

UNIT
1

Visitors to Egypt
SB pages 1-5 WB pages 1-3

Objectives

- Grammar**
Giving advice: *should/shouldn't*
- Reading**
Reading an email to a tourist
- Listening**
Listening to a conversation with a tourist
- Speaking**
Asking for and giving recommendations
- Writing**
Writing an email

LESSON 1 SB page 1

Outcomes

- To welcome the students to their new class
- To introduce the unit to the students
- To talk about holiday activities
- To read an email recommending holiday places and activities

Before using the book:

- Introduce yourself and say *Good morning/afternoon* to the students. Encourage them to reply in the same way.
- Write the title of the unit, *Visitors to Egypt*, on the board. Ask the students what recommendations they would make to someone planning to visit Egypt as a tourist. Elicit the names of places and activities and write them on the board.
- Ask the students about places they have visited as tourists, and ask them what they most enjoyed.

Visitors to Egypt 1

Lesson 1

Objectives

- **Reading** Reading an email to a tourist
- **Listening** Listening to a conversation with a tourist
- **Speaking** Asking for and giving recommendations
- **Writing** Writing an email

1 Match the words and the pictures

bazaar windsurfing windsurfing youth hostel

2 Ask and answer

Why do you think tourists visit Hurghada? What activities are there to do?

3 Read the email and check your answers to exercise 2

4 Read again and complete the email with the words from exercise 1

5 Choose the correct words

- 1 Catherine isn't coming to Hurghada in the spring.
- 2 The youth hostel is more than expensive than a hotel.
- 3 The police station is in the old / new part of the city.
- 4 You can take a boat to go windsurfing / fishing.
- 5 Salma always Catherine to go / not to go to the old part of the city.

Dear Catherine,
It's so happy to hear that you and your family are visiting Hurghada in the coming. It's a wonderful place for a holiday. There's a lot to do and many different places to visit. You can camp, stay in a hotel or in the new youth hostel. It is very modern and comfortable, but much cheaper than the hotels. You can find out information at the tourist information centre. You should go there when you arrive. It's near to the police station in the middle of the new part of the city.
Hurghada has some beautiful beaches. When it's sunny, you should definitely try snorkelling. You can take a boat to go windsurfing / fishing. You can go snorkelling / fishing. You can also go fishing from a boat.
You shouldn't walk too much in the sun. It is best to visit places early in the morning. Don't forget to go to the bazaar in the old part of the city. It's a great place to buy souvenirs.
Have a great time!
Salma

1 Match the words and the pictures

- 1 Draw attention to the Objectives box on page 1, which refers to the objectives of the unit, and explain in Arabic if necessary.
- 2 Ask the students to look at the pictures. Read out the first word (*bazaar*) and ask them to match it with the correct picture (*d*).
- 3 Students continue the task in pairs.
- 4 Check answers with the whole class.

Answers:

- a snorkelling b youth hostel
c windsurfing d bazaar.

2 Ask and answer

- 1 On the board, write *Hurghada*. Ask the students what they know about the city – for example, its location, its size, its main industry (*on the Red Sea; the third largest city in Egypt; tourism*).
- 2 Read out the question and allow time for the students to discuss ideas in pairs.
- 3 Elicit ideas from the whole class.

3 Read the email and check your answers to exercise 2

- 1 Ask the students to look at the email and read the first three sentences. Ask who wrote it (Salma), who it is written to (Catherine), and what they think the message will be about (where to stay and what to do in Hurghada).
- 2 Students read the text quickly. Ask if their answers to exercise 2 were mentioned.

Answers:

You can go to beautiful beaches, go windsurfing, take a boat trip, go scuba diving and snorkelling, go fishing, visit the bazaar.

4 Read again and complete the email with the words from exercise 1

- 1 Students read the text again, this time completing the missing words.
- 2 Tell them to underline any unknown words while they are reading.
- 3 Check answers with the whole class, and explain the meaning of unknown words.
- 4 Ask the class to put new words in their own sentences.

Answers:

- 2 windsurfing
- 3 snorkelling
- 4 bazaar

5 Choose the correct words

- 1 Read out the first sentence, with both options, to the class and check that the students agree that the correct answer is *is coming*.
- 2 Ask the students to complete the task in pairs. Go round and offer help where necessary.
- 3 Check answers, referring students back to the text if necessary.

