

LESSON 1 SB page 33 WB page 21

Aims: Learners will

- revise *less than, fewer than, more than, the least, the fewest and the most*
- revise passives
- revise *have to* and *must*
- revise linkers
- revise *must, might* and *should have done*

Before using the book:

- Ask students to look back over Units 13–15 for five minutes and then shut their books and tell you what they learnt and what they remember.
- Ask them to form pairs and tell their partners about the *Titanic*, and agricultural projects in Egypt.
- Revise how to compare amounts by asking what goods they think Egypt manufactures most of, and exports most of.

Revision E

1 Read, ask and answer

One day, Yara went on a school trip with her class. Their teacher asked them to bring some food and something to drink. Yara's mother gave her three kilos of oranges. Yara's friend Samia brought a kilo of apples and a few bananas.

Nagwa, another girl in Yara's class, brought some jam and cheese to make sandwiches. Dina also brought a little cheese and three bottles of lemonade. Soad went to buy lots of bread from the baker's and she also brought a packet of biscuits. Nada brought four packets of biscuits and a bottle of lemonade.

Zeinab only brought a little chocolate but no one was cross because she also brought her CD player, so that they could all listen to music.

a Did Yara bring less fruit than Samia?
b Who brought more cheese than Dina?
c Who brought less lemonade than Dina?
d Did Soad bring the most biscuits?
e Who brought the least food?

Answer in complete sentences.

No, Yara brought more fruit than Samia.

2 Play "Active and Passive"

Rules

- 1 Play in groups of four.
- 2 Each group writes one active sentence and one passive sentence, e.g. The government will build a new school here next year. Cotton is planted in the field every May. Etc.
- 3 Groups read their sentences to the class.
- 4 The other groups listen and write active sentences in the passive or passive sentences in the active.
- 5 The group which changes most sentences correctly wins the game.

The government will build a new school here next year.

Active!

Yes! What's the passive sentence?

A new school will be built here next year.

1 Read, ask and answer

- 1 Read through questions a–e and check understanding.
- 2 Students read the text.
- 3 Students form pairs and ask and answer questions a–e.
- 4 Select pairs to demonstrate and give the answers.

Answers:

- a No, Yara brought more fruit than Samia.
- b Nagwa brought more cheese than Dina.
- c Nada brought less lemonade than Dina.
- d No, Nada brought the most biscuits.
- e Zeinab brought the least food.

2 Play 'Active and passive'

- 1 Read through the game rules with the students. Make sure they understand.
- 2 Read through the example exchanges as a demonstration.
- 3 Students form groups of four and play the game.

Revision

1 Rewrite using the words in brackets

a Sami has been revising. He wants to get a good result in his test. (so that)
Sami has been revising so that he can get a good result in his test.

b Ahmed went into the kitchen. Nadia was making a cake. (as)

c Sally went to the bookshop. She wanted to buy a book for Salma. (so that)

d Soha visited some interesting places when she was on holiday. (during)

e Ahmed has finished his maths homework. He's finished his English homework. (as well)

2 Write what you would say in the following situations

a Where's your football, Ali?
I must have left it under my bed.

b Is that your camera, Randa?

c Don't touch!
Why not?

d I'm very cold, Dad.

1 Rewrite using the words in brackets

- Go through the example with students to demonstrate the task.
- Students complete the task individually in class, or for homework.

Answers:

- a Sami has been revising so that he can get a good result in his test. (given)
- b As Ahmed went to the kitchen, Nadia was making a cake. / Ahmed went into the kitchen as Nadia was making a cake.
- c Sally went into the bookshop so that she could buy a book for Salma.
- d Soha visited some interesting places during her holiday.
- e Ahmed has finished his maths homework as well as his English homework.

2 Write what you would say in the following situations

- Read through the given parts of the dialogues with the students.

- Read through the example to demonstrate the writing task.
- Students write the missing parts individually in class, or for homework.

Answers:

- b No, it must be Nahla's.
- c You might/could cut yourself.
- d You should have worn a jacket.



Further practice

- Revise vocabulary from the unit. Pit yourself against the students: start writing a word, which they have to guess. Write the first letter, and give the class 20 seconds to guess what it is. Do the same for each subsequent letter. If students guess the word, they get a point; if they don't, you get a point. Do several words and count up the points.
- Have a word competition. Give students three minutes to write down as many new words from the units as they can remember. When the time is up, the first student reads out the words on his/her list. The other students cross these words off their own lists. Go round the class asking each student to read out the words that remain uncrossed. Students get a point for each word they have on their list that nobody else has mentioned.

LESSON 2 SB page 34 WB page 22

Aims: Learners will


- revise *less than, fewer than, more than, the least, the fewest and the most*
- revise passives
- revise *have to* and *must*
- revise linkers
- revise *must, might* and *should have done*
- revise vocabulary from the units

Before using the book:

- Find a nursery story or fable that students all know (or tell one yourself), such as the Hare and the Tortoise, Cinderella, Ali Baba, etc. and get them to tell you what the characters should and shouldn't have done.

