

UNIT 1

FAMOUS EGYPTIANS

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Objectives

Listening

Listening for gist and detailed information

Grammar

The present and past simple

Reading

Reading for detail

Critical thinking

Understanding the rights and opportunities of women

Functions

Describing people

Writing

Writing a short biography

Famous Egyptians

UNIT 1

OBJECTIVES

Listening Listening for gist and detailed information
Grammar The present and past simple
Reading Reading for detail
Critical thinking Understanding the rights and opportunities of women
Functions Describing people
Writing Writing a short biography

Listening

1 What do you know about these people? Discuss in pairs.

- a What are their names?
- b Why are they famous?
- c What other things do you know about them?



a



b



c



d

2 You are going to hear about two of these people. Listen and answer the questions.

- a Which two people do the speakers talk about, a, b, c or d?
- b Were any of the ideas you talked about in Exercise 1 mentioned?

3 Listen again and complete these sentences.

- a Nabawiya Musa was the first *Egyptian woman to go to high school*.
- b In 1920, she wrote
- c Later she became the headmistress of
- d Dr Mostafa El-Sayed is
- e Leila sometimes sees him on television programmes about
- f His son is
- g Dr Mostafa El-Sayed studies



WORKBOOK
PAGE 1

4 Discuss these questions in pairs.

- a Who are the most important Egyptians in history? Why?
- b Who are the most important Egyptians today? Why?

LESSON 1

SB page 1

WB page 1

Before using the book:

- As this is a new class, introduce yourself to the students. Then say, *Good morning* or *Good afternoon* to them. Use this greeting every time you enter the classroom.
- Ask the students to introduce themselves, using *Hello... I'm...* Then ask them to introduce

themselves again and add one piece of information about themselves. For example:
Hello, I'm Aisha. I like coffee. Hello, I'm Sara. My favourite colour is green.

Listening

1 What do you know about these people? Discuss in pairs.

- 1 Draw attention to the pictures. Go through the three questions with the class and make sure everyone understands them. Before putting the students in pairs, ask the first question and establish the names of the people in the pictures.
- 2 In pairs, the students discuss the remaining questions.
- 3 Check answers with the whole class and write all the information that the students know about the four people on the board.

Answers:

- a Naguib Mahfouz – a Nobel laureate and author
- b Dr Mostafa El-Sayed – nanoscience researcher
- c Dr Sameera Moussa – nuclear scientist
- d Nabawiya Musa – early 20th century feminist/educationalist

2 You are going to hear about two of these people. Listen and answer the questions.

- 1 Go through the instructions with the class to make sure that everyone know what information they are listening for.
- 2 Play the recording or read the tapescript and ask the students to answer the question.
- 3 Play the recording a second time and ask the students to say what information they talked about in Exercise 1 was mentioned.

Answers:

- a b and d (Nabawiya Musa and Dr Mostafa El-Sayed)
- b Students' own answers

TAPESCRIPT

Soha: Let's do this quiz about famous people, shall we?

Leila: Good idea.

Soha: OK, Leila, the first person is Nabawiya Musa. Why was she famous?

Leila: Because she was the first Egyptian woman to go

to high school.

Soha: That's right. And, what did she do when she was older?

Leila: She helped other women to succeed in education and work. Did she write books, Soha?

Soha: Yes, she wrote a very famous book in 1920. It was about girls' education. She also became the headmistress of Al-Mohammadia School for Girls.

Leila: So, she was a really important person.

Soha: Yes, she was. Now another question: this one is about a famous man. He's called Dr Mostafa El-Sayed. Do you know what he's famous for?

Leila: Is he a scientist?

Soha: Yes, he is. He's one of the most famous scientists in the world.

Leila: I've seen him talking about science on television.

Soha: Yes, he sometimes speaks on radio and television programmes about science and he often writes in science magazines.

Leila: Really?

Soha: Yes. And do you know what his son does?

