

LESSON 1 SB page 33

Outcomes:

- To review and practise the vocabulary and structures of Units 4–6



Before using the book:

- Ask the students what the themes of Module 2 were (*using the metro, asking for and giving directions, cleanliness and pollution, water and problems with water*). Ask what they enjoyed learning about most and why.
- Elicit the grammar points they have practised (*the imperative, the past simple and the past continuous, How much/many with a lot of/some/a little/not any*) and any of the rules that they remember.

 **SB Page 33**

Review B

Lesson 1

1 Match texts 1–4 with the topics a–d

a A visit to the sea
b A lot of water
c Why water is important
d Things to see and do in the city

1 It doesn't usually rain a lot in the south of Egypt. When there was a big flood in 2014, everyone was very surprised. Water covered some of the roads in Aswan and there were a lot of traffic problems. Some people left their homes for a few days because it was not safe for them. My parents said, "The last flood we saw was 20 years ago!"

2 We need farms because Egypt is a very big country with a lot of people. The farms next to the Nile are very good for growing food. Farmers grow a lot of oranges, vegetables, dates and rice to keep us healthy. Farms need water, so save water and keep our canals clean. Hana

3 Cairo is a big, busy city and it is the capital of Egypt. It is popular with tourists. They come here to see the famous Pyramids and to travel by boat on the Nile. There are many interesting places to visit. Cairo is famous for its museums, markets and great shops. Take the metro! It's a good way to travel around the city. Randa

4 Last summer we went by train to Alexandria. It was very sunny there. We stayed with my uncle and his wife in their house near the sea. We went to a restaurant and ate delicious fish. I played with my cousins at the beach. I really enjoyed my holiday there. Sherif

2 Read again and answer these questions

- Why were people surprised when there was a flood in Aswan?
- Why did some people leave their homes?
- Why does Egypt need a lot of food?
- What is a good way to travel around Cairo?
- How did Sherif travel to Alexandria?
- What did he do in Alexandria?

3 Complete the mind map with words from the text

transport

traffic

places in the town or country

farms

weather words

rain

Workbook page 21

33

1 Match texts 1–4 with the topics a–d

- Tell the students that they are going to review and consolidate what they have learned in Module 2 in Review B.
- Ask them to look at the two photos in exercise 1 and encourage suggestions of what they show (*oranges, the Nile and the Nile Tower in Cairo*). Ask the students to read the four topics and say which ones they have studied and what they remember about them.
- Then ask the students to read the four students' texts quickly and match them to a topic. Check the answers as a whole class.

Answers:

- a 4
c 2
d 3

2 Read again and answer these questions

- 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.
- 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.
- 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.
- Check any unfamiliar vocabulary with the class.

Answers:

- Because it doesn't usually rain a lot in Aswan.
- Because it was not safe for them.
- Because it's a very big country and there are a lot of people.
- The metro is a good way to travel around Cairo.
- He went by train.
- He ate delicious food at a restaurant and played with his cousins at the beach.

3 Complete the mind map with words from the text

- Ask the students to copy the mind map into their notebooks.
- Ask them to work in pairs to read the texts carefully again and add words to each branch of the map. A word might fit in two categories.

- 3 Write the map on the board and invite different students to come up and add words, asking the rest of the class to confirm that the words are in the correct place.

Answers:

transport:

roads, traffic, boat, metro, train, canals

places in the town or country:

farms, pyramids, museums, markets, shops, restaurant, garden, beach, canals

weather words: rain, flood, sunny

1 Complete the sentences with these words

- 1 Ask the students to look at the signs and say what they mean.
- 2 Then ask them to complete the sentences with the words from the box referring to the signs.
- 3 Check the answers as a whole class.

Answers:

- 2 Drive
- 3 waste
- 4 Put

2 Complete the questions with the past continuous followed by the past simple form of the verbs

- 1 Ask the students to look at the picture and the example question and ask why one form is in the past continuous and the other is in the past simple (*the first action was already in progress when the second one happened*).
- 2 The students complete the exercise in pairs.
- 3 Invite different students to read out the questions.

Answers:

- 2 What were the students doing when the teacher came?
- 3 What was Hala doing when her friend phoned?
- 4 What was Dr Sabri doing when a taxi stopped?
- 5 Was it raining when Grandma got up this morning?

