

## LESSON 1 SB page 35

**Aims: Learners will**

- revise the use of the first conditional, *If* + *will*
- revise the use of the second conditional, *If* + *would*
- practise listening and reading skills

**Structures:**

*She would take a taxi if she had more money.*  
*I'll give it to you if you walk more slowly.*

**New vocabulary:**

manage, order (v)

**Functions:**

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

**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 snake in the classroom, ...* or *If you don't do your homework tonight, ...*. Discuss the use of the different types.
- Explain *great grandparents*.

**UNIT 7**  
**Great Grandfather's button Part 1**  
**Lesson 1**

**1 Read, then listen and match**

**a** ☐ 3 I'll give it to you, if you're able to carry it.  
**b** ☐ I'll manage if I walk slowly.  
**c** ☐ If you forget, I won't have time to get it today.  
**d** ☐ I'll help you with your books if you like.

**In this unit, you will:**  
 ■ compare *if* and *would* with *if* and *will*.  
 ■ use *if I were you* for advice.  
 ■ revise other ways to give advice.

**1 In the morning**

**Hesham** My friend Ehab is visiting me today. Can you get Granddad's jacket from the shop on your way home from school?

**2 At school**

**Ahmed** I've got lots of homework tonight: maths, geography, history and science.  
**Samy** Your bag looks heavy!

**3 At the shops**

**Ahmed** My granddad ordered a jacket from you. Is it ready yet?  
**Tailor** Yes, it is.

**4 On the way home**

**Ahmed** I'm helping Granddad with his shopping.  
**Hesham** Thanks, Ahmed. Will you be home soon?  
**Ahmed** I'll be there in a few minutes.

**2 Read, match and say**

**a** Samy would carry some books ☐ if he didn't have so many things to carry.  
**b** Hesham would get the jacket himself ☐ if his granddad wanted to.  
**c** Ahmed would take a taxi ☐ if Ahmed wanted him to.  
**d** Ahmed would walk home more quickly ☐ if he wasn't so busy.

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**1 Read, then listen and match**

- 1 Draw attention to the unit aims box and explain.
- 2 Students look at the pictures and tell you what is happening in each one. Get them to say who is talking and how the conversation goes.
- 3 Read through the *If* sentences and get them to guess which one will go with which picture.
- 4 Introduce new words *manage* (*to do something*) and *order*.
- 5 Play the cassette or read the tapescript. Students do the matching.
- 6 Play the cassette or read the tapescript again, stopping after each sentence and checking their answers.
- 7 Discuss what might happen next in the story.



## Tapescript

### 1

**Hesham:** My friend Ehab is visiting me today. Can you get Granddad's jacket from the shop on your way home from school? If you forget, I won't have time to get it today.

**Ahmed:** Don't worry, Dad. I won't forget.

### 2

**Ahmed:** I've got lots of homework tonight: maths, geography, history and science.

**Samy:** Your bag looks heavy! I'll help you with your books if you like.

**Ahmed:** It's very kind of you, Samy, but I'll manage.

### 3

**Ahmed:** My granddad ordered a jacket from you. Is it ready yet?

**Tailor:** Yes, it is. I'll give it to you, if you're able to carry it.

**Ahmed:** I think I can carry it. It's not heavy.

### 4

**Ahmed:** Hi, Mum. I'm helping Granddad with his shopping.

**Nadia:** Thanks, Ahmed. Will you be home soon?

**Ahmed:** I'll be there in a few minutes. I'll manage if I walk slowly.

**Nadia:** Why don't you take a taxi?

**Ahmed:** Granddad wants to walk!

## Answers:

a 3 (given) b 4 c 1 d 2

## 2 Read, match and say

- 1 Make sure students understand the task. Use the example to demonstrate how the parts of the sentences match.
- 2 Students match the two halves of the sentences. They draw lines from the first to the second halves. They can do this individually.
- 3 Students form pairs and take it in turns to say the sentences that they have made.
- 4 Check their answers.
- 5 In their pairs, students compare the structure of the *If* sentences to those in Exercise 1. Ask them to discuss how the form and the use of the two types of sentences are different.
- 6 Discuss with the whole class.

