

LESSON 1 SB page 6

Aims: Learners will

- learn to report with *say* and *tell*
- practise reporting questions asked in present tenses
- revise the present perfect continuous

Structures:

Hesham said that he was coming home at six.

Salma told Soha that she was very tired.

New vocabulary:

mystery, sleepwalk

Functions:

Reporting speech

Before using the book:

- Revise reported speech by asking two friends to ask each other about what they did last night, and then get the rest of the class to report what was asked and said.
- Introduce the notion of sleepwalking and discuss with the class – has anyone sleepwalked?

UNIT 11 Three mysteries Lesson 1

In this unit, you will:

- learn how to use reported speech.
- change reported speech to direct speech.
- look at phrasal verbs.
- practise sentences with *who*, *which*, *that*, *whose*, *when* and *where*.

1 Read and answer

a Who's coming at six?
b Where is Ahmed?
c What has Salma been doing?

1 Hi Soha. Where is everyone?
In her room. She's sleeping.
Mum's coming home at six. Ahmed's doing his homework at Samy's.
Where's Salma?
OK, I'll go and wake her.

3 Salma isn't in her room.
No, she's in the sitting room. How did she get there?
I don't understand.
It's not a mystery, Soha. Salma's been sleepwalking.

2 Listen and complete

a Nadia said that she was coming home at six.
b Ahmed said that he was doing his homework.
c Salma told Soha that she was very tired.
d Soha told Hesham that she was very tired.
e Hesham said that Salma had been sleepwalking.

Now report the questions.
Hesham asked where everyone was.

1 Read and answer

- 1 Draw attention to the unit aims box and explain.
- 2 Students look at the pictures and say what is happening in each one. Get them to say who is talking.
- 3 Read through each question and explain where necessary.
- 4 Students read the exchanges with the pictures and answer the questions.
- 5 Check their answers.
- 6 Discuss the use of the present perfect continuous in relation to questions 3.

Answers:

- 1 Nadia is coming at six.
- 2 He's doing his homework at Samy's.
- 3 Salma has been sleepwalking.

2 Listen and complete

- 1 Revise the difference in usage between *say* and *tell*: we *say* something, and we *tell* someone something.

- 2 Explain the task. Students will listen and complete the sentences.
- 3 Play the cassette or read the tapescript. Students fill in the gaps.
- 4 Check answers with the whole class.
- 5 Draw attention to how the present perfect continuous transforms for reported speech: *have* becomes *had*.
- 6 Students form pairs and report the questions asked in Exercise 1, as demonstrated in the exchange on the right of Exercise 2.



Tapescript

a

Nadia: *I'm coming home at six.*
Nadia said that she was coming home at six.

b

Ahmed: *I'm doing my homework.*
Ahmed said that he was doing his homework.

c

Salma: *I'm very tired.*
Salma told Soha that she was very tired.

d

Soha: *I don't understand.*
Soha told Hesham that she didn't understand.

e

Hesham: *Salma has been sleepwalking.*
Hesham said that Salma had been sleepwalking.

Answers:

- | | |
|----------------------|---------------------|
| a was coming (given) | |
| b was | c was |
| d didn't understand | e been sleepwalking |



Further practice

- Ask students to work out what the actual (direct speech) questions were for Exercise 2.

LESSON 2 SB page 7 WB page 4

Aims: Learners will

- practise reporting speech with *say* and *tell*

Structures:

A sailor told his wife that his ship was setting off for Italy.

New vocabulary:

disappear, on board, set off

Functions:

Reporting speech

Telling a story

Before using the book:

- Ask if anyone has heard of the story of the *Mary Celeste*.
- Revise what words students know connected to sailing and ships. Introduce *on board*.

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Lesson 2 **11**

Read about the mystery of the ship, the *Mary Celeste*.

Match the different parts of the story.

