

	date			
	class			
	period			
Unit - 10		facts and figures		

UNIT 10	LESSON 1
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Student book page

work book page

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

Resource work: SB, WB, TB, BB, cassette
presentation
warm up:

• 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.

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

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

EX 3 -Now answer these questions

NEW VOCABULARY: ink lighthouses toothpaste glass beads e papyrus for paper

FUNCTIONS: what is the capital of.....?

INTERNET SEARCH: Find out about another great Egyptian invention

	class			
	period			
Unit - 10		facts and figures		

UNIT 10 LESSON 2

Student book page

work book page

Outcomes:

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

Resource work: SB, WB, TB, BB, cassette
presentation

EX 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. 129

4 Ask what they notice about the forms of the adverbs (*some end in -ly*).

5 Ask the students to look at the Grammar box. Point out that adjectives which still add *-ly* (so there is a double *l*).

6 Work through each point in the box, asking the students to identify which of the sentences matches each rule, and eliciting further examples.

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

1 Ask the students to read the example sentence.

2 The students then complete the exercise individually before checking their answers in pairs. Then check the answers as a whole class.

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

1 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*). 2 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. 3 Invite different students to read out the completed sentences

NEW VOCABULARY accurately beautifully well, hard fast
slow

FUNCTIONS How do you play the piano ?

structures adverbs and adjectives

	date			
	class			
	period			
Unit - 10		facts and figures		

UNIT 10 LESSON 4

Student book page

work book page

Outcomes:

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

Resource work: SB, WB, TB, BB, cassette
presentation

SB ex 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.

SB ex2 : 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.

SB ex3 Ask and answer

structures:

How to form adverbs ? what are adverbs?

NEW VOCABULARY

Ruler scales stopwatch tape measure

FUNCTIONS

Asking about and giving measurements

	date			
	class			
	period			
Unit - 10		facts and figures		

UNIT 10

LESSON 4

Student book page

work book page

Outcomes:

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

Resource work: SB, WB, TB, BB, cassette presentation

SB ex 1 : Match the measurements to the pictures and make sentences

1 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?*)

2 Check the answers as a whole class.

SB ex2 : Ask and answer

1 Ask the students to form new groups to discuss the questions in exercise 2.

2 Invite some ideas from the class.

SB Ex 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. Check answers as a class and hold a short class discussion about which of the rules they are already aware of.

WB EX 1 : Look at the picture and complete the sentences

Answers: 2 long 3 wide 4 tall 5 heavy

WB EX2 : Write these measurements in words

Answers:

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

WB EX3 : Now complete the questions and answers with these words and a measurement from exercise 2

Answers:

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

	date			
	class			
	period			
Unit - 10		facts and figures		

UNIT 10

REVIEW

Student book page

work book page

Outcomes:

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

Resource work: SB, WB, TB, BB, cassette

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.

SB ex 1 : Complete the sentences

1 Elicit the inventions that the students have found out about in the unit.

SB ex 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

SB ex 3 Complete the questions and answers with these words

Answers:

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

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

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

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

Answers: Great Pyramid of Giza: A Burj Khalifa: B

WB ex 3: Write about a famous building

	date			
	class			
	period			
Unit 11		A science lesson		

UNIT 11	LESSON 1
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Student book page

work book page

outcomes

- To read about an experiment and answer questions
- To sequence instructions for an experiment
- To carry out an internet search about objects that sink and float in water

Resource work: SB, WB, TB, BB, cassette

Before using the book:

- Write the title of the unit **A science lesson** on the board and ask the students to tell you what they think they will study in the unit. Confirm any corr
- Ask the students what they do in science lessons at school. Ask them whether they like science lessons and why/why not.
- Elicit or teach the names of the three main sciences (biology, chemistry and physics).

sbEX 1 -Read about the experiment and put the pictures in the correct order

1 Ask the students to read the title of the experiment and check the meaning of *float* and *sink*. Ask what they think is being referred to (*the orange in the pictures in exercise 1*).

sbEX 2 -Match the words and their meanings

1 Ask the students to read the words and check the meanings as a class. Point out that *peel* is both a noun and a verb.

sbEX 3 -Now answer these questions

- 1 An orange without the peel sinks.
- 2 The air is in the peel.
- 3 The oil floats.
- 4 Oil is lighter than water.

