for the students to answer the

Reading

- 1 Before you read, discuss what you know about the Suez Canal in pairs. Write four facts.
- 2 Check the meanings of these words in your dictionary.
affect charge (v) operate section
- 3 Read the text and check your answers to Exercise 1.
- 4 Answer these questions to guess the meaning of the new words.
 - a If you *shorten* something, do you make it bigger or shorter? *You make it shorter.*
 - b A canal is one kind of *waterway*. Can you think of others?
 - c If you *take* something over, do you lose or win control?
 - d Is *income* money you earn or money you spend?
- 5 Read again. Are these sentences **True** or **False**? Correct the false sentences.
 - a The first Suez Canal was built in the nineteenth century. *False. It was built in around 1300 BCE.*
 - b A French engineer and the Egyptian government worked on the Suez Canal.
 - c The canal cut the length of a journey from the west to the east by two weeks.
 - d Ships have to pay to use the canal.



The Suez Canal

For thousands of years, people had wanted to link the Mediterranean Sea and The Red Sea to shorten the sea journey from the west to the east. The first canal was built in around 1300 BCE, but it was not taken care of and it was not used after the eighth century.

In 1858, a French engineer called Ferdinand de Lesseps and the Egyptian government started work on a new canal. When the 164 kilometre-long canal was opened in 1869, it had cost \$100,000. At first, the Universal Suez Ship Canal Company **operated** the canal. The company was given the right to operate the canal for 99 years.

World business was immediately **affected** by the opening of the canal. Things were moved by ship much faster than before, when the ships had to sail around Africa. The journey from Europe to Asia was shortened by 9,500 kilometres and by 20 days.

The Suez Canal is one of the world's most important **waterways**. It was **taken over** by Egypt in 1956, and is now used by about 50 ships every day. In most places, the canal is only wide enough for one ship, but there are passing places which means that ships can travel in both directions at the same time. Each ship takes between 11 and 16 hours to pass through the canal. The canal is now operated by the Suez Canal Authority and ships are **charged** to use the waterway. This money is important **income** for Egypt.

A new 35-kilometre **section** of the canal was opened in 2015. It was built to help modern ships, which are much bigger than in the past.

remaining questions in pairs.

- 3 Check answers with the whole class.

Answers: _____

- b river, stream
- c You win control.
- d It is money you earn

5 Read again. Are these sentences **True** or **False**? Correct the false sentences.

- 1 Tell the students to read the text on again.
- 2 Tell them to read the first sentence and the answer given as an example.
- 3 Allow time for them to complete the exercise, and compare answers in pairs.

Critical thinking

1 Read the text and discuss these questions in pairs.

Things were moved by ship much faster than before, when the ships had to sail around Africa. The journey from Europe to Asia was shortened by 9,500 kilometres and by 20 days.

- Why do so many ships travel between Europe and Asia?
- Why was it so important to shorten the journey between these two parts of the world?
- What kind of things do you think the ships carry today?

2 Read about three more great works of engineering and discuss these questions in pairs.

- What is special about these three great works of engineering?
- Why were they built?
- Who did they help?

Great Wall of China	Lighthouse of Alexandria	Aswan High Dam
This 2,400-kilometre wall was built over 2,000 years ago.	This 140-metre tower was built between 280 and 247 BCE. A fire of burning wood made the light.	This 111-metre-tall dam across the River Nile was built between 1960 and 1970.



3 Now discuss these questions in pairs.

- Can you think of any other great works of engineering?
- Are there any new great works of engineering that are needed today?
- Can you think of great works of engineering that were not needed? Why do you think they were built?
- What do you think makes a great engineer?

4 FOCUS ON PHRASES WITH TAKE

1 Notice these sentences from the text:

The canal was **not taken care of** and it was not used after the eighth century. (take care of = look after)

The canal was **taken over** by Egypt in 1956. (take over = start to control)

2 Choose the correct take phrases in these sentences.

- Rami is taking *part/place* in the race this afternoon.
- The plane takes *off/lup* in ten minutes.
- Please don't take my plate *away/off*. I haven't finished eating yet.

SKILLS FOR LIFE

You can learn a lot from the experience of great people and projects from the past. Try to find out about the history of your local area.

WORKBOOK
PAGE 81

questions. Go round and monitor and help.

- Invite one or two students to report their answers back to the class, and allow a short class discussion.

Suggested answers:

- There is important trade between the east and the west in spices, tea, fruit, oil, etc.
- Ships would otherwise have to go round the whole of Africa, a dangerous and lengthy journey. This was even more important if the cargo being carried was perishable (like fruit) or dangerous (e.g. oil).
- Many things such as machines, toys, cars, computers, fridges, TVs, food and drink.

