# LESSON 1 SB page 33

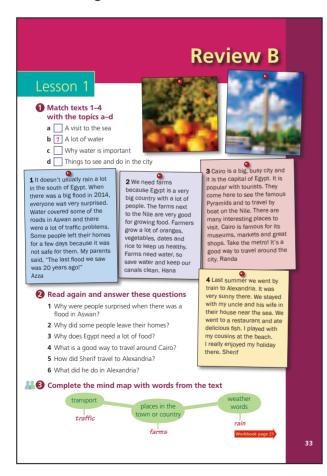
# **Outcomes:**

• 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



# 1 Match texts 1-4 with the topics a-d

- 1 Tell the students that they are going to review and consolidate what they have learned in Module 2 in Review B.
- 2 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.
- 3 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

- 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 Check any unfamiliar vocabulary with the class.

#### Answers:

- 1 Because it doesn't usually rain a lot in Aswan.
- 2 Because it was not safe for them.
- 3 Because it's a very big country and there are a lot of people.
- 4 The metro is a good way to travel around Cairo.
- 5 He went by train.
- 6 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

- 1 Ask the students to copy the mind map into their notebooks.
- 2 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

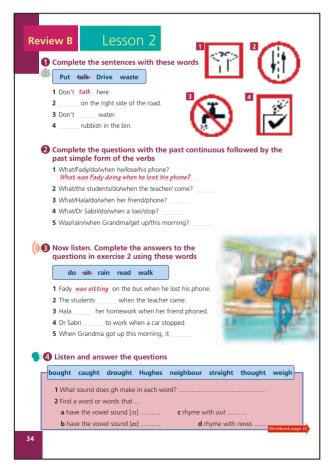
weather words: rain, flood, sunny

# 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



# 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.



# **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.[3:]is the sound in *bought*. [e1] 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

corner cross dirty drip drought earth flood fresh gate get around healthy kilometres line litre metres metro millimetre ocean passenger polluted rubbish safe save sick soil straight on system tap text truck ugly unhealthy waste

Teacher's Notes
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