

## Unit 2

### Lessons 2-3

#### Student's Book pages 19-20

**GRAMMAR: Modal verbs of possibility: must, might, could, can't**

**6 Read the exercise very carefully. The modal verbs are in the wrong place. Put them back into their positions.**

*Saleem and Tareq are at the train station to pick up their aunt. They think they have seen her.*

**Saleem:** That (1) can't be Aunt Salma. I can't see her very well.

**Tareq:** It (2) might be her. She's very early. Her train doesn't arrive until quarter past seven. It (3) must be someone who looks like her.

**Saleem:** It (4) could be her. She's looking at us, smiling and walking towards us now!

### Answers

1 might

2 can't

3 could

4 must

## 7 Choose the correct modal verb in the dialogues.

1 **A:** I'd like a cheese sandwich.

**B:** There can't / must be some cheese in the fridge. I bought some yesterday.

2 **A:** Where's Nadia?

**B:** She might / can't be at the library. She always goes there after school.

3 **A:** I don't know where my phone is.

**B:** It can't / could be at work. You didn't take it with you this morning and you were using it last night.

### Answers

1 must

2 might

3 can't

## SPEAKING

8 Work in a group. Choose an object that you can see in class. Describe it to your friends briefly by giving them hints. Can your friends guess what the object is? Use can't, might, must or could to guess the answers.

### Suggested answers

A: The object you're guessing is green.

B: Could it be the blackboard?

C: No, it isn't the blackboard.

A: No, it isn't.

D: It can't be the desk, so it must be your backpack.

A: That's correct!

### Research box

**Which is the softest precious stone? Which is the hardest?**

**Emeralds are the softest and diamonds are the hardest.**

### LISTENING

**1 Listen to a zoologist and botanist, Robert Allen. He is describing his favourite precious stone. Which precious stone is it?**

#### Audioscript

Many people like precious stone, such as diamonds, emeralds and rubies. I have always loved amber. I have a huge collection of more than two hundred pieces-enough precious stones to fill a room. Amber is an unusual precious stone because

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it doesn't sparkle with light. It has a rather a dull appearance at first, but when you rub a piece of amber, it shines with a warm, golden light. It also feels warm, not cold, when you touch it. Amber has a surprising secret. Many millions of years ago, amber was a sticky resin inside trees. As this sticky resin came out of the trees, lots of small plants and animals fell into it. After a million years or so, the resin became very hard and fossilized. It is this fossilized resin that we call amber. The plants and animals that fell into it are still inside it, perfectly preserved. Spiders, frogs, flies small lizards, flowers and leaves are still there, exactly as they were in life.

Amber has a long history. Archaeologists have discovered that some people traded amber for food and clothes 6000 years ago, and we also know that the Romans used it in a lot of jewellery. Amber has different colours: gold and orange, white or yellow, brown or black. I have just bought several pieces of red and green amber, which are unusual, but I don't have any blue amber in my collection yet. It is rare and too expensive.

### Answers

amber

**2 Listen to Robert Allen again. Answer the questions.**

1 How many pieces of amber does Robert Allen have?

*He has more than two hundred pieces.*

2 What happens when you rub a piece of amber?

3 How was amber formed?

4 What did people use amber for in the past? Why was it used for that purpose?

5 Why do you think some pieces of amber are so expensive?

6 Do you think you would be able to find amber where you live? Explain by giving reasons.

### Answers

1 He has more than two hundred pieces.

2 It shines with a warm, golden light.

3 was a sticky resin inside trees which plants and animals fell into a long time ago and the resin became very hard and fossilized.

4 people traded amber for food and clothes 6000 years ago.

5 Students' own answers

6 Students' own answers

### Reading strategies

## Completing a text

- Read through the text first to have an idea of what it is about.
- Look at the words in the box. Think about how each word is used.
- Look at each gap and consider the best word to insert in the gap. What type of word do you need in the gap? A noun, adjective or verb? Why is your chosen word correct? Why are the other words incorrect?

**3 Now complete a part of Robert Allen's description with the correct words from the box.**

jewellery   traded   brown   millions   trees   call  
frogs   have   long   unusual

Amber also has a surprising secret. Many (1)..... of years ago, amber was a sticky resin inside trees. As this sticky resin came out of the (2)..... , lots of small plants and animals fell into it. After a million years or so, the resin became very hard and fossilised. It is this fossilised resin that we (3)..... amber. The plants and animals that fell into it are still inside, perfectly preserved. Spiders, (4)..... , flies, small lizards,

flowers and leaves are all still there, exactly as they were in life. Amber has a

(5)..... history.