3 Read and match

Our *English Magazine*



- 1 ☐ In November 1872, a sailor told his wife:
- 2 ☐ A month later, the captain of another ship, the *Dei Gratia*, saw the *Mary Celeste*. He said to his sailors:
- 3 ☐ The captain sent a small boat to the *Mary Celeste*. When the sailors climbed on board, one said:
- 4 ☐ When the sailors returned to the *Dei Gratia*, they told the captain what they saw:
- 5 ☐ When news of the *Mary Celeste* reached London, reporters had different ideas about the mystery:
- 6 ☐ No one ever found the sailors from the *Mary Celeste*. A third reporter wrote:

- a "The tea is warm. Breakfast is ready. There is money on the ship. But there is no one there."
- b "Sailors from another ship killed everyone," one reporter wrote. "I don't think anyone died," another one wrote, "because there wasn't any blood on the ship."
- c "That's very strange. There's no one on board. Everyone has disappeared!"
- d "I think there is something wrong with that ship. Go and see if the sailors need help."
- e "We'll probably never know the answer to the mystery of the *Mary Celeste*."
- f "Goodbye. My ship, the *Mary Celeste*, is setting off to Italy today."

4 Report what they said

Now listen and check.

Say what happened to the *Mary Celeste*.

In November 1872, a sailor told his wife that his ship, the *Mary Celeste*, was setting off to Italy.

3 Read and match

- 1 Ask students what kind of text this is (*a magazine article*).
- 2 Have them look at the picture and say what it is.
- 3 Students read sentences 1–6 and speeches a–f and match them.
- 4 Students form pairs and compare answers.
- 5 Check answers with the whole class.

Answers:

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

4 Report what they said

- 1 Tell students that they are going to report the story of the *Mary Celeste*.
- 2 Remind them to use *said* and *told* to report what was said.
- 3 In pairs, they report each part of the story.
- 4 To shorten the exercise, give one or two of the sections to each pair, and get them to put everything together as a class when they have finished.
- 5 Monitor, noting any common errors to review with the whole class after the activity.
- 6 Ask some pairs to demonstrate.
- 7 Explain the forms of reported speech that are not transformations of present tenses: *killed* becomes *had killed*, *will* becomes *would*. The explanation need not be detailed, as the emphasis is still on reporting present tense structures.
- 8 Ask them to close their books and tell you what they can remember about the story.
- 9 Play the cassette or read the tapescript. Students check their answers to the tape.



Tapescript

In November 1872, a sailor told his wife that his ship, the Mary Celeste, was setting off to Italy.

A month later, the captain of another ship, the Dei Gratia, saw the Mary Celeste. He said to his sailors that he thought there was something wrong with that ship. He told them to go and see if the sailors needed help.

The captain sent a small boat to the Mary Celeste. When the sailors climbed on board, one said that it was very strange. There was no one on board. Everyone had disappeared.

When the sailors returned to the Dei Gratia, they told the captain what they saw. They said the tea was warm and breakfast was ready. There was money on the ship, but there was no one there.

When news of the Mary Celeste reached London, reporters had different ideas about the mystery. One wrote that sailors from another ship had killed everyone. Another reporter wrote that he didn't think that anyone had died because there hadn't been blood on the ship.

No one ever found the sailors from the Mary Celeste. A third reporter wrote that they would probably never know the answer to the mystery of the Mary Celeste.



WB Page 4

UNIT

11

Three mysteries

1 Report the sentences in each picture

I'm tired and I want to sleep, Mum.

a The bird said it was tired and wanted to sleep.

My shoes are too big, Dad.

b

I can't carry my bag and the shopping bags!

c

I'll go home when I've written my e-mails.

d

2 Report these sentences by changing the pronouns and nouns

a "That's my ship," the sailor told his friend.
The sailor told his friend that that was his ship.

b "We're taking fish from New York to Rome," the sailor said.
The sailor said that _____ were taking fish from New York to Rome.

c "I think there is something wrong with that ship," the captain said.
The captain said that _____ thought there was something wrong with the ship.

d "We'll have to help the people on the ship," the captain told his sailors.
The captain told them that _____ would have to help the people on the ship.

e "We have been on the ship but we can't find anyone," a sailor said.
A sailor said that _____ had been on the ship but that _____ couldn't find anyone.

1 Report the sentences in each picture

- 1 Look at each picture and talk about how the tenses will transform.
- 2 Make sure students understand the task. Use the example to demonstrate.
- 3 Students write the reported speech individually in class, or for homework.

