

LESSON 1 SB page18

Aims: Learners will

- revise the use of possessive 's
- learn about compound nouns
- practise using the present continuous for future arrangements

Structures:

*They're watching Ahmed's football match.
He's got a doctor's appointment.
She's at the shopping centre.*

New vocabulary:

appointment, shopping centre, tailor

Functions:

Talking about future arrangements

Before using the book:

- Revise the idea of the possessive 's. Collect about eight different things from various students, including different sorts of books if possible, and then ask students to remember whose they are: *I think it's Sara's book*, etc.
- Elicit what kind of book it is: *It's an exercise book/a student's book*, etc. and draw attention to the two parts of the compound nouns. Point out that the first part of the compound will only take 's when it is a person, a group of people or an animal (*Student's book, Teacher's book, dog's tail*, etc.). Otherwise the two nouns just go together unchanged (*exercise book, ink pen, workbook, computer screen*, etc.).
- Elicit some more examples of compound nouns: *What kind of school do students attend? What kind of teachers are there at school? Who drives a bus? a train? Where do apples come from?* etc.
- Introduce the new words *tailor, appointment, shopping centre*.

UNIT
13 Buying and selling
Lesson 1

In this unit, you will:

- use apostrophe s and noun + noun.
- revise different future possibilities.
- revise quantities with more and most.
- learn to compare quantities.

1 Listen and complete

Complete Nadi'a's diary.

Saturday watching Ahmed's	20 April	Tuesday Hesham's meeting with	23 April
Sunday meal at the Shukria*	21 April	Wednesday appointment at the	24 April
Monday Salma's	22 April	Thursday wedding party	25 April
appointment at			

2 Listen again and ✓

<input checked="" type="checkbox"/> shopping centre	<input type="checkbox"/> shopping centre
<input type="checkbox"/> Kamal present	<input type="checkbox"/> Kamal's present
<input type="checkbox"/> Ahmed football match	<input type="checkbox"/> Ahmed's football match
<input type="checkbox"/> evening meal	<input type="checkbox"/> evening's meal
<input type="checkbox"/> doctor appointment	<input type="checkbox"/> doctor's appointment
<input type="checkbox"/> hotel managers	<input type="checkbox"/> hotel's managers

3 Ask and answer

Ask and answer about the diary.

What are the Zakis doing on Saturday?

They are watching Ahmed's football match at 4.30.

1 Listen and complete

- 1 Draw attention to the unit aims box and explain.
- 2 Ask students what kind of text this is (*a diary*), and whose it is.
- 3 Students read the diary and predict what will go in the gaps.
- 4 Explain the task. Students will listen and fill in the gaps with one or two words or a time.
- 5 Play the cassette or read the tapescript. Students write the correct words in the gaps.
- 6 Check answers with the whole class.
- 7 Play the cassette or read the tapescript again.

**Tapescript**

Nadia: We've got to go to the shopping centre this week.

Hesham: The shopping centre? Why?

Nadia: You haven't forgotten, have you? Your brother's wedding party is next Thursday. We have to buy Kamal's present.

Hesham: Yes, of course. Well, it's too late today. It's Saturday tomorrow. Why don't we go then?

Nadia: *We can't go on Saturday. We're going to watch Ahmed's football match. It's at half past four.*

Hesham: *Well, we'll go on Sunday, then.*

Nadia: *No, we're going for an evening meal at the Shukris' house. They invited us at seven o'clock and we'll be there till late.*

Hesham: *What about Monday?*

Nadia: *We won't be able to go on Monday, either. Salma's got a doctor's appointment at six o'clock.*

Hesham: *Well, I'm afraid I can't go on Tuesday. I've got my meeting with hotel managers. It's from five o'clock till seven thirty.*

How about Wednesday night?

Nadia: *We've got an appointment at the tailor's at five thirty. You and Ahmed are collecting the new clothes.*

Hesham: *Oh, dear, it's a busy week. Why don't we buy the present on Thursday evening?*

Nadia: *We can't go then.*

Hesham: *Why not?*

Nadia: *Because that's the night of Kamal's wedding party! It starts at seven thirty.*

Hesham: *Oh, yes. OK. We'll have to go shopping on Wednesday, after we've been to the tailor's.*

Nadia: *Yes, I think so too.*

Answers:

Saturday:	football match / 4.30
Sunday:	house / 7.00
Monday:	doctor's / 6.00
Tuesday:	hotel managers / 7.30
Wednesday:	tailor's / 5.30
Thursday:	Hesham's brother's (Kamal's) / 7.30

2 Listen again and ✓

- 1 Explain the task. Students will listen to the recording for Exercise 1 again and choose the correct form of the compound nouns.
- 2 Play the cassette or read the tapescript. Students listen and tick the correct compound noun.
- 3 Check answers with the whole class.