Revision

3 Listen and finish the dialogues with a, b or c



1 He _____ gone out again.
a should have b can't have c must have

2 He _____ gone out on his bike.
a shouldn't have b can't have c mustn't have

3 They _____ gone far away.
a may have b can't have c mustn't have

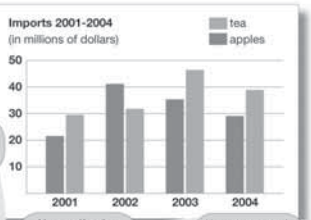
4 Farid _____ stayed at school.
a shouldn't have b can't have c must have

5 Farid _____ forgotten about Aunt Dina.
a should have b must have c can't have

4 Ask and answer, then write

Ask and answer questions about imports of tea and apples.

When did this country import the fewest apples?



Year	Tea	Apples
2001	20	30
2002	40	30
2003	35	45
2004	30	40

Now write six sentences in your exercise book.

Use more, most, fewer, fewest, less and least.

It imported the fewest apples in 2001.

3 Listen and finish the dialogues with a, b or c

- Students read through the options.
- Explain the task. Students will listen to five dialogues and choose the correct final phrases.
- Play the cassette or read the tapescript. Students circle *a*, *b* or *c*.
- Check answers with the whole class.



Tapescript

1

Mother: Suhair! Nabil! Farid! Dinner's ready!
Suhair: Coming, Mum.
Mother: Where are the boys, Suhair?
Suhair: Nabil came home from school about 10 minutes ago, but he's not here now. ...

2

Mother: He might have gone to the shops on his bike with Dad.
Suhair: No, wait a minute. There's his bike by the door. ...

3

Mother: He might have gone on Farid's bike.
 Please can you phone Dad on his mobile?
 Please tell them dinner's ready.
Suhair: Sure, Mum. They know dinner is at this time. ...

4

Suhair: Dad?
Father: Hi, Suhair.
Suhair: Mum wants you and Nabil to come home. Dinner's ready.
Father: OK. We're coming.
Suhair: Is Farid with you? Did he come home with Nabil?
Father: No, he usually has school sports club today. ...

5

Suhair: Dad and Nabil are coming, Mum. Farid is at the sports club.
Mother: Oh dear, that's not very good.
Suhair: What's wrong?
Mother: We're all going to Aunt Dina's house after dinner.
Suhair: To Aunt Dina's house? ...

Answers:

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

4 Ask and answer, then write

- Read through the example exchanges to demonstrate the task with students.
- Students form pairs and ask and answer similar the questions about the chart.
- Monitor, noting any common errors to review with the whole class after the activity.
- Ask some pairs to demonstrate.
- Students write six sentences, one with each of the words *more*, *most*, *fewer*, *the fewest*, *less* and *the least* in their exercise books.

Answers:

Answers will vary.

Revision

3 Write the words

a meat from cows
b the number of people in a country or town
c a person who makes clothes
d a person whose job is to study history
e a time to meet someone
f jacket and trousers in the same colour and material
g the sailors on a ship
h goods that you buy from another country

Nouns

a b e e f
h i
g c
j s
e a

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

1 Next year, this land _____ by a new canal.
a will irrigate b is irrigating c will be irrigated d has been irrigated

2 That radio is very nice. It _____ been expensive.
a can have b might have c must have d can't have

3 Osman always eats the most bananas and Tarek eats _____. He doesn't like them.
a more b the fewest c the least d less

4 Egypt _____ a lot of tomatoes from the Toshka Valley next year.
a exports b will export c is exported d will be exported

5 You _____ go in that room! The doctor is talking to a patient.
a won't b mustn't c don't have to d might not

6 We'll meet at six in the _____ car park.
a supermarket b supermarkets' c supermarkets d supermarket's

7 Nadia _____ made a cake. She didn't have any sugar or butter.
a can have b might have c must have d can't have

8 Salma _____ eaten the cookies. She was asleep.
a can have b can't have c could d must have

3 Write the words

- Students read the definitions and fill in the grid with vocabulary from Units 13–15. They can do this individually in class, or for homework.
- Check their answers, giving some attention to correct pronunciation.

Answers:

- b population
c tailor
d historian
e appointment
f suit
g crew
h imports

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

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

Answers:

- 1 c (given)
2 c 3 b 4 b 5 b
6 a 7 d 8 b



Further practice

- Play 'Who wrote on the board?' Leave the classroom for a minute, and tell the class that one student should write a word on the board while you are outside, and that you will then ask questions to find out who it was. On your return, ask the class *yes/no* questions only, e.g., *Has the student who wrote it got long hair?* Students answer *No*. You then say *So it can't have been Student X, Y or Z because they've all got long hair*. Once they have got the idea, get the class to supply the deductions which follow your questions, i.e., which students it can't have been, and why. The game ends when you can say, *It must have been Student K*. Play another round of the game with a student leaving the room and asking the questions.