

LESSON 1 SB page 45

Aims: Learners will

- learn different ways of making and responding to polite requests

Structures:

Could I ask you to ... ?

Would you mind ... ?

Can I ... ?

New vocabulary:

formal, informal

Functions:

Making polite requests

Responding to polite requests

Before using the book:

- To revise polite requests, ask students to do things impolitely and get them to say what's wrong, e.g., *Put this rubbish in the bin! Don't look out of the window! Speak more loudly!* Get students to make the same requests, but politely.

UNIT 9
Being polite
Lesson 1

1 Listen and ✓

Tick the boxes next to people who are polite.

a ☒ Nadia b ☐ the lorry driver
c ☐ Hesham d ☐ the waiter

In this unit, you will:

- practise formal and informal requests.
- refuse requests politely.
- say what you think.
- revise sentences with *if*.

2 Listen again and correct

Conversation 1

- a Nadia is taking Ahmed to the shops.
- b The driver is taking chairs to a market.
- c The driver will take a long time to finish.

Conversation 2

- a There is a table for Hesham by the window.
- b Hesham has got a lot of time for lunch.
- c There aren't many people in the restaurant.

Correct the sentences like the example.

Nadia isn't taking Ahmed to the shops.

She's taking Soha to school.

1 Listen and ✓

- Draw attention to the unit aims box and explain. Introduce the new words *formal* and *informal*.
- Students look at the pictures and say what is happening. Get them to say who is talking and what they might be saying.
- Read through the list of people a–d and have students tell you which picture they relate to.
- Play the cassette or read the tapescript. Students tick the people who are polite on the recording.
- Play the cassette or read the tapescript again, stopping after each polite request is heard, getting students to repeat each one. Discuss how we know the waiter isn't polite.

**Tapescript****1**

Nadia: *Excuse me. Would you mind moving the lorry? I can't get my car out and I have to take my daughter to school.*

Lorry driver: *I'm very sorry to be in your way, madam. I'm delivering water to a market here and there isn't anywhere*

else to park. Could I ask you to wait for another minute or two.

Nadia: Yes, that's OK.

Lorry driver: Thank you very much, madam.

2

Hesham: Do you have a table for two, please?

Waiter: Sure. Come this way.

Hesham: Can I sit there by the window?

Waiter: No. That table is reserved.

Hesham: Oh, sorry.

Waiter: You can sit here by the kitchen door, sir.

Hesham: Thank you. Would you mind bringing us a menu now? I've got a meeting in an hour and we need to order quickly.

Waiter: I'll be as quick as I can, but I'm very busy. It is lunchtime!

Answers:

The following should be ticked:

Nadia (given)

the lorry driver

Hesham

2 Listen again and correct

- 1 Read through the sentences and check understanding.
- 2 Ask students if they can make any of the corrections from their memory of the first listening to the tape or tapescript.
- 3 Play the cassette or read the tapescript from Exercise 1 again. Students correct the sentences.
- 4 Students form pairs and compare their answers.
- 5 Check answers with the whole class.

Answers:

Conversation 1

- a Nadia is taking Soha to school.
- b The driver is taking water to a market.
- c The driver will take a minute or two to finish.

Conversation 2

- a There is a table for Hesham by the kitchen door.
- b Hesham hasn't got a lot of time for lunch.
- c There are a lot of people in the restaurant.



Further practice

- Get students to role play the two scenarios from Exercise 1. Ask them to do it first as it was on the cassette, with both speakers being polite, then with the lorry driver being impolite, then with Nadia being impolite and then with both being impolite. Discuss the differences in the language they used and how they felt during each one.

LESSON 2 SB page 46 WB page 29

Aims: Learners will

- learn different ways of making and responding to polite requests
- practise using the second conditional

Structures:

Could I ask you to ... ?

Would you mind ... ?

New vocabulary:

block (v)

Functions:

Making polite requests

Responding to polite requests

Speculating about what one would do in a situation

Before using the book:

- To revise polite requests, ask students to re-play the conversations in the two scenarios on SB page 45.

