

LESSON 1 SB page 51

Outcomes:

- To review and practise the vocabulary and structures of Units 16–18

Before using the book:

- Ask the students what the themes of Module 6 were (*modern technology, computers, materials, countries and nationalities, newspapers, food and crops*). Ask what they enjoyed learning about most and why.
- Elicit the grammar points they have practised ((not) as ... as ..., more/less than, the most/least; made of/made from/made in; *present simple passive*) and any of the rules that they remember.



SB Page 51

Review F

Lesson 1

1 Read the magazine article and choose the correct words from a, b, c or d

1 a than	b as	c like	d so
2 a materials	b parks	c food	d homes
3 a in	b by	c for	d from
4 a crops	b containers	c seeds	d food
5 a cotton	b metal	c leather	d glass
6 a soil	b oil	c wool	d water

Where does all the rubbish go?

Most of the rubbish is old containers, metal, paper and plastic. We can make a lot of new things from these materials. Many car parts are made **3** old metal. Old plastic, wool and cotton are used to make clothes. New paper is often made from old paper.

In many cities, rubbish is taken to places where the different materials are put into large **4** Paper, newspapers, **5** cans, glass and plastic bottles are most often made into new things. Even mobile phones contain some metal and plastic parts that we can recycle.

What happens if these materials aren't recycled? They stay on the land and they can pollute the **6** and our drinking water. So, when you next put your rubbish outside, ask yourself, "Can any of this be used again?"

Every day, rubbish is collected from parks, from homes and other buildings. Most of it is then taken to large areas of land. After a few months, the rubbish in these places is as high **1** a hill. This is not the best thing to do with the rubbish, because we can recycle many of the **2**

2 Are these sentences true (T) or false (F)?

- F We cannot use most materials in rubbish again.
- Parts of new cars are often made from old metal.
- Glass, paper, metal and plastic aren't usually recycled.
- We cannot use mobile phone parts again because they are dangerous.
- Rubbish that stays on the land is bad for the environment. Workbook page 33

51

review and consolidate what they have learned in Module 6 in Review F.

- 2 Ask them to read the title of the magazine article and look at the photo of the recycling bins and say what kind of information they think will be included.
- 3 They then read the article and decide in pairs which words go in the gaps.
- 4 Check the answers as a whole class.

Answers:

2 a 3 c 4 d 5 b 6 a

2 Are these sentences true (T) or false (F)?

- 1 Ask the students to read the statements and discuss whether they think they are true or false without referring back to the text.
- 2 They then read the article again and check their answers.
- 3 Check the sentences as a whole class, encouraging the students to correct the false sentences by reading out the part of the text which provides the answer.

Answers:

- 1 F (We can recycle many of the materials.)
- 2 T
- 3 F (We can make a lot of new things from these materials.)
- 4 F (Even mobile phones contain some metal and plastic parts that we can recycle.)
- 5 T

LESSON 2 SB page 52

Outcomes:

- To review and practise the vocabulary and structures of Units 16–18
- To listen to and practise pronouncing the *-d* or *-ed* ending of regular past verbs

1 Read the magazine article and choose the correct words from a, b, c or d

- 1 Tell the students that they are going to



Review F

Lesson 2

1 Which materials are these things usually made of? Choose as many answers as possible

cotton glass leather metal
plastic rubber wood wool



- 1 a rucksack *leather, plastic, cotton*
- 2 a bottle
- 3 sandals
- 4 a mouse mat
- 5 a table
- 6 a blanket

2 Listen to the conversation in a shop. What colour is the pen that Omar buys?

3 Listen again and complete the table

	made from	made of	made in	more/less expensive?
	<i>an old water bottle</i>			
				

4 Listen and put each word in the correct box

added decided designed finished listened planted
polluted recycled used watched

-d or -ed sounds like [t]	-d or -ed sounds like [d]	-d or -ed sounds like [ɪd]

Workbook page 34

1 Which materials are these things usually made of? Choose as many answers as possible

- 1 Ask the students to identify the objects in the photo and what they can be made from (*rucksacks; leather/plastic/cotton*).
- 2 Then ask the students to look at the material words in the box and say what objects can be made from them.
- 3 Then ask them to look at the example and complete the rest of the exercise in pairs. Remind them to write as many answers as possible, and point out that they may need to use the materials more than once.
- 4 Check the answers as a whole class.