Answers:

- 2 less
- 3 new
- 4 fishing
- 4 to go

LESSON 2 SB page 2 WE page 1

Outcomes

- To give advice using *should/shouldn't*



SB Page 2

1

Lesson 2

1 Underline the modals used for advice in these sentences

- 1 You should go there when you arrive.
- 2 You should definitely try some windsurfing.
- 3 You shouldn't walk too much in the sun.

GRAMMAR BOX

Giving advice: should / shouldn't
 • We use *should / shouldn't* to say that something is or is not a good idea. *Should* and *shouldn't* are followed by the infinitive without to.
 • The form is the same for all subjects, singular and plural.
 • *Should* and *shouldn't* are not used when it's only you that *shouldn't* watch too much television.

2 Read the situations and give advice using *should* or *shouldn't*

- 1 Your friend is going outside. It is raining. You shouldn't go outside. It's raining.
- 2 Your friend forgets to do his / her English homework. The lesson starts in five minutes. You should get up now. The lesson starts in five minutes.
- 3 Your younger brother / sister wants to look at the sun.
- 4 Your friend fell over when he / she was playing sport. Now it hurts when he / she walks.
- 5 There is a small fee in your washing machine. Your younger brother / sister gets some water.



3 Use the table to give advice for tourists

Get out of the car.	✓
Walk across from the canal.	✗
Buy some Egyptian food.	✓
Stay in the sun all day long.	✗



1 Underline the modals used for advice in these sentences

- 1 On the board, write modals. Then write these sentences and ask the class to identify the modals: *We mustn't be late for school. Could you swim when you were five? (mustn't and could are modals).*
- 2 Explain that *should* is another example of a modal and tell the students to read the Grammar box.
- 3 Students read sentences 2 and 3 in exercise 1 and underline the modals. Check answers.

Answers:

- 2 You should definitely try some windsurfing.
- 3 You shouldn't walk too much in the sun.

2 Read the situations and give advice using should or shouldn't

- 1 Students read the first sentence. Elicit ideas for advice they could give. Remind them to use *should* or *shouldn't*.
- 2 Put the students in pairs to discuss the situations and the advice they would give. Go round and monitor.
- 3 Read out each situation in turn and invite different students to share the advice they would give.

Example answers:

- 1 You should take an umbrella.
- 2 You should tell the teacher./You should do the homework quickly.
- 3 You shouldn't look at the sun.
- 4 You should go to the doctor's.
- 5 You shouldn't pour water on electrical items.

3 Use the table to give advice for tourists

- 1 First, ask the students to read the table and then suggest some more ideas. Write good ideas on the board. Some suggestions: *wear comfortable shoes; have a map of the metro; buy a guidebook.*
- 2 In pairs, students take it in turns to give each other advice. Go round and listen, and check they use *should* and *shouldn't* correctly.
- 3 Invite different students to give advice to the class.

Answers:

- You should take lots of photos.
- You shouldn't drink water from the canal.
- You should try some Egyptian food.
- You shouldn't stay in the sun too long.



Visitors to Egypt

1

Module 1

1 Match the words and their meanings

- | | |
|---|---|
| 1 <input type="checkbox"/> bureau | • an office where you can find out about a city or an area |
| 2 <input type="checkbox"/> police station | • an important place where young people can stay when they are travelling |
| 3 <input type="checkbox"/> marketing | • an office for people who catch thieves |
| 4 <input type="checkbox"/> tourist information centre | • swimming suit equipment so that you can breathe with your head in the water |
| 5 <input type="checkbox"/> youth hostel | • a market or a group of shops |

2 Complete the table using these words

swimming, sailing, snuba diving, marketing, swimming, windsurfing

Sports you can do on the water **Sports you can do in the water**

Swimming	

3 Complete the advice with should or shouldn't

- 1 When you go diving, you should tell people where you are going.
- 2 You shouldn't swim too far from the boat.
- 3 You should stay under the water for too long.
- 4 You should look out for dangerous sharks.
- 5 You shouldn't go diving if the weather is bad.



4 Write a paragraph about what you should do to help your parents at home

1 Match the words and their meanings

- 1 Allow time for the students to read the list of words and the list of meanings.
- 2 Read out the first word and check the students agree that *e* is the correct answer (given as the example).
- 3 Allow time for the students to complete the task. Then check the answers as a whole class.