Answers:

- a The bird said it was tired and wanted to sleep. (given)
- b The horse told its dad that its shoes were too big.
- c The boy said he couldn't carry his bag and the shopping bags.
- d The man said he would go home when he had written his e-mails.

2 Report these sentences by changing the pronouns and nouns

- 1 Read through the given example with the students to demonstrate the task.
- 2 Go through the pronouns and nouns and check that students understand how they will transform.
- 3 Students write the pronouns individually in class, or for homework.

Answers:

- | | |
|---------------|--------------|
| a his (given) | |
| b He, they | c he |
| d they | e they, they |



Further practice

- Ask students to find out more about the *Mary Celeste* and report any alternative explanations for the mystery to the class.

LESSON 3 SB page 8 WB page 5

Aims: Learners will

- practise transforming reported speech into direct speech

New vocabulary:

consist of, controller, search, take off, United States

Functions:

Reporting speech
Telling a story

Before using the book:

- Revise what a *mystery* is, and ask what students can remember about the *Mary Celeste*.
- Revise the vocabulary students know related to planes and flying. Introduce *take/took off*.

11

Lesson 3

5 Read and answer

Read this mystery about some disappearing aeroplanes.

Ask and answer the questions.

- How many planes took off from the airport?
- What happened at 4.25pm?
- Who sent out search planes?
- What was the second terrible thing?

Computer Lab

Being healthy | Farming | History | People | Science | Stories | Travel | Water | Work

Flight 19 (part 1)

On December 5th, 1945, a pilot radioed the controller of an airport in the United States. He told the controller that his group of five aeroplanes were ready to take off. The pilot was the leader of Flight 19, which consisted of four student pilots, in addition to him. The planes took off safely at 2pm.

At 3.50pm, the leader told the controller that he was flying over the sea but his compass was not working. He was lost and did not know how to return to the airport.

The radio messages continued, but became weaker until 4.25pm, when they stopped. All the planes had disappeared.

The controller quickly sent more planes to search for Flight 19. But they found nothing. Then the controller heard a message from the pilot of a search plane. He told him that something terrible had happened. One of the other search planes had also disappeared. No one ever saw it again.

6 Read and change

What exactly did the people say?

Change the sentences in blue into direct speech.

The pilot said: "My group of five aeroplanes are ready to take off."

5 Read and answer

- 1 Ask students what kind of text this is (*an internet page*) and what the topic is, according to the menu bar (*stories*).
- 2 Read through the questions and check understanding.
- 3 Students read the text and answer questions a–d. They can write notes (key information) in pencil next to the questions in the book.
- 4 Check their answers.
- 5 Ask students to find and underline any words they don't know and try to work them out from the context (*controller, United States, consist of, search*).

Answers:

- 5
- The radio messages stopped.
- the controller
- A search plane disappeared.

6 Read and change

- 1 Ask students what was said by the pilots and the controller.
- 2 Students read through the reported statements in blue. Remind them that they will need to do the reported speech transformation process in reverse.
- 3 Students form pairs and work out what was said.
- 4 Monitor, noting any common errors to review with the whole class after the activity.
- 5 Ask some pairs to demonstrate.

Answers:

The leader said, "We are flying over the sea but my compass isn't working. I'm lost and I don't know how to return to the airport."

The pilot of the search plane told the controller, "Something terrible has happened. One of the other search planes has disappeared."



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Three mysteries 11

3 Listen and choose the correct answer from a, b or c

- 1 Soha said that ...
a she didn't understand. b she couldn't understand. c she understood.
- 2 Ahmed told Nadia that he ...
a makes tea for her. b 'd make the tea for her. c wouldn't make the tea for her.
- 3 Salma said that ...
a I'd painted a nice picture.
b she's painted a nice picture.
c she'd painted a nice picture.
- 4 Samy told Ahmed that ...
a he had got his bag. b he has got his bag. c I have got your bag.
- 5 Nadia told Hesham that she ...
a had visited her friend.
b was going to visit her friend.
c was visiting her friend.

