

LESSON 1 SB page 28

Aims: Learners will

- learn to use *must, can't, might have done*

Structures:

He must have left it in his hotel room.
He can't have left it there.
He might have had a long meeting.

Functions:

Speculating about past possibilities and making deductions

Before using the book:

- Revise the difference in meaning between *might, must* and *can't* when talking about possibility. Draw the beginning of a picture on the board and elicit suggestions about what it *might be*, and *can't be*, adding a bit more until it *must be* what it is.

1 Read and ✓ the best title

a Hesham has gone to Italy
 b Hesham has forgotten his phone
 c Hesham has had a long meeting

2 Ask and answer

a Where did Hesham have to go on a business trip?
 b Was his plane definitely late?
 c Did he leave his phone in the hotel?
 d How did Salma know Hesham had left his mobile at home?

In this unit, you will:

- talk about possible events in the past.
- give advice in the past with *should/shouldn't have + past participle*.
- learn another way to give reasons.

1 Last Monday, Hesham had to go to Rome on a business trip. Before he left, he told the children: "I'll phone you at six tonight."

2 At six fifteen, Hesham hadn't phoned, so Ahmed and Soha said: "Dad's plane might have arrived late in Rome." "Or he might have had a long meeting when he got there."

3 At seven, Nadia rang Hesham's mobile, but he didn't answer. Finally, she said: "Dad must have left his phone in the hotel."

4 Just then, Salma ran into the sitting room and said: "Dad can't have left his mobile in the hotel." "How do you know?" "It was ringing in the bedroom. He must have left it at home by mistake."

1 Read and ✓ the best title

- Draw attention to the unit aims box and explain.
- Students look at the pictures and give a brief summary of what is happening without reading.
- Students read the text and choose the best title from *a, b* or *c*.
- Check their answers.
- Highlight the target structures: *might have arrived, might have had, must have left, can't have left, must have left*.
- Ask students to rank the target structures in order of certainty (*might have done* is less certain than *must have/can't have done*). Write the structure pattern on the board: **(He) must/might/can't have + past participle.**
- Go through each speech bubble and ask how sure the speakers are in each case.

Answers:

b

2 Ask and answer

- 1 Read through the questions with students and explain where necessary.
- 2 Students form pairs and ask and answer the questions.
- 3 Monitor, noting any common errors to review with the whole class after the activity.
- 4 Students discuss their answers with the whole class. Ensure they give complete sentences in their answers to give them practise of the target structures.

Answers:

- a He had to go to Italy (Rome).
- b No, it might have been late.
- c No, he didn't.
- d It was ringing in the bedroom.



Further practice

- Remind students of the story of the *Mary Celeste* and Flight 19 (see Unit 11). Ask them to speculate and make theories about what could have happened using *might have*, *must have*, *can't have*, e.g., *The sailors might have had a mental disease*, *It can't have been a battle ...*, etc.

LESSON 2 SB page 29 WB page 18

Aims: Learners will

- differentiate the different meanings of *must/can't/might/should have done*

Structures:

He must have left his phone at home.

He can't have heard the phone.

He should have taken his phone.

He shouldn't have left his phone.

He might have heard us.

Functions:

Speculating about past possibilities

Making deductions and saying what would have been advisable

Before using the book:

- Revise the story of Hesham's phone. What deduction was made? (*Hesham must have left it at home.*)

- Find an imperfection in the classroom (a crack in the wall, a mark on the paintwork, broken furniture) and have students practise by asking them what might have happened, e.g., *Someone might have fallen off the chair*, etc.

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Lesson 2 **15**

3 Listen and choose the correct answer from a, b or c

- 1 Hesham is speaking to ...
a Soha. b Nadia. c Ahmed.
- 2 Hesham finished his meeting at ...
a six. b six thirty. c seven.
- 3 At first Hesham thought his phone was ...
a in his hotel. b in his bag. c at home in Cairo.
- 4 Before he left, Hesham should have checked ...
a his room. b his flight. c his bag.

Yes, everything's fine here.

4 Read and choose the correct word

- a I can't climb down.
 You can't / mightn't / shouldn't have climbed up!
- b Look at that water.
 Yes. It might / must / should have rained a lot yesterday.
- c These lions are hungry.
 They can't / might / shouldn't have eaten much yesterday.
- d Where's your bag?
 I think I can / might / should have left it at school.
- e Help!
 They might / must / should have covered the hole.
- f It's hot!
 Yes. I might / mustn't / should have added too much pepper.

