

Objectives

Grammar:

Adverbs

Reading:

Reading about facts and figures

Listening:

Listening to conversations about measurements

Speaking:

Talking about measurements

Writing:

Writing about a famous building

LESSON 1 SB page 2

Outcomes:

- To talk about Egyptian inventions
- To read a web page about Egyptian inventions and answer questions
- To carry out an internet search about another great Egyptian invention

Before using the book:

- Write the title of the unit **Facts and figures** on the board and ask the students to tell you what they think this means. Brainstorm facts and figures for Egypt, for example, population, where it is, what its capital is.
- Revise saying years, dates and large numbers. Read out a list of ten figures and dates for the students to write down. Then ask different students to write them on the board and say them.
- Tell the students that they are going to learn some facts and figures about Egypt in the unit.

1 Match the words and the pictures. Which things do you think Egyptians first built or invented?

- 1 Draw attention to the Objectives box on page 2, which refers to the objectives of the unit, and explain in Arabic if necessary.
- 2 Now ask the students if they know of any Egyptian inventions. Draw their attention to the words in the box and drill pronunciation.
- 3 Ask the students to work in pairs to match the words and pictures. Check the answers as a whole class.
- 4 Then discuss the question as a class but do not confirm answers at this point.

Answers:

- a ink b lighthouses c toothpaste
d glass beads e papyrus for paper

2 Read the web page and check your answers to exercise 1. What other things did Egyptians invent?

- 1 Tell the students that they are going to find out their answer to the question in exercise 1.

- 2 Ask them to look at the text and say what kind of writing it is (*a web page*). Ask the students to read the text quickly to find the answer to exercise 1. Tell them not to worry about words they don't know the meaning of at this point.
- 3 Then ask them to do the same to find out which other objects Egyptians invented.
- 4 Check the answers as a whole class.

Answers:

Egyptians first built or invented all of the things in exercise 1.

Other objects: the calendar, water clocks, pens

3 Now answer these questions

- 1 Ask the students to read the questions and ask whether they can answer the questions from memory.
- 2 The students then read the web page again and find the answers in the text. When they have finished, ask them to compare their answers with a partner.
- 3 Invite different students to give their answers.
- 4 Ask the students whether there are any other words in the text they don't know and encourage them to try to work out the meaning from the context.

Answers:

- 1 It was 130 m tall.
- 2 They first made glass beads in around 1500 BCE.
- 3 They used the sun and the stars.
- 4 Pens and ink (a calendar is also possible)

Internet search

- 1 Ask the students which of the inventions in exercises 1 and 2 they think was most important and why.
- 2 Tell them that they are going to find out about another important Egyptian invention of their choice.
- 3 Ask the students to work in pairs to carry out an internet search by typing *great Egyptian inventions* into the search engine. Alternatively, you could ask some of the students to find out about water clocks.
- 4 When they have carried out their research, ask the students to report their findings to the rest

of the class. Was there anything that surprised them?

LESSON 2 SB page 3 WB page 2

Outcomes:

- To use adverbs
- To talk about things you do well, easily or badly

SB Page 3

Lesson 2



UNIT 10

1 Underline the adverbs in these sentences

- 1 People worked hard to build the lighthouse.
- 2 The ancient Egyptians liked to dress beautifully.
- 3 The ancient Egyptians cleaned their teeth very well.
- 4 They also studied the sun and the stars carefully.
- 5 They taught us to tell the time accurately with a water clock.

GRAMMAR BOX

Adverbs

- We use adverbs to give us more information about verbs. We usually add *-ly* to the adjective:
careful-carefully, quick-quickly, slow-slowly
- We usually add *-ily* when the adjective ends in *y*:
happy-happily, easy-easily
- Some adverbs are irregular:
hard-hard, fast-fast, early-early, late-late, good-well
- We can also use adverbs in comparative and superlative forms:
They worked more carefully than usual on that old building.
You can tell the time most accurately with this clock.

