

## LESSON 1 SB page 40

## Aims: Learners will

- revise the use of the third conditional:  
*If + past perfect + would have or might have*
- learn adjectives to describe feelings
- practise listening skills

## Structures:

*If he'd moved, they would have shot him.  
If he'd been calmer, she might have finished it.  
If he hadn't looked after it carefully, he would have lost it.*

## New vocabulary:

bullet, shoot

## Functions:

Talking about imaginary situations in the past  
Describing feelings

## Before using the book:

- Write **If ...** on the board and ask students to make and say sentences with it. Write up what they say, correcting and categorising them into columns according to type of conditional. If they only provide one type, elicit others by prompting, e.g., *If I saw a mouse in the classroom...*, or *If you don't eat healthy food...*. Discuss the use of the different types.
- Introduce the third type. Tell a story about something that almost happened but didn't, e.g., *Yesterday evening, I decided to have a bath. I turned the taps on and lay down on my bed to look at a book while the bath filled. But I fell asleep. I was awoken by my daughter, who wanted a drink. I jumped up and turned off the taps, just in time – the water was at the top of the bath.*
- Discuss what would have happened if things had been different, then write on the board:  
**If I hadn't turned off the taps, the bathroom would have flooded.**  
**If I hadn't woken up, I wouldn't have turned**

**off the taps in time.**

**If my daughter hadn't wanted a drink, she wouldn't have woken me up.**

- Ask if students have any stories of something that almost happened. Have them tell the class and then elicit *If I/it/she hadn't* sentences.

## &amp; SB Page 40

UNIT  
**8** Great Grandfather's button Part 2  
Lesson 1

In this unit, you will:  
 ■ make *if* sentences for impossible things.  
 ■ learn words to describe people and how they feel.  
 ■ compare sentences with *if*.

**1 Listen and match**

Which pictures do the sentences match?  
 Then listen and check.

a  If you had been calmer, I might have finished it yesterday.  
 b  If I hadn't looked after it carefully, I would have lost it.  
 c  If he had moved, they would have shot him again.  
 d  If the bullet hadn't hit the button, it would have killed him.

**1 After school** Can you finish the story?  
 Soon, Bassam. First, tell me about your day at school.

**2 Later** Now Salah was running to get help.

**3** The bullet knocked Salah over.

**4** How did you get the button, Grandma?  
 Salah gave it to me.

**2 Listen again and put a ✓ or X**

a  Bassam wasn't calm and patient when he got home from school.  
 b  The bullet hit Salah's leg.  
 c  When Salah moved, the enemy shot him again.  
 d  The button helped Grandma feel safe.  
 e  Salah gave Bassam's grandmother the button when she was 20.

Now correct the false sentences.

**1 Listen and match**

- 1 Draw attention to the unit aims box and explain.
- 2 Revise the story of Great Grandfather's button so far.
- 3 Students look at the pictures and say what is happening. Get them to tell you who is talking and how the conversation goes.
- 4 Read through the *If* sentences and have them guess which one will go with which picture.
- 5 Introduce new words *bullet* and *shoot* (*shot*).
- 6 Play the cassette or read the tapescript. Students number the pictures.
- 7 Play the cassette or read the tapescript again, stopping after each sentence and checking their answers.
- 8 Discuss what might happen next in the story.



## Tapescript

### 1

*Narrator: After school, Bassam ran home.*  
*Bassam: Can you finish the story ?*  
*Grandma: Soon, Bassam. First, tell me about your day.*  
*Bassam: No, please tell me about the button.*  
*Grandma: If you had been calmer, I might have finished it yesterday. I hope you are calmer today.*  
*Bassam: Yes, Grandma.*

### 2

*Narrator: Later Bassam was waiting patiently, so his grandmother continued the story.*  
*Grandma: Salah was running to get help. An enemy soldier fired his gun. The bullet hit Salah ... but he wasn't hurt.*  
*Bassam: Why not?*  
*Grandma: The bullet hit a button on his shirt. If the bullet hadn't hit the button, it would have killed him.*

### 3

*Grandma: The bullet knocked Salah over. He stayed on the ground.*  
*Bassam: Why?*  
*Grandma: He wanted the enemy to think he was dead. If he had moved, they would have shot him again.*  
*Bassam: What happened next?*  
*Grandma: Our soldiers started to shoot. The enemy soldiers hid behind rocks. When they weren't looking, Salah stood up and got away.*

### 4

*Bassam: How did you get the button, Grandma?*  
*Grandma: Salah gave it to me when I was a little girl. The button helped me to feel safe when I thought about my brave father.*  
*Bassam: Have you had it since you were a girl?*  
*Grandma: Yes. If I hadn't looked after it carefully, I would have lost it.*

#### Answers:

a 1 (given)      b 4      c 3      d 2

## 2 Listen again and put a ✓ or ✗

- 1 Read through the sentences and check understanding.
- 2 Play the cassette or read the tapescript from

Exercise 1 again. Students tick or cross the boxes.