Leila: No, I don't.

Soha: Well, he's an important surgeon and he wants to use his father's work to help people.

Leila: How does he do that?

Soha: Dr Mostafa El-Sayed studies the smallest parts of things. Surgeons don't usually see such small things, so his work can be very useful in medicine.

3 Listen again and complete these sentences.

- 1 Give the students a minute or two to look through the sentences and think about how they could be completed.
- 2 Play the recording again and ask them to work individually to complete the sentences.
- 3 Allow the students to compare their sentences in pairs before you check the answers with the class.

Answers:

- b a very famous book about girls' education.
- c Al-Mohammadia School for Girls.
- d one of the most famous scientists in the world.
- e science.
- f an important surgeon.
- g the smallest parts of things.

4 Discuss these questions in pairs.

- 1 Go through the questions with the class and make sure everyone understands them.
- 2 Put the students into pairs and ask them to discuss the questions. As they do this, go round, helping with vocabulary.
- 3 Ask the pairs to report back to the class on what they discussed. Write any new useful vocabulary on the board.

Students' own answers



WORKBOOK

page 1

1 Match to make sentences.

- 1 Students should match the two halves of the sentences.
- 2 Check their answers by asking individual students to read out their sentences.

Answers: _____

- 1 d
- 2 f
- 3 b
- 4 c
- 5 a
- 6 e
- 7 g

2 Add these words to the dictionary page.

- 1 Ask the students to look at the words and read the definitions. They should then match them up.
- 2 Check answers with the class. You could also tell them that the male equivalent of *headmistress* is *headmaster* and that the word *head* can be used for both.

Answers: _____

- | | |
|------------|-----------|
| 2 medicine | 3 surgeon |
| 4 useful | 5 famous |



Famous Egyptians

UNIT 1

1 Match to make sentences.

- | | |
|--|---|
| a Nabawiya Musa was the first Egyptian woman | 1 <input type="checkbox"/> a famous scientist. |
| b In 1920, she wrote a famous book | 2 <input type="checkbox"/> very useful in medicine. |
| c Nabawiya Musa became | 3 <input type="checkbox"/> about girls' education. |
| d Dr Mostafa El-Sayed is | 4 <input type="checkbox"/> the headmistress of a girls' school. |
| e He often writes in | 5 <input checked="" type="checkbox"/> a to go to high school. |
| f His work is | 6 <input type="checkbox"/> science magazines. |
| g Dr Mostafa El-Sayed's son is | 7 <input type="checkbox"/> an important surgeon. |

2 Add these words to the dictionary page.

famous	① <u>headmistress</u> .. a teacher who is a woman and the leader of a school
headmistress	② the treatment and study of illnesses and injuries
medicine	③ a doctor who does operations in a hospital
surgeon	④ something that makes it easier to do something
useful	⑤ known about by a lot of people

3 Complete these sentences with words from Exercise 2.

- a My brother is studying medicine because he wants to be a doctor.
- b The _____ of my first school was a good teacher and a very clever woman.
- c After the accident, the _____ saved the man's life.
- d We all knew the name of the tennis player because he is very _____.
- e Mobile phones are very _____. They can do many things.



3 Complete these sentences with words from Exercise 2.

- 1 Ask the students to work individually to complete the sentences.
- 2 Allow them to compare their sentences in pairs, before checking answers with the class.

Answers: _____

- b headmistress
- c surgeon
- d famous
- e useful

LESSON 2

SB page 2

WB page 2

Grammar The present and past simple

1 Circle all the verbs in these sentences from the listening text. Write *P* (present) or *PS* (past simple) next to each one.

- a What did she do when she was older? ... *PS*
- b She helped other women to succeed in education.
- c Did she write books?
- d She wrote a famous book.
- e He sometimes speaks on radio and television.
- f He often writes in science magazines.
- g Surgeons don't usually see such small things.