Answers:

- | | |
|-----|-----|
| 2 c | 3 d |
| 4 a | 5 b |

2 Complete the table using these words

- 1 Allow time for the students to read the list of words in the box. Then read out the two headings and check they understand the difference (*on the water/in the water*).
- 2 Put them in pairs to complete the task.
- 3 Check answers.

centre, ancient sites, the museum, the bazaar and a café which serves traditional Egyptian food.)



Transcript

- Tarek:** Look, Father! Those tourists are lost.
Father: Yes, we should help them. Excuse me! Do you need any help?
Woman: Oh, thank you! We're looking for the tourist information centre.
Father: It isn't far from here, but it is closed today. Can we help you?
Man: Thank you! It's our first trip to Egypt, you see. There's so much to see and do here, we don't know what to do first! We're interested in all the ancient sites and famous places. Where do you suggest we start?
Father: I suggest that you visit the museum. It's a good place to learn all about the things you'll see at the ancient sites.
Woman: That's a good idea. When we're at an ancient site, do you recommend a tour with a guide?
Father: Yes, that's a very good idea. The guides can tell you a lot of interesting things about a place. I also recommend you buy a guidebook. You can buy one at the tourist information centre tomorrow when it opens.
Man: OK. We also want to go shopping. What's the best place to buy souvenirs? Do you recommend going to the bazaar?
Tarek: Yes, you should go to the bazaar in the old part of the city. There are lots of crafts to buy there.
Woman: That sounds good. Oh, one more thing. Is there a good place to eat near the museum? It's nearly lunchtime and we're really hungry.
Father: The best place to try traditional Egyptian food is the café opposite the museum. Have a good day.
Man: You too. Thank you very much!

3 Listen again and answer the questions

- 1 First, ask the students to read the questions. Stronger students could note down any answers they think they already know.
- 2 Play the recording again and then allow time for them to write down or check their answers and compare them with their partner's.
- 3 Check answers with the whole class and if necessary play the recording again.

Answers:

- 1 The museum
 - 2 Because guides can tell you a lot of interesting things about a place
 - 3 From the tourist information centre, when it opens tomorrow.
 - 4 They recommend traditional Egyptian food.
- 4 Take turns to be a visitor to your area. Ask for and give recommendations**
- 1 First, elicit from the class suggestions of local places and activities they would recommend to tourists, and write the ideas on the board.
 - 2 Students then read the Functions box, saying each expression out loud.
 - 3 In pairs, students take turns to play the part of a tourist asking for recommendations while his/her partner suggests one of the places on the board.
 - 4 Invite different students to re-enact their conversations to the class.



Internet search

- 1 Read out the instruction and ask the students what they already know about Hurghada's past.
- 2 Now tell the students that they are going to do an internet search to find out more about it. The research can be done in class if there are enough resources, or as homework. Tell the students to type the question in the Internet search box into a search engine.
- 3 When they have carried out their research, ask the students to report their findings to the rest of the class.
- 4 As a further activity, the students could write one or two paragraphs giving the information they have discovered and comparing the old Hurghada with how it is today.

LESSON 4 SB page 4 WB page 2

Outcomes

- To ask and answer a quiz about helping tourists
- To discuss ways to help tourists
- To design a tourist brochure for Egypt

- 1 Choose the correct answer from a, b, c or d
- 1 Ask the students to read the first sentence and all four options. Then ask a student to read out the completed sentence, given as the example. Check that students agree that *assistant* is the correct answer.
- 2 Tell them to read each sentence and all the options carefully. Then allow time for them to complete the task.
- 3 Students compare answers in pairs.
- 4 Check answers with the whole class.

Answers:

- | | | | |
|---|---|---|---|
| 2 | c | 3 | c |
| 4 | a | 5 | b |

2 Complete the dialogue

- 1 Ask a student to read out the first sentence in the dialogue, completed as the example.
- 2 Allow time for the students to complete the task and then compare answers in pairs.
- 3 Check the answers by asking two students to read out the completed dialogue.

