

## LESSON 1 SB page 40

**Aims: Learners will**

- learn some proverbs
- discuss proverbs
- learn the use of *so* + adjective + *that* ...
- revise past tenses
- practise listening for detail and for gist

**Structures:**

*It was so nice that she wanted to buy it.*

**New vocabulary:**

proverb

**Functions:**

Expressing cause and result

**Before using the book:**

- Ask students if they have ever asked for anything from their parents and been refused. Discuss the reasons that parents give for not allowing children to have everything that they want.

UNIT  
**17** The desert and the jungle Part 2  
Lesson 1

**In this unit, you will:**

- use *so* with an adjective and its result.
- learn to join negative phrases using *neither* and *nor*.

**1 Listen and choose the best answer from a, b or c**

1 What did Salma want from the electronics shop?  
a a CD player      b a radio      c a phone

2 Nadia refused to buy it because ...  
a it was for children.      b it was expensive.  
c Salma is too young.

3 Nadia did two things for Salma. What was the second?  
a She bought a phone.      b She read a story.  
c She gave her a drink.

**2 Listen and answer**

First listen and tick the best picture for the story Nadia reads to Salma.

Then listen again and choose the best proverb for the story.

☐ Silence is golden.  
☐ Good things come to those who wait.  
☐ If at first you don't succeed, try, try again.

**3 Discuss**

a Why did Nadia read Salma this story? Do you think she will buy Salma a mobile phone in future?  
b Are there any Arabic proverbs which are like these English proverbs?

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**1 Listen and choose the best answer from a, b or c**

- 1 Draw attention to the unit aims box and explain.
- 2 Students look at the picture and say what is happening and who the people are. Ask them to predict what they are saying.
- 3 Read through questions 1–3 and explain where necessary.
- 4 Play the cassette or read the tapescript. Students complete the task.
- 5 Check their answers.
- 6 Focus on the new structure *so (nice) that* by asking students why Salma wanted the phone (*It was so nice that she wanted to have it*), and write this up for them to see. Then ask why Salma began to cry (*she was so tired and cross*). Give students some prompts to be completed: *It was so cold that ...*, *It was so hot that ...*, *Ahmed was so clever that ...*.
- 7 If there is time, do Ex. 1, WB page 26 orally with the whole class. (They can do this for homework after SB lesson 2.)



### Tapescript

**Narrator:** *Nadia and Salma went shopping last Thursday. As they were going home, they passed an electronics shop. Salma looked at the radios, TVs and CDs in the window. There was a child's mobile phone there. As soon as Salma saw it, she thought it was so nice that she wanted to have it. She pointed to it and said to her mother:*

**Salma:** *Mum, I'd like that mobile phone. It's not expensive.  
Can you buy it for me?*

**Narrator:** *Nadia told Salma that she was too young for a mobile, so Salma was sad. Then Nadia told her to calm down. Salma was so tired and cross that she began to cry. At home, Salma said she was sorry, so Nadia brought her a glass of orange juice, then she read her a story to make her feel better.*

#### Answers:

1 c                      2 c                      3 b

## 2 Listen and answer

- 1 Introduce the new word *proverb* (a short saying stating a general truth or piece of advice) and give some examples, e.g., *A friend in need is a friend indeed. Many a true word is said in jest. Better safe than sorry* and explain.
- 2 Revise the story from the previous exercise, and ask how Nadia made Salma feel better.
- 3 Look at the pictures and discuss what is happening in each. Make sure students know *CD player*.
- 4 Explain the task. Students will listen and decide which of the three pictures relates most closely to the story on the cassette.
- 5 Play the cassette or read the tapescript. Students tick picture *a*, *b* or *c*.
- 6 Check their answers.
- 7 Students form pairs and explain why they chose the picture they chose.
- 8 Go through the proverbs and discuss what they mean.
- 9 Play the cassette or read the tapescript again. Students tick the proverb that they think most relates to the story on the cassette.
- 10 Play the cassette or read the tapescript again. Stop after each sentence and ask which past tense they heard. If they are unsure of the terms

*past simple/continuous/perfect*, etc. write some examples of the forms on the board and call the different tenses type *a/b/c*, etc.

