

LESSON 1 SB page 16

Outcomes:

- To review and practise the vocabulary and structures of Units 1–3

Before using the book:

- Ask the students what the themes of Module 1 were (*school subjects and daily routines, family members and work, food and eating out*). Ask what they enjoyed learning about most and why.
- Elicit the grammar points they have practised (*the present simple with adverbs of frequency, the present continuous, countable and uncountable nouns*) and any of the rules that they remember.



SB Page 16

Review A
Lesson 1

1 Match paragraphs 1–3 with the pictures

All about our friends

1 My name's Hisham. I'm twelve and I live in Cairo with my parents and my sister. My father is an architect. He usually designs offices and apartments, but now he is designing a new hotel.
My sister Amany is studying to be a maths teacher. Usually she studies at the university, but today she is helping in a school.
I like maths and social studies, but my favourite subject is science. I'd like to be a doctor. I want to help children in hospital.

2 I'm Soha. I'm 13 years old. I live in Alexandria with my parents, my grandmother and my brother. My father is a chef in a restaurant. Sometimes we have lunch at the restaurant on Fridays or Saturdays.
My favourite food is chicken or lamb with rice. I like salad, too. It's very good for you. I like cooking and I often help my mother with meals. I'm making lunch now.

3 My name's Khaled. I'm twelve years old. My father is a farmer and we live on a farm near the River Nile.
I haven't got any brothers or sisters, but I've got four cousins. My uncle, his wife and my cousins live in Luxor. I usually spend my holidays there.
There are a lot of tourists in Luxor and I often speak English to them! That's good because I want to visit England one day.

2 Answer these questions

- 1 Who likes healthy food?
- 2 Who doesn't live in a city?
- 3 Who wants to be a doctor?
- 4 What does Khaled often do when he goes to Luxor?
- 5 What is Soha doing now?
- 6 What is Hisham's father doing now?

3 Complete the table with words from the text

| Jobs | Family members | Food | School subjects |
|-----------|----------------|------|-----------------|
| architect | sister | | |
| | | | |
| | | | |

16 Workbook page 10

1 Match paragraphs 1 – 3 with the pictures

- 1 Tell the students that they are going to review and consolidate what they have learned in Module 1 in Review A.

- 2 Ask the students to look at the three pictures in exercise 1 and describe them (*a = a farm; b = chicken, salad and rice; c = an architect at work*). Tell them that they are going to read a text about three students and their lives. Ask them to predict what kind of information each student will give.

- 3 Ask them to scan the paragraphs quickly to see if their ideas were correct. Then ask them to match the pictures with the paragraphs. Check the answers as a whole class.

Answers:

- a 3
- b 2
- c 1

2 Answer these questions

- 1 Ask the students to read the questions and see if they can remember the answers from the text in exercise 1. Don't worry if they don't remember much.
- 2 Tell the students to read the text again and answer the questions. Ask them to point to the appropriate part of the text that gives the information.
- 3 Ask the students to check their answers in pairs, referring back to the text if necessary, and then invite different students to give the answers.
- 4 Ask the students to identify the tenses used in the questions and answers (*present simple in questions 1–4; present continuous in questions 5 and 6*).

Answers:

- 1 Soha
- 2 Khaled
- 3 Hisham
- 4 He speaks English.
- 5 She is making lunch.
- 6 He is designing a new hotel.

3 Complete the table with words from the text

- 1 Ask the students to look at the table. Ask what this shows (*the topics which the three students give information about*).
- 2 Ask them to look at the examples and check that

they understand what to do. The students work in pairs to complete the table with words from the text.

- Invite different pairs of students to read out the lists.
- Ask which of the three students in the text the class identify with the most.

Answers:

Jobs:

architect, teacher, doctor, chef, farmer

Names for family members:

parents, father, sister, grandmother, brother, mother, cousins, uncle, wife

Food:

chicken, lamb, rice, salad

School subjects:

maths, social studies, science, English.

LESSON 2 SB page 17

Outcomes:

- To review and practise the vocabulary and structures of Units 1–3
- To listen to and recognize the *ch* sound
- To practise the pronunciation of new vocabulary



Lesson 2

Review A

1 Look at the menu. Make sentences with *some/any* and these words

chicken fish
 lamb nuts
 tomatoes soup
 bread rice water
 orange juice tea

Example:
There isn't any chicken.

2 Make sentences about Nadia. Use adverbs of frequency

***** = always
 ***** = usually
 *** = often
 ** = sometimes
 * = occasionally
 0 = never

1 play basketball ** *Nadia sometimes plays basketball.*
 2 go to school by bus *****
 3 listen to the radio ****
 4 go to bed late 0
 5 play a musical instrument *
 6 read an English book ***

3 Listen and complete. What do these people usually do? What are they doing today?

| | Usually | Today |
|-----------|--|-------|
| Dr Hamed | <i>He usually works in the hospital.</i> | |
| Mrs Hamed | | |
| Nawal | | |
| Lamia | | |

4 Listen and put each word in the correct box

architect chef chicken delicious mechanic ocean social

| ch sounds like [ʃ] | ch sounds like [k] | ch sounds like [ʒ] | c or ck sounds like [k] | c sounds like [ʃ] |
|--------------------|--------------------|--------------------|-------------------------|-------------------|
| | | | | |

Workbook page 17

1 Look at the menu. Make sentences with *some/any* and these words

- Quickly elicit the food words from Unit 3. Then ask the students to look at the menu and the words in the box in exercise 1.
- Ask the students to look at the example and explain that they should make one sentence about each food item, according to what they can see on the menu.
- Ask the students to work in groups of three or four, taking turns to make a sentence, and encouraging the others in the group to correct any errors.
- Invite different students to choose a food item and make a sentence.