9 Lesson 2

3 Read, listen and put a ✓ or X

Listen. Tick if people accept the request. Cross if they refuse.

Polite requests
Could I ask you to ... ?
Would you mind + -ing?

Accept politely
Sure. I'd be happy to.
Yes, of course. I'll ... now.
Yes, no problem at all.

Refuse politely
I'm very sorry, but ...
I'm afraid I can't because ...

a X

b

c

Now ask and answer for each picture.

Could I ask you to open the door?

I'm very sorry, but I've got too much shopping.

4 Ask and answer

a What would you say to the traffic policeman if you were the blocked driver?

b What would you say to the taxi driver if you were the traffic policeman?

c What would you do next if you were the taxi driver?

Answer about conversation C.

I would tell him to move the taxi.

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3 Read, listen and put a ✓ or X

- 1 Read through the polite requests and explain the notions of accepting and refusing politely. Give some examples and get students to accept and refuse requests you make to them politely.
- 2 Look at the three pictures and ask students what they can see happening. Ask them to predict the conversations in each one.
- 3 Introduce the new word *block* (verb) and ask them which picture they think it might be used with.
- 4 Read the instructions for the task, and remind students what *to refuse* and *to accept* a request mean.
- 5 Play the cassette or read the tapescript. Students tick the box if the request is accepted and cross it if it is refused.
- 6 Check answers with the whole class.



Tapescript

a

Man 1: Excuse me, could I ask you to open the door? I've got a heavy box.

Man 2: I'm very sorry, but I've got too much shopping.

b

Man 1: Good morning. Sorry to trouble you. Would you mind helping me to push this car to a garage?

Man 2: Yes. No problem at all. But would you mind waiting while I finish my coffee?

Man 1: Sure. I'd be happy to.

c

Man: Excuse me, would you mind moving your car? No one can get past.

Taxi driver: Yeah, just a minute. I'm talking to my friend.

Man: Could you park over there? Then you could talk to your friend without blocking the road.

Taxi driver: I won't be a minute.

Man: OK, would you mind looking over there? Can you see the traffic policeman? I think he's coming to see why the traffic has stopped.

Answers:

a X (given) b ✓ c X

4 Ask and answer

- 1 Revise the conversation for picture c in Exercise 3.
- 2 Read through the three questions and check understanding.
- 3 Read through the example response to the right of the exercise and elicit some answers from the students.
- 4 Explain that they should ask and answer similar questions for each of the three pictures in Exercise 3.
- 5 Students form pairs and ask and answer about what they would say or do in each of the three situations.
- 6 Monitor, noting any common errors to review with the whole class after the activity.
- 7 Students report what their partner would do to the rest of the class.
- 8 In their pairs again, students make the requests for each of the three situations and respond as they choose.
- 9 Monitor, noting any common errors to review with the whole class after the activity.
- 10 Ask some pairs to demonstrate.

Answers:

Answers will vary.

WB Page 29

UNIT 9
Lesson 1

Being polite

1 Read and match

a ☐ 4 Could I ask you to open the door, please?
 b ☐ Would you mind bringing me another cake? The first one was delicious.
 c ☐ Could I ask you to wait? My friend is coming in a minute.
 d ☐ Could I ask you to move your car? My dad needs to drive to the airport.
 e ☐ Would you mind putting some air into the tyres?

1 Sure, I'll do it now.
 2 In a minute, sir, I'm very busy now.
 3 Yes, of course. I'll do it now.
 4 Of course, madam.
 5 Sure, no problem at all.

2 Write what you would say in the following situations

a You are at a restaurant and you'd like to order lunch.
May I order lunch now, please?
 b You want to apologise to your teacher for forgetting your homework at home.
 c You want to borrow a book from your friend.

1 Read and match

- 1 Make sure students understand the task. Use the example to demonstrate how the words in the speech bubbles are responses to the requests a–e.
- 2 Students match the responses to the requests. They can do this individually in class, or for homework.
- 3 Check their answers.

Answers:

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

2 What would you say in the following situations

- 1 Read through the given situations with the students.
- 3 Students write their answers individually in

class, or for homework.

Answers:

Answers may vary.