2 Complete the sentences with the correct form of the words in brackets

- 1 She plays the piano beautifully (beautiful).
- 2 The students always do (good) because they work (hard).
- 3 This train goes very (fast). The old train went (slow).
- 4 The children are playing (happy).

3 Complete these sentences with the comparative form of the word in brackets

- 1 Imad can write an email more quickly (quick) than he can write a letter with a pen and paper.
- 2 Mr Sabri always drives (slow) when it is dark.
- 3 I can sleep (easy) when the room is quiet.

4 Talk about things you do well, easily or badly

- swim play tennis speak another language
- sing count to 100 in English spell difficult words



1 Underline the adverbs in these sentences

- 1 Ask the students to look at the picture and ask *What can you see?* (*a lighthouse/ The ancient lighthouse of Alexandria*)
- 2 Ask the students to read the example sentence and look at the underlined word. Ask what part of speech the word is (*an adverb*). Some students may say this is an adjective; if so, tell them that *hard* can also be an adjective but in this sentence it is an adverb. The form is the same for the adjective and adverb. Explain that it is an irregular adverb, however.
- 3 Ask the students to work in pairs to look at the rest of the sentences. Ask them to copy them into their copybooks and underline the adverbs.

- Ask what they notice about the forms of the adverbs (*some end in -ly*).
- Ask the students to look at the Grammar box. Point out that adjectives which already end in *l* still add *-ly* (so there is a double *l*).
- Work through each point in the box, asking the students to identify which of the sentences matches each rule, and eliciting further examples.

Answers:

- The ancient Egyptians liked to dress beautifully.
 - The ancient Egyptians cleaned their teeth very well.*
 - They also studied the sun and the stars carefully.
 - They taught us to tell the time accurately with a water clock.
- * Note: *Very* in sentence 3 and *also* in sentence 4 are also adverbs but they are not the focus of the unit.

2 Complete the sentences with the correct form of the words in brackets

- Ask the students to read the example sentence.
- The students then complete the exercise individually before checking their answers in pairs. Then check the answers as a whole class.

Answers:

2 well, hard 3 fast, slowly 4 happily

3 Complete these sentences with the comparative form of the word in brackets

- Write **quick** on the board and elicit the comparative and superlative forms of the adjective (*quicker, the quickest*). Then elicit the adverb and its comparative and superlative forms (*quickly, more quickly, the most quickly*).
- The students then read the example sentence and complete the rest of the exercise in pairs. Remind them to follow the spelling rules in the Grammar box.
- Invite different students to read out the completed sentences.

Answers:

2 more slowly 3 more easily

4 Talk about things you do well, easily or badly

- Write **well, easily** and **badly** on the board and tell the students about yourself, for example, *I draw well. I learn other languages easily. I play the oud badly.*
- Then ask the students what the difference between *well* and *easily* is (*well says that you are good at something; easily says that you find something easy to do*).
- Ask the students to read the ideas in the box and decide which of them they can do well, easily or badly. Tell them they can invent the information if they wish.
- Ask the students to read the example in the speech bubble and then put them into small groups to discuss what they can do. Go round and monitor while they are working, helping where necessary.
- Invite different students to tell the rest of the class about a member of their group.

Answers:

Students' own answers

 **WB Page 2**

Module 4

UNIT
10 Facts and figures



1 Read and match the words with their meanings

1 <input checked="" type="checkbox"/> glass beads	a a tower with a light that warns ships about danger
2 <input type="checkbox"/> ink	b what you put on your toothbrush to clean your teeth
3 <input type="checkbox"/> lighthouse	c a tall plant that you can use as paper
4 <input type="checkbox"/> papyrus	d coloured balls that people use for jewellery, etc.
5 <input type="checkbox"/> toothpaste	e coloured liquid that people use for writing

2 Choose the correct words

- Amal always paints beautiful/beautifully.
- It is an old clock, so it is not very accurate/accurately.
- Hamid did very good/well in his exams last week.
- Huda's uncle always sings happy/happily when he's working.
- Fareeda's sewing machine is always very noisy/noisily.