NEW VOCABULARY 2 peel (n) 3 sink 4 float 5 add

FUNCTIONS: what will happen if you put stones in water

INTERNET SEARCH: Which floats in water, a normal can of cola or a can of cola without sugar?

	class			
	period			
Unit 11		A science lesson		

UNIT 11

LESSON 2

Student book page

work book page

Outcomes:

- To use the zero conditional
- To ask and answer questions using *if* and *when*

Resource work: SB, WB, TB, BB, cassette

Before using the book:

before students open their books, To ask and answer questions using *if* and *when*

EX 1 Underline the verbs that follow *if* or *when*

1 Ask the students to look at the picture and say what (oil and water). Ask what they remember about mixing oil and water (*oil floats because it is lighter than water*).

EX 2 Match to make sentences

1 Ask the students to look at the sentence halves. Tell them that they have to match them..

EX 3 Ask and answer questions with

1 Ask two students to read out the questions and answer shown in the speech bubbles. Then construct questions 1–5 as a class and write them on the board.. **Answers:**

2 What do you do when you get home from school? Students' own answers

3 What do you say if someone gives you a present? Students' own answers

4 What do you do if someone feels sad? Students' own answers

5 What do your parents say when you do well at school? Students' own answers

Wb page 5 ex 1 Choose the correct answer from a, b, c or d

Answers:

Wb page 5 ex 2: Complete the sentences with the correct form of these verbs

Answers:

2 is, snows 3 drop, breaks 4 lose, use

5 drink, feel

Wb page 5 ex 3: Complete these sentences so that they are

true for you (*When I feel ill, I (go to the doctor).*)

	date			
	class			
	period			
Unit 11				A science lesson

UNIT 11

LESSON 3

Student book page

work book page

Outcomes:

- To listen and sequence instructions for an experiment
- To ask and talk about the sequence of events

Resource work: SB, WB, TB, BB, cassette

Before using the book:

before students open their books, ask the students • To listen and sequence instructions for an experiment • To ask and talk about the sequence of events

SB ex 1 : Complete the dialogue about another experiment

1 Ask the students what they remember about the experiment with the orange in Lesson

1. Ask what other experiments they have done in science lessons.

2 Ask them to look at the two pictures and say what they think the experiment is. Tell them that

they are going to find out

SB ex 2: Match each verb to a picture

1 Ask the students to look at the pictures and say what is happening (*an experiment with an egg,*

water and salt). Then refer them to the verbs in the box and check meaning

SB ex 3 Listen to an experiment and put the pictures in the order you hear them

1 Ask the students what they think the experiment is in exercise 2. Tell them that they are going to

find out, but that first they should try to guess the order of the pictures.

SB ex 4: Ask and answer about the experiment in exercise 3

1 Ask the students to work in pairs to explain the experiment in exercise 3. Then invite a confident

student to explain it again to the rest of the class

	date			
	class			
	period			
Unit 11			A science lesson	

UNIT 11

LESSON 4

Student book page

work book page

Outcomes:

- To talk about science facts using the zero conditional
- To learn about famous scientists
- To write a paragraph about a famous scientist

Resource work: SB, WB, TB, BB, cassette

Before using the book:

Quickly review some science facts to our students using the zero conditional and ask them about • To learn about famous scientists to tell some information about them

NEW VOCABULARY *famous. Scientist. windscreen wipers, University*

SB ex 1 : Make four science facts using the zero conditional

1 Ask the students to look at the pictures and say wh *colours, rice being cooked, clocks, ice).*

SB ex 2 : Match these people with the objects they are famous for. Then listen to check your answers

1 Ask the students to name some famous scientists or inventors and say what they are famous for.

2 Then ask them to look at the pictures and ask them to identify the objects (*a = the internet, b = windscreen wipers, c = X-ray, d = telephone*).

Ask if they know who invented them.

SB Ex 3 : **Project**

1 Tell the students that they are going to write about a famous scientist. Ask them to read the example paragraph about Dr Farouk El-Baz and look at the photo.