- b I'm really sorry, but I've forgotten my homework at home. (or other appropriate response)
 c Would you mind lending me your book?/ May I borrow your book, please.



Further practice

- Write some occupations on sticky notes (one per note). Prepare one for each student. Stick one onto the forehead of each student, without letting them read it first. Students mingle and make polite requests appropriate to the occupation they read on the forehead of the person they are talking to. Students guess the occupation on their own stickers from the requests that other students make to them. Occupations on the stickers should involve some service to people, e.g., taxi driver, bus driver, zoo keeper, doctor, teacher, tour guide, shop assistant, etc.

LESSON 3 SB page 47 WB page 30

Aims: Learners will

- discuss being polite
- learn new adjectives
- compare formal and informal language

New vocabulary:

disappointed, politeness, rude, stranger, stressful

Functions:

Discussing politeness
 Discussing feelings

Before using the book:

- Revise polite requests: ask students to role play a situation in pairs, where they are on a bus or a train and someone is doing something they don't like, e.g., smoking, playing music loudly, yelling, etc. They must politely ask them to stop.
- Discuss in which situations it is most important to be polite, and why.

Lesson 3

5 Read and match

a ☐ Life is better if we are polite
b ☐ Why politeness can be difficult
c ☒ Polite people think about others
d ☐ Different ways to be polite

Dr Mona Sadek writes about politeness.

Match each paragraph 1-4 to the best sentence a-d.

Computer lab


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

1 Polite people are careful about what they say and the results their words have on the feelings of others. Most people would rather speak to polite people than rude people.

2 Modern life can be fast and stressful. If we are kind and polite to others, they will probably be kind and polite to us. Life is easier and more relaxed when everyone is polite.

3 We are polite in different ways. With strangers and people we do not know well, we use formal language, for example, "Would you mind passing that book?" With family and friends, we use informal language, for example, "Pass the book, please."

4 Politeness is important, but it is not always easy to be polite. For example, a friend asks, "Do you like my jacket?" If we do not like the jacket, should we say "no" and make our friend feel disappointed? Or should we say "yes" and not say what we really think?



6 Find the words

a a word for *not polite* rude
b something which makes you worried or nervous _____
c people who we don't know at all _____
d language for use with family and friends _____
e a feeling that something is not as good as you hoped _____

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5 Read and match

- Ask students what kind of text this is (*an internet article*) and what the topic is, according to the menu bar (*people*).
- Students look at the picture of the two men and predict what they might be saying.
- Read through the phrases *a-d* that summarise the paragraphs and check understanding. Explain *politeness*.
- Students read the text and match the summarising phrases to the paragraphs.
- Ask them to underline the new words (*stranger, rude, stressful* and *disappointed*) and try to guess their meaning from the context. Exercise 6 will focus on these words.
- Students work individually to do the matching task, then form pairs and compare their answers.
- Check answers with the whole class.

Answers:

a 2 b 4 c 1 (given) d 3

6 Find the words

- Tell students that the words they underlined in the text for Exercise 5 are defined in this exercise.
- Students read the definitions and find the correct word in the text.
- Students form pairs and compare their answers.
- Check answers with the whole class.

Answers:

- a rude (given)
b stressful
c stranger
d informal language
e disappointed

WB Page 30

Lesson 2

3 Read and match

a Could I ask you to open the door? ☐ Yes, of course. I'll do it now, Mum.
b Would you mind moving your car? ☐ Yes. I'd be glad to.
c Can you wash the dishes, John? ☐ Yes, no problem at all.
d Can I ask you to lend me a pen? ☐ Yes, of course. Sorry.
e Go and tidy your room, please. ☒ I'm very sorry, but I haven't got a key.
f Would you mind turning that down? ☐ Yes, Mum.