- 11 To highlight the use of *so ... that*, ask students why Sara's mum couldn't buy the CD player, and why Sara nearly dropped the present.



### Tapescript

**Nadia:** *When Sara was coming home from school one day, she saw a small CD player in an electronics shop near her flat. Sara liked listening to music and asked her mother to buy the CD player. Her mother said it was so expensive that she didn't have enough money. Sara was unhappy about this, but she smiled and said she didn't mind not having the CD player. Two months later, Sara's mother gave her a present. When Sara opened it, she was so surprised that she nearly dropped it. Her mother had given her a CD player that was better than the one Sara had seen in the shop window. Sara was very pleased.*

#### Answers:

Picture *a*

Good things come to those who wait.

## 3 Discuss

- 1 Read through the questions with students and explain where necessary.
- 2 Students form pairs and ask and answer the questions.
- 3 Monitor, noting any common errors to review with the whole class after the activity.
- 4 Students report their answers and discuss with the class.



### Further practice

- Students make up their own proverbs in pairs or groups. Give the beginnings to make it easier: *A good student is one who ... ; Never ...*
- Students translate some Egyptian proverbs into English.

## LESSON 2 SB page 41 WB page 26

### Aims: Learners will

- revise past tenses
- learn to use *neither ... nor*

### Structures:

*Argun palms have neither died out nor disappeared.*

### New vocabulary:

biologist, biology

### Functions:

Listing negatives

### Before using the book:

- Revise what students remember about the argun palm from Unit 16.
- Introduce *biology* and *biologist*.

## & SB Page 41

### 4 Read and match

- 1 Ask students what kind of text this is (*an internet article*) and what the topic is, according to the menu bar (*history*).
- 2 Read through the sentences *a–e* and explain where necessary.
- 3 Read through the first paragraph and its heading (*b*) with students to illustrate the task.
- 4 Students read the text and match the headings to the paragraphs.
- 5 Students form pairs and compare answers.
- 6 Check their answers.
- 7 Ask them to find *neither ... nor* in the text. Explain its use and give some more examples. (This structure will be focused on further in Lesson 3).

### Answers:

a 4      b 1 (given)      c 2      d 5      e 3

### 5 Read again and write the dates

- 1 Students read the text and write in the correct dates.
- 2 Explain the second part of the task. Students will choose the correct past tense to form sentences from the prompts given.
- 3 Students form pairs and say sentences from the prompts given, as demonstrated in the example speech.
- 4 Monitor, noting any common errors to review with the whole class after the activity.
- 5 Check their answers.

### Answers:

- a The Dungal Oasis was visited by students in 1963.
- b Argun palms were found again in Sudan in 1995.
- c The large tree was dead but new trees were growing in 1998.
- d A biologist was worried after his last visit in 2005.

**Lesson 2 17**

**4 Read and match**

a ☐ Going back to Dungal  
b ☒ Argun palms have not disappeared  
c ☐ A discovery by university students  
d ☐ Looking after argun palms is important  
e ☐ Looking for trees which travellers had found

Today we have the second part of the story about the ancient tree.

Match each paragraph 1–5 to the best sentences a–e.

**Computer lab**

Being healthy   Farming   History   People   Science   Stories   Travel   Water   Work

1 Although they are unusual, argun palms have neither died nor disappeared. A number of trees have been found in the last 50 years.

2 In 1963, biology students from Cairo University went to the Dungal Oasis. There, they found a big argun palm with lots of fruit. They also found seven small young trees.

3 In 1995, biologists returned to the location in Sudan where British travellers had seen argun palms in 1863. The biologists found 14 large and 15 young trees. A year later, they found 100 more trees nearby.

4 In 1998, a team of scientists returned to the Dungal Oasis. Unfortunately, the large argun palm had fallen down but the seven young trees were growing and there were another 30 young trees nearby.

5 Biologist Hisham Ibrahim says argun palms are an important part of Egypt's history, so we must look after them: "In ancient times, Egypt was greener and there were more argun palms. When I visited Dungal in 2005, four of the palms had died since my visit in 1998. If we lose more, what will happen then?"

