

## LESSON 1 SB page 28

## Aims: Learners will

- learn to use the past perfect

## Structures:

*He saw the notes he had written to himself the night before.*

*After he'd parked the car, he went to work.*

*What did he do after he'd parked?*

*Had he finished everything by five?*

## New vocabulary:

by the time, park (v), service

## Functions:

Describing past events

## Before using the book:

- Tell the students a story to prepare for the introduction of the past perfect:

*On Friday, I wanted to visit my mum. She lives in the country and I have to go there by bus. I got up at seven o'clock and then had a shower. I had breakfast, then put on my coat and picked up my bag. Then I couldn't find my house keys. I looked everywhere, but I couldn't find them. Eventually, I found them in the pocket of another coat. I hurried to the bus station. The bus left the bus station at 8.30. I arrived at the bus station at 8.35.*

- Get the students to re-tell the story in as much detail as possible.

Write a time line of the events:

**get up / have a shower / have breakfast / put on coat and pick up bag**

**look everywhere for house keys / find the keys / hurry to bus station**

**bus leaves / arrive at bus station**

- Now ask students to tell the story with words such as *then* which will show the order in which the events happened, e.g. *I got up. Then I had a shower*, etc.
- Tell students that we can also use the past perfect tense to do this, and write on the board **I got up. Then I had a shower. = After I had got up, I had a shower.**

- Show how the past perfect clause happens before the past simple clause, which is why the past perfect is sometimes called "the past in the past". Take time to explain how the past perfect is formed: *had + past participle*.
- Elicit more examples from the story above.
- Introduce *by the time*, e.g., *By the time I arrived at the station, the bus had left*.

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UNIT 6 What had happened? Lesson 1

**In this unit, you will:**

- use the past perfect.
- say something may be true.
- apologise.
- learn how to speak about a robbery.

**1 Read and write a title**

**a** Three months ago, Hesham bought a new car. Last Monday, it needed a service. After Hesham had parked it in the street, he went to work and said to his secretary:

Please take my car to the garage for its service.

**b** When Hesham arrived at his office, he saw the notes which he'd written to himself the night before to help him to remember what he had to do:

Go home by 7.30  
Lunch with Mr. Higgins  
Secretary take car to garage

**c** Hesham still hadn't done everything by five o'clock. Then his secretary came to him and said:

There's a man to see you. He says it's important.

Please send him to my office.

**d** By the time Hesham had finished work, it was very late. When he arrived at the place where he had parked, he forgot the car was in the garage and said:

Someone has stolen my car.

**2 Match the questions and answers**

a What did Hesham do after he'd parked? ☐ The secretary had taken the car to the garage.

b What had Hesham done the night before? ☐ Someone had stolen his car.

c Had Hesham finished everything by five? ☐ He'd written some notes to himself.

d What did Hesham think had happened? ☐ He gave his car keys to the secretary.

e What had Hesham forgotten? ☐ No, he hadn't.

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## 1 Read and write a title

- Draw attention to the unit aims box and explain.
- Ask students what they know about Hesham and the job he does, and what he has just bought recently (*a new car*).
- Students look at the pictures and say what is happening.
- Students read the story. Check understanding of *park* (the car) and *a service*.
- Get them to tell the gist of the story in their own words.
- Students work in pairs to choose a title for the story, then report back to the class.
- Discuss what might happen next in the story.

## 2 Match the questions and answers

- 1 Make sure students understand the task. Use the example to demonstrate.
- 2 Students match the responses to the questions.
- 3 Check their answers.
- 4 Ask students to find examples of the past perfect in the questions and answers. They can do this individually in class, or for homework.

### Answers:

- e  
d  
b  
a (given)  
c



### Further practice

- Students close their books and tell Hesham's story from memory.