3 Listen and choose the correct answer from a, b or c

- 1 Look at the picture of Hesham and ask students what they think he is doing.
- 2 Read through the questions and options with the students and check understanding. Get them to guess some answers.
- 3 Play the cassette or read the tapescript. Students circle *a*, *b* or *c* to answer each question.
- 4 Check their answers.
- 5 Play the cassette or read the tapescript again.



Tapescript

Nadia: Hello?

Hesham: Hi, Nadia, it's me.

Nadia: Hello, Hesham. Is everything OK?

Hesham: Yes, everything's fine. Sorry I didn't phone before. I know I should have phoned at six but I was in a meeting until six thirty.

Nadia: That's OK. It doesn't matter.

Hesham: And there's another thing. When I tried to phone after the meeting, I couldn't find my mobile. I thought I must have left it in my room in the hotel. But when I got to my room at seven, I couldn't find it. I think I might have dropped it.

Nadia: You don't have to worry about your phone. We've found it. You left it here in the bedroom.

Hesham: Oh no, I shouldn't have forgotten my mobile. It's very important for my work. I should have been more careful. I should have checked my bag before I left.

Nadia: Well, you haven't lost it, anyway.

Hesham: No, that's true. I'm very glad you found it.

Nadia: It wasn't me, actually. It was Salma.

Answers:

1 b 2 b 3 a 4 c

4 Read and choose the correct word

1 Revise the meanings of *might/should/shouldn't/must* and *can't have done*. Ask students which form they would use in these situations:

- a) They are unsure of what has happened. (*It might have been ...*)
- b) They want to tell someone they did the wrong thing. (*You shouldn't have/should have ...*)
- c) They are sure and have decided what happened. (*It must have been .../It can't have been ...*).

Give plenty of examples.

- 2 Look at the pictures and make sure students understand what has happened in each one.
- 3 Students read the exchanges and circle the correct words.
- 4 Students form pairs and compare answers.
- 5 Check answers with the whole class. Discuss their answers: why are the other options not correct?

Answers:

a shouldn't (given)
b must c can't d might e should f might

WB page 18

UNIT 15 I must have lost it

1 Write sentences with *might, must* or *can't*

a What time does Dad stop work? At about six.
So he **might** have finished by now.

b What time does your husband finish work? At five o'clock exactly.
So **he must** have finished by now.

c What time does your son finish school? At two o'clock.
So he **can't** have finished by now.

d What time does Mum stop work? At about three.
So she **might** have finished by now.

2 Finish the following dialogue

Use *might, must* or *can't* + *have* + past participle.

Nawal: Where's your nice pen, Samy? The one that we gave you for your birthday?

Samy: Oh, I **a) might have left** (leave) it at school.

Nawal: Are you sure?

Samy: No, I remember now. I **b) can't have left** (leave) it there. I put it in my bag when I came home.

Nawal: Well, you **c) must have put** (put) it in your bedroom, then.

Samy: No, I **d) don't think I did** (do) that. I've already looked. It isn't in my room.

Nawal: When did you last have your pen?

Samy: Well, I was doing my homework with Ahmed last night. I **e) must have forgotten** (forget) my pen at his house. It's possible.

Nawal: Yes, I'm sure now. I **f) must have left** (leave) my pen there.

1 Write sentences with *might, must* or *can't*

- 1 Look at the pictures and ask students to tell you what time it is in each one.
- 2 Read the example with students to demonstrate the task, highlighting the structure that should be used in their sentences: *might/must/can't have finished*.
- 3 Check they understand the meaning of *by now*.
- 4 Students complete the task individually in class, or for homework.

Answers:

a So he might have finished by now. (given)
b So he must have finished by now.
c So he can't have finished by now.
d So she might have finished by now.

2 Finish the following dialogue

- 1 Read through the example to demonstrate the task. Make sure students understand that the verbs that they should use are in the brackets after the gap, and that the verb should be changed to give the meaning that fits the context best.
- 2 Students write the words in the gaps individually in class, or for homework.
- 3 Check their answers.

Answers:

- a might have left (given)
- b can't have left
- c must have put/might have put
- d can't have done
- e might have forgotten
- f must have left



Further practice

- Students make up scenarios that would fit some of the other options in SB Exercise 4.