2 Read about three more great works of engineering and discuss these questions in pairs.

- Allow time for the students to read the information.
- Read out each question and invite ideas from the whole class. Note: students need to infer the answers from the facts and pictures.
- Tell the students to discuss each question more fully in pairs, and to note down their answers.
- Go round and listen, offering suggestions where needed.
- Invite two or three students to report back their ideas about each question; encourage a class discussion.

- Go through the exercise with the whole class.

Answers: _____

- True
- False. The journey was cut by nearly three weeks.
- True

LESSON 4

SB page 84 WB page 79

Critical thinking

1 Read the text and discuss these questions in pairs.

- Put the students in pairs to discuss the three

Answers: _____

- Great Wall of China* – a massive engineering work of great length.
Lighthouse of Alexandria – very high, built in the sea
Aswan High Dam – a massive, complex engineering work
- Great Wall of China*: to protect China and its people from invaders
Lighthouse of Alexandria: to warn ships
Aswan High Dam: to control water in the Nile, to prevent flooding and as an important source of hydroelectric power
- Great Wall of China*: the Chinese people
Lighthouse of Alexandria: sailors on ships in the _____

Mediterranean

Aswan High Dam: Egyptian people in general and farmers in particular

3 Now discuss these questions in pairs.

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

Suggested answers: _____

- a Panama Canal, Three Gorges Dam, Channel tunnel, Millau Viaduct
- b Things to stop damage from floods, earthquakes, tidal waves, tsunamis
- c The Eiffel Tower, Burj Khalifa, and many other very tall buildings which are built to give countries, cities or individuals status or just to look good
- d Creative imagination (vision), technical skill, persistence, leadership

4 Focus on phrases with take

- 1 Allow time for the students to read the information in 1.
- 2 Tell them to answer the questions in 2 alone or in pairs, then check answers as a whole class.

Answers: _____

- a taking part b takes off c take away

Skills for life

- 1 Ask a student to read the Skills for Life box.
- 2 Ask students which great people or projects they can think of that have taught them something. Make your own suggestions to get them started if necessary.

WORKBOOK page 79

1 Write answers to these questions.

- 1 Read out the question and its answer, then allow time for the students to answer the remaining questions. Go round and offer help if needed.
- 2 Tell them to compare answers with a partner.
- 3 Check answers with the whole class.

1 Write answers to these questions.

- a Who operates the Suez Canal?
The Suez Canal Authority operates it.
- b Can you name some places that charge you to go into them?

- c Whose income is the highest, a doctor or a shopkeeper?

- d What can affect how well you do in an exam?

- e Why might someone shorten their clothes?



2 Rewrite the sentences using the words in brackets to give the same meaning.

- a The hotel asked him to pay a lot of money to use its swimming pool. (charge)
The hotel charged him a lot of money to use its swimming pool.
- b You can make the journey shorter by taking the road across the desert. (shorten)

- c They are very kind. They give half the money they earn to a charity. (income)

- d Her grandmother looks after her younger sisters when her parents are at work. (take care of)

- e Please can you remove these boxes from my room? (take away)

3 Write about why one of the following was/is important.

- The Great Wall of China
- The Lighthouse of Alexandria
- The Aswan High Dam



Suggested answers: _____

- b Cinemas, theatres, swimming pools, etc.
- c A doctor
- d If you are tired, how well you have studied or revised, if you have eaten well, etc.
- e If the clothes are too long

2 Rewrite the sentences using the words in brackets to give the same meaning.

- 1 Allow time for the students to read the instructions and the example.
- 2 Students then complete the task, alone or in pairs.
- 3 Go through the exercise with the whole class.

Answers:

Communication skills Asking for and giving advice

- 1 How do you think these groups should travel, by bus, by train or by plane? Discuss in pairs.



Group 1
Hazem, a 45-year-old doctor, his wife and two children are planning to visit Hazem's older brother, who lives in London. They live in Cairo and have to be back home in seven days.



Group 2
A group of foreign students are staying in central Cairo. They are planning a day trip to the Pyramids.



Group 3
Four foreign business people are in Egypt for a week. They are staying in a hotel in Alexandria, but they need to visit several cities including Cairo and Aswan.

- 2 Listen to two conversations and answer these questions.

- a Which two groups from Exercise 1 are the conversations about? *Group one*,
- b What advice is each group given?

- 3 Listen again and put the phrases below in the order you hear them (two phrases are not used).

FOCUS ON FUNCTIONS

Asking for advice

- a What's your advice?
- b Can I ask your advice ...?
- c What do you think that I should ...?
- d How would you suggest that we ...?
- e How do you think that we should ...?
- f Could you give us some advice?

Giving advice

- g I don't think that you should ...
- h I think that you should ...
- i I'd think twice about ...
- j If I were you, I'd ...
- k If you want my honest opinion ...