## Answers:

- a Samy would carry some books if Ahmed wanted him to. (given)
- b Hesham would get the jacket himself if he wasn't so busy.
- c Ahmed would take a taxi if his granddad wanted to.
- d Ahmed would walk home more quickly if he didn't have so many things to carry.



## Further practice

- Do an *If* ... chain around the class with imaginary situations (second conditional), e.g.,

**T:** I'm a very short person. If I weren't so short, I would be able to be a policewoman.

**S1:** If you were a policewoman, you would have to wear a uniform.

**S2:** If you wore a uniform, ... etc.

## LESSON 2 SB page 36 WB page 23

### Aims: Learners will

- revise the use of the first conditional, *If* + *will*
- revise the use of the second conditional, *If* + *would* and *might/could*
- practise writing and reading skills

### Structures:

*I'll come back later if you're tired.*  
*I'd do well if I could relax.*

### New vocabulary:

button, relax, succeed

### Functions:

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

### Before using the book:

- Do more *If* chains with first and second conditionals. (See *Further Practice*, Lesson 1.)

**Lesson 2**

**3 Read quickly and answer**

a Who is talking to Bassam?  
b Why is Bassam unhappy?  
c What happens when Bassam does exams?  
d What present does Bassam get?

Today's story is about an unhappy boy.

**Our English Magazine**

a Are you sleeping? I'll come back later if you're tired.

b I didn't do very well. Perhaps you'd succeed if you worked harder.

c I work hard and I know the answers. But I get nervous in exams. Then I work too fast and I make mistakes. If I could relax, I'd do well.

d I've got something for you. I hope it'll help you to relax.

What is it, Grandma? Some medicine?

No, Bassam. It's an old button.

**4 Ask and answer**

a What will Bassam's grandmother do if Bassam is tired?  
b What might happen if Bassam worked harder?  
c What would Bassam be able to do if he could relax?  
d What does Bassam's grandmother hope the old button will do?

### 3 Read quickly and answer

- 1 Ask students what kind of text this is (*a magazine article*).
- 2 Have them read the speech bubble.
- 3 Ask them what the story is about.
- 4 Read through the questions and check understanding.
- 5 Students read the text. Give them a time limit to encourage them to skim and scan the text for the answers without being distracted by new words.
- 6 Students answer questions a–d. They can write notes (key information) in pencil next to the questions in the book.
- 7 Check their answers.
- 8 Ask them to find the new words *relax*, *succeed* and *button* and work out what they mean from the context.

### Answers:

- a his grandma
- b because he didn't do very well in his exams last week
- c he gets nervous, works too fast and makes mistakes
- d an old button

### 4 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 Check answers, encouraging students to use full sentences to practise the *if* clauses.
- 5 Ask some pairs to demonstrate.
- 6 Discuss why Grandma gave Bassam the button – how could it work?

### Answers:

- a She'll come back later if Bassam is tired.
- b If Bassam worked harder, he might / perhaps he would succeed.
- c If he could relax, he'd be able to do well.
- d She hopes the old button will help him to relax.

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

**1 Read and complete**

a Soha would phone an ambulance if she saw (see) an accident in the street.  
b "I'd enjoy a walk," Sally said, "if I weren't (not be) so tired now."  
c If Ahmed found money in the street, he would take (take) it to a police station.  
d If Sally had (have) a video camera, she'd make a short film about animals.  
e "If I saw (see) a snake," Salma said, "I'd run and tell Mum."  
f Samy would help (help) poor people if he had a lot more money.

**2 Write sentences with if and will**

Can you ask your Dad about the best way to get to Alexandria?  
Dad, how should Tom get to Alexandria?  
catch/4 hours and a half, slow/cheap/train  
take/2 hours and a half, quick/cheap  
go by taxi/3 hours, slow/expensive  
fly/45 mins, fast/very expensive  
Yes, of course.  
Let me think.

a If Tom catches a bus to Alexandria, it will take about four and a half hours. It will be slow but cheap.  
b \_\_\_\_\_  
c \_\_\_\_\_  
d \_\_\_\_\_

## 1 Read and complete

- Make sure students understand the task. Use the example to demonstrate how the verb in the brackets is changed to fit into the sentence.
- Students write the correct form of the verb in the gaps. They can do this individually in class, or for homework.
- Check their answers.