## LESSON 2 SB page 29 WB page 18

### Aims: Learners will

- practise using the past perfect
- learn ways of apologising and responding to apologies

### Structures:

*The secretary had stolen the car.  
Hesham apologised for phoning.  
I'm sorry, but ...  
I'm afraid ...  
I must apologise.*

### New vocabulary:

afraid (= sorry), apologise, apology

### Functions:

Apologising  
Responding to apologies  
Reporting past events

### Before using the book:

- Revise the story of Hesham and the lost car from lesson 1.

## & SB Page 29

Lesson 2 **6**

### 3 Listen and answer True or False

a Hesham is phoning Nadia. *False*  
b Hesham couldn't find his car.  
c Hesham had parked the car near the garage.  
d The secretary had stolen the car.  
e Hesham apologised for phoning.  
f The officer was angry with Hesham.

Someone has stolen my car.

### 4 Read, make apologies and replies

Look at different ways to make and answer to apologies.

Now look at the pictures and make dialogues.

**Apologies**  
I'm very sorry, but ...  
I'm really sorry, but ...  
Excuse me. I'm afraid ...  
I must apologise, I ...

**Ways to answer**  
That's OK.  
It doesn't matter.  
Never mind.  
Don't worry about it.  
Well, I hope you'll ...  
Oh, dear. Well, please can you ...

a

I'm very sorry. I've spilled juice on your new carpet.

spill / juice clean

Oh, dear. Well, please can you clean it?

b

lose / football matter / not expensive

c

have / accident / mend / bike

d

lose / CD worry / not like

### 3 Listen and answer True or False

- 1 Students look at the picture and say what is happening.
- 2 Read through the sentences and check understanding. Explain *apology*.
- 3 Play the cassette or read the tapescript. Students write *True* or *False* next to each sentence.
- 4 Play the cassette or read the tapescript again, stopping after the answer to each item. Check their answers.
- 5 Correct the false statements.
- 6 Discuss what students think the police officer thought of Hesham.



### Tapescript

Hesham: Hello. Yes, is that the traffic police?

Officer: Yes, sir, how can I help?

Hesham: Someone has stolen my car.

Officer: Oh, dear. I'm very sorry about that. What's your name, please?

Hesham: Hesham Zaki.

Officer: What time was your car stolen, Mr Zaki?

Hesham: I'm not sure. I parked my car here at about eight o'clock, and when I returned after I'd finished work, the car had gone.

Officer: And where did you park the car?

Hesham: In Safwat Street, near the garage. The garage! Oh dear, officer. I've just remembered. I'm really very sorry. I'm afraid I've made a mistake.

Officer: Sorry, sir, I don't understand.

Hesham: I've just remembered. My secretary took my car to the garage. I'd forgotten about it.

Officer: So no one has stolen your car, Mr Zaki?

Hesham: No, officer, no one has stolen my car. I'm very sorry to phone you. I must apologise.

Officer: Don't worry about it, Mr Zaki. It doesn't matter. I'm happy that nothing has happened to your car.

#### Answers:

- a False (given)
- b True
- c True
- d False
- e True
- f False

#### 4 Read, make apologies and replies

- 1 Check understanding of *apology*. Ask how students would apologise in English.
- 2 Read through the two boxes, giving examples of when these apologies and responses might be used.
- 3 Students look at the pictures and say what is happening.
- 4 Show how in some pictures, the apology is accepted, (*b* and *d*) and in some, the person is cross, and asks for the problem to be put right (*a* and *c*).
- 5 Students form pairs and take it in turns to apologise and respond.
- 6 Monitor, noting any common errors to review with the whole class after the activity.
- 7 Ask some pairs to demonstrate.

#### Answers:

(Answers will vary.)

- b I'm very sorry. I've lost your football.  
It doesn't matter. It wasn't expensive.


- c I'm afraid I've had an accident with your bike.  
Oh dear. Well, please, can you mend it?
- d I must apologise. I've lost your CD.  
Don't worry. I didn't like it.