3 Rewrite the sentences to have the same meaning, using the adverbs in brackets



- It was easy for Waleed to climb the hill. (*easily*)
Waleed climbed the hill easily.
- Mona is very bad at painting. (*badly*)

- Rania is always careful when she writes. (*carefully*)

- Hamdi is a fast swimmer. (*fast*)

- My cousin is very good at playing football. (*well*)

2

1 Read and match the words with their meanings

- 1 Before the students open their books, ask them which Egyptian inventions they remember.
- 2 Ask the students to open their books and look at the words in exercise 1, and elicit meaning and pronunciation.
- 3 The students complete the task in pairs. Check the answers as a whole class.

Answers:

2 e 3 a 4 c 5 b

2 Choose the correct words

- 1 Elicit the regular form of adverbs and some examples of irregular adverbs.
- 2 Ask the students what the difference is between adjectives and adverbs and when they are used (*adjectives describe nouns and adverbs describe verbs*).
- 3 The students then complete the exercise in pairs, choosing the correct alternative, as in the example.
- 4 Invite different students to read out the completed sentences.

Answers:

2 accurate 3 well 4 happily 5 noisy

3 Rewrite the sentences to have the same meaning, using the adverbs in brackets

- 1 Ask the students to look at the example sentence. Ask them what changes have been made (*the main verb is in the past tense and the adverb follows the verb*).
- 2 Look at the second sentence as a class. Ask them which words are important (*Mona, very bad, painting*). Ask them how Mona paints. (*Mona paints very badly*).
- 3 The students complete the rest of the exercise in pairs. Then invite different students to read out their rewritten sentences.

Answers:

2 Mona paints very badly.
 3 Rania always writes carefully.
 4 Hamdi swims fast.
 5 My cousin plays football very well.

LESSON 3 SB page 4

Outcomes:

- To describe objects
- To listen to a conversation about measurements
- To ask about and give measurements

SB Page 4

UNIT 10
Lesson 3

1 Match the words and the pictures

ruler scales stopwatch tape measure

2 Which of the words from exercise 1 can you use to measure the following?

- 1 How fast someone can run. *a stopwatch*
- 2 How long/wide/tall a suitcase is.
- 3 How heavy a suitcase is.

3 Amal is flying to Aswan with her father to visit her uncle and his wife. Listen and answer the questions

- 1 How wide is Amal's bag?
- 2 How heavy is Amal's bag?
- 3 What is the present?
- 4 How long is the present?
- 5 How fast does a plane go?

4 Ask and answer

a plane: about 4,000 kg about 40,000 kg	a camel: 64 km/h 100 km/h	the Nile: 2.8 km 21 cm	this skyscraper: 30 m 828 m
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FUNCTIONS BOX Asking about and giving measurements

How long/wide/tall is (your bag)?
It's 50 cm long/wide/tall. (= fifty centimetres)

How heavy is (your bag)?
(It's) 5.25 kg. (= five point two five kilograms)

How fast does (a plane) go?
A (plane) goes at about 560 km/h.
(= 560 kilometres an hour)

1 Match the words and the pictures

- 1 Ask the students to look at the pictures and ask *What can you see?* Then ask them to look at the four words in the box and drill pronunciation. Note that scales in English are usually plural.
- 2 The students work in pairs to match the words with the pictures. Then check the answers as a whole class.

Answers:

a scales b tape measure
 c stopwatch d ruler

2 Which of the words from exercise 1 can you use to measure the following?

- 1 Elicit the meaning of *measure* (find out the size, length, etc. of something).
- 2 Ask the students to look at the example and complete the rest of the sentences in small groups.
- 3 Check the answers as a whole class.

Answers:

2 a tape measure or a ruler 3 scales

3 Amal is flying to Aswan with her father to visit her uncle and his wife. Listen and answer the questions

- 1 Ask the students to look at the picture and say what they can see (*people checking in at an airport*).
- 2 Then ask them to read the questions and tell them that they have to listen and answer them. Ask why adjectives are used in the questions rather than adverbs (*because nouns are being described*).
- 3 Play the first part of the recording, up to *Here are our tickets*, and elicit where Amal and her father are (*at the airport check-in desk*).
- 4 Play the rest of the recording for them to listen and make notes. Then ask them to compare their answers with a partner before checking the answers as a whole class.