### Answers:

- a saw (given)  
b weren't      c would take      d had  
e saw      f would help

## 2 Write sentences with if and will

- Students look at the pictures and say what is happening (*Dad is hypothesizing about various means of transport for Tom to get to Alexandria*).
- Read the example with students to demonstrate the task.
- Go through the second picture with the students orally.

- Students complete the task individually in class, or for homework.
- Students discuss how they think Tom should travel.

### Answers:

- If Tom catches a bus to Alexandria, it will take about four and a half hours. It will be slow but cheap. (given)
- If Tom takes the train to Alexandria, it will take about 2.5 hours. It will be quick and cheap.
- If Tom goes by taxi to Alexandria, it will take about 3 hours. It will be slow and expensive.
- If Tom flies to Alexandria, it will take about 1 hour. It will be fast but very expensive.



### Further practice

- Students find out how they could get to Alexandria or another place and make similar sentences to the ones in WB page 23, Ex.2.

## LESSON 2 SB page 37 WB page 24

### Aims: Learners will

- revise the use of the first conditional, *If* + *will*
- revise the use of the second conditional, *If* + *would*
- practise writing and reading skills

### Structures:

*If we don't get help, we'll be in trouble.*  
*It would be better if I ran.*

### New vocabulary:

attack (v), enemy, gun, patient (adj)

### Functions:

Talking about what will happen if a future event/action happens  
Giving advice

### Before using the book:

- Revise the magazine story about Bassam and his grandma from the previous lesson.
- Ask the class if they remember what a soldier is. Discuss what soldiers have to do.



**Lesson 3**

Put these sentences in the correct place in the story.

**5 Read and match**

a It would be much better if I ran.  
b If we don't get help, we will be in trouble.  
c If you are patient and relax, I will finish the story tomorrow.  
d If you listen carefully, I'll tell you the story.  
e If the enemy soldiers see you, you will be in trouble.

When Bassam heard about the button, he was very surprised. "How can an old button help me?" he asked.

Bassam's grandmother replied, "d" This button was your great grandfather's. His name was Salah and he was a soldier. One day he was with fifty other men in the mountains when enemy soldiers attacked. Immediately, Salah and the other men began to fire their guns at the enemy. Then an officer told Salah, "There are too many enemy soldiers. 2 There are more of our soldiers five kilometres north of here. Go and ask them for help. Be very careful. 3 You'd better move slowly so no one can see you."

Salah slowly went north. Then he thought, "If I am too slow, everyone will be in trouble by the time I bring help. 4"

So Salah started to run. Just then an enemy soldier saw him and shouted, "Someone is getting away. Get him!"

"What happened?" Bassam asked. "Did Great Grandfather bring help? And why is his button important?"

"Are you still thinking about your exams?" his grandmother asked.

"Of course not, Grandma. I want to know about the button."

"Good," she replied. "If I were you, I'd go to sleep now. 5"

**6 Ask and answer**

a What do you think happened to Bassam's great grandfather?  
b What do you think Bassam is going to do next?  
c Why do you think the button is important?  
d Why do you think Bassam's grandmother did not finish the story?

### 5 Read and match

- Students look at the text and say what kind it is (*a magazine article*).
- They look at the picture of the soldiers and say what is happening.
- Read through sentences *a–e* and check understanding. Explain *be in trouble* and *patient*.
- Explain the new words *enemy*, *attack* and *gun*.
- Students read the text and insert the sentences *a–e* in the correct places.
- Students form pairs and compare answers.
- Check answers with the whole class.

#### Answers:

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

### 6 Ask and answer

- Read through the questions as a class and explain where necessary, eliciting a few example answers to check understanding.
- Students form pairs and ask and answer.

- Monitor, noting any common errors to review with the whole class after the activity.
- Check their answers, encouraging them to use full sentences.
- Students report their partner's answers to the class.