4 Choose the correct word

- a The airport chemist controller customer sent a message to Flight 19.
- b The pilot said that he was ready to turn off/take off/take care of.
- c The weather was good when the planes set off/solved/succeed on their journey.
- d Other planes set off/smashed/searched for Flight 19.
- e All the planes suddenly disappeared/discovered/disappointed and no one could find them.

5 Write the sentences in direct speech

- a The flight leader told the student pilots that they were going to fly for two hours.
"We're going to fly for two hours," the flight leader told the student pilots.
- b The flight leader said that they all knew the place where they were going.
- c He told the student pilots that he wanted them to follow him.
- d The controller told the flight leader that his radio message was very weak.
- e The flight leader replied that he did not know where they were.

3 Listen and choose the correct answer from a, b or c

- 1 Read through the questions and options with the students and check understanding. Ask them to give examples of when each option would be appropriate.
- 2 Play the cassette or read the tapescript. Students circle a, b or c to answer each question.
- 3 Check their answers.



Tapescript

1

"I don't understand," Soha said.

2

"I'll make tea for you, Mum," Ahmed told Nadia.

3

"I've painted a nice picture," Salma said.

4

"I've got your bag," Samy told Ahmed.

5

"I'm going to visit my friend," Nadia said to Hesham.

Answers:

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

4 Choose the correct word

- 1 Read the example as a class to demonstrate the task.
- 2 Students complete the task individually in class, or for homework.
- 3 Check their answers.

Answers:

- a controller (given)
b take off c set off d searched e disappeared

5 Write the sentences in direct speech

- 1 Read through the sentences with the students and check understanding.
- 2 Read the example with students to demonstrate the task.
- 3 Students complete the task individually in class, or for homework.

Answers:

- a "We're going to fly for two hours," the flight leader told the student pilots. (given)
- b "We all know the place where we are going," said the flight leader.
- c "I want you to follow me," he told the student pilots.
- d "Your radio message is very weak," the controller told the flight leader.
- e "I don't know where we are," replied the flight leader.



Further practice

- Students find out what they can about Flight 19.
- Students suggest explanations for the disappearance of the planes.

LESSON 4 SB page 9 WB page 6

Aims: Learners will

- practise using relative clauses with *who*, *which*, *that*, *whose*, *where* and *when*
- read reported speech

Structures:

The place where the Flight disappeared is the Bermuda Triangle.

The captain was speaking when his ship went down.

The planes whose photos had been taken were different.

The planes that they found were different.

The planes which were at the bottom of the sea were close together.

New vocabulary:

get in touch with

Functions:

- Describing things and people
- Telling a story
- Reporting speech

Before using the book:

- Revise the story of Flight 19.
- Ask if any of the students have heard of the Bermuda Triangle.
- Revise the use of relative pronouns. Show how

relative clauses can be used to identify and refer back to people and things. Ask what students know about a familiar person, date or place, and write the details in a place where they can all see them. Then make relative clauses: **He's the man who/that /whose ... That's the building which/that/whose/ where ... That's the date when ...**

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Lesson 4

7 Read and number

1 when they went there 5 whose radios had stopped
2 where Flight 19 disappeared 6 that no one had ever reported missing
3 who had been in the area 7 who were looking for treasure
4 whose pictures the sailors had taken 8 which were close to one another

Complete the story with 1-8 in the correct places.

Computer Lab

Flight 19 (part 2)

The place (a) 2 is called the Bermuda Triangle. When the news of Flight 19 was reported, many sailors and pilots (b) also spoke about strange things. Sailors told how their compasses had stopped working (c). Pilots (d) said they could not get in touch with the airport controllers.

In 1991, some sailors (e) saw something at the bottom of the sea. They took television pictures of five planes (f) at the bottom of the sea. The captain of the search ship was sure that he had found Flight 19. Divers later discovered that the planes (g) were earlier kinds of planes than the ones in Flight 19. The divers had not found Flight 19. They had found five different planes (h).