#### WB Page 18

UNIT

# 6


Lesson 1




### 1 Read and match

a By the time the police arrived,	1 <input type="checkbox"/> we went to the kitchen to wash up.
b As soon as I broke the plates,	2 <input type="checkbox"/> when the telephone started to ring.
c After we had finished eating dinner,	3 <input checked="" type="checkbox"/> the thief had already escaped.
d When I had finished my homework	4 <input type="checkbox"/> the train from Luxor hadn't arrived yet.
e Although I went to the station late,	5 <input type="checkbox"/> I apologised.
f I had just gone into the sitting room	6 <input type="checkbox"/> I sat down and switched on the TV.


### 2 Write sentences




**a** broke/ruler  
I'm afraid I've broken your ruler.



**b** leave/homework at home  
Oh dear. Well, please can you bring it tomorrow?



**c** drop/pencils  
Well, I hope you'll pick them up!



**d** forgot/bananas  
Don't worry. It's not important.

#### 1 Read and match

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

#### Answers:

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

#### 2 Write sentences

- 1 Students look at the pictures and say what is happening.

- 2 Read the example with students to demonstrate the task, pointing out that the responses are given, so they need to supply the apology.
- 3 Students complete the task individually in class, or for homework.

#### Answers:

(There will be some variation.)

- I'm very sorry, but I've left my homework at home.
- I'm sorry. I've dropped all the pencils.
- I'm afraid I've forgotten to buy the bananas.



#### Further practice

- Students talk about mistakes they've made and things they've broken, and the apologies they had to make as a result.

### LESSON 3 SB page 30 WB page 19

#### Aims: Learners will

- revise the use of past tenses
- learn new vocabulary

#### Structures:

*I was sitting in my shop.*

*The policemen rushed to the supermarket.*

*Thieves have stolen lots of money from my shop.*

*As soon as I had recovered, I looked around.*

#### New vocabulary:

faint (v), grab, guard, owner, recover, rush, turn off

#### Functions:

Reporting past events

#### Before using the book:

- Ask the class if anyone has ever seen a robbery in a film, or read about one. Ask how the robbery was carried out – how did the robbers get in, what did they take, did they escape or who caught them? etc. Discuss why robbery is a bad thing to do.

### & SB Page 30

## Lesson 3

### 5 Read and answer the questions

- Who rang the police?
- Who put a cloth over the guard's head?
- What did the thieves smash?
- What was the name of the supermarket?
- Did Osman see the thieves?

### Robbery at Supermarket

One morning, Mr Mohab El Masry, the owner of the Horreya Supermarket, rang the police: "My guard, Osman Sherif, has just phoned and told me thieves have stolen lots of money from my shop."

Officer Marzouk and two policemen rushed to the supermarket. Mr Mohab El Masry and the guard were waiting. Officer Marzouk said, "Osman, please tell us what happened."

The guard answered, "I was sitting in my room at the back of the shop. I heard the sound of breaking glass. I turned on the lights but they weren't working. Someone had turned off the electricity. I went into the shop. I couldn't see anything. Suddenly, someone grabbed me and put a cloth over my face. I couldn't breathe and I fainted. About an hour later I woke up. As soon as I had recovered, I looked around the shop."

The guard continued, "The thieves had smashed the glass door to get in. After that, they had turned off the electricity. Next, they attacked me and I fainted. Then, they stole the money and escaped. So I phoned Mr El Masry."

"Did you see the thieves?" Officer Marzouk asked.

"No," the guard replied. "But I heard a voice. It sounded like Ali Shawkat. He used to work here."

### 6 Find the words

- to move very quickly *rush*
- to take something quickly and strongly
- not to be able to feel, move or see, as if you are asleep
- to break into small pieces
- to feel better

### 5 Read and answer the questions

- 1 Students say what kind of text it is (*a magazine article*).
- 2 Students look at the picture and say what is happening.
- 3 Explain the new word *guard*.
- 4 Students read the text and answer questions a–f.
- 5 Students form pairs and compare answers.
- 6 Check their answers.
- 7 Students circle the new word in red, *owner*, which is not explained in the next exercise, and work out what it means from the context.
- 8 Ask students who they think the robber might have been.

#### Answers:

- Mr Mohab El Masry
- The thieves
- The glass door
- Horreya Supermarket
- No, he didn't.