### WB Page 24

**Lesson 2**

**3 Read and complete the crossword**

Across

3 If the lion attacks the baby zebra, it will not be fast enough to escape.

4 If you want to close a shirt or a jacket, you can use one of these things.

6 If you don't \_\_\_\_\_ in your exam today, you can take it again next year.

Down

1 Please take those boxes if you can \_\_\_\_\_ to carry them.

2 If you are a soldier, you will have one of these.

5 If you are hungry, go to a restaurant and \_\_\_\_\_ a meal.

Now say other sentences with these words.

**4 Complete the sentences**

a The lion is going to attack us! It would be much better if we ran!

b If I couldn't carry all my books to school, I would \_\_\_\_\_

c If I found a button on the floor, I would \_\_\_\_\_

d If I don't succeed in my exams this year, I will \_\_\_\_\_

e If I read the end of Bassam's story, I will \_\_\_\_\_

### 3 Read and complete the crossword

- Students read the clues and complete the crossword with vocabulary from the unit. They can do this individually in class, or for homework.
- Check their answers, giving some attention to correct pronunciation.
- Students think of more sentences using the words in the crossword. They can do this individually in class, or for homework.

<b>Answers:</b>	
across	down
3 attacks (given)	1 manage
4 button	2 gun
6 succeed	5 order

#### 4 Complete the sentences

- 1 Revise the structures of the two types of conditional sentences.
- 2 Students complete the sentences using their own ideas. They can do this individually in class, or for homework.

<b>Answers:</b>
Answers will vary.



#### Further practice

- Divide the class into even numbers of groups. Ask them to write the first half of four *If* sentences, e.g., **If we found some gold coins in the playground, ...** or **If we learn English well, ...**. They give another group their sentence beginnings, and that group has to finish the sentences. Read out their sentences and get the class to correct them if necessary.

### LESSON 4 SB page 38 WB page 25

#### Aims: Learners will

- revise the use of *If I were you* to give advice
- revise the use of *should* to give advice
- revise the use of *I think/don't think* to express opinions
- practise all the skills

#### Structures:

*If I were you, I'd ...*  
*If you gave up some hobbies and went to bed earlier, you'd feel better.*  
*I don't think he should go to bed late.*

#### New vocabulary:

give up (= stop)

#### Functions:

Giving advice  
Expressing opinions

#### Before using the book:

- Discuss what students do if they have a problem. Where do they go or whom do they speak to? Take some examples into the class in Arabic or English to stimulate discussion. Have students ever read a problem page in a magazine, paper or online? Do they think they are useful? Why?

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#### 7 Listen and complete

- 1 Ask students what kind of text this is (*an internet page*), and what the topic is, according to the menu bar (*people*).
- 2 Students read the speech bubbles at the top. Make sure they understand the scenario. Ask who Dr Latif is, and what he does. Ask who has the problems.
- 3 Explain the task. Students will listen and write notes about each person's problem. They can do it in their exercise books as they listen, and write in their books when they have checked their answers.
- 4 Students prepare to listen by writing the four names **Dalia**, **Zeinab**, **Ziyad** and **Hazim** in their exercise books, leaving space below each name

for the notes about their problems.

- 5 Explain that they should just write key words, not full sentences, and only about the problems. Give an example with Dalia's problem, eliciting the key words *very tired*, *school – not do well*, *hobbies – not want to do*.
- 6 Play the cassette or read the tapescript. Students write notes in their exercise books.
- 7 Check answers with the whole class, writing key words on the board.
- 8 With the whole class, transform the notes into complete sentences orally.
- 9 Students write full sentences in the given spaces in their course books.
- 10 Play the cassette or read the tapescript again.



### **Tapescript**

#### **1 Dalia's problem**

**Dalia:** Good morning, Dr Latif. My name is Dalia. Until three months ago, I was always the best at everything. I was top of my class. I'm an excellent tennis player. I take great photographs and one of my photos won a prize. Now I'm very tired. I'm not doing well in school and I don't always want to do my hobbies. How can I be the best in my class again?

#### **2 Zeinab's problem**

**Zeinab:** Please can you help me, Dr Latif? I'm Zeinab. I work very hard and I usually do very well at school. When I leave school I want to be a doctor. The problem is my father. He's in hospital at the moment. I'm very worried about him and I can't think about school work or anything. What should I do?