8 Make one sentence from two

a The flight leader was taking care of the student pilots. They were young. (who)
The flight leader was taking care of the student pilots who were young.

b The planes disappeared near Bermuda. Bermuda is an island. (which)
The planes disappeared near Bermuda, which is an island.

c Flight 19 was flying over the sea. The flight leader lost his way. (when)
Flight 19 was flying over the sea when the flight leader lost his way.

d The controller spoke to the flight leader. His compass had stopped working. (whose)
The controller spoke to the flight leader whose compass had stopped working.

e The sailors were looking for treasure near Bermuda. Lots of boats had sunk there. (where)
The sailors were looking for treasure near Bermuda, where lots of boats had sunk.

f The sailors took pictures of some planes. The planes had crashed into the sea. (that)
The sailors took pictures of some planes that had crashed into the sea.

7 Read and number

- 1 Ask students what kind of text this is (*an internet page*) and what the topic is, according to the menu bar (*stories*).
- 2 Ask them what they think the text will contain: explanations for the story of Flight 19? Stories of more planes that have gone missing?
- 3 Read through the relative clauses and ask what each is likely to be describing, e.g., a relative clause with *where* will be describing a place.
- 4 Students read the story and decide where the relative clauses should go. They write the numbers in the gaps.
- 5 Check understanding from the context of the new phrasal verb, *get in touch with*.

6 Check their answers.

Answers:			
a 2 (given)	b 3	c 1	d 5
e 7	f 8	g 4	h 6

8 Make one sentence from two

- 1 Read through the example to demonstrate the task.
- 2 Students link the two sentences using the word given after each pair of sentences. They can write them in their exercise books.
- 3 Students complete the task individually in class, or for homework.
- 4 Monitor, noting any common errors to review with the whole class after the activity.
- 5 Check their answers.

Answers:	
a	The flight leader was taking care of the student pilots who were young. (given)
b	The planes disappeared over Bermuda, which is an island.
c	Flight 19 was flying over the sea when the flight leader lost his way.
d	The controller spoke to the flight leader, whose compass had stopped working.
e	The sailors were looking for treasure near Bermuda, where lots of boats had sunk.
f	The sailors took pictures of some planes that had crashed into the sea.

WB Page 6

11 Three mysteries

6 Read and match

a Hesham was speaking to a man who	1 the teacher had given him the night before.
b This is the bedroom where	2 sister was a very good artist.
c Nadia was in the kitchen when	3 a had just had a holiday in India.
d Ahmed was doing homework that	4 they both enjoyed a lot.
e Samy and Ahmed watched a film which	5 Salma sleeps.
f Soha was with a friend whose	6 the phone rang in the sitting room.

7 Read and complete



In the sixteenth century, men from England went to North America **a** where they hoped to find gold. They didn't stay there all year but returned to England **b** the weather became cold.

In 1587, some English men were the first people **c** took their families with them to North America. They built a village **d** they called Roanoke **e** they could live all year.

Life in Roanoke was difficult. The weather was wet and cold and the plants **f** they had brought did not grow. After a time, men **g** families were ill and hungry asked their leader to sail back to England **h** he could buy food, clothes and medicine.

The leader arrived in England and bought food and other things. However, the weather was terrible **i** he tried to sail back. It was three years later **j** he finally managed to return to Roanoke. The village looked the same but he didn't find any of the people **k** he had left there. To this day, no one knows **l** the people went or what had happened.

6 Read and match

- 1 Make sure students understand the task. Do the first sentences with them to make sure.
- 2 Students match the two halves of the sentences. They can do this individually in class, or for homework.
- 3 Check their answers.

Answers:		
1d	2 f	3 a (given)
4 e	5 b	6 c

7 Read and complete

- 1 Make sure students understand the task. Use the example to demonstrate how *where* fits into the sentence.
- 2 Students write *who*, *which*, *that*, *whose*, *where* or *when* in the gaps. They can do this individually in class, or for homework.
- 3 Check their answers.

Answers:

- a where (given)
 b when c who d which/that e where
 f which/that g whose h where i when
 j when k that/whom l where

* *Whom* is used when the pronoun is the object of the clause. The use of *who/whom* will come in the secondary curriculum.

