

LESSON 1 SB page 17

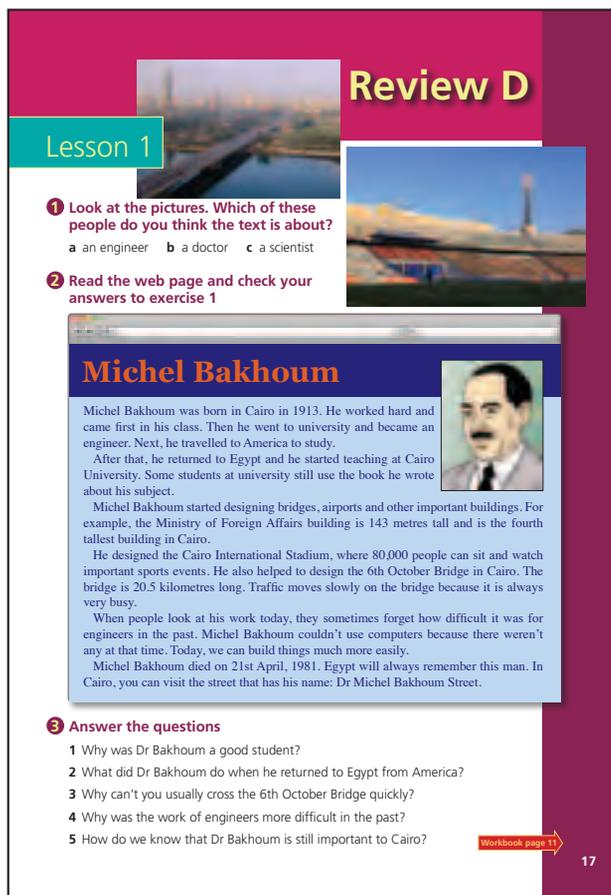
Outcomes:

- To review and practise the vocabulary and structures of Units 10–12

Before using the book:

- Ask the students what the themes of Module 4 were (*Egyptian inventions, measurements, science experiments, sequences of events, famous scientists, transport*). Ask what they enjoyed learning about most and why.
- Elicit the grammar points they have practised (*adverbs, the zero conditional, will/won't for future predictions, talking about ability and possibility*) and any of the rules that they remember.

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Lesson 1

Review D

1 Look at the pictures. Which of these people do you think the text is about?
a an engineer b a doctor c a scientist

2 Read the web page and check your answers to exercise 1

Michel Bakhoum

Michel Bakhoum was born in Cairo in 1913. He worked hard and came first in his class. Then he went to university and became an engineer. Next, he travelled to America to study.

After that, he returned to Egypt and he started teaching at Cairo University. Some students at university still use the book he wrote about his subject.

Michel Bakhoum started designing bridges, airports and other important buildings. For example, the Ministry of Foreign Affairs building is 143 metres tall and is the fourth tallest building in Cairo.

He designed the Cairo International Stadium, where 80,000 people can sit and watch important sports events. He also helped to design the 6th October Bridge in Cairo. The bridge is 20.5 kilometres long. Traffic moves slowly on the bridge because it is always very busy.

When people look at his work today, they sometimes forget how difficult it was for engineers in the past. Michel Bakhoum couldn't use computers because there weren't any at that time. Today, we can build things much more easily.

Michel Bakhoum died on 21st April, 1981. Egypt will always remember this man. In Cairo, you can visit the street that has his name: Dr Michel Bakhoum Street.

3 Answer the questions

- 1 Why was Dr Bakhoum a good student?
- 2 What did Dr Bakhoum do when he returned to Egypt from America?
- 3 Why can't you usually cross the 6th October Bridge quickly?
- 4 Why was the work of engineers more difficult in the past?
- 5 How do we know that Dr Bakhoum is still important to Cairo?

Workbook page 11 17

1 Look at the pictures. Which of these people do you think the text is about?

- 1 Tell the students that they are going to review

and consolidate what they have learned in Module 4 in Review D.

- 2 Ask the students to look at the two pictures in exercise 1 and describe them (*the 6th October Bridge in Cairo, the Cairo International Stadium*).
- 3 The students decide which person they think the text is about. Do not confirm whether their ideas are correct at this point.

2 Read the web page and check your answers to exercise 1

- 1 The students read the text quickly to check whether their answer to the question in exercise 1 was correct.
- 2 Check the answer as a whole class.