#### **3 Ziyad's problem**

**Ziyad:** Hello, Dr Latif. My name is Ziyad. My problem is my friend. When we go shopping, he only buys fizzy drinks and sweets. He never eats fruit or vegetables and he is often ill. What should I do? Please give some advice.

#### **4 Hazim's problem**

**Hazim:** Hi, Dr Latif. I'm Hazim and I've got a problem with my friend Mazin. Mazin is a very nice boy and I like him a lot. But the problem with Mazin is he only likes speaking about himself and he's not interested in listening to what I say. I want to talk to him about this but I'm afraid he'll be angry if I do.

### **Answers:**

#### Zeinab's problem

Her father is in hospital at the moment. She's very worried about him and she can't think about school work or anything.

#### Ziyad's problem

When he goes shopping, his friend only buys fizzy drinks and sweets and his friend never eats fruit or vegetables and he is often ill.

#### Hazim's problem

His friend Mazin only likes speaking about himself and he's not interested in listening to what Hazim says. Hazim wants to talk to him about this but he's afraid Mazin will be angry if he does.

### **8 Match the advice to the problem**

- 1 Make sure students understand the task. Use the example to demonstrate.
- 2 Students match the advice to the problems. They can do this individually.
- 3 Check their answers.
- 4 Highlight the use of the structures *You should ...* and *If I were you ...* to give advice.

### **Answers:**

2 (given)	3	4	1
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### **9 Ask and answer**

- 1 Read through the questions with students, explain where necessary and make sure they understand the use of the two ways of giving advice.
- 2 Students form pairs and ask and answer the questions about each piece of advice.
- 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 the best advice with the whole class.

**Lesson 3**

**5 Read and answer**

1 Dear Dr Latif,  
I like cake, chocolates and biscuits. I used to be thin but now I'm putting on weight. My doctor says this is bad for me. What should I do?  
**Salma**

2 Dear Dr Latif,  
I always read when I go to bed. There are very good books in the library. In the morning I'm tired and sometimes I arrive late to school.  
**Soha**

3 Dear Dr Latif,  
My older sister takes my cousin and me to school in her car. She's a very nervous driver and I'm afraid we're going to have an accident. Should I say something to her?  
**Lamia**

4 Dear Dr Latif,  
I have always been a clever student and I pass my exams. However, I'm getting bored now and I want to try something new and interesting. What can you suggest?  
**Ahmed**

a Who is worried when she goes to school? Lamia

b Who has a problem with getting out of bed? Soha

c Who wants to find new hobbies to try? Ahmed

d Who is eating too many sweet things? Salma

**6 Write advice**

If I were (name), I'd ...  
I think/don't think he/she should ...

a If I were Salma, I wouldn't stop eating sweets or other things. I'd do more exercise. For example, I'd go running in the club.

b \_\_\_\_\_

c \_\_\_\_\_

d \_\_\_\_\_

Answers:

Answers will vary.



### Further practice

- Take some real problem pages into class and have students suggest advice.
- Give the class a problem such as *My neighbour plays his music too loudly every evening. What should I do?* Prepare a possible piece of advice to the problem and write it down, without showing the class. Put students into pairs or groups of three and get them to come up with some advice. The group that gives the same advice as the one you've written down wins a point. Do several rounds of this with different problems. The group with the most points wins.

### 5 Read and answer

- Read through questions a–d and check understanding.
- Students read the problems and answer the questions.
- Check their answers.

Answers:

- |                 |         |
|-----------------|---------|
| a Lamia (given) | b Soha  |
| c Ahmed         | d Salma |

### 6 Write advice

- Revise the structures of the two ways to give advice, and elicit some examples for someone who wants to be a doctor.
- Students write the advice using their own ideas. They can do this individually in class, or for homework.