LESSON 3 SB page 30 WB page 19

Aims: Learners will

- practise using *must*, *can't*, *might have done*

New vocabulary:

Iceland, Mexico, ocean, tobacco, Viking

Functions:

Speculating about past possibilities and making deductions

Before using the book:

- Revise the use of *might*, *must* and *can't have* + past participle. Use a topical news story that involves an unsolved mystery or puzzle (a robbery, a fire, a fraud, etc.). Show students pictures and articles about it and ask them who might have done what, and why and how it might have been done.
- Ask students if they know anything about the discovery of America.
- Bring in a map of the world and point out *America*, *Mexico*, *Iceland* and the *oceans*.

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Lesson 3

5 Listen and choose

- 1 Christopher Columbus discovered America in
a 1942. **b 1492.** c 1592.
- 2 Historians found in Egyptian tombs.
a tobacco b potatoes c wool
- 3 Chinese sailors may have been to
a America. b Mexico. c Egypt.
- 4 Scientists discovered Viking in America.
a kites b vehicles c houses

6 Listen again and complete

Are these sentences about Egyptians, Chinese or Vikings?

Computer Lab

Being healthy
Farming
History
People
Science
Stories
Travel
Water
Work

The Egyptians

a They built ships with Lebanese wood.

The Chinese

b They might have been to Vinland in America.

The Vikings

c They described Mexican people, animals and plants.

d They might not have lived in America for a long time.

e Some historians think they can't have been to Mexico.

f Workers might have brought tobacco to their tombs.

Egyptians

7 Discuss

Think

- Do you think any of these people might have discovered America before Columbus?
- Say why/why not.

5 Listen and choose

- 1 Explain the task. Students will listen to the cassette and they will choose the correct options.
- 2 Introduce the new words: *Vikings*, *discover*, *tobacco*, *historian*.
- 3 Play the cassette or read the tapescript, pausing at key areas to allow students to choose their answers.
- 4 Check their answers.



Tapescript

- Man:** *We all know Columbus discovered America in 1492. However, Columbus may not have been the first person to visit America.*
- Woman:** *Ancient Egyptians might have sailed to America on large ships made with Lebanese wood. Why do we think this? Well, there are pyramids in America which look like the pyramids in Saqqara. Also, some historians have found small pieces of tobacco in Egyptian tombs. Tobacco was not brought to Egypt from America until about 1600, so some historians think ancient Egyptians must*

have got the tobacco from America thousands of years ago. But other historians think that workers who helped to find the tombs may have left the tobacco there.

Man: Chinese sailors may have sailed to Mexico. Why do we think this? Well, many things in the two countries are the same; for example, kites and paper are made in the same way, and they have painted plates in the same way too. There are old books about a Chinese sailor in the fifth century called Hui Shen. He sailed east with four friends to the country they called Fusang. In the books, they described people, animals and plants which some historians think might have been in Mexico. However, Hui Shen also described vehicles with wheels. Some historians say Hui Shen can't have been in Mexico because people there didn't have wheels then.

Woman: The Vikings were from the north of Europe. They were very famous sailors. In around the year 1000, they arrived at the island of Iceland which is in the Atlantic Ocean. There were many stories about a sailor who went to Vinland. We don't know exactly where Vinland was, but it might have been in America. In 1961, two scientists discovered old Viking houses in America, so we know Vikings must have visited the country. However, they may not have stayed there very long.

Answers:

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

6 Listen again and complete

- 1 Read through sentences a–f and check understanding.
- 2 Explain the task. Students will listen to the cassette and decide whether each sentence is describing what the Egyptians, the Chinese or the Vikings did. Warn them that the sentences do not occur in the same order in which they are mentioned on the cassette.
- 3 Play the cassette or read the tapescript from Exercise 5 again.
- 4 Students listen and write *Egyptians*, *Chinese* or *Vikings*.
- 5 Check their answers.
- 6 Play the cassette or read the tapescript again.

Answers:

- a Egyptians (given) c Chinese d Vikings
b Vikings f Egyptians

7 Discuss

- 1 Read through the questions with students and explain where necessary.
- 2 Students form pairs and ask and answer the questions about the discovery of America.
- 3 Monitor, noting any common errors to review with the whole class after the activity.
- 4 Students report their partner's answers to the class.
- 5 Discuss answers with the whole class.