Archaeologists have discovered that some people

(6)..... amber for food and clothes 6,000 years ago, and we also know that the Romans used it in a lot of

(7)..... . Amber has many different colours: gold and orange, white or yellow,

(8)..... or black. I have just bought several pieces of red and green amber, which are (9)..... , but I don't

(10)..... any blue amber in my collection yet. It is rare and too expensive.

### Answers

1 millions

2 trees

3 call

4 frogs

5 long

6 traded

7 jewellery

8 brown

9 unusual

10 have

## Unit 2

### Lessons 2-3

### Activity Book pages 15-16

## GRAMMAR

### GRAMMAR 2 Choose the correct modal verb.

1 A: Look at that old car! I wonder how much it costs.

B: It **must** / **can't** be expensive – it's in very poor condition.

2 A: Oh dear! We're a bit late. We **might** / **can't** miss the bus.

B: Never mind. If we walk really quickly, we **could** / **must** be there on time.

3 A: Where's Mum?

B: I'm not sure. She **can't** / **must** be home because her bag is here. She **can't** / **might** be in the kitchen, or she **might** / **must** be in the garden.

4 A: I can't find my pen.

B: Look in your pencil case – it **can't** / **might** be in there.

A: It isn't in there. It **must** / **might** be in the classroom, on my desk.



**3 Read the situations and complete the sentences with one of the following: must, could, might or can't.**

1 You see your neighbour running out of the house to school. School starts in five minutes. He..... be late.

2 You receive a postcard in the summer from your friend. It has a French stamp. She .....be in France on holiday.

3 You see a watch on a desk at school. Hala said she couldn't find her watch. Ali is looking for his new watch, too. The watch .....be Hala's and it .....be Ali's.

4 You haven't seen any lights on in your neighbour's house for a week, and their car isn't there. They .....be at home. They .....be on holiday.

5 He worked all day. He..... be tired.

6 There is a red fruit in the fruit bowl on the table. It .....be a banana.

7 You need your calculator for your maths homework. It .....be in your schoolbag.

**READING**

**4 Look at the photo. What do you think the text will be about?**

**5 Read the text and check your answer.**



Since ancient times, pearls have been among of the most valuable jewels – almost as valuable as diamonds. However, pearls differ from these gemstones in several ways. In fact, they are not really stones at all.

Unlike diamonds and emeralds, pearls haven't been dug out of the earth. They come from the sea, and are mainly found in tropical oceans. A pearl is created in the stomach of a living sea creature, the oyster.

When some sand gets inside the shell of an oyster, the oyster covers this area of its shell with layers of a mineral called mother-of-pearl. They harden and produce a pearl. It doesn't sparkle like a diamond, but it has a beautiful, silky finish.

In 1894 CE, Kokichi Mikimoto, a Japanese businessman, discovered a way to make pearls. He put a small natural mother-of-pearl 'bead' into a living oyster shell. The oyster began to cover the

'bead' with more layers of mother-of-pearl, and eventually the bead became a pearl.

After this, the Japanese pearl manufacturing industry grew rapidly. Now it's possible to produce millions of pearls all the time. Many of these pearls look just as beautiful as natural pearls but they are much cheaper. Natural pearls are far too expensive for anyone except the richest people!

### **6 Answer the following questions.**

- 1 How are pearls different from diamonds?
- 2 What kind of ocean produces pearl oysters?
- 3 What causes an oyster to start producing mother-of-pearl minerals?
- 4 When were the first manufactured pearls created?
- 5 How were they created?
- 6 How are natural pearls different from manufactured pearls?

### **Page 15, Exercise 2**

1 can't 2 might, could 3 must, might, might 4 might, must

### **Page 15, Exercise 3**

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1 must 2 must 3 could, could 4 can't, might 5 must 6 can't 7 could

Page 16, Exercise 4 Students' own answer

Page 16, Exercise 5

The text is about pearls – how they are formed, how they are manufactured and the difference in their features from those of other gemstones.

Page 16, Exercise 6

1 Unlike diamonds, pearls are not stones, they haven't been dug out of the earth and they don't sparkle.

2 Tropical oceans produce pearl oysters.

3 The sand that gets inside the shell causes the oyster to start producing mother-of-pearl minerals.

4 The first manufactured pearls were created in 1894 CE.

5 A Japanese businessman named Kokichi Mikimoto put a small bead into a living oyster shell.

6 Natural pearls are more expensive than manufactured pearls.