5 RESEARCH Research the following about important engineers

Research the names of some famous engineers in Egypt. Choose one to research further. Find out:

- information about their background
- what kind of work they are famous for
- where you can see examples of their work

WORKBOOK
PAGE 82

85

- b You can shorten the journey by taking the road across the desert.
- c They are very kind. They give half their income to a charity.
- d Her grandmother takes care of her younger sisters when her parents are at work.
- e Please can you take away these boxes from my room?/ Please can you take these boxes away from my room?

3 Write about why one of the following was / is important.

- 1 Tell the students to choose which topic to write about and then plan what to write, alone or in pairs. Tell them to use their notes from Exercise 2 in the Student's Book (page 84).

- 2 Tell them to write three or four sentences; go round and check their work.
- 3 Invite different students to read their sentences out to the class.
- 4 Alternatively, you could set this for homework. Students could then carry out further research on their chosen topic. Remember to check their homework.

Students' own answers

LESSON 5

SB page 85 WB page 80

Communication skills

Asking for and giving advice

1 How do you think these groups should travel, by bus, by train or by plane? Discuss in pairs.

- 1 Ask the students to look at the pictures and read the situations.
- 2 Invite initial ideas from the whole class. Encourage them to consider cost, distance, time and convenience.
- 3 Allow time for pairs to discuss in more detail. Go round and monitor.
- 4 Ask different students to report their ideas back to the class, giving reasons.

Suggested answers:

- Group 1 should fly. It's the fastest, and it's a long distance.
- Group 2 should go by bus. It's the cheapest, and it isn't a long distance.
- Group 3 should go by train. It's fast and comfortable – and convenient because they need to visit different places.

2 Listen to two conversations and answer these questions.

- 1 Tell the students to listen while you play the recording or read the tapescript.
- 2 Allow time for them to answer the questions

and then compare answers with a friend.

- 3 Check answers as a class.

Answers: _____

- a Group 1 and Group 3
- b Group 1: fly; Group 3: go by train

TAPESCRIPT

Narrator: Conversation 1
Hazem: Can I ask your advice?
Mr Osman: Sure, how can I help?
Hazem: My wife and children and I are going to London to see my brother. How do you think that we should travel? My children want to fly, but my wife and I would prefer to go by boat and train. What's your advice?
Mr Osman: How long are you going for?
Hazem: Just a week.
Mr Osman: Well, if you want my honest opinion, I think that you should fly from Cairo airport. If you went by boat and train, the journey would take you a very long time. You would only be with your brother for two or three days.
Hazem: You're right, thank you.

Narrator: Conversation 2
Businessman: Good morning. My colleagues and I are travelling to Egypt on a business trip soon. Could you give us some advice?
Travel agent: Yes, of course. Tell me a little about your trip. Where exactly in Egypt are you going?
Businessman: Well, we're staying in a hotel in Alexandria, but we also need to visit Cairo and Aswan. How would you suggest that we travel?
Travel agent: If I were you, I'd go by train. Egyptian railways are generally fast and comfortable, especially if you are travelling between cities. I don't think that you should go by road, it would take you much longer.
Businessman: Thanks for your help.

 **3 Listen again and put the phrases below in the order you hear them (two phrases are not used).**

- 1 First, ask the students to read all the phrases in the two lists.
- 2 Tell the students to listen again to the recording.

- 3 Students order the phrases they hear, then compare answers with a partner.
- 4 Check answers. If necessary, play it again.

Answers: _____

Order of phrases used by speakers (X = not used):

- a 3 What's your advice?
- b 1 Can I ask your advice ...?
- c X What do you think I should ...
- d 7 How would you suggest that we ...?
- e 2 How do you think that we should ...?
- f 6 Could you give us some advice?
- g 9 I don't think that you should ...
- h 5 I think that you should ...
- i X I'd think twice about ...
- j 8 If I were you, I'd ...
- k 4 If you want my honest opinion ...

4 Work in pairs. Make conversations using the expressions from Focus on Functions.

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

Example:

Teacher: *Can I ask your advice? Where do you suggest we visit?*

Student: *I think that you should take them to see the museum first.*

Teacher: *How do you think we should get there?*

- 4 Allow time for the students to practise the two conversations. Go round and listen.
- 5 Invite different students to perform their conversations to the class.

Students' own answers

5 Research the following about important engineers.

- 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.

Match to complete the conversation.



- a Huda Hello, Ola. Can I ask
 b Huda I need to get from here
 c Huda How would you suggest
 d Ola I don't think that you should go by
 e Ola I'd think twice about driving
 f Ola If you want my honest opinion,
 g Huda Thanks, Ola. That's very
- 1 as the road is very slow.
 2 helpful.
 3 I would take the bus.
 4 to the library.
 5 that I get there?
 6 your advice?
 7 train, as the library is not near the station.