**5 Read again and write the dates**

a argun palms seen by British travellers      1863  
b Dungal Oasis visited by students      \_\_\_\_\_  
c argun trees found again in Sudan      \_\_\_\_\_  
d The large tree is dead but new trees are growing      \_\_\_\_\_  
e biologist worried after last visit      \_\_\_\_\_

Now say complete sentences.

Argun palms were seen by British travellers in 1863.

Workbook 26

**UNIT 17 The desert and the jungle Part 2**

**1 Read and match**

a The phone was so expensive	1 that Samy switched off the TV.
b Soha was so hot	2 that Ahmed wanted to keep it.
c Sally walked so slowly	3 that she drank six glasses of water.
d The film was so boring	4 that she missed the bus home.
e Salma's picture was so nice	5 that he went to sleep in his chair.
f Hesham was so tired	6 that Nadia decided not to buy it.

**2 Make sentences with so... that...**

a It was very dark. Ahmed couldn't see very well.  
*It was so dark that Ahmed couldn't see very well.*

b The dress was very beautiful. Nadia bought it for Soha.

c Salma was very hungry. She wanted to eat two sandwiches.

d The streets were very busy. It took Hesham 40 minutes to drive to work.

**3 Choose the correct answer from a, b, c or d**

1 Scientists and students ..... an argun palm in 1963.  
a found b have found c had found d were finding

2 They found the tree while they ..... the Dungal Oasis.  
a have visited b had visited c used to visit d were visiting

3 Before this, some scientists thought most argun palms .....  
a dead b had died c died d have died

4 In 1998, another group of scientists ..... to the Dungal Oasis.  
a have returned b returning c returned d returns

5 In ancient times, there ..... more rain and less desert.  
a has been b was c is d would be

6 In ancient times, argun palms ..... all over Egypt.  
a found b were found c had found d were finding

### 1 Read and match

- Make sure students understand the task. Use the example to demonstrate how the whole sentences use the structure *so + adjective + that* to express cause and result.
- Students match the two parts of the sentences. They can do this individually in class, or for homework.
- Check their answers.

#### Answers:

- |             |     |     |
|-------------|-----|-----|
| a 6 (given) | b 3 | c 4 |
| d 1         | e 2 | f 5 |

### 2 Make sentences with so... that...

- Read through the example to demonstrate the task. Make sure students understand that they will need to combine the pairs of sentences into a single sentence.
- Students write the sentences individually in class, or for homework.

#### Answers:

- It was so dark that Ahmed couldn't see very well. (given)
- The dress was so beautiful that Nadia bought it for Soha.
- Salma was so hungry that she wanted to eat two sandwiches.
- The streets were so busy that it took Hesham 40 minutes to drive to work.

### 3 Choose the correct answer from a, b, c or d

- Do the first sentence as a class to demonstrate the task.
- Students complete the task individually in class, or for homework.
- Check their answers.

#### Answers:

- 1 a (given)      2 d      3 b      4 c      5 b      6 b



#### Further practice

- Students think of alternative endings for the sentence stems in WB Exercise 1.

## LESSON 3 SB page 42 WB page 27

#### Aims: Learners will

- practise using *neither ... nor*
- practise using reflexive pronouns
- practise reading for detail

#### Structures:

*Pam saw neither people nor cars on the road.*  
*He covered himself in mud.*

#### New vocabulary:

insect, lost, mud, protect

#### Functions:

Listing negatives

#### Before using the book:

- Revise the previous story about Martin White.



**17 Lesson 3**

**6 Read and answer**

- When did Pam decide to go for help?
- What did she do before she drove away?
- Why didn't Martin want to stay by the pool?
- Why did he cover himself in mud?
- What did Pam do in the village?
- Why didn't people speak to her?

Today we have the second part of the story about a photographer.

**Our English Magazine**

When it was so dark that she couldn't see, Pam said to herself, "I have to go for help. Martin must have injured himself." She took a shirt from the car, left it on a tree by the road, and then drove quickly away.

In the jungle, Martin thought, "I can't find the car. I don't mind being in the jungle, but I must find somewhere safe. I can't stay at the pool. Dangerous animals drink here."

He covered himself in mud to protect himself against insects. Then he walked from the pool and climbed a tree. He would have to stay there all night.