GRAMMAR REVIEW PAGE 121

The present and past simple

Use the present simple

- for situations or actions that are always or usually true:

Hamid *lives* in a house near Cairo.

- for habits or repeated actions, often with frequency adverbs:
- I *often see* my grandparents at the weekend.

Use the past simple

- for completed actions in the past:
- I *watched* TV last night.

- for repeated actions in the past:
- He *played* tennis every Wednesday evening.



2 Discuss these questions in pairs.

- a Which sentences have irregular verbs?
- b Which sentence has a negative verb?
- c Which sentences are questions?
- d Which three words tell you how often something happens?

3 Complete the dialogue with the present or past simple of the verbs in brackets.

- A What **a** *do you know* (you/know) about Neil Armstrong?
- B He **b** (walk) on the moon.
- A What date **c** (be) that?
- d** (you/have) any idea?
- B 1968, I **e** (think).
- A No, it **f** (be/not) 1968. It was 1969. And who **g** (go) with Armstrong?
- B Buzz somebody, but I **h** (not remember) his name.
- A Buzz Aldrin.
- B That's right! I always **i** (forget) people's names.

4 Think of a famous Egyptian. Your partner has to ask you questions until he/she guesses who you are. Ask some of these questions.

- Is this person a man or a woman?
- How old is he/she?
- What is his/her job?
- Where does he/she come from?
- What did he/she do?
- When did he/she do that?



WORKBOOK PAGE 2

Answers:

- b She helped other women to succeed in education. *PS*
- c Did she write books? *PS*
- d She wrote a famous book. *PS*
- e He sometimes speaks on radio and television. *P*
- f He often writes in science magazines. *P*
- g Surgeons don't usually see such small things. *P*

2 Discuss these questions in pairs.

- 1 Go through the questions with the class and explain anything they don't understand.
- 2 Ask the students to answer the questions. You could ask them to work in pairs or small groups.
- 3 Check answers with the class. If your students need more help, see the Focus on Grammar box or the Grammar Review on page 121.

3 Complete the dialogue with the present or past simple of the verbs in brackets.

- 1 Focus the students' attention on the photograph of Neil Armstrong on the moon. Ask them to say what they can see in the photograph.
- 2 Go through the example with the class and ask them to complete the other gaps in the dialogue using the verbs in brackets.

Grammar

The present and past simple

1 Circle all the verbs in these sentences from the listening text. Write *P* (present) or *PS* (past simple) next to each one

- 1 Ask the students to read the sentences, and remind them that they all come from the listening text in the previous lesson.
- 2 Read the example sentence and ask them to do the same with the remaining sentences. They can do this in pairs.
- 3 Check their answers as a class.

- 3 As they do this, go round checking that everyone is using the verbs correctly.
- 4 Check the answers with the class. Then ask two confident students to read the dialogue aloud for the class. Point out the use of *somebody* (as in *Buzz somebody*) when we don't know or can't remember someone's family name. Explain that this is only acceptable in informal speech.

Answers:

- b walked c was d do you have
- e think f was not g went
- h don't remember i forget

4 Think of a famous Egyptian.
Your partner has to ask you questions until he/she guesses who you are. Ask some of these questions.

- 1 Go through the instructions with the class and make sure that everyone understands them. Demonstrate with a confident student.
- 2 Put the students into pairs and ask them to take turns being the person who thinks of the famous Egyptian and the person who asks the questions.
- 3 As they do this, go round helping with vocabulary where necessary.



WORKBOOK

1 Find 12 past forms of irregular verbs.

- 1 Remind the students that irregular verbs are those which don't form the past simple and past participle by adding *-ed*. Ask the class to suggest a few examples.
- 2 Ask them to look through the word square and find 12 past simple verb forms of irregular verbs. Point out that one has been done for them (*went*). Tell them to put a circle around the ones that they find. The words can be found by going from left to right and from top to bottom.
- 3 Give them a few minutes to find the words. You can check their answers in the next exercise.