4 Choose the correct answer from a, b, c or d

1 Would you mind moving that box? It's _____ the door.
a relaxing **b blocking** c annoying d troubling

2 Ahmed was _____ in the film on TV and switched it off after a few minutes.
a disappointed b impolite c informal d pleased

3 The _____ was very polite when he asked Hesham to help him.
a statue b habit c stadium d stranger

4 Soha _____ on the door of Sally's flat and waited for Sally to answer.
a knocked b troubled c attacked d managed

5 It sounds _____ if you use informal language to someone who you don't know well.
a stressful b pleased c impolite d disappointed

5 Rewrite the following sentences using the words in brackets

a Can I borrow your CD, please? (mind)

b Although she ran very quickly, Soha lost the race. (Despite)

30

3 Read and match

- Check understanding of the concept of formal and informal language. Elicit examples of the two kinds of language, and their uses.
- Read the instructions and explain the task. Students will match the requests with the replies.

- 3 Play the cassette or read the tapescript. Students complete the task.
- 4 Check their answers.
- 5 Discuss who the speakers might be, and what the situation might be.

Answers:

- a I'm very sorry, but I haven't got a key. (given)
- b Yes, no problem at all.
- c Yes, Mum.
- d Yes, I'd be glad to.
- e Yes, of course. I'll do it now, Mum.
- f Yes, of course. Sorry.



Tapescript

a

Man 1 *Could I ask you to open the door?*

Man 2 *I'm very sorry but I haven't got a key.*

b

Man 2 *Would you mind moving your car?*

Man 1 *(polite and apologetic)*

Yes, no problem at all.

c

Woman *Can you wash the dishes, John?*

Boy *Yes, Mum.*

d

Girl 1 *Could I ask you to lend me a pen?*

Girl 2 *(polite)*

Yes. I'd be glad to.

e

Woman *Go and tidy your room, please.*

Boy *(obliging) Yes, of course. I'll do it now. Mum.*

f

Woman *(polite)*

Would you mind turning that down?

Boy *Yes, of course. Sorry.*

4 Choose the correct answer from a, b, c or d

- 1 Complete the first sentence with students to demonstrate the task.
- 2 Students complete the task individually in class, or for homework.
- 3 Check their answers.

Answers:

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

5 Rewrite the following sentences using the words in brackets

- 1 Complete the first sentence with students to demonstrate the task.
- 2 Students complete the task individually in class, or for homework.
- 3 Check answers.

Answers:

(Answers will vary.)

- 1 Do you/ Would you mind if I borrow your CD, please?
- 2 Despite running very quickly, Soha lost the race./ Despite that Soha ran very quickly, she lost the race.



Further practice

- Students discuss what kind of situations or behaviour they find stressful, disappointing, and rude.
- Students discuss whom they use the most formal and the most informal language with.
- Students discuss whether they think changing registers from formal to informal is a useful thing or not.

LESSON 4 SB page 48 WB page 31

Aims: Learners will

- identify and give opinions
- discuss annoying or impolite habits

Structures:

What is her opinion?

In her opinion, people who throw litter are lazy.

She thinks people should put the rubbish in bins.

New vocabulary:

annoying, habit, horn, instead, opinion

Functions:

Giving opinions

Reporting other people's opinions

Before using the book:

- Revise how to give your opinion. Ask them what they think of football, ballet, reading books, getting them to use *I think ...*. Introduce the new word *opinion*.

9 Lesson 4

The Zaki family give their opinions about some habits which they find annoying or impolite.

Listen and number the pictures in the order you hear them.

7 Listen and number

Our English Magazine

B Ask and answer

a What did each person speak about?
b What is his or her opinion?
c What did he or she think should happen instead?

Talk about the Zakis' opinions.

Salma spoke about litter.

In her opinion, people who throw litter in the street are impolite.

Salma thinks people should put rubbish in litter bins instead.

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7 Listen and number

- Students look at the pictures and say what is happening and whether they find these habits annoying or impolite. Introduce *horn* for picture c and explain the meaning of *annoying*.
- Explain the task. Students will hear some conversations about what Salma, Hesham, Soha and Ahmed think are annoying habits. They number the pictures according to the order of the dialogues on the recording.
- Play the cassette or read the tapescript. Students number the pictures.
- Check their answers.