Example answers:

There isn't any chicken.
There is some fish.
There is some lamb.
There aren't any nuts.
There are some tomatoes.
There is some soup.
There is some bread.
There is some rice.
There is some water.
There is some orange juice.
There isn't any tea.

2 Make sentences about Nadia. Use adverbs of frequency

- 1 Elicit adverbs of frequency which are used with the present simple. Do this by drawing a horizontal line on the board and inviting the students to come up to the board and write the adverbs in the correct place along the line. Then ask them where adverbs go in the sentence (before the verb).
- 2 Ask the students to look at the box and the asterisks, and elicit what they should do.
- 3 The students complete the exercise in pairs.
- 4 Invite different students to read out the sentences.

Answers:

- 2 She always goes to school by bus.
- 3 She usually listens to the radio.
- 4 She never goes to bed late.
- 5 She occasionally plays a musical instrument.
- 6 She often reads an English book.

3 Listen and complete. What do these people usually do? What are they doing today?

- 1 Elicit the time expressions which are used with the present simple and the present continuous (usually *with the present simple*, and today and now *with the present continuous*).
- 2 Tell the students that they are going to hear four people talking about their daily routines. Explain that as they listen, they should complete the table. Tell them to make notes as they listen and not to worry about writing full sentences at this point.
- 3 Tell them that they will hear the recording twice. Explain that it will be difficult to write down all of the information in one go. Point out that they could complete one column per listening, or the information about two of the people, and not to worry if they miss any information. Alternatively, you could stop the recording after each person for the students to make their notes.
- 4 Play the recording twice. Then ask the students to compare answers with a partner before checking them as a whole class. Encourage the students to give full sentences at this point. Play the recording again to confirm the answers.



Tapescript

Dr Hamed: My name's Doctor Hamed. I usually work in the hospital, but today I'm not working. I'm sitting in my garden.

Mrs Hamed: My name's Mrs Hamed. I usually work in the bank. But today the bank is closed, so I'm not working. I'm cooking lunch for my family.

Nawal: I'm Nawal. I usually go to school by bus. But today I'm walking to school.

Lamia: I'm Lamia. I'm Nawal's sister. I usually do sports after school. But today I'm practising the piano.

Answers:

| | Usually | Today |
|-----------|--------------------------------------|--------------------------------------|
| Dr Hamed | He usually works in the hospital. | He is sitting in the garden. |
| Mrs Hamed | She usually works in a bank | She is cooking lunch for her family. |
| Nawal | She usually goes to school by bus | She is walking to school. |
| Lamia | She usually does sport after school. | She is practising the piano. |

4 Listen and put each word in the correct box

- 1 Ask the students to look at the words in the box and the table. Read the headings in the table with the students. Explain that the symbols in brackets appear in many dictionaries to represent the sounds. Demonstrate the pronunciation of the symbols. (tʃ) *sounds like the ch in chair.* (k) *sounds like the k in kite.* (ʃ) *sounds like the sh in shoe.*)
- 2 Play the recording once or twice. Have the students work alone or in pairs to complete the table.
- 3 Check the answers with the class. Ask students to practise saying the words in pairs.
- 4 Tell the students that *ch* makes the sound (ʃ) in only a few words. Ask them to think of other words they know in which *ch* makes the sound (k) (e.g. *school*).

Answers:

| ch sounds like [tʃ] | ch sounds like [k] | ch sounds like [ʃ] | c or ck sounds like [k] | c sounds like [ʃ] |
|---------------------|-----------------------|--------------------|-------------------------|------------------------------|
| chicken | architect mechanic | chef | chicken | delicious ocean social |

- 1 tʃ
- 2 k
- 3 ʃ



Tapescript

| | |
|------------------|------------------|
| <i>architect</i> | <i>architect</i> |
| <i>chef</i> | <i>chef</i> |
| <i>chicken</i> | <i>chicken</i> |
| <i>delicious</i> | <i>delicious</i> |
| <i>mechanic</i> | <i>mechanic</i> |
| <i>ocean</i> | <i>ocean</i> |
| <i>social</i> | <i>social</i> |



Tapescript

accountant
Arabic
architect
art
barber
blog
broad beans
chef
computer studies
dates
design
engineer
farmer
fish
geography
German
herbs
history
karate
lamb
languages
lentils
maths
music
nuts
pasta
plant
practise
repair
rice
salad
sauce
science
scientist
social studies
soup
stay
study
surname
tour guide