Answers: _____



UNIT 1

1 Find 12 past forms of irregular verbs.



2 Now write the past and present simple form of the verbs from Exercise 1.

- | | |
|------------------|---------|
| a <u>went/go</u> | g _____ |
| b _____ | h _____ |
| c _____ | i _____ |
| d _____ | j _____ |
| e _____ | k _____ |
| f _____ | l _____ |

3 Complete with the present or past simple form of the verbs in brackets.

DR AHMED ZEWAIL

Ahmed Zewail was born in 1946 in Egypt where he **a** grew up . (grow up). He **b** _____ (go) to Alexandria University. He **c** _____ (finish) his studies in the United States in 1974. After this, Dr Zewail **d** _____ (work) at the University of California. In 1976, he **e** _____ (become) a professor at the California Institute of Technology.

In 1998, at the age of 52, Dr Zewail **f** _____ (win) the Benjamin Franklin Medal because he **g** _____ (discover) the femtosecond, which is one millionth of one billionth of a second. Many scientists, students and important people **h** _____ (come) to the ceremony and **i** _____ (see) Dr Zewail receive his prize. One year later, Dr Zewail **j** _____ (get) the Nobel Prize for Chemistry.

Dr Zewail now **k** _____ (live) in California and **l** _____ (have) four children. His wife, Dema Zewail, **m** _____ (be) a doctor. He now **n** _____ (help) scientists to make new medicines.



4 Write questions about Dr Zewail, then answer them.

- Where/grow up?
Where did Dr Zewail grow up? He grew up in Egypt.
- Which universities/go to?

- Why/win the Benjamin Franklin Medal?

- Where/live now?

2

2 Now write the past and present simple form of the verbs from Exercise 1.

- 1 Draw the students' attention to the example. Ask them to write the present and past simple forms of all the verbs they found in the word square, using the first person form.
- 2 Check answers with the class.

Answers: _____

- | | |
|---------------|-----------------|
| b bought/buy | c did/do |
| d was/be | e came/come |
| f wrote/write | g left/leave |
| h grew/grow | i taught/teach |
| j put/put | k became/become |
| l saw/see | |

Reading

1 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

astronaut expert geologist
soil space underground

2 Read and complete the sentences with words from Exercise 1.

- a Plants grow better in soil than in sand.
- b The astronaut Neil Armstrong went into space and walked on the moon.
- c Geologists study rocks and their history.
- d Many large, modern cities have underground railways.

3 Read about Dr Farouk El-Baz, then use the present or past simple to complete the questions and answers. Answer in pairs.

- a How often/rain/Western Desert?
How often does it rain in the Western desert?
- b When/heavy rain/fall there?
- c Who/find/underground water?
- d What/use/to find/water?
- e Where/Dr El-Baz work?
- f What/his job?
- g When/Dr El-Baz work/Apollo space project?
- h Which university/Dr El-Baz study at?

4 FOCUS ON COLLOCATIONS

What nouns can follow these five verbs?

Verbs

give play score take win

Nouns

advice chess medicine the piano
points a prize a race a goal

Thank you,
Dr Farouk El-Baz



It only rains every 20–50 years in the Western Desert. However, two million years ago, very heavy rain fell there and a huge quantity of water collected under the desert sand. Today, we need this water, and the person we have to thank for finding it is one of Egypt's most famous men, Dr Farouk El-Baz.

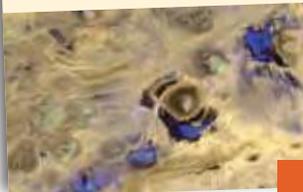
Remote sensing

Dr El-Baz, who is a space scientist and a **geologist**, is the Director of Remote Sensing at Boston University in the USA. He is the world's greatest **expert** in remote sensing: the use of satellites to find water under deserts. **Underground** water was found in the Western Desert and in Sinai thanks to photographs which he took from satellites.

