3 What are the numbers?

Project planning
will and won’t
Countable and uncountable nouns
Estimating quantities
Making comparisons
Comparative and superlative adjectives
-er than, as ... as, (the) -est
Specifications for vehicles

Project planning

This section is the first of several that look at time, cost, and quality issues. It is also the first section on uncountable nouns, which will receive further practice later in the syllabus. It:
• reviews will and won’t for discussing plans
• provides practice in making approximations
• introduces some uncountable nouns that commonly cause confusion.

It finishes with a very meaty discussion task, so be sure to leave plenty of time at the end of the lesson to complete it.

1 Warm up to the topic of project planning by asking the class some questions:
1 Find out what projects class members are involved in:
Are you working on any projects at the moment?
(What?) What projects have you worked on in the past / will you work on in the future?
2 Find out about the resources their projects need:
How many people are working on the project?
How long will it take? What resources do you have / will you need? e.g. special equipment, special skills

Then explain that the students will hear some people discussing a project. Check they understand the instructions, and play the recording once without stopping. Check their answers, then play the recording again, pausing where necessary so the students can note down missing answers.

Answers
Packing materials: boxes, bubble wrap
Time: one day
Vehicles & manpower: two trucks and eight men
Money: $5,400

Use questions with will to collect answers from the class, e.g.
How many packing materials will they need? How much time will they need?

2 As in the Student’s Book. For more ideas on ways to exploit listening scripts, see page 88.

3 See if the students can recall any of the missing words before playing the recording again. Pause in appropriate places for the students to write answers. Point out that we use these expressions to make approximations.

Answers
1 B How many boxes will we need?
   A It’s hard to say exactly.
   B Roughly speaking?
   A Around three hundred.
2 A How far is your new office?
   B About ten miles.
3 A Eight men and two trucks for one day ...
   You’re looking at something like three thousand dollars.
   B So in total, it’ll be $5,400?
   A Yes, approximately.

4 Demonstrate this activity with a student, encouraging them to use the different expressions from 3 to estimate distances, time, costs, etc. Then move on to pair practice.

Write these questions on the board.
How many kilometres is it?
How much money will you spend?

Ask the students why we say many in the first question and much in the second. Elicit that money is an uncountable noun. Ask the
students what other uncountable nouns they know and then review the language note.

5 The students can work alone or in pairs. Review the answers with the whole class.

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<thead>
<tr>
<th>Answers</th>
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<tbody>
<tr>
<td>1 U 9 U 17 C/U</td>
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<td>2 C 10 U 18 U</td>
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<td>3 C 11 U 19 C</td>
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<td>7 C 15 U 23 C</td>
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6 Allow the students to work alone or in pairs, then check their answers with the class. When checking answers:

1 Be ready to point out that some nouns have countable and uncountable meanings, e.g.
   How many times will you visit us? (occasions – times things happen)
   How much time will it take? (the passing of minutes, hours, etc.)
   Can you buy me a paper? (a newspaper)
   We’ll wrap it in paper. (the material)
   How much gas escaped? (uncountable substance)
   Hydrogen and oxygen are gases. (kinds of gases)

2 Also be ready to explain that some uncountable nouns may look as if they are plural forms. We use them with singular verb forms, e.g.
   There isn’t any news.
   Physics is an interesting subject.

3 Be prepared to explain other tricky plurals if questions arise. For example:
   • words like scissors, jeans, goggles that might be singular in the students’ language
   • irregular plurals that don’t end with s, e.g. people, men, women, children
   • words that end in s, that can be both singular or plural countables, e.g. headquarters, series. These words can be used with either singular or plural verb forms, e.g. Our headquarters is / are in Zurich.

Answers
1 I need some informations information about train times.
2 ✓
3 There are a lot of datas There is a lot of data here that we don’t need.
4 How much many new machines will you need next year?
5 All our machinery are is state of the art.
6 These This equipment is very difficult to use.
7 If the tests are successful, we’ll start production in about six weeks.
8 ✓
9 How much dollars money do we need?
10 The goal is zero defects and zero wastes waste.

7 Allocate a stretch of time for this planning activity and set a time limit to ensure that teams finish at approximately the same time. Tell teams to stand up at the front of the class when they present their information and to present it jointly. Encourage questions from the class.

At the end you might like to take a vote on which team:
• were the most economical
• planned the project most thoroughly
• gave the best presentation (why?).

Extra activity
Play The storeroom on page 93 of this book.

Making comparisons
This is the first of several sections which involve the students in drawing comparisons between different products, options, systems, etc. It focusses on comparative and superlative forms of adjectives. At this point the key language teaching goals are:
• short adjectives and -er and -est forms
• long adjectives and more / the most and less / the least