Pam drove for half an hour and saw neither people nor cars. Suddenly, there were lights. She stopped the car at the village, jumped out and shouted, "Help! My husband is lost in the jungle!" People ran to her but no one said anything. Then Pam understood that no one spoke English.

**7 Make sentences**

- Pam saw neither people ☐ nor see the car.
- Pam could neither help Martin ☐ nor on the ground.
- Martin could neither hear Pam ☐ nor Arabic.
- Martin was neither safe by the pool ☐ nor cars on the road.
- People spoke neither English ☐ nor find him.

Pam saw neither people nor cars on the road.

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**Answers:**

- Pam decided to go for help when it was so dark that she couldn't see.
- Before she drove away, she took a shirt from the car and left it on a tree by the road.
- He didn't want to stay by the pool because dangerous animals went there to drink.
- Martin covered himself in mud to protect himself against insects.
- Pam jumped out of her car and shouted, "Help! My husband is lost in the jungle!"
- They didn't speak to her because they couldn't speak English.

**7 Make sentences**

- Revise the use of *neither ... nor*. Find two students who didn't watch a popular programme last night, didn't eat chicken, didn't go to bed before ten, etc., and make sentences about them using *neither ... nor*.
- Make sure students understand the task. Use the example to demonstrate how the whole sentences use *neither ... nor* to list negatives.
- Students match the two parts of the sentences.
- Check their answers.

**6 Read and answer**

- Ask students what kind of text this is (*a magazine story*).
- Students look at the pictures and say what is happening.
- Read through the questions and check understanding.
- Introduce the new words *mud*, *protect* and *insect*.
- Check that students remember what reflexive pronouns are and when they are used. Mime doing some actions you can do to yourself: *scratch*, *kick*, *talk*, etc.
- Students read the story and answer questions a-f. They can write notes (key information) in pencil next to the questions in the book.
- Check their answers, then ask them to make complete sentences in order to practise the past simple tense.
- Check that they have understood the meaning of *lost* from its context.

**Answers:**

- nor cars on the road. (given)
- nor find him.
- nor see the car.
- nor on the ground.
- nor Arabic.

The desert and the jungle Part 2 17

**4 Complete the sentences**

a What's wrong?  
I've cut my self.

b Can I have some rice, please?  
Certainly. Help your self.

c What's happened?  
They've hurt themselves.

d What did the girl say?  
I don't know. She's talking to herself.

e Did you have a nice time in Luxor?  
Yes, we enjoyed ourselves a lot.

f What is your sister doing?  
She is teaching herself to type.

**5 Make sentences with *neither... nor...***

a At her age, Salma can't read books. She can't write stories.  
*At her age, Salma can neither read books nor write stories.*

b Ahmed hasn't visited India or China.  
.....

c Hesham isn't lazy and he isn't greedy.  
.....

d Samy's aunt doesn't eat meat and doesn't eat fish.  
.....

#### 4 Complete the sentences

- Students write the correct pronouns in the gaps to form reflexive pronouns. Remind students that the reflexive pronouns are written as one word.
- Check their answers.

#### Answers:

- a my (given)  
b your                      c them                      d her  
e our                      f her

#### 5 Make sentences with *neither ... nor*

- Read the example sentence with students to demonstrate the task. Point out how *not* is dropped, and focus attention on the position of *neither* and *nor* in the sentence. Refer them to SB page 42 Exercise 7 to check the different variations.
- Students complete the task individually in class, or for homework.
- Check their answers.

#### Answers:

- b Ahmed has visited neither India nor China.  
c Hesham is neither lazy nor greedy.  
d Samy's aunt eats neither meat nor fish.

#### Further practice

- Students predict what happens next to Martin and Pam White next.
- Have them re-tell the story from memory.

### LESSON 4 SB page 43 WB page 28

#### Aims: Learners will

- learn more proverbs
- read more of the story of Martin White

#### New vocabulary:

describe, flash, mind, sight

#### Functions:

Narrating a story

#### Before using the book:

- Ask students to tell the story of Martin White so far.
- Revise *neither ... nor* by asking students to form groups of 4–5 and play a 'Find out' game. They have to ask each person in their group questions about themselves in English, and find out one negative thing that they have in common. When they have something for each group member, each member of the group reports to the others in the group, e.g., *Neither Nahla nor I have any brothers. Neither Medhat nor I are tall*, etc.