## 6 Find the words

- Students read the text again and circle the other new words in red.
- Students read definitions *a–e*, then read the text again to find the contexts of the words, and work out which word goes with which definition.
- Check their answers.
- Ask students some checking questions to practise all the new vocabulary, e.g., *What happens when someone drops a glass?* (They smash it.) *What do you do after an illness?* (recover) *What do you do to a child that is starting to run into the road when a car is coming?* (grab him/her).

### Answers:

- a rush (given)  
b grab      c faint      d smash      e recover

## WB Page 19

**Lesson 2**  
**6**

**3 Write what happened to Samir**

Use the past perfect for one verb in each picture.

a when Samir arrive/aunt's flat/remembered that/leave/key/at home

b Samir/knock/on the door, then/ neighbour/say/that/aunt/go out

c when Samir/learn that/aunt/go out,/decide/to climb into/flat

d After/people/shout/"Stop! Thief!"/police/take/Samir/police station

e You're not a thief, are you? Not.

f By the time Samir/be/there for an hour,/police knew he/be/not/thief

g After/police/take/Samir/home,/mother/be/very angry with him

When Samir arrived at his aunt's flat, he remembered that he had left his key at home. Samir .....

.....

.....

.....

.....

students it's your home time. Put some books in your bag, tidy the desk, turn off the lights and leave the classroom. Write on the board: *After I ....., I left the classroom*, and elicit *After I'd put some books in my bag, tidied the desk and turned off the lights, I left the classroom*.

- Students look at the picture and say what is happening.
- Explain that they need to join pairs of sentences using *After ... + the past perfect tense*. Students will find it easier if they mark the pairs of sentences first, starting from the end.
- Read the example to demonstrate the task, highlighting the structure *After* with the past perfect.
- Students complete the task individually in class, or for homework.

### Answers:

(There will be some variation.)

Samir knocked on the door. After no one had answered the door, the neighbour told him that his aunt was out. After he'd learned that his aunt had gone out, Samir tried to climb into the flat. After people had shouted "Stop! Thief!" the police took Samir into the police station. By the time Samir had been there for an hour, the police knew that he was not a thief. After the police had taken Samir home, his mother was very angry with him.



### Further practice

- Ask students what they did before they left the house for school today or what they did before they went to bed last night. Get them to act it to a partner, who then has to say, e.g., *You left the house after you'd had your breakfast and packed your bag. You went to bed after you'd cleaned your teeth and fed your cat.*

## 3 Write what happened to Samir

- Revise the use of the past perfect to talk about "past in the past": act out a short mime. Tell

## LESSON 4 SB page 31 WB page 20

### Aims: Learners will

- practise the new vocabulary
- speculate about who did something

### Structures:

*I think it was Osman.*  
*Perhaps Mohab stole the money.*  
*He probably isn't the thief because he is a good man.*

### Functions:

Speculating about that has happened

### Before using the book:

- Revise the story of the robbery at the shop from Lesson 3. Ask if students remember the names of the shop owner, the guard and the man who used to work there.

## & SB Page 31

**Lesson 4**

**7 Discuss**

Talk about the robbery in pairs. Who do you think stole the money? Use Officer Marzouk's notes.

**Our English Magazine**

**Mohab El Masry**

During the robbery

- at home: no-one saw him
- Perhaps he stole it -
- very greedy
- keep money and retire
- Maybe he didn't steal it -
- already rich
- doesn't need money

**Osman Sherif**

During the robbery

- in the supermarket
- Perhaps he stole it -
- not got much money
- wants to buy his own shop
- Maybe he didn't steal it -
- worked at shop for 6 years
- no problems in the past

**Ali Shawakat**

During the robbery

- we don't know where he was
- Perhaps he stole it -
- angry about losing job
- does not like Mr El Masry
- Maybe he didn't steal it -
- has found a new job
- lazy, but not a bad man

**8 Listen and discuss**

Listen to the end of the story.