Tapescript

Salma: *Hi. My name is Salma. I think people who throw rubbish on the streets are very lazy. They shouldn't throw it on the ground. They should put the litter in litterbins instead.*

Hesham: *Hello, my name is Hesham. In my opinion, drivers who use their horns all the time are annoying. When some drivers come to collect students from school, they stop their car outside the building and use*

the horn. It is very noisy and stressful. I think they should go to the door to get the person instead.

Soha: *My name is Soha. In my opinion, young people who stay in their seats on the bus, train or metro when there are older people who are standing are not very polite. I think they should stand up and give their seat to the older people instead.*

Ahmed: *Hi, everyone. My name is Ahmed. In my opinion, football players who shout at the referee in a football game are very rude. I think that the referee should tell the players to stop shouting and if they continue to shout, the referee should show the players a red card.*

Answers:

a 4 b 3 c 2 d 1 (given)

8 Ask and answer

- Read through the questions as a class and explain where necessary. Introduce *instead* (question c).
- Play the cassette or read the tapescript from Exercise 7 again so students can hear the answers to questions a–c.
- Read through the example exchanges on the right to demonstrate the target structures *In her opinion* and *She thinks*.
- Students form pairs and ask and answer the questions.
- Monitor, noting any common errors to review with the whole class after the activity.
- Check their answers, encouraging them to use full sentences to practise *In her opinion* and *She thinks*.

Answers:

Salma

- She spoke about throwing rubbish on the ground.
- In her opinion, people who throw rubbish on the streets are very lazy.
- They should put the litter in litter bins instead.

Hesham

- He spoke about drivers who use their horns all the time.
- He thinks it is very noisy and stressful.
- He thinks they should go to the door to get the person instead.

Soha

- a She spoke about young people who stay in their seats on the bus, train or metro when there are older people who are standing.
- b In her opinion, young people who stay in their seats on the bus, train or metro when there are older people who are standing are not very polite.
- c She thinks they should stand up and give their seat to the older people instead.

Ahmed

- a He spoke about football players who shout at the referee in a football game.
- b In his opinion, football players who shout at the referee in a football game are very rude.
- c He thinks that the referee should tell the players to stop shouting and if they continue to shout, the referee should show the players a red card.

who can understand enough. Otherwise they can translate the questions and answers into Arabic.

- 2 Read through the questions and check understanding.
- 3 Students complete the task for homework, making notes on the answers given in their Workbooks.

b Ask and answer

- 1 When students have all done the task for *a*, they bring their results to class.
- 2 Students form pairs and tell their partner about the person that they spoke to.
- 3 Students report what they heard from their partner to the class.

c Write a report

- 1 Students write up what they found out in their exercise books.
- 2 Give them some model sentences, e.g., *If someone was rude to my cousin, he'd shout at them.*
- 3 Students write the reports individually in class, or for homework.
- 4 They form pairs and check and correct each other's work.
- 5 If necessary, they write the report again.

Answers:

Answers will vary.



Further practice

- Play a team game: students prepare some more multiple-choice questions like those in the project about things they find annoying, e.g.,

What would you do if someone stuck chewing gum under your desk?

a) I'd tell the teacher; b) I'd be angry with the person; c) I'd take it off and put it in the bin, etc. Write them up on the board.

- Students form teams of four. One student (Student A) from each team goes to the front and writes his/her answers to the questions (just the letters **a**, **b** or **c**) on a piece of paper. Teacher then asks one member of each team what answer they think Student A gave for the first question. (Student A must not tell them.) Follow the same

WB Page 31

6 PROJECT

Lesson 39

a Interview someone in your family

Politeness

- What would you do if someone was rude to you?
a shout at them
b do nothing
c be polite to them
- What would you do if you saw someone drop litter in the street?
a speak to them
b pick up the litter
c nothing
- What would you do on a bus if you saw an older person without a seat?
a give them your seat
b look the other way
c nothing
- What would you do if you were in a car with an impatient driver?
a ask them to be patient
b say that their driving is stressful
c nothing

Choose a brother, sister or cousin.

Ask and answer the questions.

What would you do if someone was rude to you?