Answers:

- 2 Kamal's present
- 3 Ahmed's football match
- 4 evening meal
- 5 doctor's appointment
- 6 hotel managers

3 Ask and answer

- 1 Students form pairs and ask and answer questions about the diary.
- 2 Monitor, noting any common errors to review with the class after the activity.



Further practice

- Give students five minutes to write down as many compound nouns as they can think of. Reward the person who writes the most correctly or the person who wrote most that no one else got.

LESSON 2 SB page 19 WB page 12

Aims: Learners will

- practise using *might, may* and *will/won't* to predict

Structures:

Ali will be in the Reds team.

Ali won't be the hero of the match.

Ali might score a goal.

New vocabulary:

definitely, suit

Functions:

Making predictions

Before using the book:

- Revise the difference in probability expressed in the use of *will/won't, might* and *may*. Ask questions such as: *Will you get any homework tonight? Will it snow this evening?* etc.
- Use students' individual characteristics to prompt predictions: *Will Ali be late to school tomorrow? Will Sally walk to school tomorrow? Will Nihal have the same hairstyle next month?* etc.
- Ask student to say as many football words as they can.

Lesson 2 **13**

Here's a cartoon about a football match.

4 Read and choose Circle the correct word to complete each sentence.

English Magazine

All **might / (will) / won't** be in the Reds Team.

He **might / will / won't** score the penalty.

Reds 3, Blues 4!

All **might / will / won't** finish the match.

Ali's team **might / will / won't** win the match.

Ali **might / will / won't** be the hero of the match.

5 Read and put a ✓ or a ✗

a Adel may be at work on Sunday.

b The suit may be ready by 23rd April.

c The shirts definitely will be ready by 24th April.

d The blouse will be ready last.

e The dress definitely won't be ready on Sunday.

Correct the wrong sentences.

Adel definitely won't be at work on Sunday.

Saturday, 20th April

Dear Mrs Zaki

One of my tailors, Adel Yousef, has been ill and won't be back until Monday. Because of this, we will be late with some clothes in your order.

Order	Description	Notes
324	black suit for Mr Zaki	not ready before Wednesday 24th
325	2 boys' white cotton shirts	will probably be ready by Wednesday 24th
326	a girl's white cotton blouse	definitely will be ready by Monday 29th
327	small girl's party dress	may be ready tomorrow (definitely will be ready by Wednesday 24th)

Please accept my apologies for this.

Walid Arrar
Manager, Nasr City Tailors

4 Read and choose

- 1 Ask students what kind of text this is (*a magazine story*).
- 2 Students look at the pictures and say what is happening.
- 3 Read through the sentences and make sure students understand the words.
- 4 Students read the sentences and circle the correct auxiliary verb.
- 5 Check their answers and discuss why they are correct.
- 6 If time permits, get students to think of situations where the other auxiliaries in each sentence would be correct; e.g., for sentence a: *If the answer was "Ali won't be in the Reds team", what would the picture show?*

Answers:

- a will (given)
b will c won't d might e won't

5 Read and put a ✓ or a ✗

- 1 Ask students what kind of text this is (*a letter*),

and who it is from (*tailor*) and to (*Mrs Zaki*).

- 2 Read through the statements and check understanding. Introduce *suit* and *definitely*.
- 3 Revise what *by* means in this context.
- 4 Students tick or cross the boxes.
- 5 Check answers and ask students in pairs to correct the false statements, as in the example exchange.

Answers:

- Adel definitely won't be at work on Sunday.
- The suit (definitely) won't be ready by 23rd April.
- The shirts might be/will probably be ready by 24th April.
-
- The dress may/might be ready on Sunday.

WB Page 12

UNIT **13** Buying and selling

1 Finish the following dialogue with these words

day definitely may tailor's tailors Will won't

Hesham Which **a** *day* are we going to the **b** ?

Nadia On Wednesday, the day before Kamal's wedding party.

Hesham OK. **c** my suit be ready in time?

Nadia Yes, **d**

Hesham What about Ahmed's shirts?

Nadia They **e** be ready on Wednesday but I'm afraid Soha's blouse **f** be ready until after we see Kamal and his new wife. One of the **g** has been ill and some of our clothes will be late.

2 Read the following, then answer the questions

Mustafa has read that there is a basketball match next Friday. He loves basketball and he has invited his friends to go with him to see it. Bassim doesn't want to go. He thinks basketball is boring. Yasser has to mend his bike on Friday, but he hopes to finish it before the match. Walid would like to go, but he won't be home from a visit to his uncle.