Lesson 4 17

8 Listen and number

Guess the correct order of the pictures.

Our English Magazine

9 Listen again and put a ✓ or a X

10 Discuss

Which proverb best describes the story?

Now tell the story with your partner.

Now listen and check.

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## 8 Listen and number

- Students look at the pictures and say what is happening. Get them to predict the order of the story.
- Introduce the new word *flash* (as in a camera flash).
- Play the cassette or read the tapescript. Students number the pictures according to the order on the recording.
- Check their answers.
- Play the cassette or read the tapescript again.



### Tapescript

1

Pam White could not make anyone in the village understand her. She decided to leave. She jumped back in the car and set off again.

2

Twenty minutes later, she arrived in a large town. She found a police station where one of the officers spoke English. He ordered ten policemen to go with Pam.

3

The police followed Pam in her car to the place near the waterfall. They had torches to help them

look for Martin. Pam soon found the shirt which she had left on a tree in order to show the place where Martin had gone into the jungle.

4

Martin was uncomfortable in the tree. He was afraid he might fall if he slept, so he listened to the sounds of the jungle. Once he heard an elephant going to the pool.

5

After four hours, he suddenly heard voices and saw lights far away. He climbed to the top of the tree and pressed the flash of his camera. The policemen saw the light.

6

The voices came nearer, then someone called, "Mr White, can you hear me? Have you hurt yourself? Are you OK?" Martin shouted down, "I'm fine, thanks." He was safe!

### Answers:

- |     |             |     |
|-----|-------------|-----|
| a 4 | b 5         | c 2 |
| d 6 | e 1 (given) | f 3 |

## 9 Listen again and put a ✓ or a X

- Read through the sentences as a class. Students try to remember whether they are true or false and tick or cross the boxes faintly in pencil.
- Play the cassette or read the tapescript for Exercise 8 again. Students check their ideas, and tick or cross the boxes.
- Check their answers.
- Students form pairs and correct the crossed sentences.
- Students re-tell the story to each other.

### Answers:

- |             |     |     |
|-------------|-----|-----|
| a X (given) | b X | c X |
| d ✓         | e X |     |

## 10 Which proverb best describes the story?

- Read through the proverbs with students and explain them.
- Explain *describe*.
- Students form pairs and discuss which proverb best describes the story.
- Students discuss the proverbs with the whole class, saying why they think one proverb describes the story and the others do not.

### Answers:

- b All's well that ends well.



**17 The desert and the jungle Part 2**

**6 Read and match**

Choose the best proverb for each story.

a Good things come to those who wait.  
b Out of sight, out of mind.  
c While the cat's away, the mice will play.  
d If at first you don't succeed, try, try and try again.

Amr was shopping with his mother. When he saw a toy plane in the window, he ran to the shop and asked for the toy. His mother told him it was so expensive that she couldn't buy it. He cried all the way home. When they arrived at their flat, Amr was so tired that his mother sent him to bed. When he woke, his mother wanted to talk about the toy plane. Amr looked at his mother and asked, "Which plane?"

Nader and Adel's mother told them never to play with a ball in the flat because they might break something. One day, she had to visit her sister so she left her children with her brother, Ibrahim, who had just finished work. Ibrahim was so tired that he went to sleep. While he was sleeping, Nader and Adel started playing with the ball. They didn't break anything and their mother never knew what they had done.

Rahma wanted to play in her school volleyball team, so she asked her sports teacher to watch her playing a match. After the match, the teacher told her that she was not good enough for the team yet. Rahma really wanted to play for her school, so she practised volleyball every day for six months. Now she is the captain of the team.

**7 Ask and answer**

Can you think of a story to show the meaning of the remaining proverb?

## 6 Read and match

- 1 Read through the proverbs with students and explain.
- 2 Students read the stories and choose the best proverb for each one.
- 3 Students form pairs and compare answers.
- 4 Check answers with the whole class.

