

LESSON 1 SB page 50

Outcomes:

- To review and practise the vocabulary and structures of Units 7–9

Before using the book:

- Ask the students what the themes of Module 3 were (*shops and shopping, living in the city and the country, possessions, music and musical instruments*). Ask what they enjoyed learning about most and why.
- Elicit the grammar points they have practised (*irregular verbs in the past simple, because and so, (not) enough and too, possessive pronouns and possessive 's or '*) and any of the rules that they remember.



SB Page 50

Review C
Lesson 1

1 Read Ashraf's essay and complete the text with sentences 1–5

- 1 They're on my family's laptop now.
- 2 Finally, it was time for Sami to go home.
- 3 He's an architect and he was visiting Cairo for his job.
- 4 I like the buildings in London, but Cairo's skyscrapers are more interesting.
- 5 We went early in the morning because it's quieter then.

2 Answer the questions

- 1 Why did Sami come to Cairo?
- 2 Why did they visit the market in the morning?
- 3 How did the family get to the market?
- 4 What did Sami say about the traffic in Cairo?
- 5 What does Sami want to show to Ashraf's family?

3 Complete the sentences using a word with possessive 's or '

- 1 Sami is *Ashraf's* cousin.
- 2 This is one of skyscrapers.
- 3 This is Ashraf's taxi.
- 4 This is wife's sweatshirt.

Workbook page 32

1 Read Ashraf's essay and complete the text with sentences 1–5

- 1 Tell the students that they are going to review and consolidate what they have learned in Module 3 in Review C.
- 2 Elicit adjectives for describing places. Then ask the students to read the title of Ashraf's essay in exercise 1 and look at the picture. Ask What can you see? (*Khan al-Khalili market*) Ask the students to predict the kind of information Ashraf will include in his essay. Then ask them to read the essay quickly to check their ideas.
- 3 The students then complete the exercise, reading the text carefully to decide which sentence fits in which gap. Then check the answers as a whole class.

Answers:

b 5 c 4 d 1 e 2

2 Answer the 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 essay again and answer the questions. Ask them to point to the appropriate part of the essay 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.

Answers:

- 1 He came to Cairo for his job.
- 2 Because it's quieter.
- 3 They went in Ashraf's uncle's taxi.
- 4 The streets are busier and noisier than London's streets.
- 5 He wanted to show them his city/London.

3 Complete the sentences using a word with possessive 's or '

- 1 Ask the students to look at the pictures and say what they can see (a man, a skyscraper, a taxi, a sweatshirt).
- 2 Ask them to look at the example and explain that they should use the information in the essay in exercise 1 to complete the rest of the items.

- 3 Invite different students to read out their answers.

Answers:
 2 Egypt's/Cairo's 3 uncle's 4 Sami's

LESSON 2 SB page 51

Outcomes:

- To review and practise the vocabulary and structures of Units 7–9

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Lesson 2
Review C

1 Listen to an interview with a tourist. Tick (✓) the questions you hear

- 1 When did you come to Egypt?
- 2 How many cities did you see?
- 3 What did you do in those cities?
- 4 What did you buy in Alexandria?
- 5 Was it expensive?
- 6 What do you think about our country?

2 Listen again and complete the text about Mr Jones

Mr Jones is in Egypt. He 1 *came to Egypt last month*. He 2 three cities. He visited 3 in Cairo and he 4 in the desert in Luxor. He 5 in Alexandria. He loves Egyptian music and he 6 in the market. Now he wants to learn to play it. Mr Jones thinks Egypt is 7 country in the world.

3 Complete each sentence with because and so

- 1 a We were very hot yesterday because *we were in the desert*.
 b We were very hot yesterday, so *we went for a swim*.
- 2 a I was tired because
 b I was tired last night, so
- 3 a The market was busy because
 b The market was busy, so
- 4 a The shops weren't open because
 b The shops weren't open, so

4 Listen and put each word in the correct box

architect's cousin's dog's fish's horse's mother's Tarek's village's wife's

's sounds like [s]	's sounds like [z]	's sounds like [zz]

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1 Listen to an interview with a tourist. Tick (✓) the questions you hear

- 1 Ask the students to look at the picture in exercise 1 and say where it is (*the Pyramids/Giza/Cairo*) and who the person in the picture is (*a tourist*).
- 2 Then ask them to read the questions and tell them that they have to listen and tick the ones they hear.

