

## Revision A

### LESSON 1 SB page 16 WB page 10

#### Aims: Learners will

- practise choosing responses to suggestions
- revise the present perfect tense
- revise the past continuous tense
- revise the past simple tense

#### Functions:

Making suggestions  
Responding to suggestions  
Reporting recent events  
Reporting past events

#### Before using the book:

- Revise suggestions by eliciting as many responses as possible for one suggestion. Tell students they have to respond positively to the following suggestion: *How about doing English homework for three hours tonight?* Elicit responses from different students, e.g., *Good idea! Yes, thanks. Certainly! Of course.* Now get them to respond negatively to the following suggestion: *Let's go to a café and have tea and cakes,* e.g., *No, thanks. I'd rather stay at school. I'm not keen on that,* etc.

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## Revision A

### 1 Listen and complete with a, b or c

- |                           |                              |                            |
|---------------------------|------------------------------|----------------------------|
| 1 a See you later.        | b Good afternoon.            | c How are you?             |
| 2 a Shall we have tea?    | b Let's take a taxi.         | c How about going home?    |
| 3 a Can I turn on the TV? | b Do you mind if I eat here? | c Could I open the window? |
| 4 a I'd rather have tea.  | b I'd rather have cake.      | c I'd rather have a rest.  |
| 5 a No, not at all.       | b Sorry, I can't do maths.   | c I'd rather have tea.     |
| 6 a Yes, go ahead.        | b Great. Good idea.          | c I really don't want to.  |

### 2 Ask and answer

Has Hilal just found a bag in your picture?

No, he hasn't found a bag. He's just bought an ice cream.

Has Sara just drunk milk in your picture?

### 1 Listen and complete with a, b or c

- 1 Read through the options with the students and get them to suggest possible prompts that could precede each one.
- 2 Explain the task. Students will listen and, when they hear the tone at the end of each dialogue, they decide which of the three options would be most appropriate at that point in the dialogue.
- 3 Play the cassette or read the tapescript. Students circle the correct answers.
- 4 Play the cassette or read the tapescript again. Stop the cassette or your reading after the end of each dialogue and repeat the final utterances. Then check their answers.
- 5 Ask students if they recall any of the dialogue that preceded their answers.



#### Tapescript

#### 1

Samy: What time does the match start, Ahmed?  
Ahmed: At seven o'clock.  
Samy: And where are we meeting?  
Ahmed: In front of the sports club.

Samy: OK. Bye for now.  
 Ahmed: Yes ...

**2**

Nadia: Bye, Sara.  
 Sara: Bye, Nadia.  
 Soha: Bye, Aunt Sara.  
 Sara: Goodbye, Soha.  
 Soha: Well Mum, it's about two kilometres to our house. Shall we walk?  
 Nadia: It's very hot today. ...

**3**

Nawal: Have you finished your homework, Samy?  
 Samy: Yes, Mum. And I've tidied my bedroom.  
 Nawal: Oh, thank you. What about the washing up?  
 Samy: Sally's done the washing up already.  
 Nawal: Good. Now, what time does the football start?  
 Samy: In five minutes. ...

**4**

Nadia: Right, that's water for you, Sally, and some orange juice for you, Soha.  
 Soha: Thanks. We're hungry, Mum. Is it OK if we have something to eat?  
 Nadia: Yes, of course. I'll get something from the kitchen.  
 Soha: It's OK, Mum. You're tired. I'll go.  
 Would you like a sandwich or cake, Sally?  
 Sally: ...

**5**

Hesham: Hello, Ahmed  
 Ahmed: Hi, Dad.  
 Samy: Good evening Mr Zaki.  
 Hesham: Hello, Samy. You and Ahmed look busy.  
 Samy: Yes, we're finishing our maths homework.  
 Hesham: Good luck with it. I hope it's not difficult.  
 Ahmed: It's not too bad, thanks, Dad.  
 Samy: Do you mind if we use the computer after we finish our homework, Mr Zaki?  
 Hesham: Mind if you use the computer? ...

**6**

Sally: What shall we do this afternoon, Samy?  
 Samy: How about going to the library? We could get some new books to read.  
 Sally: Yes, let's. Oh, I'd like to call Soha. I left my phone at her house by mistake. May I borrow your mobile?  
 Samy: Borrow my mobile phone? ...

#### Answers:

1 a (given)	2 b	3 a
4 b	5 a	6 a

## 2 Ask and answer

- Revise the use of the present perfect with *just*: ask several students to do things, e.g., S1 leaves the room, S2 puts a book on his head, S3 gives his pencil to his friend, S4 writes **Hello, everyone!** on the board. Elicit from other students what they've just done, e.g. *She's just written 'Hello, everyone!' on the board.*
- Read through the example exchanges with students and explain where necessary.
- Explain the task. In pairs, students will hold one Student's Book between them. One student will look at the top three pictures and the other student will look at the bottom three pictures. They will find out what each character is doing in the pictures they're not looking at by asking questions.
- Monitor, noting any common errors to review with the whole class after the activity.
- Check their answers, encouraging them to use full sentences in their answers to practise the present perfect.

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**1 Choose the correct answer from a, b, c or d**

- Ahmed \_\_\_\_\_ with Salma, so he can't play football with Samy.  
 a plays      b is playing      c played      d play
- Hassan and his family \_\_\_\_\_ in Cairo for five years.  
 a live      b are living      c lives      d have lived
- What \_\_\_\_\_ at eight o'clock last night?  
 a was Soha doing      b has Soha done      c is Soha doing      d does Soha do
- Hesham \_\_\_\_\_ three languages and is learning a fourth.  
 a speaks      b was speaking      c is speaking      d speak
- Nadia \_\_\_\_\_ a mobile phone five years ago.  
 a hasn't had      b didn't have      c doesn't have      d hasn't got

**2 Read and match**

a ☒ Do you mind if I switch on the fan?


b ☐ Pleased to meet you.


c ☐ How is your finger?


d ☐ I need to cut the vegetables.


e ☐ Is it OK if I switch off the TV?


f ☐ Why don't we have a pizza?


