

## LESSON 1 SB page 33 WB page 21

**Aims: Learners will**

- revise the present perfect continuous
- revise the past perfect
- revise *going to*
- revise *will*
- revise how to apologise
- revise responses to apologies
- revise responding to good and bad news

**Before using the book:**

- Revise the present perfect continuous by miming: take off a helmet and arm and knee pads. Ask students what you've been doing. (*roller-blading/ cycling*). Do more mimes, e.g., carrying heavy bags, looking full and patting full stomach, stretching and yawning after sleep. Have students tell you what you've been doing.

**Revision B**

**1 Ask and answer**

a Sara: Has Sara just been playing chess in your picture?  
b Hilal: No, she hasn't been playing chess. She's been taking photos.  
c Mr and Mrs Hussein: Has Hilal just been roller-blading in your picture?

**2 Play the 'After' game**

**Rules**

- 1 Play in groups of six.
- 2 Each player in the group writes an instruction on different pieces of paper, e.g. Stand up. Open the window. Jump, etc.
- 3 Choose one player and give him or her the pieces of paper.
- 4 The class watches while the player does all the instructions.
- 5 The class tries to remember what the player does.
- 6 In pairs, ask and answer questions like the example. Say what the player did.

What did the person do first?  
He stood up.  
What did he do after he'd stood up?  
He opened the window.  
What did he do after he'd opened the window?

**1 Ask and answer**

- 1 Read through the example exchanges with students and explain where necessary.
- 2 Explain the task. In pairs, one student will look at the top three pictures and the other student will turn the book upside down and look at the bottom three pictures. They then take it in turns to ask and answer questions about what the characters are doing in their partner's pictures.
- 3 Students form pairs and ask and answer about the pictures.
- 4 Monitor, noting any common errors to review with the whole class after the activity.
- 5 Ask some pairs to demonstrate.

**2 Play the 'After' game**

- 1 Read through the game rules with the students.
- 2 Make sure they understand what to do.
- 3 Read through the example exchanges as a demonstration.
- 4 Students form groups of six and play the game.

## Revision B

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

- "Hesham, how long \_\_\_\_\_ a car?" Hassan asked.  
a do you drive    b are you driving    **c have you been driving**    d been driving
- "Look Sally! That boy's riding too fast. He \_\_\_\_\_ crash!" Soha shouted.  
a 's going to    b will    c is    d has been
- "After I \_\_\_\_\_ shopping, I went to visit Amina," Nadia told Hesham.  
a used to finish    b had finished    c was finishing    d am finishing
- "I \_\_\_\_\_ the door for you, Dad," Ahmed said to Hesham.  
a 'll open    b open    c 'm going to open    d opening
- After school today, Samy \_\_\_\_\_ his homework at Ahmed's house.  
a is going to do    b has been doing    c does    d doing

**2 Read and match**

a ☐ Oh dear. I'm very sorry about that.

b ☐ Unfortunately the train had already gone.

c ☒ That's OK. Don't worry.

d ☐ That's great news. Congratulations!

e ☐ For three months, or perhaps four.

f ☐ Well, please can you buy me a new one?

1 I'm very sorry, Mum. I've broken an egg.

2 My husband has been in hospital since the accident.

3 What happened when you arrived at the station?

4 I come first in my maths exam, Mum!

5 I'm very sorry. I can't find the book that you lent me.

6 How long have you been roller-blading?

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

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

**Answers:**

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

**2 Read and match**

- Make sure students understand the task. They have to match responses 1–5 to what the people are saying in pictures a–f. Use the example to demonstrate.
- Students do the matching. They can do this individually in class, or for homework.
- Check their answers.

**Answers:**

a 2    b 3    c 1 (given)    d 4    e 6    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 34 WB page 22**

**Aims: Learners will**

- revise how to apologise
- revise responses to apologies
- revise the past perfect
- revise *used to*
- revise responding to good and bad news

**Functions:**

Apologising  
Responding to apologies  
Responding to good and bad news

**Before using the book:**

- Ask students to tell you the stories about the robberies in Unit 6.

**Revision B**

**3 Read and number**

a Unfortunately for Ashraf, he couldn't get his money back till Saturday, because Salim had gone to Port Said to visit their aunt. Ashraf then ran back to the shops a second time.

b After Ashraf arrived home, he was worried because the money wasn't on his desk. Then he remembered that he had put it in his jacket which he had lent to his brother, Salim.

c All last week after school, Ashraf helped his father to paint his house. When they had finished, Ashraf was very happy because his father said he could have some money for the work.

d While Ashraf was running to the shops again, Ayman arrived. He didn't find Ashraf. He thought he had already bought his CDs, so he went to his house. A minute later Ashraf returned and found that Ayman had already left the shop.

e When Ashraf's father had given him the money, Ashraf decided to buy some music CDs. He phoned his friend, Ayman, and they agreed to meet at the shops.

f Ashraf ran to the shops and got there before Ayman. However, he suddenly remembered he had left the money on the desk in his bedroom, so he ran back home to get it.