2 Then ask them to read the instructions and discuss a few ideas with the class.

WB EX 1 Choose the correct verbs

Answers:

2 fills 3 stir 4 heated 5 melt

WB EX 2: Now complete these sentences with the correct form of the verbs

Answers:

2 fill 3 heat 4 melts 5 pours

WB EX 3: Put the dialogue in the correct order

Answers:

2 e 3 a 4 j 5 g 6 d 7 h 8 I 9 c 10 f

	class			
	period			
Unit 11		A science lesson		

UNIT 11

REVIEW

Student book page

work book page

Outcomes:

- To review and practise the vocabulary and structures of the unit
 - To practise using ordinal numbers correctly
- Resource work:** SB, WB, TB, BB, cassette

Before using the book:

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

SB ex 1 : Now complete these sentences with the correct form of the verbs

Answers:

1 floats, sinks 2 peel 3 Heat, stir

SB ex 2 Write the sentences using the zero conditional

Answers:

- I go to the doctor if/when I feel ill.
- If/When you mix red and blue, you get purple.
- If/When the teacher talks, we always listen.
- Pasta becomes soft if/when you cook it.

SB EX 3 Complete the dialogue

Answers:

2 First 3 next 4 After 5 Finally

WB ex 1 Put the ordinal numbers in the correct order from smallest to largest

Answers:

2 second 3 third 4 fourth 5 thirteenth
6 eighteenth 7 twentieth 8 thirtieth

WB ex 2 Now abbreviate these ordinals

Answers:

2 21st 3 7th 4 32nd 5 43rd 6 12th 7 50th 8 38th

WB ex 3 Write a diary about the last week

- 1 Ask the students what today's date is. Then ask them to say what the dates were for the last week, and invite different students to write them on the board in order. Ask them to write the abbreviated forms.

	date			
	class			
	period			
Unit 12	Transport of the future			

UNIT 12	LESSON 1
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Student book page

work book page

outcomes

- To ask and answer about forms of transport
- To read about how people travel and answer questions
- To carry out an internet search about the fastest plane in the world

Resource work: SB, WB, TB, BB, cassette

Before using the book:

- Write the title of the unit **Transport of the future** on the board and elicit the meaning. Ask the students to tell you what they think they will study in the unit connected to the topic.
- Brainstorm a list of forms of transport that the students know. Ask them to work in teams and set a time limit.
- Ask the teams to read out their lists and award a point for each correct answer. The students then add up the points to find the winning team

NEW VOCABULARY

Electric electricity environment petrol technology

sbEX 1 -

- 1 What forms of transport did people use before there were cars?
- 2 What will electric cars use instead of petrol?
- 3 How long does it take to travel from Cairo to Alexandria on the fastest trains?
- 4 How will trains change in the future?

sbEX 2 Read the text and find all the forms of transport

Ask the students what they think the text might be about, and then ask them to read the question and scan the text quickly to find the answer.

sbEX 3 - Complete the sentences with these words from the text

Answers:

2 Electric 3 technology 4 environment

5 electricity

Sb ex4: Answer the questions

INTERNET SEARCH: How fast is the fastest plane in the world?

	class			
	period			
Unit 11	Transport of the future			

UNIT 12

LESSON 2

Student book page

work book page

Outcomes:

- To use *will* and *won't* for future predictions
- To talk about ability and possibility

Resource work: SB, WB, TB, BB, cassette

Before using the book:

before students open their books, To ask

structure. To use *will* and *won't* for future predictions

- To talk about ability and possibility

sbEX1 Underline the verbs. Tick the sentences that are about the future

Answers:

- 1 Long ago, people could only walk or travel on boats, horses or camels.
- 2 We couldn't move around the world as quickly as we can today.
- 3 [✓] How will technology help us to travel in the future?
- 4 [✓] These cars won't use petrol.
- 5 [✓] In the future, trains will be able to go faster.

sbEX2 Complete the sentences with these words

1 Ask the students to look at the words in the box.

Ask them to say which refer to the past (*could, couldn't*), present (*can, can't*) and future (*will, won't, won't be able*)

Answers:

- 2 Could, couldn't, can
- 3 can't
- 4 won't be able
- 5 Will, won't

sb EX3 Complete the sentences

1 Ask two students to read out the sentences shown in the speech bubbles. Then refer them to prompts and ask them which of the sentences refers to the past (1), present (2) and future (3).