- 3 Check their answers.
- 4 Students work in pairs to correct the false sentences (*b, c, e*).
- 5 Check their answers.
- 6 Ask what they think might happen next in Bassam's story.

#### Answers:

a ✓ (given)    b ✗      c ✗      d ✓      e ✗



## Further practice

- Do an *If ...* chain around the class with imaginary situations (third conditional), e.g.,  
**T:** *If I hadn't passed my exams, I wouldn't have become a teacher.*  
**S1:** *If you hadn't become a teacher, you wouldn't have got a job at this school.*  
**S2:** *If you hadn't got a job at this school, ...*

## LESSON 2 SB page 41 WB page 26

### Aims: Learners will

- practise using the third conditional: *If + past perfect + would have* or *might have*
- learn some vocabulary for football
- practise all the skills

### Structures:

*If I had had a ticket, I would have seen the match at the stadium.*

### New vocabulary:

goalkeeper, nation, penalty, referee, stadium, video

### Functions:

Talking about imaginary situations in the past  
 Describing a football match

## Before using the book:

- To revise the third conditional, ask students what would have happened if they had overslept this morning.

- Ask students what words they know connected to football. Mime actions such as *kick* and *score a goal* to prompt them. Introduce the new words *goalkeeper*, *penalty*, *referee*, *stadium*. Get someone who knows about football to tell you about a spectacular goal and how it was scored.
- Ask what they know about the African Nations Cup and when Egypt won it.

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**3 Listen and complete**



**Lesson 2**

**8**

**Hesham:** What are you **a** *watching*, Ahmed?

**Ahmed:** A video of Egypt when they **b** *won* the African Nations Cup.

**Hesham:** Yes, it was fantastic. **c** *wasn't* it?

**Ahmed:** I would have seen the match at the stadium if I **d** *had* got a ticket.

**Hesham:** I **e** *wanted* to watch it, but I was away.

**Ahmed:** **f** *Where* were you?

**Hesham:** I was in India, remember? I would **g** *have* stayed in Egypt to watch the match if the trip to India hadn't been very important.

**Ahmed:** Why don't you watch the match with me now?

**Hesham:** Yes, I would **h** *like* that!

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**4 Make sentences with if**

**What happened in the African Nations Cup?**

- The Egyptian players were fit. They played well.
- Mohammed Barakat fell near the goal. The referee gave a penalty.
- Ahmed Hassan missed this penalty. Most people in the stadium were sad.
- Essam Al Hadary was a good goalkeeper. He stopped two penalties.
- Egypt won the match. Egyptian people were pleased.



### 3 Listen and complete

- 1 Students look at the pictures and say what is happening.
- 2 Introduce new words *nation* and *video*.
- 3 Students read the text and predict what the missing words are.
- 4 Students compare their answers with the whole class.
- 5 Play the cassette or read the tapescript. Students fill in the gaps.
- 6 Check their answers as a whole class.

### Tapescript

**Hesham:** What are you watching, Ahmed?

**Ahmed:** A video of Egypt when they won the African Nations Cup.

**Hesham:** Yes, it was fantastic, wasn't it?

**Ahmed:** I would have seen the match at the stadium if I had got a ticket.

**Hesham:** I wanted to watch it but I was away.

**Ahmed:** Where were you?

**Hesham:** I was in India, remember? I would have stayed in Egypt to watch the match if the trip to India hadn't been very important.

**Ahmed:** Why don't you watch the match with me now?

**Hesham:** Yes, I would like that!

### Answers:

a watching (given)  
 b won      c wasn't      d had      e wanted  
 f Where      g have      h like

### 4 Make sentences with if

- 1 Read through the prompts as a class and explain where necessary.
- 2 Read out and explain the example to demonstrate the task.
- 3 Students form pairs and make conditional sentences following the pattern of the example.
- 4 Monitor, noting any common errors to review with the whole class after the activity.
- 5 Check their answers, encouraging them to use full sentences to practise the *if* clauses.