Answers:

- 2 best place
- 3 the best
- 4 You can
- 5 you recommend
- 6 I recommend
- 7 suggest that we
- 8 suggest that

3 Write a paragraph about what you like to do when you visit a beach

- 1 Read out the instruction and ask the students to brainstorm some ideas in pairs. Go round and make suggestions if necessary (e.g. play games; sunbathe; swim; read; have a picnic; relax; go windsurfing/snorkelling/diving).
- 2 Elicit ideas from the whole class and write notes on the board.
- 3 Allow time for the students to write their paragraphs. Go round and make corrections, offering prompts where necessary.
- 4 Ask confident students to read out their work to the class.

Answers:

Students' own answers

REVIEW SB page 5 WB page 3

Outcomes

- To review and practise the vocabulary and structures of the unit
- To practise dictionary skills

Before using the book:

- Write *Visitors to Egypt* on the board and ask the students what they have learned in this unit. Brainstorm a list of topics, vocabulary and grammar points.
- Tell the students that they are now going to complete the review section for this unit, to see what they can remember.



SB Page 5

Review

1

Now you can ...

- talk about tourist attractions and activities

1 Match the words and their meanings

- | | |
|---|-------------------------------|
| 1 <input checked="" type="checkbox"/> a sport you can do on the water | a) sailor |
| 2 <input type="checkbox"/> an underwater activity | b) tourist information centre |
| 3 <input type="checkbox"/> a building where tourists can find out about a place | c) youth hostel |
| 4 <input type="checkbox"/> an inexpensive place to stay on holiday | d) windsurfing |
| 5 <input type="checkbox"/> a place where you can go shopping | e) snorkelling |

- use *should* / *shouldn't* to give advice

2 Complete the sentences with *should* or *shouldn't*

- 1 You should buy a guidebook before you go to a city for the first time.
- 2 You shouldn't take photos of people unless you ask them first.
- 3 Look after your possessions. You shouldn't leave them on a bus or train.
- 4 You should always carry your passport with you when you are travelling because people sometimes want to check it.

- ask for and give recommendations

3 Complete the questions or answers

- 1 Is there a good place to go shopping near here?
Yes, there are some very good shops next to the market.
- 2 Do you like the boat trips, are they really good?
- 3 What's the best place to see dolphins?
It's near the island.
- 4 Where do you suggest we stay in the city?
In the city hotel.



Dictionary skills

A dictionary uses the following abbreviations to tell us what part of speech a word is:

noun (n), verb (v), adjective (adj), adverb (adv), preposition (prep)

Some words can be more than one part of speech. Look at the examples in the table and complete it in pairs.

Word	Noun (n)	Verb (v)	Adjective (adj)	Adverb (adv)
break		✓		
help	✓	✓		
guide				
light				
question				
near				
well				

- 1 Match the words and their meanings
- 1 Read out the first definition and check the students agree that *windsurfing* is the matching word (given as the example).
- 2 Allow time for the students to complete the task. Then check the answers as a whole class.

Answers:

2 e 3 b 4 c 5 a

- 2 Complete the sentences with *should* or *shouldn't*

- 1 Write the first sentence on the board and elicit the answer. Students then check in their books.
- 2 Allow time for the students to complete the task in pairs and then check answers.

Answers:

- 2 shouldn't
- 3 shouldn't
- 4 should

- 3 Complete the questions or answers

- 1 Ask two students to read out the first question and answer, as the example.
- 2 Students complete the task in pairs.
- 3 Check the answers by asking different pairs of students to read out each question and answer.

Answers:

- 2 Do you recommend a boat trip?
- 3 The best place to see dolphins
- 4 I suggest that you stay

Dictionary skills

- 1 Allow time for the students to read the first part of the Dictionary skills box and then ask different students to give examples of each part of speech.
- 2 Read out the next part and invite students to tell you about help (it can be a noun or a verb). If possible, provide students with dictionaries and ask them to look the word up to check. Allow time for the students to complete the task in pairs, using dictionaries if possible to check their own answers. Check the answers as a whole class. Invite the students to put each word in different sentences

to show the different parts of speech.

Answers:

break: noun, verb
guide: noun, verb
question: noun, verb
well: adverb, adjective
help: noun, verb
light: adjective, noun, verb
tour: noun, verb

WB Page 3

- 1 Write the correct part of speech for the underlined words below.
 - 1 When you need help, you can ask at the tourist information centre.
 - 2 We worked for two hours, and then we took a break.
 - 3 You shouldn't question your parents too much. They are usually right.
 - 4 They will travel through many of Egypt's best ancient sites.
 - 5 The glass turns very well.
 - 6 What time does it become light in the morning?