### Answers:

- 1 b
- 2 c
- 3 d (or a)

## 7 Ask and answer

- 1 Put students in pairs or groups and ask them to think of a story to illustrate the proverb *a* or *d*. They might have stories that they can tell about things that have actually happened that illustrate the proverb, but if not, they can make them up.
- 2 Have some students tell their stories to the class.

### Further practice

- Students learn the proverbs from the unit by heart for homework. Reward students who learn and recite them accurately.

## LESSON 5 SB page 44

### Aims: Learners will

- learn about words that have more than one meaning or form
- revise *so* + adjective + *that*
- revise past tenses

### Functions:

Expressing cause and result  
Reporting past events

### Before using the book:

- Refer back to the first page of the unit and the list of aims. Go through each bullet point and elicit from students what they have learnt about each one.

## & SB Page 44

**17 Lesson 5**

**DO IT YOURSELF Dictionary help**

Sometimes the same words have different parts of speech.

✓ the meaning of the word in red

a Samy doesn't mind football but he prefers tennis.

**mind** (n) the part of a person which he or she uses to think with

**mind** (v) something you feel is important; if you don't mind, it is OK, or you neither like it nor hate it

b The policemen found Martin because of the light from his flash.

**flash** (n) part of a camera which makes a light when people take photos

**flash** (v) to go quickly, e.g. the police car *flashed by* on its way to the accident

c When the soup was ready, Nadia seasoned it and gave it to her guests.

**season** (n) one of the times of the year with different weather, like winter or spring

**season** (v) to add salt, pepper or spices to food to give it a good taste

Sometimes the same words have different meanings.

**REVIEW Look at the key language**

**REMEMBER**

a so with an adjective and its result  
b different past tenses  
c verbs and actions that we do to ourselves  
d how to join negative phrases

**Key language**

**d** Hesham had neither his phone nor his case when he went to work.  
Ahmed is so cold that he is wearing two jumpers.  
"Look at yourself in the mirror, Salma," Soha said. "You look pretty."  
When the policemen had arrived at the car, they couldn't find Martin.  
That phone is so expensive that I'm not going to buy it.  
Salma watches neither films nor sport on TV.

Make two more examples of a to d.





## Dictionary Help

### ✓ the meaning of the word in red

- 1 Read through the two speech bubbles and explain where necessary.
- 2 Go through the first item in the task with students to explain what they need to do. They will decide which of the two words defined fits correctly into the sentence.
- 3 Students complete the task.
- 4 Check their answers and discuss how they arrived at them.

#### Answers:

- a mind (v)
- b flash (n)
- c season (v)



- 1 Draw students' attention to the *Remember* box and read *a–d*. Elicit examples.
- 2 Read through the examples of key language with the students and check understanding.
- 3 Students should write the correct letter *a–d* in each box in the *Key language* section.
- 4 Students do the task individually, then form pairs and compare their answers.
- 5 Check answers with the whole class.
- 6 In their pairs, students think of two more examples for each of the language items in the *Remember* box.
- 7 Students share their ideas with the whole class.

#### Answers:

- d (given)
- a
- c
- b
- a
- d



## Further practice

- Do spelling tests of the new vocabulary from the unit. Mix up the letters of the new words and write them on the board or on papers. Award points to the first person to solve them.
- Get students to work in pairs and write a sentence that could precede or follow one of the sentences in the *Review* section. They read it out and the rest of the students have to say which sentence it could precede or follow, e.g., *He was late so he had an apple for breakfast and rushed out of the house to catch the bus* could precede *Hesham had neither his phone nor his case when he went to work*.

## A s s e s s m e n t

### Listening Task

#### Target element: 'so + adjective + that'

Write some sentences with this structure, e.g., **Tarek was so hungry that he ate six apples**. Jumble the second halves, then write them on the board and number them. Read out the first halves one at a time. Have students listen and choose the correct second half.

### Speaking Task

#### Target elements: 'neither ... nor'

Students say five sentences about themselves using *neither ... nor*. Give them the following stems:

- I like listening to ...*
- I play ...*
- I have ...*
- I am ...*
- I want ...*

### Reading and Writing Task

#### Target elements: past tenses

Use WB page 28, Ex. 6. Write questions about the three stories that require complete sentence answers, using a range of different past tenses.