### Answers:

- If Mohammed Barakat hadn't fallen near the goal, the referee wouldn't have given a penalty.
- If Amr Zaki hadn't missed this penalty, most people in the stadium wouldn't have been sad.
- If Essam Al Hadary hadn't been a good goalkeeper, he wouldn't have stopped two penalties.
- If Egypt hadn't won the match, Egyptian people wouldn't have been pleased.

UNIT  
**8** Great Grandfather's button Part 2  
Lesson 1



**1 Read and match**

Three hundred years ago, birds called dodos lived on a large island in the ocean, about 1000 kilometres east of Africa. Dodos were very fat, so they could not fly. A lot of ships went to the island and sailors killed many dodos. After many years, there was only one dodo on the island. Scientists wanted to show people this last dodo, so they took it to a zoo in England. The people at the zoo thought that dodos ate stones, so this is all that they gave to the bird to eat. That was how the last dodo in the world died.



a If ships hadn't gone to the island, 1  they would have been able to fly.  
 b If dodos hadn't been so fat, 2  they would have escaped from the sailors.  
 c If dodos had been able to fly, 3  their sailors wouldn't have killed so many dodos.  
 d If scientists hadn't taken the dodo to England, 4  it wouldn't have died in the zoo.  
 e If people in England hadn't fed the dodo stones, 5  it would have died on the island.

**2 Read and correct the underlined words**

a If you were calmer, you would have done better on your exam.  
 If you had been calmer, you would have done better on your exam.

b If Sammy hadn't moved his bag, I would fall on it.

c If I had run more quick, I would have come in first place.

**1 Read and match**

- 1 Ask if students know of any extinct animals and discuss why they became extinct. Ask if anyone knows anything about the dodo.
- 2 Make sure students understand the task. Use the example to demonstrate how the two halves of the sentences can be matched to make one sentence.
- 3 Students match the two halves of the sentences. They can do this individually in class, or for homework.
- 4 Check their answers.

**Answers:**

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

**2 Read and correct the underlined words**

- 1 Read the sentences out loud, asking students to note that the underlined words are incorrect.
- 2 Go through the example question with the class.
- 3 Students do questions 2 and 3 in their workbooks.

- 4 Check answers with the class.

**Answers:**

- 1 If you had been calmer, you would have done better on your exam. (given)
- 2 If Sammy hadn't moved his bag, I would *have fallen* on it.
- 3 If I had run more *quickly*, I would have come in first place.

**Further practice**

- Students find out about other extinct animals, particularly those that used to live in Egypt, and write about how they could have been saved, using the conditional structures from the unit.
- Students discuss well-known stories and say how they might have progressed differently, e.g., Cinderella: *If she hadn't gone to the ball, she wouldn't have met the prince*, or Ali Baba and the forty thieves: *If Ali Baba hadn't sneezed, the thieves wouldn't have seen him*, etc.

**LESSON 3** SB page 42 WB page 27

**Aims: Learners will**

- describe people
- talk about feelings
- practise reading skills: skimming and scanning for gist and detail

**New vocabulary:**  
confident

**Functions:**  
Describing people  
Expressing feelings

**Before using the book:**

- Revise the magazine story about Bassam and his grandma from the previous lessons. Discuss how Bassam was feeling.
- Ask the class to predict what will happen next.

**Lesson 3**

**5 Read and number**

Put these sentences in the order of the story.

- She asked Bassam to look in the bag.
- Bassam's grandmother asked Bassam to promise some things.
- His grandmother told him he did well because he wasn't nervous.
- His grandmother put the present into a small bag.
- Bassam did very well in his school exams.
- Bassam didn't find a button in the bag. He found a stone.

**1** "I'm going to give you something," Bassam's grandmother said. "It will help you to remember your great grandfather and to be calm and patient like him."  
"Thank you," Bassam answered.  
"I have put your present in a bag, but you must promise not to look inside it. I want you to promise two more things. First, promise to work hard. Second, promise to take the bag to school every day and look after it carefully."  
"I'll do all those things, Grandma."

**2 One month later**  
Bassam was excited. He hurried home from school. "Grandma," he said, "I passed all my exams and I was first in maths and science."  
His grandmother smiled. "That's fantastic, Bassam! Well done!"  
"If I hadn't had Great Grandfather's button in the bag," Bassam added, "I wouldn't have succeeded."

**3 English Magazine**  
Bassam's grandmother was quiet, then she said, "Look in the bag."  
"OK," Bassam replied. He opened the bag and said in surprise, "It isn't a button! It's a stone!"  
"Yes," his grandmother said.  
"How did I pass the exams without the button?" he asked.  
"That's easy," she answered. "You passed because you worked hard and you revised. You weren't nervous. You were calm, confident and patient."