Tapescript

Clerk: Good morning. Are you flying to Aswan at 11 o'clock?
Father: Yes, we are. Here are our tickets.
Clerk: Thank you. How many bags have you got?
Father: We've got a suitcase each, and my daughter's got a school bag, too.
Amal: Can I keep my school bag with me on the plane?
Father: Well, there isn't a lot of space where we're sitting for big bags, but I think we can take small bags with us.
Clerk: We allow bags that are smaller than 55 centimetres long and 40 centimetres wide. How long is your school bag?
Amal: I measured it this morning! It's 50 centimetres long!
Clerk: How wide is it?
Amal: It's 35.5 centimetres wide.

Clerk: Good, you can take a small bag that is not heavier than 10 kilograms. How heavy is your school bag? Can you put it on the scales so we can weigh it? Ah, it's 5.25 kilograms, so that's fine.

Father: Right. So you can take your school bag with you, Amal. Oh, I almost forgot. I've got a present for my brother. It's a poster. Can I take it with me on the plane?

Clerk: Let's see. How long is it?

Father: It's 53 centimetres.

Clerk: Yes, that's not too long. You can take it with you on the plane.

Father: So, let's go.

Amal: The plane is very big. How tall is it?

Father: It's about 19 metres tall.

Amal: How fast does a plane go, Dad?

Father: A plane goes at about 560 kilometres an hour.

Amal: Oh! That's very fast! We'll get to Aswan quite quickly then!

Answers:

- 1 It is 35.5 centimetres wide.
- 2 It is 5.25 kilograms.
- 3 It is a poster.
- 4 It is 53 centimetres (long).
- 5 It goes at 560 kilometres an hour.

4 Ask and answer

- 1 Ask the students to look at each picture in turn and ask what is being measured (*how heavy [weight], how fast [speed], how wide [width] and how tall [height]*). Students do not need to learn the nouns now). Ask the students if they recognise the skyscraper (*the Burj Khalifa in Dubai*).
- 2 Ask them to read the information under each picture and elicit the units of measurement (*kilograms, kilometres an hour, kilometres, centimetres, metres*). Read out each measurement for the students to repeat.
- 3 Draw their attention to the Functions box. Ask them which question they should ask about each of the items in the pictures (*How heavy is ... ? How fast does ... go? How wide is ... ? How tall is ... ?*). Then ask two students to read out the question and answer shown in the speech bubbles.
- 4 Tell the students to work in small groups to ask and answer questions about the items in

the pictures, making guesses about how heavy/fast/wide/high the objects are. Go round and monitor while they are working, helping where necessary.

- Invite pairs of students to hold dialogues about each picture.

Answers:

- How heavy is a plane?
It's forty thousand (40,000) kilograms.
- How fast does a camel go?
It goes at sixty-four (64) kilometres an hour.
- How wide is the Nile?
It's two point eight (2.8) kilometres wide.
- How tall is this skyscraper/the Burj Khalifa?
It's eight hundred and twenty-eight (828) metres tall.

LESSON 4 SB page 5 WB page 3

Outcomes:

- To describe pictures using measurements
- To ask and answer about using a computer and the internet
- To discuss rules for using a computer

Lesson 4

UNIT 10

1 Match the measurements to the pictures and make sentences

How good are you with facts and figures?

a This baby

b The Great Pyramid

c This car

d The Qasr El Nile Bridge

139 m

2,040 kg

~~3.5 kg~~

382 m

Picture a. This baby is three point five kilograms.

2 Ask and answer

- Which of the facts in exercise 1 can you check on the internet?
- How can you find the information on the internet?
- What else do you use a computer for?