Answers:

a

3 Answer the questions

- 1 Ask the students to read the questions and see if they can remember the answers from the text in exercise 2. Don't worry if they don't remember much.
- 2 Tell the students to read the web page again and answer the questions. Ask them to point to the appropriate part of the web page 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 Because he worked hard and came first in his class.
- 2 He started teaching at Cairo University.
- 3 Because it is always very busy.
- 4 Because they couldn't use computers.
- 5 Because there is a street with his name.

LESSON 2 SB page 18

Outcomes:

- To review and practise the vocabulary and structures of Units 10–12
- To listen to and pronounce the final *s* on third person singular verbs



Review D

Lesson 2

1 Listen and complete the sentences with adverbs

- 1 Always cross the road *carefully*.
- 2 The students will sit down
- 3 Amal plays music very
- 4 Huda will do well because she worked
- 5 Omar writes very



2 Match to make sentences

- | | |
|---|--------------------------------|
| 1 <input checked="" type="checkbox"/> c If you put a heavy object in water, | a you get juice on your hands. |
| 2 <input type="checkbox"/> b If you put a light object in water, | b it tastes better. |
| 3 <input type="checkbox"/> a If you fill this pen with ink, | c it sinks. |
| 4 <input type="checkbox"/> c If you put salt on an egg, | d it writes for two weeks. |
| 5 <input type="checkbox"/> e If you peel an orange, | e it floats. |



3 Complete the sentences with these verbs

can can't could couldn't will be able to

- 1 Basel *can* run fast, but he swim at all.
- 2 Nasser learned to ride a horse when he was four. When he was six, he ride well.
- 3 Do you think we do exams on computers in the future?
- 4 Before there were computers, people send emails.

4 Listen and put each word in the correct box

bends dresses drives floats plays practises sinks uses watches

s sounds like [s]	s sounds like [z]	s sounds like [ɪz]

1 Listen and complete the sentences with adverbs

- 1 Ask the students to look at the picture and say where it is (*in a city*). Ask *How will they cross the road? Quickly? Carefully?* and then refer them to the example.
- 2 Then ask the students to read the rest of the sentences and predict which adverbs might complete them.
- 3 Play the recording. Ask the students to compare their answers with a partner before checking the answers as a whole class.



Tapescript

1
 Boy: Can I cross the road here, Mum?
 Mother: Yes, you can. Always be very careful when you cross the road here. There's a lot of traffic.

2
 Teacher: Good morning, class! The class in room two is writing a test. So when you sit down, please be very quiet.

3

Girl 1: Is that Amal playing the oud?
 Girl 2: Yes, it is. Music is her favourite subject. She's very good at it.

4

Huda: I've got a test tomorrow.
 Mother: Don't worry, Huda! You will do well because you are a hard worker.

5

Teacher: Is this your homework, Omar?
 Omar: Yes, it is!
 Teacher: That's good. You are a fast writer!

Answers:

2 quietly 3 well 4 hard 5 fast

2 Match to make sentences

- 1 Ask the students to read the first halves of the sentences. Tell them that the second part of each sentence tells about that something that happens all the time.
- 2 The students then complete the exercise in pairs. Check the answers as a whole class.

Answers:

2 e 3 d 4 b 5 a

3 Complete the sentences with these verbs

- 1 Ask the students to read the example sentence and decide which word should go in the remaining space (*can't*).
- 2 The students work in pairs to complete the rest of the sentences. Then invite different students to read out the completed sentences.

Answers:

1 can, can't
 2 could
 3 will be able to
 4 couldn't

4 Listen and put each word in the correct box

- 1 Ask the students to look at the words in the box and ask what they have in common. (*They are all third person singular verbs.*) Explain that the *s* at the end is not pronounced the same way in words. It can be pronounced as [s], [z] or [ɪz].
- 2 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.

- 3 Check the answers with the class. Play the tape again and ask students to practise saying the words.
- 4 Ask the students if they can figure out the rule about the pronunciation of *s* or ask them to find it on the internet. (*Final 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, 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]
floats	bends	dresses
sinks	drives	practises
	plays	uses
		watches

environment
experiment
ferry
fill
float
heat
immediately
ink
invent
invention
lighthouse
liquid
long
melt
mix
papyrus
peel
percent
petrol
pour
prediction
safely
scales
seconds
sink
space
stir
stopwatch
straight
sure

tall
tape measure
technology
toothpaste
traffic
transport
underground
university
vinegar
warm
well
wide



Tapescript

bends
dresses
drives
floats
plays
practises
sinks
uses
watches

Listen and repeat



Tapescript

accurately
add
air
airport
beads
bottom
carefully
certain
definitely
electric
electricity