**6 Read and find**

a Find adjectives which describe people in the story.  
b Who do they describe?

*Calm is an adjective. It describes Bassam's great grandfather.*

**5 Read and number**

- Students look at the text and say what kind it is (*a magazine article*).
- They look at the picture of Bassam and say what he is doing.
- Read through the sentences that summarise the story and check understanding.
- Students read the text and put the summarising sentences into the correct order.
- Students form pairs and compare answers.
- Check answers with the whole class.
- Ask students to find *confident* in the text and say what they think it means. Explain and give examples.

**Answers:**

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

**6 Read and find**

- Revise what an adjective is and ask students to suggest appropriate adjectives for Mount Everest.

- Students go through the text and underline adjectives that describe people.
- Students compare their findings with a partner, and say whom the adjectives that they found describe.
- Check answers with the whole class.

**Answers:**

**Text part 1**  
calm, patient (Great Grandfather)

**Text part 2**  
excited, first (Bassam)

**Text part 3**  
quiet (Grandmother)  
not nervous, calm, confident, patient (Bassam)

**WB Page 27**

**Lesson 2**

**3 Read and complete**

Read about Ayman and complete the sentences.

Last Friday evening, Ayman watched a long football match on TV and went to bed very late. Because of this, he got up late in the morning. He was running out of the front door on his way to play a football match when he suddenly said, "I've just remembered! We're using my football for the match today and there isn't enough air in it. I need a pump."

Use *if*, the past perfect, *would have* and the past participle.

Ayman couldn't borrow his brother's new pump, because his brother had already left the house, so he had to find his old pump. He looked everywhere in his room: on the desk, in the cupboard, under the chair. Finally, he found it under the bed!

Ayman pumped up the ball and ran to the bus stop. He arrived just in time for a bus. He arrived at the match 30 minutes late and his friends were angry. However, when Ayman scored three goals for their team, they were very pleased with him.

- If Ayman hadn't watched a long football match, he wouldn't have gone to bed late.
- ....., he wouldn't have got up late.
- ....., he wouldn't have needed a pump.
- ....., he would have gone to the match earlier.
- If his brother hadn't already left the house, .....
- If he hadn't looked under his bed, .....
- If he hadn't run very quickly, .....
- If Ayman hadn't arrived 30 minutes late, .....

**3 Read and complete**

- Revise what a football and a pump are.
- Students read the text, or you could read the story aloud with the whole class.
- Read the unfinished sentences a-h and get

students to supply the missing parts orally.

- 4 Students write the missing parts of the sentences. They can do this individually in class, or for homework.
- 5 Check their answers.

**Answers:**

- a If Ayman hadn't watched a long football match, ... (given)
- b If he hadn't gone to bed very late, ...
- c If there had been enough air in the ball, ...
- d If he hadn't had to pump up the ball, (answers may vary) ...
- e ... he would have been able to use his new pump.
- f ... he wouldn't have found the pump.
- g ... he would have missed the bus.
- h ... his friends wouldn't have been angry with him.



**Further practice**

- Students write a description of someone they admire.
- Write short job adverts describing ideal applicants and get students to guess the jobs, e.g., for a nurse: *He or she should be kind, caring and patient*, etc. Students can then write their own adverts and get the rest of the class to guess the jobs.
- Play Hangman with adjectives only.

**LESSON 4 SB page 43 WB page 28**

**Aims: Learners will**

- practise the use of the third conditional: *If + past perfect + would have*
- revise the use of conditionals 1 and 2
- practise reading skills

**Structures:**

*If he'd had a different job, I'd have seen him more.*  
*If I hadn't climbed a wall, I wouldn't have broken my glasses.*

**Functions:**

Talking about imaginary situations in the past and how they could have been changed  
 Expressing regrets

**Before using the book:**

- Revise the use of the third conditional: Ask students to suggest ways of completing the following: *If I hadn't been born in Egypt, ...*
- Ask students what they remember about Robert Tang the penfriend from previous units.

& **SB Page 43**

**Lesson 4**

**7 Read and number**

My pen friend Robert wrote about himself again for his homework.

Which paragraph is this information in?

- a  he didn't see his family
- b  some things to change
- c  about the writer
- d  he missed a holiday
- e  his father travelled a lot

**8 Read and ✓**

	True	False	Not in the text
a Robert was born in Singapore.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b Robert enjoys his life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c Robert's father has a lot of money.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d Robert has never been to Malaysia.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e Robert's sister doesn't study in Singapore.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**9 Ask and answer**

Is there anything in the past which you would like to change if you could?