1  It's OK, Mum, I'm going to do it.

2  Certainly. It's not very interesting.

3  This is my husband, Rob.

4  Not at all. I'm quite hot, too.

5  You go ahead. I've already had one.

6  Much better today, thanks.

## 1 Choose the correct answer from a, b, c or d

- 1 Complete the first sentence with students to demonstrate the task.
- 2 Students complete the task individually in class, or for homework.
- 3 Check their answers.

### Answers:

- |     |     |     |
|-----|-----|-----|
| 1 b | 2 d | 3 a |
| 4 a | 5 b |     |

## 2 Read and match

- 1 Make sure students understand the task. Use the example to demonstrate how sentences a-f prompt what is said in the pictures.
- 2 Students match the prompts to the responses. They can do this individually in class, or for homework.
- 3 Check their answers.

### Answers:

- |             |     |     |
|-------------|-----|-----|
| a 4 (given) | b 3 | c 6 |
| d 2         | e 1 | f 5 |



## Further practice

- Revise vocabulary from the unit. Pit yourself against the students: start writing a word, which they have to guess. Write the first letter on the board, and give the class 20 seconds to make guesses. Do the same for each subsequent letter. If a student guesses the word before you've finished writing it, they get a point. If they don't, you do. Do several words and count up the points.

## LESSON 2 SB page 17 WB page 11

### Aims: Learners will

- discuss preferences
- write an e-mail
- practise reading texts with the past continuous and past simple tenses
- practise reading, writing and speaking skills.

### Functions:

- Expressing preferences
- Reporting past events
- Reporting recent events

### Before using the book:

- Ask students what they remember about the stories about the brave children, Walid, Dina and Ali (see Unit 2). Elicit the stories and guide students to use the past continuous and past simple as they re-tell them, e.g., *Walid fell under a tram when he was walking home.*

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### 3 Read and number

☐ Tiffany was safe but her family were in the burning house. Tiffany ran back into the house, woke her four sisters and helped them to escape.

☐ Tiffany Betts was twelve when this story happened. One night she was sleeping in her room when she woke suddenly. There was an unusual smell so she switched on the light.

☐ The fire was very bad when Tiffany got to her parents' bedroom. Her father was lying on the floor and could not breathe easily. Tiffany and her mother pulled him outside.

☐ Tiffany saw smoke coming under her door. The house was on fire. She jumped out of bed and ran out of the house through the back door.

☐ Tiffany's mother and father were still in the house. She told her oldest sister to phone for help, then she went inside a second time.

☐ After that, Tiffany was given a medal because she ran into the burning house to rescue her family from the fire.

### 4 Ask and answer in pairs

For each picture, find out what your partner prefers.

Would you rather live in Cairo or in Alexandria?

I'd rather live in Cairo.

**a EGYPT**

Alexandria  
Cairo  
Aswan

live

**b**

play

**c**

be

**d**

listen to / watch

**e**

eat

### 3 Read and number

- Students look at the picture and say what is happening.
- Read through the paragraph labelled 1 and check understanding.
- Students read the parts of the text and number them in the correct order.
- Students form pairs and compare their answers.
- Check their answers.
- Ask students what they think of Tiffany.

**Answers:**

3

1 (given)

5 4

2 6

### 4 Ask and answer in pairs

- Read through the example exchange with students and explain where necessary.
- Students form pairs and ask and answer questions about the things depicted in each pair of pictures.
- Monitor, noting any common errors to review with the whole class after the activity.
- Ask some pairs to demonstrate, then discuss with the whole class to find out which preferences were most popular.

### WB Page 11

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#### 3 Write the words

a electric vehicles which take people along streets on metal railways  
 b the name which is given to 100 years  
 c a man who catches fish  
 d a very large animal from Africa which lives in a forest  
 e a piece of metal for people who win sports in the Olympics  
 f a book in which people write what happens every day  
 g someone who buys things from a shop or company

#### 4 Write an e-mail

Imagine you are visiting someone, for example, your uncle or aunt.

Write a short e-mail to your friend to tell him or her about the trip.

- Start the e-mail and ask about your friend's health.
- Say where you are and who you are staying with.
- Say how long you have been there and describe three things you have done during your visit.
- Say when you are coming home.
- Finish the e-mail.

### 3 Write the words

- Students read the definitions and fill in the word boxes with vocabulary from Units 1–3. They can do this individually in class, or for homework.
- Check their answers, giving some attention to correct pronunciation.

**Answers:**

a trams (given)

b century c fisherman d gorilla

e medal f diary g customer

### 4 Write an e-mail

- Read the directions for the task in the two speech bubbles and check understanding.
- Discuss with the class which tenses they should use for each section. Students will imagine that they are (now) visiting someone (e.g., their aunt). The events and actions they are describing are not finished so the present continuous and the present perfect should be used.
- Students write the e-mail to a friend. They can do this individually in class, or for homework.



### Further practice

- Students play Hangman with words from Units 1–3.
- Students make up quizzes for the class with questions about the stories and characters from Units 1–3. Groups of students can be allocated pages of the units to write quiz questions on, then they form two teams and ask the opposing team their questions. Students learn one of the dialogues in Units 1–3 by heart and act it out in class. This can be varied with students substituting key information so that the dialogues relate to themselves: e.g., using their own names and choosing suggestions that would be realistic for them.