Answer the following questions

- 1 Which person will definitely go to the match?
- 2 Who thinks basketball is boring?
- 3 Who is Walid visiting?

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

- 4 Yasser a can't b might c will d won't go to the match.
- 5 Bassim a can b might c will d won't go to the match.
- 6 Walid a can b might c will d won't go to the match.

1 Finish the following dialogue with these words

- 1 Read through the example to demonstrate the task. Make sure students understand that the

words that they should use are all in the box.

- Students write the missing words in the gaps individually in class, or for homework.
- Check their answers.

Answers:

- a day (given)
 b tailor's c Will d definitely
 e may f won't g tailors

2 Read the following, then answer the questions

- Students read the text and answer the questions. They can do this individually in class, or for homework.
- Check their answers.

Answers:

- 1 Mustafa 2 Bassim 3 his uncle
 4 b 5 d 6 d

Further practice

- Ask students to work in pairs and make one statement about themselves with each of the following: *definitely won't, will definitely, might, will probably.*

LESSON 3 SB page 20 WB page 13

Aims: Learners will

- use topic sentences at the beginning of paragraphs
- practise using *fewer, less than* and superlative adjectives

Structures:

You must buy goods for less money than you sell them for.
You will sell fewer if they are expensive.
They carried most of the goods by sea.

New vocabulary:

caravan, goods, silk, trade (v), trader

Functions:

Comparing and contrasting

Before using the book:

- Ask students to describe a city that they know, then a country area that they know.
- Go over the difficult words: *pollution, silence, traffic jams, nearby.*

& SB Page 20

13 LESSON 3

6 Read and match

a To be a successful trader, you must remember some rules.
 b Have you ever given a CD to a friend and got a different one back?
 c At this time, Arabs controlled the "Silk Road".
 d People have traded since the earliest times.
 e By the tenth century, Arabs were very successful traders.

Computer lab

1 If you have, you were **trading**. Another kind of trading is when people buy or sell goods to each other.

2 You must buy **goods** for less money than you sell them for. However, if your goods are too expensive, you will sell fewer goods because people won't want to buy them from you.

3 On the walls of ancient Egyptian temples, you can still see information about trade between Egypt, Greece, Lebanon and Europe 3000 years ago.

4 They carried most of the world's goods by sea or in huge **caravans** across the desert. They traded goods between Asia, Africa and Europe.

5 This was the name of the ancient roads from China to the Middle East, North Africa and Europe. Arab traders became rich by trading **silk**, spices, **carpets** and other important goods along these roads.

7 Find the words

a buying or selling things *trading*
 b things which people make, buy or sell
 c an expensive kind of material for clothes
 d a group of people with cars or animals who travel together across a desert
 e something that we put on the floor

6 Read and match

- Ask students what kind of text this is (*an internet page*) and what the topic is, according to the menu bar (*history*).
- Have them describe the illustrations. Introduce *caravan, trade (v), goods* and *silk*.
- Read through paragraph 1 and check understanding. Explain that sentence b, as the first sentence of paragraph 1, introduces the topic of the paragraph.
- Students match the rest of the topic sentences *a-e* to the paragraphs.
- Check their answers.
- Ask comprehension questions that focus on comparatives and superlatives in the text: *What rule is given for trading? What will happen if your goods are too expensive?* etc.

Answers:

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

7 Find the words

- 1 Students read the text again to find words which match definitions *a–e*.
- 2 Check their answers.

Answers:

a trading (given)
b goods c silk d caravan e carpet



WB Page 12

Buying and selling 13

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

- 1 a May you cut it for me? b I'll cut it for you. c You might cut the bread.
- 2 a I might read a story then. b Will there be a film? c I might watch that.
- 3 a But I might eat some later. b But I won't have some. c Will I get the cake?

4 Complete with will, might or won't

a Hana isn't going to climb the tree because she thinks she might fall.

b Adel has a broken leg so he

c Omar doesn't go to school by bike because

d That man is very poor, so Huda

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

- 1 Ahmed can't meet Samy after school because he has an with the dentist.
a appointment b apology c area d artist
- 2 are things which a country sells to another country.
a Imports b Buying c Exports d Trade
- 3 The blouse was white and made of
a suit. b silk. c spices. d goods.
- 4 A is someone who makes clothes.
a controller b manager c referee d tailor
- 5 Successful are people that sell goods for more than they pay for them.
a traders b fishermen c imports d caravans

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

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



Tapescript

1

Mother: Put that knife down, Ilham!
Girl: Why, Mum? I'm cutting some bread.
Mother: The knife's very sharp. ...