Space projects

From 1967 to 1973, Dr El-Baz worked on the American Apollo **space** project, which landed men on the moon. He gave advice on where the **astronauts** should land, and told them how to collect rocks and **soil** on the moon.

Dr El-Baz was born in Zagazig in 1938 and was educated at Ain Shams University.



Answers:

- b went
- d worked
- f won
- h came
- j got
- l has
- n helps
- c finished
- e became
- g discovered
- i saw
- k lives
- m is

4 Write questions about Dr Zewail, then answer them.

- 1 Go through the example question and answer with the class. Point out the use of the pronoun *he* to avoid repeating *Dr Zewail* in the answer. Then ask the students to work individually to complete the other questions.
- 2 Ask the students to write the answers to the questions they have written. Then check answers by choosing some students to read out their questions and others to read out their answers.

Answers:

- b Which universities did he go to?
He went to Alexandria University and the University of California.
- c Why did he win the Benjamin Franklin Prize?
He won the prize because he discovered the femtosecond.
- d Where does he live now?
He lives in California.

3 Complete with the present or past simple form of the verbs in brackets.

- 1 Introduce the exercise by asking the students what they know about Dr Ahmed Zewail – a couple of facts should be enough. Then ask them to read the article and complete it. Read the example with the whole class to make sure they understand what they have to do.
- 2 Go round as the students work, giving extra help to anyone who is struggling.
- 3 Check answers with the class.

LESSON 3

SB page 3

Reading

1 Check the meanings of these words in your dictionary.

- 1 Give the students a few minutes to check the words in their dictionaries.
- 2 Make sure everyone has the correct meanings by asking different students the meaning of each word.

Answers: _____

<i>astronaut:</i>	someone who travels and works in space
<i>expert:</i>	someone with special skills or knowledge of a subject
<i>geologist:</i>	a scientist who studies what the earth is made of, how it was made and how it has changed over time
<i>soil:</i>	the layer on the earth in which plants grow
<i>space:</i>	the area outside the earth's atmosphere
<i>underground:</i>	under the surface of the earth

2 Read and complete the sentences with words from Exercise 1.

- 1 Ask the students to use the words from Exercise 1 to complete the sentences.
- 2 Check answers with the class.

Answers: _____

- b astronaut, space
- c Geologist
- d underground

3 Read about Dr Farouk El-Baz, then use the present or past simple to complete the questions and answers. Answer in pairs.

- 1 Ask the students to look at the pictures. Find out if anyone knows anything about Dr Farouk El-Baz. Write any information the students can provide on the board. Ask them which of the words in Exercise 1 they could use to describe Dr Farouk El-Baz (*geologist*).
- 2 Give the students plenty of time to read the text. You could have them read one section at a time and answer any questions or explain any difficulties after each section.
- 3 Go through the example with the class and remind them of the use of the verb *do* when forming questions.
- 4 Ask the students to work individually to complete the questions. Allow them to compare their questions in pairs before checking with the class.
- 5 Ask the students to look back at the text to find the answers to their questions. Ask them to write complete sentences in their copybooks to answer these questions and to use the present or past simple tense as appropriate.

- 6 Check answers by asking some students to read out their questions and others to give their answers.

Answers: _____

- a It only rains every 20–50 years.
- b When did heavy rain fall there? It fell about two million years ago.
- c Who found the underground water? Dr Farouk El-Baz found it.
- d What did he use to find the water? He used photographs which he took from satellites.
- e Where does Dr El-Baz work? He works at Boston University in the USA.
- f What is his job? He is Director of Remote Sensing.
- g When did Dr El-Baz work on the Apollo space project? He worked on it from 1967 to 1973.
- h Which university did Dr El-Baz study at? He studied at Ain Shams University.