If someone was rude to me, I'd be polite to them.

b Ask and answer

Tell your friend what you found out.

c Write a report

- Write a report about the interview.
- Work with your friend. Check both reports.
- Correct any mistakes.

6 Project

a Interview someone in your family

- 1 Explain the task. Students will ask a member of their family, such as a cousin or brother, the questions about politeness. They can do this preferably in English, if they can find someone

procedure with each team and each question, asking different team members. Teacher writes a score board on the board, giving a point for each

answer guessed correctly. The winning team is the one who guessed the highest number of their Student A's answers correctly.

LESSON 5 SB page 49

Aims: Learners will

- identify different classes of words: nouns, verbs and adjectives
- learn about word formation
- revise making and responding to requests
- revise giving opinions

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 49

Lesson 5 **9**

DO IT YOURSELF

Both verbs and adjectives often come from nouns.

Words

Write these words in the correct place

	relax	formal	patient	polite	succeed
Nouns					
Verbs					
Adjectives					
a	patience				patient
b	politeness				
c	success				successful
d	relaxation				relaxed
e	formality				

Circle the correct word

a I hope I am successful / success in my exams.
b Sally is reading because she wants to relax / relaxation.
c Drivers on busy roads need a lot of patient / patience.
d Parents don't usually use formality / formal language with their children.
e It is important to show politeness / polite when we speak to people.

Which is correct?
Choose a noun, verb or adjective.

REVIEW Look at the key language

REMEMBER

a polite and formal requests
b friendly and informal requests
c how to accept or refuse requests politely
d how to say what we think

Key language

☒ c I'm very sorry. I can't open the window. It's locked.
☐ Could I ask you to help me carry this bag?
☐ In my opinion, smoking is a very unhealthy habit.
☐ Would you mind moving your car, please?
☐ Can you wash the dishes, please?
☐ Yes, of course. I'll move my car now.
☐ I think it's a good idea to relax the night before an exam.
☐ Ahmed, go and water the plants, please.

Make two more examples of a to d.



Write these words in the correct place.

- 1 Revise the meanings of the words *noun*, *verb* and *adjective* and elicit examples.
- 2 Read through the words in the box at the top and revise their meanings.
- 3 Read through the example to demonstrate the task.
- 4 Make sure students know they only need to write in the four boxes that are coloured white.
- 5 Students write the four remaining words in the correct box in the table.
- 6 Check their answers.

Answers:

- a adjective: patient (given)
b adjective: polite
c verb: succeed
d verb: relax
e adjective: formal

Circle the correct word

- 1 Students read the sentences and circle the correct form of the words.
- 2 Check their answers and discuss how they knew which form to choose.

Answers:

- a successful (given)
b relax
c patience
d formal
e politeness



- 1 Draw students' attention to the *Remember* box and read the four bullet points *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:

c (given)
a
d
a
b
c
d
b



Further practice

- Do spelling tests of the new words from the unit.
- Revise vocabulary from the unit. Pit yourself against the students: start writing a word, which they have to guess. Write the first letter, and give the class 20 seconds to guess what it is. Do the same for each subsequent letter. If students guess the word, they get a point; if they don't, you get a point. Do several words and count up the points.

A s s e s s m e n t

Listening and Speaking Task

Target element: *making and responding to polite requests*

Use SB page 45, Exs 1 and 2.

Students work in pairs to choose one of the situations in Ex. 1, and re-create the conversation. Ask them to write it down first, then have them act it out with different levels of politeness: how would they speak to their brother/sister in the same situation? etc.

Reading Task

Target elements: *expressing opinion and vocabulary from the unit*

Use the text on SB page 47, Ex. 5.

Give these sentences and ask students to tick or cross them.

The writer thinks that most people prefer speaking to polite people.

In the writer's opinion, modern life is stressful when we try to be polite and kind to others.

The writer thinks that we should use formal language with our families.

The writer thinks that politeness is important.

In the writer's opinion, it is never difficult to be polite.

In the writer's opinion, we should tell our friends if we don't like their clothes.

Writing Task

Target elements: *making and responding to polite requests*

Use SB page 46, Exs 3 and 4. Students choose one of the pictures and write out a conversation for it.