- 3 Play the recording. Ask the students to compare their answers with a partner before checking the answers as a whole class.



Tapescript

Interviewer: *Welcome to today's radio show! We're talking to Mr Jones. He's from England and he's travelling around the world. Now he's in Egypt! When did you come to Egypt, Mr Jones?*

Mr Jones: *I came to Egypt last month.*

Interviewer: *Last month? How many cities did you see?*

Mr Jones: *I saw three cities: Cairo, Luxor and Alexandria.*

Interviewer: *What did you do in these cities?*

Mr Jones: *I had a great time! I visited the Pyramids in Cairo and rode on a camel in the desert in Luxor! In Alexandria I went shopping.*

Interviewer: *What did you buy in Alexandria?*

Mr Jones: *I bought an Egyptian oud in the market!*

Interviewer: *Really? Do you like Egyptian music?*

Mr Jones: *Yes, I love it. I want to learn to play the oud now.*

Interviewer: *What do you think about our country?*

Mr Jones: *I think it's the most interesting country in the world.*

Answers:
 2 [✓] 3 [✓] 4 [✓] 6 [✓]

2 Listen again and complete the text about Mr Jones

- 1 Ask the students who Mr Jones is (*the tourist from the recording/in the picture in exercise 1*).
- 2 Ask them to read the text and think about the kind of information which might go into each gap. Ask them to discuss their ideas in pairs.
- 3 Play the recording again for the students to fill in the missing information. The students check their answers with a partner. Play the recording again if necessary.
- 4 Invite different students to read out the text sentence by sentence.

Answers:

- 2 saw 3 the Pyramids 4 rode on a camel
 5 went shopping 6 bought an oud
 7 the most interesting

3 Complete each sentence with *because* and *so*

- Ask the students to look at the photo in exercise 3 and say where it is (*the desert*).
- Ask the students to read the example sentences. Explain that they have to complete the rest of the sentences in a similar way, using their own ideas and thinking carefully about the use of *because* and *so*.
- The students work in pairs to complete the sentences. Then invite different pairs of students to each read out one of their sentences.

Example answers:

- 2 a I went to bed late last night.
 b I went to bed early.
 3 a it was Saturday afternoon.
 b we went home.
 4 a it was Friday.
 b we went to the park.

4 Listen and put each word in the correct box

- Ask the students to look at the words in the box and ask what they have in common. (*They all have the possessive 's.*) Explain that the 's is not pronounced the same way in words. It can be pronounced as [s], [z] or [ɪz].
- Ask the students to listen carefully to the ends of the words. Play the tape once or twice. Then have the students work alone or in pairs to complete the table.
- Check the answers with the class. Play the tape again and ask students to practise saying the words.
- Ask the students if they can figure out the rule about the pronunciation of 's or ask them to find it on the internet. ('s is pronounced [ɪz] when it follows sounds [s], [z], [tʃ], [dʒ], [ʃ], and [ʒ]. It is unvoiced—sounds like [s]—when it follows an unvoiced sound such as made by the letters f, k, p, s, t. It is voiced—sounds like [z]—when it follows a voiced sound such as made by vowels and the letters b, d, g, l, m, n, r, v, w.)

Answers:

's sounds like [s]	's sounds like [z]	's sounds like [ɪz]
architect's Tarek's wife's	cousin's dog's mother's	fish's horse's village's

**Tapescript**

Listen and put each word in the correct box:

architect's cousin's dog's fish's horse's
 mother's Tarek's village's wife's

**Tapescript**

Listen and repeat

advantage
 bakery
 calendar
 cheap
 clarinet
 dark
 disadvantage
 drive
 drove
 drum
 expensive
 field
 florist
 flute
 forest
 friendly
 guitar
 hill
 kind
 laptop
 large
 light
 local
 love
 low
 medicine
 medium
 meet



Tapescript

met
modern
near
oud
piano
possessions
prefer
railway line
railway station
ride
rode
sell
sewing machine
shopping centre
similar to
size
skyscraper
sold
sports centre
street
supermarket
sweatshirt
tablet
tennis racket
tie
traditional
trumpet
unfriendly
van
violin

Teacher's Notes

A series of horizontal dotted lines for taking notes, located within a large rectangular box on the right side of the page.