Answers:

- 2 glass, plastic
- 3 leather, plastic, rubber
- 4 plastic, rubber
- 5 glass, metal, plastic, wood
- 6 cotton, wool

2 Listen to the conversation in a shop. What colour is the pen that Omar buys?

- 1 Play the recording for the students to listen for the answer.
- 2 Check the answer as a whole class.



Tapescript

Shop assistant: Hello. Can I help you?
Omar: Yes, please. I'm looking for a new pen. What's the difference between these two pens?
Shop assistant: Well, they are both made from materials we can use again.
Omar: Really?
Shop assistant: Yes. The red pen is made from an old water bottle.
Omar: So it's made of plastic?
Shop assistant: Yes. It's made in China. The black pen is made of metal. And before it was a pen, it was a drinks can.
Omar: I can't believe it! They recycled a drinks can. It doesn't look like a drinks can now! Is the red pen the same price as the black pen?
Shop assistant: No, the metal pen isn't as cheap as the plastic pen. Metal is a more expensive material.
Omar: I like the black pen more than the red pen. Where does it come from?
Shop assistant: It's Egyptian. It's a very good pen.
Omar: That's good. I think I'll buy it!

Answers:

Black

3 Listen again and complete the table

- 1 Ask the students to look at the pictures of the pens in the table in exercise 3 and elicit that one is red and one is black, and that these are the pens Omar and the shop assistant discuss in the recording.
- 2 Then ask the students to look at the first three headings in the table and elicit the differences in meaning (*made from = when a new object is made from an old one; made of = talking about a material; made in = saying where something is made*).
- 3 Play the recording again and ask the students to listen and complete the table according to

what they hear.

- 4 You may need to pause after each piece of information to allow the students time to write their answers. Then play the whole recording again for them to check.
- 5 Check the answers as a whole class.

Answers:

	made from	made of	made in	more/less expensive?
Red pen	an old water bottle	plastic	China	less expensive
Black pen	a drinks can	metal	Egypt	more expensive

4 Listen and put each word in the correct box

- 1 Ask the students to look at the words in the box and say what they have in common. (*They are all regular past tense verbs.*)
- 2 Tell them that the *-d* or *-ed* on the past tense is not pronounced the same way in all words. It can sound like [t], or [d] or [ɪd].
- 3 Ask the students to pay attention to the ends of the words as they listen. Play the tape once or twice, then have the students complete the table alone or in pairs.
- 4 Check the answers as a class. Play the tape again. Have the students practise pronouncing the past tense verbs.
- 5 Ask students if they can figure out the rule, or ask them to find it on the internet. (*The final -d or -ed is pronounced as an extra syllable [ɪd] if the word ends in [t] or [d]. It is pronounced as [t] when the final sound is unvoiced such as made by the letters ch, f, k, p, s, sh, x. It is pronounced as [d] when the final sound is voiced such as made by a vowel or the letters b, g, j, l, m, n, q, r, v, w, y, z, or the sound [ʒ].*)

Note: The verb *used* is only pronounced [ju:zɪd] when it means “employed for a purpose.” This is the meaning taught in this level.

In the phrase *used to (do something)* to talk about repeated actions in the past, it is

pronounced [ju:st]. This phrase is not taught in this level.

Answers:

<i>-d</i> or <i>-ed</i> sounds like [t]	<i>d</i> or <i>-ed</i> sounds like [d]	<i>-d</i> or <i>-ed</i> sounds like [ɪd]
finished watched	designed listened recycled used	added decided planted polluted



Tapescript

added
decided
designed
finished
listened
planted
polluted
recycled
used
watched

Listen and repeat



Tapescript

Africa
America
American
article
battery
blanket
Brazil
Brazilian
briefcase
can [tɪn]
check
China
Chinese
container
correct
cotton
crops

difference
donkey
economy
Egyptian
EU
fridge
Germany
German
gold
headline
hole
hurt
inside
interview
irrigate
Japan
Japanese
keyboard
Korea
Korean
leather
light
maize
mango
material
metal
mine
mistakes
mouse
mouse mat
outside
plastic
plough
popular
print
printer
recycle
reporter
rubber
rucksack
sandals

screen
seat
seed
similarity
spelling
spinach
text message
thief
tyre
UAE
UK
USA
useful
voicemail
weigh
wool