Tools For Life

accurately carefully immediately ~~safely~~

Follow these rules to use the internet 1 *safely*

- Never give your name or address to people you don't know on the internet, or put photos on websites.
- Only open emails from people you know.
- Check information 2 on the internet. Websites don't always give information 3
- If you are not happy about something on the internet, tell a parent or a teacher 4

4 Discuss in pairs

- Is it a good idea to spend a long time on a computer? Why or why not?
- Is it a good idea to type fast and hard, or slowly and carefully? Why?

Workbook page 3

5

1 Match the measurements to the pictures and make sentences

- Ask the students to look at the pictures and decide in small groups which of the measurements in the box might be used to describe each one, as in the example. Ask them in their groups to take turns asking and answering about each one. (*How heavy is this baby? How tall is the Great Pyramid? How heavy is this car? How long is the Qasr El Nile Bridge?*)

- Check the answers as a whole class.

Answers:

b 139 metres tall c 2,040 kilograms
d 382 metres long

2 Ask and answer

- Ask the students to form new groups to discuss the questions in exercise 2.
- Invite some ideas from the class.

Answers:

- 1 You can check all of them except the weight of the baby.
- 2 You can type in a question or key words into a search engine, for example *How heavy is a car?*
- 3 Students' own answers

3 Complete the rules for using the internet using these adverbs

- 1 Ask the students to look at the Tools for Life box and the example answer. Ask them what they know about using the internet safely. Ask them to discuss this in pairs before discussing the idea as a whole class.
- 2 Elicit what the students remember about forming and using adverbs, and ask them to complete the exercise in pairs.
- 3 Check answers as a class and hold a short class discussion about which of the rules they are already aware of.

Answers:

- 2 carefully 3 accurately 4 immediately

4 Discuss in pairs

- 1 Ask the students to read the questions and discuss them in pairs. Encourage them to give reasons for their answers.
- 2 The students then compare their ideas with another pair.
- 3 Finally, invite different pairs/groups to share their ideas with the class.

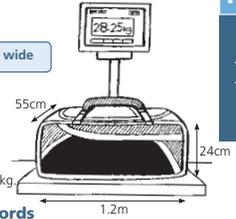
Answers:

Students' own answers

1 Look at the picture and complete the sentences

long heavy tall ~~scales~~ wide

- 1 Omar's bag is on the scales at the airport.
- 2 His bag is 1.2 m
- 3 It's 55 cm
- 4 It's 24 cm
- 5 The bag is quite It's 28.25 kg



2 Write these measurements in words

- 1 355 km three hundred and fifty-five kilometres
- 2 5 km/h
- 3 48,000 km
- 4 2.1 m
- 5 1.3 kg

3 Now complete the questions and answers with these words and a measurement from exercise 2



How fast How long How heavy ~~How tall~~ How wide

- 1 ~~How tall~~ is a camel? A camel is usually 2.1m tall.
- 2 do most people walk? Most people walk at about
- 3 is the Red Sea? Some parts of the Red Sea are about wide.
- 4 were the first mobile phones? They were heavier than modern mobile phones. The first mobile phones were about
- 5 is the world's longest road? The world's longest road, The Pan American Highway, is long.

1 Look at the picture and complete the sentences

- 1 Ask the students to look at the picture and say where they think the bag is being weighed (*at the airport*).
- 2 Ask them to look at the words which are not crossed out in the box and ask which part of speech they are (*adjectives*).
- 3 The students then complete the sentences in pairs. Invite different students to read out the completed sentences.

Answers:

- 2 long 3 wide 4 tall 5 heavy

2 Write these measurements in words

- 1 Write **355 km** on the board and elicit how it is said (*three hundred and fifty-five kilometres*). Do the same for the other measurements.
- 2 The students complete the exercise individually and then check their answers in pairs.
- 3 Invite different students to write the measurement in words on the board.

**Answers:**

- 2 five kilometres an hour
- 3 forty-eight thousand kilometres
- 4 two point one metres
- 5 one point three kilograms

3 Now complete the questions and answers with these words and a measurement from exercise 2

- 1 Ask the students to look at the words in the box and ask them to mime or explain the meanings. Ask them to say what can be described by the adjectives, for example, *How fast* could be used to ask about a car or another vehicle.
- 2 The students then complete the exercise individually and then check their answers in pairs. Remind them to use the measurements in exercise 2 for the answers.
- 3 Invite different students to read out the completed sentences.