Yes. When I was six, I climbed on a wall and dropped my best glasses.

If I hadn't climbed on the wall, I wouldn't have broken my glasses.

**7 Read and number**

- 1 Students look at the text, the instructions in the speech bubbles and the picture of Robert and say what kind of text it is (*Robert's homework*).
- 2 Look at the example to demonstrate the task: students will read the text and match the paragraphs to the topics a–e.
- 3 Students work individually to do the matching, then form pairs and compare answers.
- 4 Check answers with the whole class.

**Answers:**

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

## 8 Read and ✓

- 1 Read through the statements and check understanding.
- 2 Remind students to tick the boxes according to what is in the text, not according to what they already believe.
- 3 Students tick the appropriate boxes according to whether the statement is true, false or not stated in the text.
- 4 Check their answers and ask them to correct a and d.

### Answers:

- a False (given)  
b True      c Not in the text      d False      e True

## 9 Ask and answer

- 1 Read through the speech bubbles with students and make sure they understand the task.
- 2 Students form pairs and ask and answer about things in their past that they would change or do differently, using the third conditional.
- 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.

## WB Page 28

**8 LESSON 3**

**4 Listen and choose a or b**

- 1 What was Samy doing?  
a running      b walking
- 2 Finish Ahmed's sentence:  
a "... you won't hurt yourself."  
b "... you wouldn't have hurt yourself."
- 3 What is Sally doing?  
a maths homework      b English homework
- 4 Finish Soha's sentence:  
a "... I'd check it carefully."  
b "... I'd have checked it carefully."
- 5 Where is Ahmed?  
a in his bedroom      b in the sitting room
- 6 Finish Nadia's sentence:  
a "... you'll cut your finger badly."  
b "... you would have cut your finger badly."

**5 Write an email**

Read Robert's e-mail on page 43 of your Student's Book.

Read the instructions carefully. Now write about yourself.

**Paragraph 1**

- Write about something that happened when you were younger.
- Say what you would like to have happened.
- Say why.

**Paragraph 2**

- Write about another thing that happened when you were younger.
- Say what you would like not to have happened.
- Say why.

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## 4 Listen and choose a or b

- 1 Read through the questions and options with the students and check understanding. Get them to guess what the scenarios are and what happens.
- 2 Play the cassette or read the tapescript. Students circle *a* or *b* to answer each question.
- 3 Check their answers.



### Tapescript

#### 1

Ahmed: Samy, stop. Be careful. Don't go so fast.

Samy: I'm training for football, Ahmed. I like running very quickly.

Ahmed: Look out! There's a hole in the ground in front of you.

Samy: It's OK. Don't ... Oh, my leg!

Ahmed: I told you to be careful. If you hadn't run so fast ...

#### 2

Soha: Right, I've finished my English homework. What about you, Sally?

Sally: I've finished my geography. I'm doing my

maths at the moment. Then I'm going to do my English.

Soha: The maths is difficult, isn't it?

Sally: Yes, I've been doing it for half an hour, but I've nearly finished.

Soha: If I were you, ...

**3**

Nadia: Ahmed, I'm home. Are you in the sitting room?

Ahmed: No Mum, I'm in my room. Can I help?

Nadia: Yes, I'm late. Can you help me with the cooking? I need some help with the vegetables.

Ahmed: Of course I can. Here I am.

Nadia: Great.

Ahmed: Where are the onions?

Nadia: There. In the bag on the floor. Oh, and use that big knife over there. But it's very sharp, so be careful. If you aren't careful,...

been able to watch the film.

**If Tarek hadn't done this, his brother wouldn't have had a bruise on his leg.**

**If Tom hadn't eaten these, Tarek's dad would have had a present for Tom's mother.**

**If Tarek hadn't lost this, his shirt wouldn't have got wet in the rain on the way to school.**

Answers:

Tarek said his sister had done something she hadn't.

Tarek broke the TV.

Tarek kicked his brother's leg

Tarek ate the chocolates that his dad bought for his mum.

Tarek lost his school jacket.

Answers:

1 a    2 b    3 a    4 a    5 a    6 a

## 5 Write an e-mail

- 1 Students read through Robert's composition from SB p. 43 again.
- 2 Give some examples for paragraph one with positive structures (*If I had given my brother some sweets ...*) and some examples for paragraph two with negative structures (*If I hadn't eaten all the cakes ...*).
- 3 They can do this individually in class, or for homework.