2

Mother: What are you doing, Enas?
Enas: I'm reading a story.
Mother: That's good. Are you going to watch TV later?

Enas: There's a film on at eight. ...

3

Man: That cake was delicious, too.
Woman: Would you like some more?
Man: Not now, thanks. ...

Answers:

1 a (given) 2 c 3 a

4 Complete with will, might or won't

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

Answers:

- a she thinks she might fall (given).
- b he won't be in the team.
- c he thinks a car might hit him/he thinks he might have an accident.
- d thinks she will give him some money.

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

- 1 Do the first sentence as a class to demonstrate the task.
- 2 Students complete the task individually in class, or for homework.
- 3 Check their answers.

Answers:

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



Further practice

- Students make sentences using the words from SB Exercise 7.

LESSON 4 SB page 21 WB page 14

Aims: Learners will

- revise comparisons of amounts with *more, most, fewer, fewest, less, the least*
- work out some puzzles

Structures:

Samy's got more books than Sally.
Salma's got fewer books than Sally.
Dalia's got the most juice.
Ali's got the least juice.

New vocabulary:

agricultural, beans, beef

Functions:

Making comparisons

Before using the book:

- Bring in a couple of items to compare countable and uncountable nouns, e.g., several beans and a large bar of chocolate.
- Introduce *beans*.
- Show students the beans and the chocolate and ask which is countable and which is uncountable.
- Give out a differing number of beans to three students.
- Ask who has got the most and who has got the fewest; which student has got more/fewer than another student.
- Break the bar of chocolate and give out three pieces of different sizes.
- Ask who has got the most and who the least; which student has got more/less than another student.

& SB Page 21

We have three puzzles for you today.

Lesson 4 **13**

8 Read and answer

In puzzles one and two, read and complete the sentences and boxes.

Our English Magazine

Puzzle One

Samy has got books than Sally. Sally has got books than Salma. Salma has got books. Samy has got books than Ahmed. Ahmed's got books.

Puzzle Two

a Dalia's glass has got the most juice in it.
 b Ali's glass has got the least juice in it.
 c Yasmine's glass has got more in it than Ahmed's glass.
 d Ahmed has got less juice than Dalia.

Puzzle Three

Agricultural Imports (percent)	2001	2002	2003
wheat	20.0	23.7	22.6
beef	3.8	5.6	3.6
beans	2.2	2.3	2.8

a Egypt imported more wheat in 2001 than in 2003.
 b Egypt imported the least beef in 2002.
 c Egypt imported the fewest beans in 2002.
 d Egypt imported fewer beans in 2003 than in 2001.

In puzzle three, correct the wrong information in the sentences.

Egypt imported more wheat in 2003 than in 2001.

WORKBOOK 14

8 Read and answer

- Ask students what a puzzle is.
- Students read through Puzzle One and fill in the gaps based on the photo given.
- Check their answers.
- Explain the task for the next two puzzles: Guess who the children are in Puzzle Two and correct the sentences in Puzzle Three, as demonstrated in the example exchange. Tell students that sentences *a*, *b* and *d* in Puzzle Three can be corrected in two ways. Demonstrate for sentence *a*: *Egypt imported less wheat in 2001 than in 2003.*
- Introduce the new word, *beef*.
- Students work out the answers.
- Students form pairs and compare answers.
- Check answers with the whole class.

Answers:

Puzzle One

Samy has got *more* books than Sally. Sally has got *more* books than Salma. Salma's got *the fewest* books. Samy has got *fewer* books than Ahmed. Ahmed has got *the most* books.

Puzzle Two

Children from left to right: Yasmine, Dalia, Ali, Ahmed

Puzzle Three

- Egypt imported more wheat in 2003 than in 2001. / Egypt imported *less* wheat in 2001 than in 2003.
- Egypt imported the least beef in 2003. / Egypt imported the *most* beef in 2002.
- Egypt imported the fewest beans in 2001.
- Egypt imported *more* beans in 2003 than in 2001. / Egypt imported fewer beans in 2001 than in 2003.

- Students circle the correct words. They can do this individually in class, or for homework.
- Check their answers.

Answers:

- a more (given)
b the most c Fewer d fewest e less

7 Look and complete

- Make sure students understand the chart and what it means. Ask comprehension questions to check.
- Elicit that oranges are countable and wheat is uncountable.
- Students write the correct words in the gaps. They can do this individually in class, or for homework.
- Check their answers.