4 What nouns can follow these five verbs.

- 1 Quickly revise the meanings of *verb* and *noun* by asking for examples of each.
- 2 Ask the students to find any instances in the reading passage where a verb is followed by a noun (*find water, landed men, gave advice, collect rocks, etc.*)
- 3 Point out that, in the exercise, there are five verbs in the first box and eight nouns or noun phrases in the second box. Ask the students to decide which verbs can go with which nouns. Explain that several of the nouns can go with more than one verb.
- 4 Ask the students to match each verb in the exercise with the nouns that can follow it.
- 5 Check answers with the class. Follow up by asking the students if they play chess, play the piano, have won a prize, etc.

Answers: _____

- give: advice, medicine, a prize
 play: chess, the piano
 score: points, a goal
 take: advice, medicine
 win: points, a prize, a race

LESSON 4

SB page 4

WB page 4

UNIT 1

Critical thinking

1 Read this quotation from the listening text and answer the questions.

Nabawiya Musa was the first Egyptian woman to go to high school. She helped other women to succeed in education and work.

- a Why do Egyptians remember Nabawiya Musa today?
Because she helped other women to succeed in education and work.
- b Nabawiya Musa lived from 1886 to 1951. What do you think was different for women at that time?
- c Did women do the same jobs then as they do now? Why/Why not?

2 Look at the pictures. What do you think the text will be about?



Not many girls went to school in Egypt in the early twentieth century. Now it is very different. There are nearly as many girls in secondary education as boys, and many girls study at university too. About 20% of people who work in Egypt are women.

Women's health is also much better today. A recent report says that fewer children and mothers have health problems than they did 100 years ago. In 1960, most women lived until they were about 47. Today, most women live to be older than 75.

SKILLS FOR LIFE

When you learn a new word, make a note of the part of speech (*verb, noun, adjective, etc.*). This will help you to know how to use the word.

WORKBOOK PAGE 3

3 Now read the text, check your answers to Exercise 2 and answer the questions.

- a Did girls usually go to school in Egypt in the early twentieth century?
- b Are there a lot more boys in secondary education than girls?
- c How many of the people who work in Egypt are women?
- d What is much better than it was 100 years ago?
- e How much longer do women live today than they did in 1960?

4 Discuss these questions in pairs.

- a How is life different for girls today than it was for your grandmother when she was young?
- b Why do you think women's health is better today than 100 years ago?
- c What do you do to keep healthy?
- d "Boys and girls are all born the same, so we should all have the same opportunities." Do you agree? Why/Why not?

Suggested answers: _____

- b Not many women worked or went to university at that time.
- c No. Few women worked, and the only jobs available to women were jobs such as being a teacher, nurse or secretary.

2 Look at the pictures. What do you think the text will be about?

- 1 Ask the students to look at the pictures and to discuss the question in pairs or small groups. They can check their answers in the next exercise.

Answer: _____

The text is about women today.

3 Now read the text, check your answers to Exercise 2 and answer the questions.

- 1 Ask students to quickly read the text to check their answers to Exercise 2.
- 2 Go through the questions with the class and make sure that everyone understands them.
- 3 Put the students into pairs and ask them to take turns asking and answering the questions. Go round monitoring and assisting where necessary. Take note of any interesting answers that you hear and ask those students to report back to the class on what they said.

Suggested answers: _____

- a No, they didn't.
- b No, there are nearly as many girls as boys.
- c About 20% of the people are women.
- d Women's health is much better.
- e Women now live about 28 years longer than they did in 1960.

4 Discuss these questions in pairs.

- 1 Go through the questions with the class and make sure that everyone understands them.
- 2 Put the students into pairs and ask them to take turns asking and answering the questions.

Critical thinking

1 Read this quotation from the listening text and answer the questions.

- 1 Read through the quotation and the questions with the class.
- 2 Give them a few minutes to find and discuss the answers to the questions in pairs.
- 3 In class, ask different pairs for their answers to the questions. Does everyone agree? Why/Why not?