Answers:

Answers will vary.



## Further practice

- Write the following sentences on the board and have the students work out what Tarek did (see answers below). They can do this in teams and the team that has the most answers that are the same as those you have written down, wins.

**If Tarek hadn't told this lie, his mother wouldn't have shouted at his sister.**

**If Tarek hadn't broken this, he would have**

## LESSON 5 SB page 44

### Aims: Learners will

- revise the structures of first, second and third conditional sentences

### Functions:

- Talking about imaginary situations
- Talking about what will happen if a future event/action happens

### 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 44

**8 Lesson 5**

Compare sentences with *if*.

Meaning 1: Use *if*, the present simple and *will* for things which are possible.

Meaning 2: Use *if*, the past simple and *would* for things which are improbable.

Meaning 3: Use *if*, the past perfect and *would have* + the past participle for things which are impossible.

**DO IT YOURSELF**

Read each sentence and ✓ the two correct boxes

	Sentences with /if/			Meaning		
	will	would	would have	1	2	3
a I'd buy my mum and dad a new car if I had a lot of money.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b If Ahmed had taken a taxi, he would have been home on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c If Sally doesn't hurry, she'll be late for school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d Soha would have been able to come if she hadn't been ill.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e What will you do if you can't find your phone?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**REVIEW** Look at the key language

**REMEMBER**

a if sentences for possible things  
b if sentences for improbable things  
c if sentences for impossible things

**Key language**

d Find adjectives which describe people or how they feel.

bullet patient  
confident successful  
result hard-working  
knock nervous

Make two more examples of a to c.

**Key language**

a If he works hard at school, he will find a good job.  
 b If you hadn't been quiet, the enemy would have heard you.  
 c Ahmed will score a goal, if he runs faster.  
 d If Salah hadn't got help, his friends would have been in trouble.  
 e Sally would watch the film, if she finished her homework on time.  
 f The goalkeeper would stop the ball if he could jump high enough.



- 1 Read each sentence and ✓ the two correct boxes
- 2 Read through the meanings in the speech bubbles, explain where necessary and ask students to give examples.
- 3 Read through the example to demonstrate the task.
- 4 Make sure students know they should tick two boxes for each sentence: one to indicate the use of *will*, *would* or *would have*, and one to indicate the meaning of the sentence as described in the three speech bubbles.
- 5 Students complete the task.
- 6 Check their answers.

### Answers:

The following should be ticked:

- |   |            |                   |
|---|------------|-------------------|
| a | would      | meaning 2 (given) |
| b | would have | meaning 3         |
| c | will       | meaning 1         |
| d | would have | meaning 3         |
| e | will       | meaning 1         |



- 1 Draw students' attention to the *Remember* box and read the three bullet points 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.
- 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.
- 8 Students read the words in the box for task *d* and underline the adjectives.

**Answers:**

- a (given)
- c
- a
- c
- b
- b
- patient
- confident
- successful
- hard-working
- nervous



**Further practice**

- Do spelling tests of the new words from the unit.
- 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.

## A s s e s s m e n t

### Listening and Speaking Task

**Target element: describing people and feelings**

Prepare some descriptions of people and read them out. Students have to say adjectives to describe the person. Target adjectives are *calm, patient, confident, excited, nervous, hardworking, successful*.

E.g., *This person doesn't get angry. She is always kind and always listens to people.*

(Answer: She is patient / calm.)

### Reading Task

**Target elements: third conditional sentences**

Use the texts from SB page 41, Exs. 3 and 4. Separate the following sentences into *if* clause + *will/would*, mix up the order and then get students to match them:

**If Ahmed had had a ticket, he would have seen the match at the stadium.**

**Hesham would have watched the match if he hadn't been away.**

**If Hesham's trip hadn't been important, he would have stayed in Egypt.**

**If the Egyptian goalkeeper hadn't been good, Egypt would have lost the match.**

**If the Egyptian players hadn't been fit, they wouldn't have played well.**

**If the Egyptian team hadn't won the match, Egyptian people would have been unhappy.**

### Writing Task

**Target elements: third conditional sentences**

Students complete the following sentences:

**If Tom hadn't been asleep in his maths lesson,**  
\_\_\_\_\_.

\_\_\_\_\_, he would have been able to buy a present for his mum's birthday.

\_\_\_\_\_, he wouldn't have fallen in the river.

**If Tom hadn't lost his English dictionary,**  
\_\_\_\_\_.