Answers:

- 2 How fast, 5 km/h
- 3 How wide, 355 km
- 4 How heavy, 1.3 kg
- 5 How long, 48,000 km

REVIEW SB page 6 WB page 4**Outcomes:**

- To review and practise the vocabulary and structures of the unit
- To practise using full stops and commas in numbers and measurements

Before using the book:

- Write **Facts and figures** on the board and ask the students what they have learned in this unit. Brainstorm a list of topics, vocabulary and grammar points.
- Tell the students that they are now going to complete the review section for this unit, to see what they can remember.

UNIT
10

Review

Now you can ...

- **talk about inventions**

1 Complete the sentences

glass beads
ink
lighthouse
toothpaste
water clock

- 1 The *lighthouse* shines a light to ships at sea.
- 2 I bought my mother some beautiful
- 3 In the past, people used a to see what time it was.
- 4 Have you got any for my pen?
- 5 We need some more to clean our teeth.



- **use adverbs correctly**

2 Rewrite the sentences using adverbs

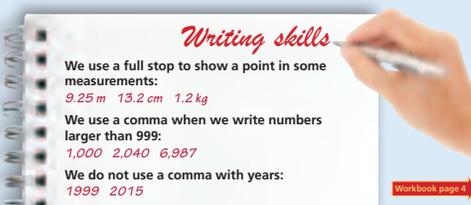
- 1 Amir is a fast runner. He runs *fast*.....
- 2 Karim is a good musician. He plays music
- 3 Mrs Osman is a careful driver. She drives
- 4 He is a slow worker. He works
- 5 Nevine is very quick at typing. She types

- **ask about and give measurements**

3 Complete the questions and answers with these words

fast heavy
is kilograms
kilometres
metres tall-
tape measure

- 1 "How *tall* is that building?" "It's 63.5"
- 2 "How is the bag?" "It about three"
- 3 "How wide is this box? What can we use to measure it?"
"We can use a ruler or a"
- 4 "How can the train go?" "It can go at 200
an hour."



Writing skills

We use a full stop to show a point in some measurements:
9.25 m 13.2 cm 1.2 kg

We use a comma when we write numbers larger than 999:
1,000 2,040 6,987

We do not use a comma with years:
1999 2015

Workbook page 4

1 Complete the sentences

- 1 Elicit the inventions that the students have found out about in the unit.
- 2 Then ask the students to look at the words in the box and elicit their meanings. The students then complete the sentences in pairs.
- 3 Invite different students to read out the completed sentences.

Answers:

- 2 glass beads 3 water clock 4 ink
5 toothpaste

2 Rewrite the sentences using adverbs

- 1 Ask the students for some examples of adverbs, including regular and irregular ones.
- 2 The students then complete the sentences with suitable adverbs and check their answers with a partner.
- 3 Check the answers as a whole class.

Answers: 2 well 3 carefully 4 slowly 5 quickly

3 Complete the questions and answers with these words

- Elicit units of measurement and their abbreviations (e.g. *centimetres/cm, metres/m and kilometres/km*).
- Ask the students to look at the words in the box and the example sentence. They then complete the questions and answers with the words.
- Invite pairs of students to read out the questions and answers.

Answers: 1 tall, metres 2 heavy, is, kilograms
3 tape measure 4 fast, kilometres

Writing skills

- Draw attention to the full stops in the measurements and ask the students if they can explain the numbers in another way, for example, *nine and a quarter* or *nine metres and twenty-five centimetres*. (*13.2 cm or 132 mm; 1.2 kg or 1 kg and 200 g, or 1,200 g*)
- Explain that the point shows that part of a whole comes after it.
- Next focus on the numbers, and explain that in English, a comma is used for large numbers rather than a full stop. Write some examples of bigger numbers on the board and ask the students where they think the commas go (e.g. *1,000,000 and 42,350*).
- Next focus on the years, and explain that there is no comma because of the way years are said (*nineteen ninety-nine, not one thousand, nine hundred and ninety-nine*). Tell them this is also a good way to tell the difference between years and numbers in the thousands.