**Further practice**

- Make some cards with the words **who, which,**

that, whose, where or **when** on them. Turn them face down on the desk. With the whole class, write a fairy story. Students come up with an incomplete sentence for the beginning, e.g., *Once upon a time there was a very kind young woman ...* and then turn over one of the cards. Students use the word on the card to continue the story. If, for example, the card is **whose**, the story could go, *Once upon a time there was a very kind young woman whose (step-mother didn't like her), etc.* If the card doesn't work with the sentence (e.g., '**where**' would not work in the example above), then another card is turned over. Once students get the idea, they can do this in groups.

LESSON 5 SB page 10**Aims: Learners will**

- practise using new phrasal verbs from the unit
- revise reported speech
- revise relative clauses

Functions:

Describing places and things
 Reporting speech
 Telling stories

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.

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Lesson 5

DO IT YOURSELF Language help

Some phrasal verbs in English have two, three or four parts.

Match the phrasal verbs to the correct meanings

a take off	<input type="checkbox"/> to look for something carefully
b consist of	<input type="checkbox"/> to start to communicate with someone
c set off	<input checked="" type="checkbox"/> to go up into the air
d search for	<input type="checkbox"/> to be formed or made of
e get in touch with	<input type="checkbox"/> to begin a journey

You must use the correct tense and all parts of the verb to give the correct meaning.

Complete the sentences

a The tourists set off to the airport at six in the morning.
 b E-mails are an easy way to friends and family.
 c After the plane , the passengers watched a film.
 d The pilot's meal a sandwich, an apple and water.
 e The divers the lost planes, but did not find them.

REVIEW Look at the key language

REMEMBER

a direct speech
 b reported speech
 c sentences with *who, which, that*, etc.

Key language

☒ Hesham told Soha that he was going to be late home.
☐ "I feel hot and thirsty," Ahmed said after the football match.
☐ The Bermuda Triangle is a place where many planes have disappeared.
☐ The boy whose pencil Salma borrowed is very nice.
☐ "I'll wash up, Mum," Soha said to Nadia. "You look tired."
☐ Salma said she had drawn a nice picture of a cat.

Make two more examples of a to c.

**Match the phrasal verbs to the correct meanings**

- 1 Explain the meaning of *phrasal verbs* and elicit some more examples (*get up, wake up, wash up*, etc.).

- 2 Read through the speech bubbles and the example to demonstrate the task.
- 3 Students match the words and meanings.
- 4 Check their answers.

Answers:

d
e
a (given)
b
c

Answers:

b (given)
a
c
c
a
b

Complete the sentences

- 1 Go through the verbs in the previous exercise and elicit / check the three forms of each verb (*take off, took off, taken off*, etc.)
- 2 Students write the correct verb in the gaps. Remind them that they need to think about two things: which verb, and what form of the verb is needed.
- 3 Check their answers and discuss how they knew which verb form to choose.

Answers:

a set off (given)
b get in touch with c had taken off
d consists / consisted of e searched for



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.
- Divide the class into teams and get them to report as many questions and requests that were asked in the lesson as they can remember. The team with most correct answers wins.
- Write another story with the class using the cards as in *Further practice* for Lesson 4.



- 1 Draw students' attention to the *Remember* box and read a–c. Elicit examples.
- 2 Read through the examples of key language with the students and check understanding.
- 3 Students should write the correct letter a–c 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 3 language items in the *Remember* box.
- 7 Students share their ideas with the whole class.

A s s e s s m e n t

Listening Task

Target element: *spelling new vocabulary from the unit*

Read out words from the unit and have students write them down.

Speaking Task

Target elements: *relative clauses*

Use WB page 6, Ex. 6. Students supply different endings for each sentence beginning, e.g.,

a) *Hesham was speaking to a man who looked like a film star.*

Reading Task

Target elements: *reported speech*

Use SB page 7, Ex. 3. Write the following questions for students:

Who told his sailors to go on board the *Mary Celeste*?

Who said we would probably never know the answer to the mystery?

Who said everyone had disappeared from the *Mary Celeste*?

Who said sailors from another boat had killed everyone?

Writing Task

Target elements: *transforming reported speech to direct speech*

Use WB page 5, Ex. 3. Students work out and write the direct speech for each reported structure.