WB Page 14

13 Buying and selling

6 Choose the correct words

- Ahmed has seen some films but Samy has seen more the most than him.
- Mr Dawoud has got the biggest class, with the most/more students in the school.
- Fewest/Fewer people will go to Alexandria this weekend. The weather is cold.
- The students with the fewest/less mistakes will get the best results.
- Aisha has two teaspoons but I have less/the least than her, only one.

7 Look and complete

Here are exports of wheat and oranges from a country between 2001 and 2004.

Year	Wheat (%)	Oranges (%)
2001	3.5	2.5
2002	3.0	4.5
2003	5.0	3.5
2004	6.0	2.5

Read and complete the sentences with *more, the most, fewer, the fewest, less or the least*.

- This country exported fewer oranges in 2004 than in 2003.
- There were more exports of wheat than exports of oranges in 2001.
- This country exported more wheat than oranges in 2002.
- When did this country export more wheat? In 2004.
- When did this country export more oranges? In 2001.
- There were more exports of oranges than exports of wheat in 2001.
- This country exported more wheat in 2002.

Answers:

- a fewer (given)
b more c less d the most
e the fewest f fewer g the least



Further practice

- Students find out about Egypt's largest exports last year.
- Students do a survey, create charts and write a report about what most students ate this week.

6 Choose the correct words

- Make sure students understand the task. They select the words that fit correctly into the sentence.

LESSON 5 SB page 22

Aims: Learners will

- revise the use of possessive 's
- revise how to form compound nouns
- revise making comparisons of amounts

Functions:

Describing language
Making comparisons

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.

& SB Page 22

Lesson 5

DO IT YOURSELF

Language help

The thing	belonging to	apostrophe
shirt	Ahmed	Ahmed's shirt
the food	the cats	the cats' food
the eyes	the cat	the cat's eyes

We use the apostrophe before or after a to show when something belongs to a person, animal, group or country.

noun	belonging to	noun + noun
playground	the school	the school playground
shoes	the shop	the shoe shop

We use noun + noun to show when something belongs to a place.

Write the correct phrase

a the picture belonging to Salma *Salma's picture*

b the legs belonging to a horse _____

c the library belonging to a town _____

d the café belonging to a park _____

e a school which is for boys _____

f clothes belonging to a shop _____

REVIEW Look at the key language

REMEMBER

a sentences with 's
b sentences with noun + noun
c sentences with different future possibilities
d quantities with more and most
e how to compare quantities

Key language

We might be able to buy a present in Khan Al Khallil.

Please, can you pay? I've got less money than you.

Can we meet this evening at six in the city centre?

Let's get the bus behind this one. It's got fewer people on it.

It was a holiday so there were more people in the park.

It's Salma's mother's car.

Make two more examples of a to e.

22



Write the correct phrase

- 1 Go through the tables, explaining the use of the apostrophe.
- 2 Explain the meaning of *belonging to*.
- 3 Read through the example to demonstrate the task.
- 4 Students write the phrases.
- 5 Check their answers.

Answers:

b the horse's legs c the town library d the park café
e a boys' school f clothes shop



- 1 Draw students' attention to the *Remember* box and read a–e. Elicit examples.
- 2 Read through the examples of key language with the students and check understanding.
- 3 Students should write the correct letter a–e in each box in the *Key language* section.
- 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) e b e d a



Further practice

- Play “Pictionary” with compound words: Make a list of 10 compound nouns that have elements that students can draw, e.g., apple tree, chocolate cake, etc. Divide the class into two teams. Ask a representative from each team to come to you. Tell them one of the compound nouns. Make sure the other team members don’t overhear. Each representative has to go back and draw the compound noun you gave them for their team, without speaking. When the others in the team guess the answer, the next student goes and gets the next compound noun, which they then draw for the team, etc. Carry on until one team has got all the words.
- 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.
- Play Hangman with words from the unit.

A s s e s s m e n t

Listening Task

Target element: comparing amounts with ‘less / least’, ‘few / fewest’, ‘more / most’

Use SB page 21, Ex. 8. Read out some simple questions about the texts in the three puzzles, e.g., *Who has got the most books?* Students write one-word answers.

Speaking Task

Target elements: future possibilities with ‘might’ and ‘will’

Students tell the teacher or a partner about what they might/will/may do after school.

Reading Task

Target elements: future possibilities with ‘might’ and ‘will’

Use WB page 12, Ex. 1. Write questions for the students about the dialogue.

Writing Task

Target elements: comparing amounts with ‘less / least’, ‘few / fewest’, ‘more / most’

Use SB page 21, Ex. 8. Students write four more sentences using information from the table in Puzzle Three.