1 Complete these notes about two famous buildings with the correct measurement. Add a comma where necessary

	years old	m	kg
A			
1 How tall: 139 <i>m</i>			
2 How old: about 4500			
3 How heavy – door inside: 18144			
4 How heavy – stones on outside: 13608			
B			
5 Opened in: 2010			
6 How tall: 828			
7 Number of people who worked on the building: 12000			
8 Lift travels: ten in one second			

2 Which facts in exercise 1 are about the Great Pyramid of Giza? Which facts are about the Burj Khalifa?




3 Write about a famous building

- Choose one of the buildings above.
- Use the notes above to write sentences about the building.

Remember to use the correct punctuation and abbreviations for numbers and measurements.

.....
.....
.....

1 Complete these notes about two famous buildings with the correct measurements. Add a comma where necessary

- Ask the students to look at the measurements in the box and the example answer.
- Divide the class into A and B students. A students complete the left column, and B students complete the right column.
- Put A and B students together in pairs. Ask them to read out their sentences for the other to check.
- They then work together to decide where the commas go in each case.
- Invite different pairs to read out the measurements and say where any commas should go.

Answers: 2 How old: about 4,500 years old
3 How heavy – door inside: 18,144 kg
4 How heavy – stones on outside: 13,608 kg
5 Opened in: 2010
6 How tall: 828 m
7 Number of people who worked on the building: 12,000
8 Lift travels: ten m in one second

2 Which facts in exercise 1 are about the Great Pyramid of Giza? Which facts are about the Burj Khalifa?

- 1 Ask the students to look at the pictures and identify the buildings. Elicit what they know about them.
- 2 The students then work in pairs to decide which of the two sets of facts in exercise 1 are about each building.

Answers:

Great Pyramid of Giza: A
Burj Khalifa: B

3 Write about a famous building

- 1 Ask the students to choose one of the buildings from exercise 2. Explain that they are going to write about it using the facts and figures from exercise 1.
- 2 The students write sentences about one of the buildings. Remind them to use the correct punctuation and abbreviations in the numbers and measurements. They should start their answer in the Workbook and continue in their copybooks if they need more space.
- 3 Go round and monitor while they are working, helping where necessary.
- 4 Invite different students to read out their descriptions.

Answers:

Students' own answers

A s s e s s m e n t

Speaking task

Outcome: to talk about measurements

Use SB page 4, exercise 4

On the board, write the following: **the Eiffel Tower (high); the River Nile (long); an elephant (heavy); the fastest runner in the world (fast)**

In pairs, students use the prompts to make guesses, using the phrases in the Functions box.

Ask the students to share their ideas with the class, then give them this information:

The Eiffel Tower is 324 m high. The Nile is approximately 6,695 km long. An average male African elephant weighs about 5,500 kg. Usain Bolt has run 100 m in 9.58 seconds (= 37.58 km/h)

Reading task

Outcome: to read about facts and figures

Use SB page 2, exercise 2 text

On the board, write the following:

1 1500 2 140 3 130 4 283

In pairs, students find these numbers in the text and decide what they refer to. They then write the sentences that include these numbers.

Writing Task

Outcome: to write about a famous building

Use SB page 2, exercise 2, text

On the board, write these notes:

The Eiffel Tower, Paris

how old? opened in 1889

how high? 324 m high

how heavy? 8,560,000 kg

how many visitors? 7,000,000 (7 million) visitors a year

Students reread the text on page 2, then write a short paragraph to include the information on the board.

Listening task

Outcome: to understand conversations about measurements

Use the recording for SB page 4, exercise 3

On the board, write these questions:

1 What time is their plane to Aswan?

2 How many bags has Amal got?

3 How long is Amal's bag?

4 How tall is the plane?

Students listen while you play the recording and write down their answers.