3 Now listen. Complete the answers to the questions in exercise 2 using these words

- 1 Invite the students to offer suggestions for answering the questions in exercise 2. Then tell them that they are going to listen and find out.
- 2 Play the recording, stopping after each conversation for the students to complete the answers using the verbs in the box.
- 3 Ask the students to compare their answers in pairs and then play the whole recording again.
- 4 Invite different students to give their answers. Encourage them to use full sentences in the past continuous.

LESSON 2 SB page 34

Outcomes:

- To review and practise the vocabulary and structures of Units 4–6
- To listen to and recognize the silent *gh*
- To practise the pronunciation of new vocabulary

 **SB Page 34**

Review B Lesson 2

1 Complete the sentences with these words

Put ~~talk~~ Drive waste

- 1 Don't ~~talk~~ here.
- 2 on the right side of the road.
- 3 Don't water.
- 4 rubbish in the bin.



2 Complete the questions with the past continuous followed by the past simple form of the verbs

- 1 What/Fady/do/when he/lose/his phone?
What was Fady doing when he lost his phone?
- 2 What/the students/do/when the teacher/ come?
- 3 What/Hala/do/when her friend/phone?
- 4 What/Dr Sabri/do/when a taxi/stop?
- 5 Was/rain/when Grandma/get up/this morning?

3 Now listen. Complete the answers to the questions in exercise 2 using these words

do ~~sit~~ rain read walk

- 1 Fady ~~was sitting~~ on the bus when he lost his phone.
- 2 The students when the teacher came.
- 3 Hala her homework when her friend phoned.
- 4 Dr Sabri to work when a car stopped.
- 5 When Grandma got up this morning, it



4 Listen and answer the questions

bought caught drought Hughes neighbour straight thought weigh

- 1 What sound does *gh* make in each word?
- 2 Find a word or words that ...
 - a have the vowel sound [ɔ:] c rhyme with *out*
 - b have the vowel sound [eɪ] d rhyme with *news*

Workbook page 22



Tapescript

1
Fady: I lost my phone this morning.
Mum: Oh no, Fady! What were you doing when you lost it?
Fady: I was sitting on the bus. I think I left it there.
Mum: Oh dear. Let's go to the bus station. Perhaps it's still there.

2
Teacher: Good morning, class!
Girls: Good morning, Miss Sara!
One Girl: We were reading while we waited for you.
Teacher: That's very good, class!

3
Hala: Hello, Dalia! Are you busy?
Dalia: Hi, Hala. Come in. I was doing my homework. Do you want to help me?

4
Mrs Ibrahim: Hello, Dr Sabri. You're at work early today.
Dr Sabri: Good morning, Mrs Ibrahim! Yes, I was walking to work when a taxi stopped for me. That's why I'm early.

5
Boy: Hello, Grandma! What's the weather like in Hurghada today?
Grandma: It's raining now. But when I got up this morning, it wasn't raining.

Answers:

- 2 were reading
- 3 was doing
- 4 was walking
- 5 wasn't raining

4 Listen and answer the questions

- 1 Ask the students to look at the words in the box. Tell them to listen for the sound made by the letters *gh* in each word as you play the tape. Play

the tape once or twice. Ask them to answer the first question.

- 2 Now ask them to pay attention to the vowel sound, not the spelling, in each word as you play the tape again. [ɔ:] is the sound in *bought*. [ei] is the sound in *straight*.) Play the tape once or twice more, then ask the students to work alone or in pairs to answer questions.
- 3 Check the answers with the class. If necessary, play the tape again. Have them practise pronouncing the words.
- 4 Tell the students that *gh* is often silent, but it can make the sound (*f*) as in *enough*, or the sound (*g*) as in *spaghetti*. The letters *ough* are pronounced ten different ways, so when students see a new word with these letters, they must check the pronunciation in a dictionary. Many online dictionaries let you hear words pronounced.

Answers:

- 1 The *gh* is silent.
- 2 a bought caught thought
 b neighbour straight weigh
 c drought
 d Hughes



Tapescript

bought
caught
drought
Hughes
neighbour
straight
thought
weigh



Tapescript

Listen and repeat:
amazing
catch
centimetres
change
clean
collect