Wb page 8 ex 1 Complete the sentences with the correct words

Answers:

- 2 petrol
- 3 electricity
- 4 the environment
- 5 electric

Wb page 8 ex 2: Read and match to make sentences

Answers:

- 2 e
- 3 d
- 4 b
- 5 a

Wb page 8 ex 3: Answer the questions

Example answers:

- 1 I could walk, but I couldn't swim.
- 2 I can't drive a car and I can't work. I will be able to drive and work when I am 21.
- 3 I won't be able to go to school or play in the playground when I am 21. I can do these things now!

	date			
	class			
	period			
Unit 12		Transport of the future		

UNIT 12

LESSON 3

Student book page

work book page

Outcomes:

To make predictions about the future

- To listen to people making predictions and answer questions
- To ask and answer questions that express certainty/uncertainty

Resource work: SB, WB, TB, BB, cassette

NEW VOCABULARY

agree disagree *an underground city*

SB ex 1: Read the questionnaire. What are your predictions about the future?

Circle **Yes** or **No**

Ask the students to look at the picture in exercise 1 and ask *What can you see? (an underground city)*

2 Ask the students to read the first statement Invite some opinions from the class and encourage the students to give reasons for their answers.

SB ex 2: Listen to Salma and her sister Dina doing the questionnaire. Which two answers do they agree on?

Tell the students that they are going to hear Salma and her sister Dina doing the questionnaire in exercise 1.

2 Elicit phrases for agreeing and disagreeing and tell them to listen out for the two answers which the sisters agree on.

SB ex 3 Ask and answer about the following

1 Ask the students to look at the first statement and ask two students to read out the question and answer shown in the speech bubbles. Ask *Do you agree?* and hold a brief discussion about why/why not..

Ask the students to read the phrases in the Functions box. Ask them which ones are the most certain and which are the least certain (*the phrases read from top to bottom from the most certain to the least certain*)

	date			
	class			
	period			
Unit 12 future				Transport of the

UNIT 12

LESSON 4

Student book page

work book page

Outcomes:

- To read about transport in Egypt and answer questions
- To use critical thinking skills to discuss travelling in the future

Resource work: SB, WB, TB, BB, cassette

NEW VOCABULARY transport, ferry, a railway system

SB ex 1 : Are these sentences true (T) or false (F)?

Answers:

- 1 F (The rivers and canals are 3,000 km long, and the railway system is more than 7,000 km long.)
- 2 F (It was the first country in Africa to have a railway system.)
- 3 T
- 4 F (It took ten hours to travel from Cairo to Alexandria in 1904; today it takes less than three hours.)
- 5 T

SB ex 2 Critical thinking

1 Ask the students to read the first question and elicit the forms of transport mentioned in the text. Check the answers as a whole class.

2 Then ask the students to read the rest of the questions and allow them a few minutes to consider their answers.

WB EX 1 : Match the forms of transport to the places

Answers:

2 car, coach, bicycle 3 train 4 ferry, boat

WB EX 2 : Complete the dialogue

Answers:

2 impossible 3 will definitely 4 Perhaps we will 5 sure 6 hundred percent

	date			
	class			
	period			
Unit 11			Transport of the future	

WB EX3: Answer the questions

Elicit the future form with *will*.

2 Ask the students to read the questions and discuss them in pairs before writing their answers.

UNIT 11

REVIEW

Student book page

work book page

Outcomes:

- To review and practise the vocabulary and structures of the unit
- To practise giving examples

Resource work: SB, WB, TB, BB, cassette

Before using the book:

- Write Transport of the future 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..

SB ex 1 Match to make sentences

Answers:

2 a 3 d 4 c

SB ex Complete the sentences with these words

Answers:

2 could 3 couldn't 4 can't 5 will be able to

SB EX3: Complete the dialogue

Answers:

2 sure 3 a hundred percent 4 I think 5 impossible

WB ex 1: Complete the sentences with your ideas

Example answers:

1 ful medames and falafel

2 camels and horses

3 the Pyramids and the Valley of the Kings

WB ex2: Read and match to make sentences

Answers:

2 d 3 a 4 b

WB ex3 Write predictions about the future of transport

Ask the students to read the questions and discuss them in small groups. Then invite the groups to share their ideas.