LESSON 5

SB page 5

WB page 4

Communication skills Describing people

1 You are going to speak about a person you like.



- a Choose a person who is famous or who you know well. He/She can be alive or from history.
- b Make notes to answer these questions, like the sample 1-4 below. You can use some of these adjectives.

beautiful brave calm careful cheerful
clever different enjoyable exciting fit
friendly funny great hard-working
helpful important interesting ordinary
polite popular strong

- 1 Who have you chosen to write about?
Zeinab Oteify
- 2 When was he/she born? What is/was he/she like?
1978. Brave, fit, hard-working, strong
- 3 Where does/did he/she live? What does/did he/she do?
Egypt. Paralympic champion at weightlifting
- 4 Why do you like him/her? How has he/she influenced you?
showed me you can do a lot of things even with a disability

2 Tell other students about the person you have chosen.

- a Talk for about a minute. Use your notes to help you.
- b Answer any questions other students ask about the person.

3 Research the following about a famous person

Choose another famous person you would like to know more about. Find out:

- why he/she was famous
- what he/she did
- why people should remember him/her

WORKBOOK PAGE 4

1

5

make sure everyone knows what they have to do. Explain any of the words in the adjective box in instruction b that the students don't know.

4 Focus attention on the sample notes and ask the students to choose their own person that they would like to write about and to produce a similar set of notes, using the sample as a model. Go round the class helping them as they do this. Point out that the notes are not complete sentences. Discourage them from writing complete sentences in their notes. This will prevent them from simply reading what they have written in the next exercise.

2 Tell other students about the person you have chosen.

- 1 Explain that you would like each student to talk for one minute about the person they have chosen. Emphasise that they can use their notes, but should not simply read them out. They should make sentences based on their notes.
- 2 As each student gives their talk, ask the other to listen carefully and to think of one question that they would like to ask about the person being talked about.

3 At the end of each talk, choose one or two students to ask their questions (maintain concentration by not telling the students in advance who will be chosen). Encourage the student giving the talk to answer the question.

Communication

1 You are going to speak about a person you like.

- 1 Ask the students to look at the pictures and to discuss with a partner or in small groups who the people are and what they know about them. Give them five to ten minutes to do this. This will be time well spent, as ideas will be generated which the students can then use in their writing.
- 2 Have a class feedback session in which the information about the famous people is shared.
- 3 Go through the instructions with the class and

4 With large classes, you may need to allocate time at the beginning or end of each lesson to hear two or three more students giving their talks. If you do this, give advance warning of who has to give their talk on which day.

3 Research the following about a famous person.

- 1 Go through the instructions with the class and make sure they understand what they have to do.

- Encourage students to use the library or the internet to find this information. They can do this for homework. You can take in this work in the next lesson.



1 Read these sentences and answer the questions.

- Read each of the sentences aloud, or ask four students to read them.
- Go through the questions with the class.
- Give them a few minutes to decide on their answers and then check them.

Answers: _____

- sentence 1
- sentence 2
- Commas are used at the end of phrases including numbers and dates, for example, *At the age of 16*, and *During the 1980s*. Commas are also used to separate dates from years, (e.g. *September 14, 1986*), but not when the date precedes the month (e.g. *14 September 1987*).

2 Write a paragraph about the person you described.

- Remind the students of the talks they gave in Exercise 2 in their Student's book. Tell them that they are going to use their notes and their talks to write a paragraph.
- Go through the paragraph plan with the class and make sure everyone understands what they have to do.
- As the students write their paragraphs using about 80 to 100 words, go round the class monitoring and helping. Remind them to use present and past tense verbs and to use time words and phrases to say when and how long something happened. The finished paragraphs might make a good display for the classroom, or you could take in their work to mark.

1 Read these sentences and answer the questions.

- From 1967 to 1973, Dr El-Baz worked on the Apollo space project.
- During the 1980s, he lived in Alexandria.
- In 1960, most women lived until they were about 47.
- In 1920, she wrote a famous book.