WB Page 19

I must have lost it **15**

3 Choose the correct answer from a, b, c or d

- 1 The food tasted hot because Nadia had put a lot of _____ in it.
a beef b beans **c pepper** d tobacco
- 2 _____ is an island in the Atlantic.
a Iceland b Italy c Viking d Mexico
- 3 A _____ is someone who studies the past.
a tailor b scientist c controller d historian
- 4 An _____ is the name for a very big sea.
a lake b ocean c river d pool
- 5 The scientist Alexander Fleming _____ a famous medicine.
a consisted of b disagreed c reclaimed d discovered

4 Read the following, then answer the questions

The History of Flying

Amelia Earhart was born in July 1898. In 1932, she became the first woman to fly a plane from America to Europe. After this, she decided to fly around the world. In May 1937, Amelia set off from California across to the east of America. She flew to South America and then continued across the Atlantic to Africa

and India. When Amelia was flying across the Pacific Ocean, her plane disappeared. She might have crashed because of bad weather or because she was tired, or her engine might have stopped working. But she must have had an accident, and she can't have crossed the ocean because no one ever saw her again.



Answer the following questions

- 1 Why was Amelia Earhart famous? *She was the first woman to fly a plane from America to Europe.*
- 2 How old was she when she first made this flight? _____

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

- 3 Where did Amelia start her journey round the world?
a Africa b South America c India d California
- 4 Amelia's plane must have crashed in _____
a the Atlantic. b Africa. c the Pacific. d Australia.
- 5 When Amelia died, she must have been _____ years old.
a thirty-six b thirty-seven c thirty-eight d thirty-nine

3 Choose the correct answer from a, b, c or d

- 1 Read the example with students to demonstrate the task.
- 2 Students complete the task individually in class, or for homework.
- 3 Check their answers.

Answers:

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

4 Read the following, then answer the questions

- 1 Read through the questions and check understanding.
- 2 Students read the text and answer sections *a* and *b*. They can do this individually in class, or for homework.
- 3 Check their answers.

Answers:

- a She was the first woman to fly a plane from America to Europe. (given)
(a) 2 She was 34 years old.
(b) 3 d 4 c 5 d



Further practice

- Students find out about other mysteries and speculate about what might have happened.
- Students exchange stories about minor incidents when something went wrong and discuss what they should or shouldn't have done to prevent it happening.

LESSON 4 SB page 31 WB page 20

Aims: Learners will

- practise using *should / shouldn't have done*
- learn about the *Titanic* story

Structures:

- There should have been more lifeboats.*
They shouldn't have tried to get into a full lifeboat.
They should have called for help sooner.
What should they have done about the toys?

New vocabulary:

crew, iceberg, unsinkable

Functions:

Speculating about past possibilities and saying what would have been advisable

Before using the book:

- Revise the use of *should have* + past participle by having students talk about a minor incident when something went wrong for them, such as locking themselves out, forgetting something, going to the wrong place, being late, etc. Get them to say what actions would have been advisable.
- Ask students what they know about the story of the *Titanic*.
- Ask students to say words that they know about sailing and ships and introduce *crew*.

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Lesson 4 15

8 Read and order

a An officer had to fire his gun to calm people.
b Another ship came and found people in lifeboats.
c The *Titanic* sent its last message asking for help.
d The crew learned about icebergs in front of them.
e The *Titanic* sank under the waves of the Atlantic.
f The ship couldn't stop, and hit the iceberg.

Read carefully about the *Titanic*. Think carefully about what happened first, then order the sentences.

Our English Magazine

1 In April 1912, the great ship *Titanic* set off for New York. For two days, it sailed through calm water. The next day, there was a radio message about icebergs nearby, but the officers weren't worried. They thought the *Titanic* was unsinkable.

2 At 11.40pm, a sailor reported an iceberg near the ship. The ship started to turn but hit it. Water started to come into the ship. As the front began to sink, the back began to rise.

3 At 12am, the captain asked the crew to send messages for help and get passengers to the lifeboats. At 12.50am, the crew put women and children in the boats. At 12.50am, the first lifeboats left, but they weren't full.

4 At 1am, passengers were worried when the crew fired rockets so that other ships would come to help. More lifeboats left, but now there wasn't enough space for everyone. Some passengers tried to climb into a full lifeboat. An officer fired his gun to stop them.