- 2 Read and correct the mistakes in this email.

Dear Hassan,

1 I'm very happy to hear that you are going to visit England in the summer. I'm very happy to hear that you are going to visit England in the summer.

2 I advice that you first visit London.

3 You should to find some good youth hostels to stay in.

4 The best place to try traditional English food is at a food market.

Have a great time!

Tom

- 3 Write an email recommending places for a tourist to visit.
 - Think about places a tourist might want to visit in your area.
 - What activities do you recommend?
 - Can you give any other points of advice, for example, clothes to wear or things to bring?
 Remember to use *should* / *shouldn't* and expressions of recommendation.

- 1 Write the correct part of speech for the blue words below

- 1 On the board, write the following: verb; noun; adjective. Then elicit several examples for each part of speech, making sure they are in full sentences to show context.
- 2 Read out the first sentence in exercise 1 and check the students agree that in this sentence *help* is a noun. Ask what else it could be (a verb) and elicit a sentence to show this (e.g. My mum helped me with my homework).
- 3 Students work in pairs to discuss each sentence and note down their answers. Go round and monitor.
- 4 Check answers, and for each word discuss what other part of speech it could be.

Answers:

- 2 noun. It could also be a verb (*I've broken my leg*).
- 3 verb. It could also be a noun (*Ask a question*).
- 4 verb. It could also be a noun (*We went on a tour*).
- 5 adverb. It could also be an adjective (*I'm feeling well today*).
- 6 adjective. It could also be a verb (*Please light the fire*) or a noun (*Switch the light on*).

2 Read and correct the mistakes in this email

- 1 Ask the students to read the example carefully and identify the mistake (on the summer should be in the summer).
- 2 Students complete the task in pairs while you go round and monitor.
- 3 Ask different students to read out each sentence for the class to check their answers.

Answers:

- 2 I recommend that you first visit London.
- 3 You should find some good youth hostels to stay in.
- 4 The best place to try traditional English food is at a food market.

3 Write an email recommending places for a tourist to visit

- 1 Remind the students of the notes they made in Lesson 3; tell them they will need them for this task.
- 2 Tell them to read the instructions carefully, and then to reread the text on Student's Book page 1.
- 3 Allow time for them to plan and write their emails, using their notes and the prompts given. They should start their answer in the Workbook and continue in their notebooks if they need more space. Go round and monitor while they are working, making suggestions where necessary.
- 4 Ask the students to exchange their work with a partner and check grammar and spelling.

Answers:

Students' own answers

A s s e s s m e n t

Speaking task

Outcome: to ask for and give recommendations

Use SB p3, Functions box

- 1 Ask the students to imagine a tourist has asked for recommendations about places to eat in your town.
- 2 In pairs, they discuss ideas and then take turns to ask for and give recommendations. Assess on their use of the expressions in the Functions box.

Reading task

Outcome: to read an email sent to a tourist

Use SB p1, exercise 3 text

- 1 On the board, write these sentences: 1 *There's a campsite at Hurghada.* 2 *If you want to find out about Hurghada, it's best to go to the police station.* 3 *Salma recommends windsurfing.* 4 *Salma thinks the best time to see the city is in the afternoon.*
- 2 Ask the students to read the text again and write down True or False for each sentence.
- 3 Check answers as a class. Ask students to explain the false answers.

Writing Task

Outcome: to use should/shouldn't

- 1 Write these prompts on the board: clothes, souvenirs, public transport.
- 2 Ask the students to write some advice to a tourist for each prompt, using should or shouldn't in each sentence.
- 3 Invite different students to read out their sentences for the rest of the class to check that the clauses are used correctly.

Listening task

Outcome: to understand a conversation with a tourist

Use the recording for SB p3, exercises 2 and 3

On the board, write the following gapped extract from the last part of the recording:

We also want to go shopping. What's _____ to buy souvenirs? Do you _____ to the bazaar?

Yes, you _____ to the bazaar in the old part of the city. There are lots of crafts to buy there.

That sounds good. Oh, one more thing. _____ to eat near the museum? It's nearly lunchtime and we're really hungry.

- 2 Ask the students to complete the missing words as they listen to the recording. Students complete the missing words as they listen to the recording.