**4 Listen and complete with a, b or c**

1 a I'm afraid you have. b That's great news. c It doesn't matter.

2 a He arrived as soon as we'd gone. b He'd left by the time I got home. c He arrived after you'd left.

3 a I'm sorry about your news. b Oh, dear! I'm sorry. c Don't worry. It's not important.

4 a I've found my jacket. b I'm afraid you have it. c He found it in my pocket.

### 3 Read and number

- Students look at the pictures and predict what might be happening.
- Read through the paragraph labelled 1 and check understanding.
- Students read the parts of the text and number them in the correct sequence.
- Students form pairs and compare answers.
- Check their answers.

#### Answers:

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

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

- Read through the options with the students and get them to suggest possible prompts which could precede each one.
- 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.

- Play the cassette or read the tapescript. Students circle the correct answers.
- Play the cassette or read the tapescript again, stopping after the end of each dialogue, and repeat the final utterances, which will prompt the answers. Check their answers.
- Ask students if they recall any of the dialogue which preceded their answers.



#### Tapescript

##### 1

- Ayman: Hello, who's speaking, please?  
Ashraf: Hello, Ayman. It's me, Ashraf.  
Ayman: Hello, Ashraf. Why weren't you at the shop?  
Ashraf: I ran home to get my money. I'm very sorry I wasn't there.  
Ayman: That's OK. ...

##### 2

- Ashraf: Yes, when I got to the shop, I remembered I'd left my money at home.  
Ayman: Have you got some money now?  
Ashraf: No, it was in the pocket of my jacket. And I lent my jacket to my cousin, Salim! I must phone him. ...

##### 3

- Ashraf: Can I speak to Mr Salim Yousef, please?  
Salim: Yes, Salim Yousef speaking. Is that you, Ashraf?  
Ashraf: Yes it is. I'm phoning about my jacket.  
Salim: What about it?  
Ashraf: Was there any money in the pocket?  
Salim: Oh. Yes, there was.  
Ashraf: I need it to buy a CD!  
Salim: ...

##### 4

- Ashraf: Hello, Ashraf speaking.  
Ayman: Hi, Ashraf. Did you speak to your cousin?  
Ashraf: Yes, I did.  
Ayman: What about the money?  
Ashraf: Great news. ...

#### Answers:

- 1 c (given)      2 b      3 b      4 c



## Further practice

- Students play Hangman with words from Units 4–6.
- Use the pictures from SB page 33, Ex. 1 to make sentences with *after* and the past perfect, e.g., *After Hilal had washed the car, he went roller-blading.*



## WB Page 22

**Revision B**

**3 Match the verbs to the nouns**

a land	a window
b read	a plane
c produce	an article
d smash	a helmet
e wear	energy

Now make sentences.

Although the weather was bad, the pilot landed the plane safely.

**4 Complete with these words**

Although As well By the time Despite However In addition to

a Although Hassan left home early, he got to work late because of the bad traffic.

b            soup, Nadia also made sandwiches for lunch.

c            trying her best, Sally couldn't finish all her science homework.

d            Nawal had examined all the medicines, she felt very tired.

e Ahmed bought some bread at the supermarket.           , he forgot to buy milk.

f Hesham visited Rome last May. He went to Athens           .

**5 Ask and answer, then write**

Where did you use to live five years ago?

I used to live in a flat in Suez.

- Ask three questions about a friend's past, e.g. where your friend used to live five years ago.
- Ask three questions about your friend now, e.g. what subjects your friend likes.
- Ask three questions about your friend's future, e.g. what job your friend thinks he or she will do.

Write about your friend's past, present and future.

## 3 Match the verbs to the nouns

- Read through the verbs and nouns in the box and check understanding.
- Students do the matching, as in the example.
- Check their answers.
- Students work in pairs to make sentences with the matched verbs and nouns. Read through the example exchange to demonstrate.

## Answers:

- land a plane (given)
- read an article
- produce energy
- smash a window
- wear a helmet

## 4 Complete with these words

- Read through the first sentence with the class and note how the first gap has been filled to demonstrate the task.
- Students write in the missing words. They can do this individually in class, or for homework.
- Check their answers.

## Answers:

- Although (given)
- In addition to
- Despite
- By the time
- However
- as well

## 5 Ask and answer, then write

- Read through the instructions in the box and check understanding.
- Read through the example exchange as a class to demonstrate.
- Students work in pairs, taking turns to ask and answer questions about their past, present and future.
- Students report back to the class about their partners.
- Students write about their partner's past, present and future in their Workbooks. They can do this individually in class, or for homework.