Questions

- Which sentence is about something that happened for six years?
- Which sentence is about something that happened for about ten years?
- How are commas used with numbers and dates? _____

2 Write a paragraph about the person you described.

- Plan five sentences using your speech and notes from the Student's Book.

- Sentence 1** Say who the person is/was and say how you know him/her.
- Sentences 2/3** Give some information about the person, e.g. when and where he/she lives or lived and what he/she does or did.
- Sentence 4** Describe the person's appearance, his/her qualities and character.
- Sentence 5** Write about why you like this person and why he/she is important to you. How has this person influenced you?



- Write your paragraph in 80–100 words.**

- Use present and past tense verbs.
- Use time words and phrases to say when and for how long something happened.

Critical Thinking!

You do not become successful by chance. You must work very hard in order to succeed in life. What do you think you can change about yourself in order to become a successful citizen? What good qualities do you have? What qualities do you think you can change or improve?

Critical Thinking!

Ask a student to read the Critical Thinking box. Get students to ask and answer the questions in pairs. Have a class discussion using their answers.

Assessment

Listening Task

Target element: present simple and past simple tenses

Read the following sentences based on the conversation in SB page 1 twice. The first time, students say if they refer to Nabawiya Musa or

Dr El-Sayed. The second time, they must say what tense is used (they can write S for present simple and P for past simple). The answers are given below in brackets.

This person is one of the most famous scientists in the world. (Dr El-Sayed. S)

This person was really important. (Nabawiya Musa. P)

This person is really important. (Dr El-Sayed. S)

This person wrote a famous book. (Nabawiya Musa. P)

This person sometimes speaks on the radio. (Dr El-Sayed. S)

This person studies the smallest parts of things. (Dr El-Sayed. S)

This person helped women to succeed in education and work. (Nabawiya Musa. P)

For further practice, use SB page 1, Ex. 4. Write the names of other famous people. Make similar sentences to those above, giving information about the person without naming them. Students name the person the sentences are about and say what tense is used.

Reading Task

Target elements: vocabulary from the unit and present simple / past simple tenses

Use SB page 4, Ex. 2. Ask the following questions about the text. Ensure students answer in full sentences using the correct verb forms. The answers are given in brackets below.

- 1 *How many girls went to school in Egypt in the early twentieth century?* (Not many girls went to school.)
- 2 *Are there more boys or girls in secondary education in Egypt?* (There are more boys, but there are almost as many girls.)

3 *How many people who work in Egypt today are women?* (Twenty percent of people who work are women.)

4 *Was women's health better or worse in the past?* (It was worse.)

5 *In 1960, how long did most women live?* (Most women lived until they were about 47.)

6 *How old do most women live to be now?* (Most women live to be older than 75.)

Speaking Task

Target element: present simple and past simple tenses

Ask students to think of one of the Egyptians from the unit (Nabawiya Musa, Dr El-Sayed, Dr Farouk El-Baz, Dr Ahmed Zewail, Umm Kulthum or one of the people from SB page 1, Ex. 4) without telling their partner who they have chosen. One student then tells their partner about this person without naming them. The other student guesses the person. Partners can also ask questions if necessary. Encourage students to withhold key information to make the task more challenging. So for Dr Farouk El-Baz, for example, they should not say *This person is a geologist* but, *This person takes a lot of photographs* etc, and for Nabawiya Musa they should say, for example, *This person wrote a famous book*, not *This person was the first Egyptian woman to go to high school*.

At the end of the exercise, get one or two pairs to perform their task to the class.

Writing Task

Target element: vocabulary from the unit

Use WB page 3 Ex. 2. Students write a sentence for each of the highlighted words that were *not* the correct answers for Exercise 2. The sentence should show the meaning of the highlighted words in context or should define the word, for example: **The aeroplane was grounded because of the snow, so our flight was late.** They can use their dictionaries if necessary.