5 At 1.40am, the last lifeboats left. No ship had arrived to help the people left on the *Titanic*. At 2.15am, the last radio message was sent. Captain Smith told his crew to save themselves. Five minutes later, the *Titanic* sank to the bottom of the sea.

6 A ship, the *Carpathia*, had heard *Titanic*'s message but it didn't arrive until 3.30am. It rescued 705 people who were in lifeboats and took them to New York. The other 1,500 people had died in the waters of the Atlantic.

9 Match these sentences to the paragraphs

a All the lifeboats should have been full when they left the ship.
b The *Carpathia* should have sailed more quickly to the *Titanic*.
c The officers should have been more worried about the radio message.
d There should have been lifeboats for everyone on the ship.
e The officers should have turned the ship sooner.
f Other ships should have tried to help the *Titanic*.

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8 Read and order

- 1 Ask students what kind of text this is (*a magazine article*).
- 2 Students look at the picture and say what it is.
- 3 Read through the paragraph topics *a-f* and explain where necessary.
- 4 Students read the text and match the topics to the paragraphs.
- 5 Students form pairs and compare answers.

- 6 Check answers with the whole class.
- 7 Ask them to find and work out the meaning from context of the new words *iceberg* and *unsinkable*.

Answers:

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

9 Match these sentences to the paragraphs

- 1 Ask students what mistakes they think the *Titanic* crew made.
- 2 Read through the *should have* sentences a–f and explain where necessary.
- 3 Students read the text again and match the sentences to the paragraphs.
- 4 Students form pairs and compare answers.
- 5 Check answers with the whole class.

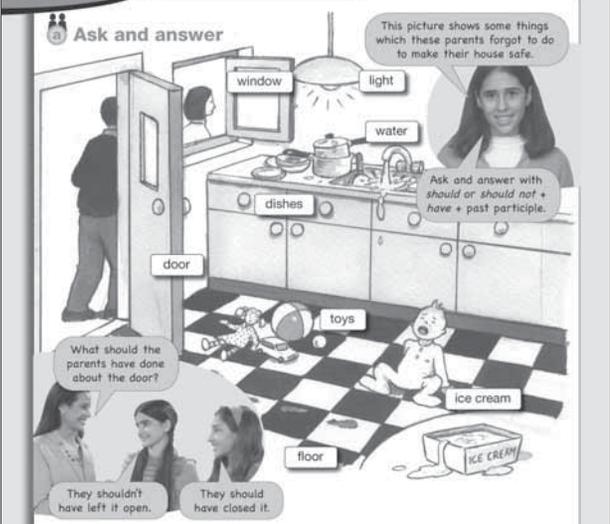
Answers:

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

15 I must have lost it

5 PROJECT

a Ask and answer



b Talk to your friend



c Write a report

- Write a report about the picture.
- Write about things which you should or should not have done when you were young.
- Work with your friend. Check both reports.
- Correct any mistakes.

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5 Project

a Ask and answer

- 1 Look at the picture and ask students what might be dangerous or inadvisable in the kitchen.
- 2 Read through the speech and make sure students understand the situation and the task.
- 3 Students form pairs and ask and answer about all the problem areas in the room.
- 4 Monitor, noting any common errors to review with the whole class after the activity.
- 5 Ask some pairs to demonstrate.

Sample Answers:

- They should have put the toys away.
- They should have put the ice cream in the freezer.
- They should have turned off the light.
- They should have washed up and put the dishes away.
- They should have shut the window.
- They should have cleaned/mopped/dried the floor.

b Talk to your friend

- 1 Read the instructions and example in the speech bubbles.
- 2 Students form pairs and ask and answer about what they should/shouldn't have done when they were younger.
- 3 Students report what they heard from their partner to the class.

c Write a report

- 1 Students write up what they discussed in tasks *a* and *b* in their exercise books. They can do this individually in class, or for homework.

- 2 They form pairs and check and correct each other's work.
- 3 If necessary, they write the reports again.



Further practice

- Students discuss the *Titanic* and make other suggestions about what should/shouldn't have happened. This would work well if a film or a documentary about the *Titanic* could be seen first.
- Photocopy a strip from a comic and then discuss what the characters should/shouldn't have done.

LESSON 5 SB page 32

Aims: Learners will

- learn about words and phrases that link sentences
- revise *might, should, can't* and *must have done*

New vocabulary:

as, during, so that

Functions:

Talking about obligation and necessity,
prohibition and lack of necessity

Talking about purpose

Before using the book:

- Refer back to the first page of the unit and the list of aims. Go through each bullet point and elicit from students what they have learnt about each one.