2 Complete the sentences to answer the questions.

- a How do you think I should learn the new words from this unit?
 If I were you, I'd write them down and look at them often.
- b It's very hot. What do you think I should do today?
 I don't think that you should _____
- c This river water looks clean and I'd like to drink it. What's your advice?
 I'd think twice about _____
- d My English friend would like to see some interesting places. Could you give him/her some advice?
 I think that your friend should _____
- e Can I ask your advice? I have an exam tomorrow, but my friends have asked me to go out tonight.
 What do you think I should do?
 If you want my honest opinion, _____

3 Write a short text about the following:

- Imagine you are the important engineer that you researched in the Student's Book.
- Write about the work that you have done.
- Give some advice to students who want to become an engineer.

conversation together.

Answers: _____

1 e 2 g 3 f 4 b 5 c 6 a 7 d

2 Complete the sentences to answer the questions.

- Ask two students to read out the question in a and the reply, completed as the example.
- Allow time for the students to complete the remaining sentences with their own ideas.
- Go round and check their work, and tell them to compare answers with a partner.
- Invite different students to read out their sentences to the class.

Suggested answers: _____

- b go outside/play a sport.
 c drinking the water (because it might be dirty).
 d visit the museum/the beach/the Pyramids, etc.
 e I think you should stay at home and revise.

3 Write a short text about the following:

- Tell them to read the instructions carefully, then allow time for them to prepare and write their texts. Tell the students to use the notes they have

made about an Egyptian engineer in the Student's Book. They could do this for homework.

- If they do the task in class, go round and check their work.
- Tell the students to compare their texts with their partners.
- Finally, ask three or four students to read out their work to the class.

Students' own answers

1 Match to complete the conversation.

- Allow time for the students to look at the picture. Ask them to describe it (*two girls are standing in a shopping street. One of them is giving the other some directions*).
- Read out the first line of the conversation (Hello, Ola. Can I ask your advice?) then 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.
- You could then ask pairs to read the completed

Assessment

Listening Task

Target element: Past and present passive and vocabulary from the unit

Read the following sentences based on the information from SB pages 81–82. Students listen and say if the sentences are past or present passive. The answers are given below in brackets.

- 1 *When was the China to Tibet railway built?* (past passive)
- 2 *The first stage was started in 1951.* (past passive)
- 3 *At the highest part of the railway, all the passengers are given a supply of oxygen.* (present passive)
- 4 *Over 500 kilometres of the line is built on permanently frozen ground.* (present passive)
- 5 *Passengers are carried at 120 kilometres an hour.* (present passive)
- 6 *The trains were specially built for high altitudes.* (past passive)

Speaking Task

Target element: Functional language and vocabulary from the unit

Ask students to write the names of two or three popular holiday destinations, in Egypt or other countries. They then show their list to their partner. Write the following prompts on the board: **Where? How? When?**

Now ask students to work in pairs. They ask their partner questions about the destinations using the word prompts on the board and the language from SB page 85, Ex 3. For example:

Can I ask your advice? Where do you think that I should go for a holiday?

I think that you should go to (name).

How do you think that I should travel there?

If I were you, I'd (go by train).

When do you think we should go there?

I don't think that you should go in the winter. If you want my honest opinion, go in the spring. It's beautiful then.

Reading Task

Target element: Past and present passive and vocabulary from the unit

Use SB page 83, text, The Suez Canal. Give students time to read the text again. Ask the following questions. The answers are given in brackets below.

- 1 Why was the first Suez Canal not used after the eighth century? (Because it was not taken care of.)
- 2 What happened in 1858? (A French engineer started work on a new canal.)
- 3 What was the Universal Suez Canal Company given the right to do? (It was given the right to operate the canal for 99 years.)
- 4 What was shortened by 9,500 kilometres? (The journey from Europe to Asia.)
- 5 What was the problem with the canal in the past? (It was only wide enough for one ship in most places.)
- 6 What was opened in 2015? (A new 35-kilometre section of the canal.)
- 7 How has this helped the ships? (They can travel in both directions at the same time.)
- 8 What has been built next to the new sections of the canal? (New factories, roads and businesses.)

Writing Task

Target element: Past and present passive

Write the first half of the following sentences on the board. Students complete them with an appropriate ending (sample answers in brackets below).

- 1 **The Aswan Dam is visited ...** (by thousands of tourists every year.)
- 2 **The Suez Canal is used ...** (by ships from around the world.)
- 3 **Our school was built ...** (about twenty years ago.)
- 4 **The students in our English class were taught ...** (by a different teacher last year.)
- 5 **My favourite book was written ...** (by a young Egyptian.)
- 6 **Special trains are used ...** (on the Tibet to China railway.)