## LESSON 5 SB page 39

### Aims: Learners will

- revise conditional sentences
- revise ways of giving advice
- learn about the prefixes *un-* and *im-*

### Structures:

Structures from lesson 1–4

### New vocabulary:

impatiently, improbable, patiently, successful, unkind, unsuccessful

### Functions:

Talking about imaginary situations

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

Giving advice

### 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.
- Ask students if they know any words that start with *un-* or *im-*. Write their suggestions on the board and show how the opposite adjective is left if the prefix is removed, e.g., (*un*)happy, (*un*)fortunately, (*im*)possible.

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Lesson 5

**DO IT YOURSELF**

We can add *un-* to some adjectives and adverbs.



We can add *im-* to other adjectives and adverbs.

### Building words

Word	New word	Meaning
kind	unkind	not kind
successful	unsuccessful	not successful, failed
possible	impossible	something you can't do
probable	improbable	not usual, strange
patiently	impatiently	not patiently or calmly

**Choose the correct word**

a The mother waited patiently / impatiently while the child played in the park.

b My grandmother always gives me presents and plays with me. She is very kind / unkind.

c Nawal works hard and she is a very successful / unsuccessful scientist.

d Sally dropped her keys and it was possible / impossible to see them because it was dark.

e If you don't work hard, you will probably / improbably fail your exams.

**REVIEW** Look at the key language

**REMEMBER**

a sentences with *if* and *will* to show what will probably happen

b sentences with *if* and *would* to show what is improbable

c *If I were you* for advice

d other ways to give advice

e Which are nouns? Which are verbs?

relax button enemy  
gun shoot manage  
soldier succeed

**Key language**

☒ c "I'd wear a coat today if I were you. It's raining," Nadia said.

☐ You'll be tired tomorrow if you don't go to bed now.


☐ Soha would buy the phone if she had enough money.

☐ Doctors say you shouldn't smoke because it's very bad for your health.

☐ I'd take the metro if I lived in Cairo.

☐ What will you do if you don't pass your exams?

Make two more examples of a to d.





### Building words

- 1 Check that students know what adjectives and adverbs are. Elicit examples to describe the way (for example) a giraffe looks and the way it moves.
- 2 Read through the information in the speech bubbles and ask students to find examples in the table.
- 3 Read through the table and explain, making sure students understand that the meaning given in the third column defines the new word in the second column.

### Choose the correct word

- 1 Read through the example to demonstrate the task.

- 2 Students complete the task individually.
- 3 Check answers with the whole class.

### Answers:

- a patiently      b kind      c successful  
d impossible      e probably



- 1 Draw students' attention to the *Remember* box and read a–d. Elicit examples.
- 2 Read through the examples of key language with the students.
- 3 Explain that students should write the correct letter a–d next to each statement or question 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 *e* and write **n** above the nouns and **v** above the verbs.

**Answers:**

c (given)

a

b

d

b

a

nouns: button, enemy, gun, soldier

verbs: relax, shoot, manage, succeed



**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 Task

**Target elements: giving advice**

Use WB page 25, Ex. 5. Make up some advice for each of the characters with problems. Read each piece of advice out. Students decide whom the advice is for. E.g.,

**T:** *I think she should paint and draw in her free time.*  
(Students write *Nadia*)

### Speaking Task

**Target element: giving advice with 'If I were you' and 'should', expressing opinion**

Use WB page 23, Ex. 2.

Ask students the following:

*How do you think Tom should go to Alexandria?*

*If you were a rich man, how would you go to Alexandria?*

*If you were a poor man, how would you go to Alexandria?*

### Reading Task

**Target elements: giving advice with 'If I were you' and 'should'**

Write some short paragraphs of advice that might have been given by a doctor, a teacher, a vet, a builder, a shop assistant, etc. Students read them and say which person wrote each one.

E.g.

**I think you should take him out for more walks, and if I were you, I would only feed him once a day.** (a vet)

**I think you should buy the blue skirt. That looked lovely on you. If I were you, I'd also get the jacket to go with it.** (a shop assistant)

### Writing Task

**Target elements: conditional sentences with 'will'**

Students write complete sentences to answer the following questions:

What will you do if you can't spell a word in the answer to this question?

What will you do if you make a mistake when you write the answer to this question?

What will you do if your teacher can't read your writing?

What will you do if your friend copies your work?