How did Officer Marzouk know who the thief was?

Now listen and check.

**HORREYA SUPERMARKET**

### 7 Discuss

- 1 Ask what the three men in the pictures do.

- 2 Read through the notes about the three men and explain where necessary.
- 3 Students form groups of 3–4 and discuss their answers. Monitor, noting any common errors to review with the whole class after the activity.
- 4 Students report back to the class about what their groups thought.
- 5 Find out which person most students think the robber was.

### 8 Listen and discuss

- 1 Read the two speech bubbles to explain the task.
- 2 Play the cassette or read the tapescript. Students listen for the answer to how Marzouk knew who the thief was.
- 3 Students form groups of 3–4 and discuss their answers. Monitor, noting any common errors to review with the whole class after the activity.
- 4 Students report back to the class about what their groups thought.



### Tapescript

Officer Marzouk continued to ask questions.

**Marzouk:** What did you do, Mr El Masry, when the guard phoned you?

**Mohab:** I was very worried. I came here immediately to see what had happened.

**Marzouk:** What did you see?

**Mohab:** Osman is telling the truth. When I arrived, he showed me everything. The thieves had broken the glass door to the shop and had turned off the electricity. I saw the glass on the road outside the shop. After Osman had fainted, the thieves broke into my room and stole the money from there.

**Marzouk:** Thank you, Mr El Masry. Now Osman, please show me where to switch off the electricity.

**Osman:** Certainly. Please come this way, officer. We switch off the electricity in my room at the back of the shop.

**Narrator:** But Officer Marzouk did not follow the guard. He called to the two policemen with him.

**Marzouk:** Osman is the thief. He stole the money from Mr El Masry's office.

### Listen and check

- 1 Tell students they are going to hear the answer to the question in Exercise 8.

- 2 Play the cassette or read the tapescript. Students listen for the answer to how Marzouk knew who the thief was.
- 3 Discuss the outcome of the story.



### Tapescript

*Officer Marzouk knew that Osman was the thief for these reasons. First, the broken glass was outside the shop, so someone had broken it from inside the shop. Second, Osman said the thieves had turned off the electricity before he came out of his room. However, he was sitting in the room where you must go to turn off the electricity.*



### WB Page 20

**6** Lesson 3

**4 PROJECT**

**a Interview a person in your family who is over sixty**

- learn to speak
- start swimming  
... by the time you were five?
- start to ride a bike
- leave primary school  
... by the time you were ten?
- drive a car
- go to university  
... by the time you were twenty?
- get married
- have any children  
... by the time you were thirty?
- moved to a new town
- use a computer  
... by the time you were forty?
- visit another country
- fly in a plane  
... by the time you were fifty?
- get any grandchildren
- stop working  
... by the time you were sixty?

Choose an aunt, uncle or grandparent.

Ask and answer the questions.

Yes, I had.

Had you learned to speak by the time you were five?

**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.

- 3 Students complete the task for homework, making notes on the answers given in their Workbooks. (If necessary, students may interview the person in Arabic. Students should write their questions and answers in English in their exercise books.)

### b Ask and answer

- 1 When students have completed the task for 4a, they bring their results to class.
- 2 Students form pairs and ask and answer about the person they spoke to.
- 3 Give them the model to find out about their partner's interviewee: *Had your grandma/uncle learnt to speak by the time she/he was five? Yes s/he had./No, s/he hadn't.*
- 4 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 the model sentences: **My granddad had learnt to speak before he was five, but he hadn't started to swim.**
- 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.



### Further practice

- Students write a play about the robbery using the story and dialogues from the unit, then act it out in groups.

## 4 Project

### a Interview a person in your family who is over sixty

- 1 Explain the task. Students will interview a member of their family who is over sixty, asking *yes / no* questions with the past perfect, as in the example exchange.
- 2 Read through the questions and check understanding.