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15 Lesson 5

DO IT YOURSELF Language help

Use these words to join sentences or parts of sentences.

- 1 Use *so that* to say why you do something.
Clean your room. *When it is clean, it looks nice.*
Clean your room *so that* it looks nice.
- 2 Use *as* to say that two things happen at the same time.
Nadia was phoning Hesham. Hesham was phoning Ahmed.
As Nadia was phoning Hesham, Hesham was phoning Ahmed.
- 3 Use *during* + noun or noun phrase to say when something happens.
It rained. This happened in the night.
It rained *during* the night.

Join these sentences with *so that, as* or *during* in your exercise book

- a One of the boys in Ahmed's class felt ill. This happened in the history lesson.
- b The sailor made a boat. He could sail to China.
- c I dropped my book. This was in the English lesson.
- d Sally's friend was waiting at school. Sally was waiting at the supermarket.
- e Hesham visited Rome. He could meet some businessmen.
- f Salma went into the park. She met a friend who was leaving.

REVIEW Look at the key language

REMEMBER

- a how to say possible events in the past
- b advice in the past
- c using *so that* to give reasons

d find two things below from plants
e find three things that are related to sailing
f find two countries

crew iceberg Iceland ocean
Mexico pepper tobacco ship

Key language

- c Ahmed went to the supermarket so that he could buy some fruit.
- You should have done your homework last night.
- Hui Shen might have travelled to America.
- That man shouldn't have driven so fast.
- He might have had an accident.
- Columbus sailed across the sea so that he could get to China.

Make two more examples of a to c.

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Join these sentences with *so that, as* or *during* in your exercise book

- 1 Read through explanations 1–3 and give more examples.
 - 2 Explain the task. For each pair of sentences in *a–f*, students will use the linkers in 1–3 to make
- 180

one single sentence, and then write it in their exercise book.

- 3 Do the first one orally with the whole class to demonstrate the task.
- 4 Students complete the task.
- 5 Check their answers.

Answers:

- a One of the boys in Ahmed's class felt ill during the history lesson.
- b The sailor made a boat so that he could sail to China.
- c I dropped my book during the English lesson.
- d Sally's friend was waiting at school as Sally was waiting at the supermarket./As Sally's friend was waiting at school, Sally was waiting at the supermarket.
- e Hesham visited Rome so that he could meet some businessmen.
- f As Salma went into the park, she met a friend who was leaving.



- 1 Draw students' attention to the *Remember* box and read a–c. Elicit examples.
- 2 Read through the examples of key language with the students and check understanding.
- 3 Students should write the correct letter a–c in each box in the *Key language* section. For d, e and f, students write d, e or f next to each word.
- 4 Students do the task individually, then form pairs and compare their answers.
- 5 Check answers with the whole class.
- 6 In their pairs, students think of two more examples for each of the language items in the *Remember* box.
- 7 Students share their ideas with the whole class.

Answers:

- c (given)
- b
- a
- b
- a
- c
- d pepper, tobacco
- e crew, ocean, ship
- f Mexico, Iceland



Further practice

- Do spelling tests of the new vocabulary from the unit. Mix up the letters of the new words and write them on the board or on papers. Award points to the first person to solve them.

A s s e s s m e n t

Listening Task

Target element: 'must' and 'have to'

Use the dialogue from WB page 18, Ex. 2. Change some of the details, e.g., *Where's your nice football, Samy? / I might have left it at the park*, etc. Give students a list of possible places where it *might have been left* and where it *must have been left*. Read the dialogue out, and students have to listen and say where the football must be.

Speaking Task

Target elements: 'might/must/can't have been'

Give students some imaginary situations and have them speculate about how the situations have occurred using *might/must/can't have been*, e.g., *There is a broken window in the staff room at school. A car has been in the car park for two weeks and it hasn't moved. There is a big puddle of water in the playground. One of the pupils has got a black eye.*

Reading Task and Writing Task

Target elements: 'should / shouldn't have'

Use the text from SB page 31, Ex. 8. Write questions for the students about the text, focusing on the use of *should/shouldn't have*, e.g., **Who shouldn't have thought that the Titanic was unsinkable?** Have students write complete sentences as their answers: **The officers shouldn't have thought that the Titanic was unsinkable.**