## LESSON 5 SB page 32

### Aims: Learners will

- practise using *by the time*, *however* and *as well*
- revise *used to*

### 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 32

**Lesson 5**

**DO IT YOURSELF** Learning words

Read about more ways to link sentences.

a We use *by the time* to show one thing finishes before another one starts.  
Nadia cooked the food. Then her visitors arrived.  
Nadia had cooked the food *by the time* her visitors arrived.

b We use *however* to give opposite or different information.  
Hesham wanted to go home. He hadn't finished his work.  
Hesham wanted to go home. *However*, he hadn't finished his work.

c We use *as well* to add the same kind of information.  
Hesham visited Rome last year. He visited Paris last year.  
Hesham visited Rome last year. He visited Paris *as well*.

**Link the sentences with *as well*, *however* or *by the time***

a I live in Cairo. I go to school in Giza.  
b Samy had a game of volleyball. He had a game of basketball.  
c The thieves left the supermarket. Then the police arrived.  
d Nadia wanted to bake a cake. She didn't have any eggs.  
e Salma painted three nice pictures. Then Soha arrived home from school.

**REVIEW** Look at the key language

**Key language**

d Yes, well, I hope you'll mend it.  
I'm really sorry I'm late, but the traffic was very bad.  
By the time Hesham got home, the children had already eaten.  
Perhaps Mr El Masry lost the money.  
I'm afraid I've broken your new radio, Ahmed.  
As soon as he'd spoken to Nadia, Hesham continued to do his work.  
That's OK, Samy. It doesn't matter.  
The thief was probably Ali because he needed some money.

**REMEMBER**

a the past perfect  
b how to say something may be true  
c ways to apologise  
d ways to reply to an apology

Make two more examples of a to d.

### DO IT YOURSELF

- Read through the examples and explain where necessary.
- Explain the task. Students will write out sentences a–e using *as well*, *however* or *by the time* to link the pairs of sentences as appropriate. They can write in their exercise books.
- Do the first pair of sentences with the whole class as an example.
- Students complete the task individually.
- Check answers with the whole class.

### Answers:

- I live in Cairo. However, I go to school in Giza.
- Samy had a game of volleyball. He had a game of basketball as well.
- By the time the police arrived, the thieves had left the supermarket./The thieves had left the supermarket by the time the police arrived.
- Nadia wanted to bake a cake. However, she didn't have any eggs.
- By the time Soha arrived home from school, Salma had painted three nice pictures./Salma had painted three nice pictures by the time Soha arrived home from school.

### REVIEW

- Draw students' attention to the *Remember* box and read a–d. Elicit examples.
- Read through the examples of key language with the students and check understanding.
- Students write the correct letter a–d in each box in the *Key language* section.
- 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 four language items in the *Remember* box.
- 7 Students share their ideas with the whole class.

**Answers:**

d (given)  
c  
a  
b  
c  
a  
d  
b



**Further practice**

- Do spelling tests of the new words from the unit.
- Get students to take all the new words from the unit (*afraid* [= sorry], *apologise*, *by the time*, *faint* [v], *grab*, *guard*, *owner*, *park* [v], *recover*, *rush*, *service*) and use them all in a story. They can do this in pairs or small groups.

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

### Listening and Speaking Task

**Target element:** *speculating using 'probably', 'perhaps', 'I think'*

Use SB page 31, Ex. 7. Ask students questions targeted at making them speculate about possibilities, e.g., *Why do you think Mohab El Masry was already rich? Why do you think Osman hasn't got much money? Where do you think he was? Why do you think Ali Shawkat doesn't like Mr El Masry?* etc.

### Reading Task

**Target elements:** *the past perfect*

Use SB page 30, Ex. 5. Students read the text and complete the following sentences, using the past perfect:

- 1 Mohab El Masry phoned the police after Osman Sherif .....
- 2 Officer Marzouk said, "Osman, please tell us what happened," after the policemen .....
- 3 The guard tried to turn the light on after he .....
- 4 The guard fainted after someone .....
- 5 He looked round the shop after he had .....

### Writing Task

Use SB page 29, Ex. 4. Students write mini-dialogues. They write the apologies for each picture and give different responses.