

Objectives

Listening

Listening for specific information

Grammar

Zero, first and second conditionals

Reading

Matching headings with paragraphs

Critical thinking

Imagining life without one of the senses

Functions

Giving advice

Writing

Writing a reply to an email

The power of the mind

OBJECTIVES **Listening** Listening for specific information
Grammar Zero, first and second conditionals
Reading Matching headings with paragraphs
Critical thinking Imagining life without one of the senses
Function Giving advice
Writing Writing a reply to an email

Listening

1 Discuss these questions in pairs.

- Which of the following do you find easy to remember?
 - names
 - telephone numbers
 - computer passwords
- If you had to learn ten new English words for a test, how would you do it?
- How do you make sure that you don't forget an important date?

2 Listen to a conversation between Ibrahim and Ali. Choose the correct word or phrase to complete the sentences.

- Ibrahim is a student/teacher.
- Ali is very good at remembering people's phone numbers/faces.
- Ibrahim thinks the human brain is slow/incredible.

3 Listen again and choose the correct answer.

- How long does it usually take Ibrahim to learn the names of a new class?
 - one lesson
 - two lessons**
 - a few seconds
- What does Ibrahim do while students say their names?
 - He writes their names.
 - He listens very carefully.
 - He looks at the students.
- What does Ibrahim do to test Ali's photographic memory?
 - He reads a list of names and numbers.
 - He shows Ali a list of names and numbers.
 - He writes a list of names and numbers.

4 Ask and answer these questions in pairs.

- What's your memory/eyesight like?
- What are you good at?
- Are you (any) good at English/singing? etc.
- It's quite good/not bad/terrible.
- I'm (quite) good/OK/terrible at maths/cooking, etc.
- Yes, I'm quite good/OK.
- No, I'm not. I'm terrible (at singing).

SKILLS FOR LIFE

To sound modest, say *I'm quite good at ... or I'm not bad at ...* (Don't say *I'm very good at ... or I'm fantastic at ...*).

WORKBOOK
PAGE 9

LESSON 1

Before using the book:

- Find out how good the students' memories are. Place a tray of 15 to 20 objects in front of the class for a minute or two.
- Then ask them to close their eyes. Remove one of the objects and put it out of sight.
- Ask the students to open their eyes and say which object is missing from the tray.

Listening

1 Discuss these questions in pairs.

- 1 Go through the questions with the class and make sure that everyone understands them.
- 2 Put the students into pairs and ask them to discuss the questions. Go round the class, monitoring and helping where necessary.
- 3 Ask the pairs to report back to the class on their discussions.

 **2 Listen to a conversation between Ibrahim and Ali. Choose the correct word or phrase to complete the sentences.**

- 1 Explain that the students are going to listen to a conversation between two men, Ibrahim and Ali. Read the three sentences aloud and tell the students to listen carefully for the correct word to complete each sentence.
- 2 Play the recording or read the script and ask the students to choose the correct word to complete each sentence. Then ask if any of them are particularly good at numbers.

Answers: _____

- b phone numbers
c incredible

TAPESCRIPT

Ali: *What's your memory like, Ibrahim?*

Ibrahim: *I've got a very good memory for some things. For example, I'm good at remembering names. This is very useful for me, because I'm a teacher and I often need to remember students' names. So, if I had 40 students in a new class tomorrow, I'd know all their names by the end of my second lesson with them.*

Ali: *That's very clever! How do you do that?*

Ibrahim: *It's quite easy. I ask each student to say their name while I look at them. I repeat the name, then I close my eyes and say the name three times to myself. After this, I go round the class and say all the names aloud. The students are very surprised if I get their names right. What about you, Ali?*

Ali: *Well, I have a photographic memory for numbers. So, if I looked at a list of people's telephone numbers, I could repeat them to you a few minutes later.*

Ibrahim: *That must be very useful. How do you do that?*

Ali: *I don't know. I've always found it very easy.*

Ibrahim: *Can I test you?*

Ali: *All right. If you show me a list of ten names and phone numbers, I'll look at them and immediately say them back to you.*

Ibrahim: *OK ...*

Ali: *Thanks. Now hide the numbers and read out the names on the list.*

Ibrahim: *OK, Azza.*

Ali: *Azza's number is 0856 ...*

Ibrahim: *... and, finally, Nadia.*

Ali: *I know that number, too. Her number is 07529643861. Am I right?*

Ibrahim: *The human brain is really incredible, isn't it?*

 **3 Listen again and choose the correct answer.**

- 1 Go through the questions and the answer choices with the class.
- 2 Play the recording or read the script again and ask the students to choose their answers.
- 3 Allow them to compare in pairs before checking with the class.

Answers: _____

- 2 c
3 b

4 Ask and answer these questions in pairs.

- 1 Focus attention on the Skills for Life box. Explain to the students that when we talk about our own abilities in English, it is a good idea to sound modest rather than boastful about what we can do.
- 2 Go through the questions and answer with the class, then put the students into pairs to practise asking and answering the questions.
- 3 Go round and monitor as they talk, checking they are using the expressions from the box correctly.



1 Add these words to the dictionary page.

1 Remind students that they met all these words on page 11 of their Student's Book. Ask them to match the words and definitions.

2 Check answers with the class.

Answers: _____

- b repeat
- c class
- d incredible
- e password

2 Finish these sentences.

1 Ask the students to work individually to complete the sentences. Go round, monitoring and helping with vocabulary.

2 Allow the students to compare their sentences in pairs or small groups before asking several students to read out their sentences to the class.

Suggested answers: _____

- a say it three times.
- b remember things by looking at them.
- c "Can you repeat that/say that again, please?"
- d remembering people's names.
- e some people can remember hundreds of phone numbers.

3 Complete the conversation.

1 Do the first one as an example. You may need to point out that *like* in the question *What's your eyesight like* has nothing to do with liking or disliking; it is a request for someone to describe or talk about something. You could remind them that in the listening, Ali's first question is *What's your memory like, Ibrahim?*

2 Ask the students to complete the conversation.

3 Check answers by having one student take the part of Jerry and another the part of Mike. They then read out the conversation, completing it with their answers. Ask several students around the class what they are good at and encourage

The power of the mind



1 Add these words to the dictionary page.

class incredible password photographic memory repeat

- a photographic memory the ability to remember something by looking at it
- b _____ say again
- c _____ a group of people who study together
- d _____ difficult or impossible to believe
- e _____ a special word that you need before you can enter something or use a computer

2 Finish these sentences.

- a If I want to remember a password, I _____
- b People who have a photographic memory can _____
- c If you want someone to repeat something in English, you should say _____
- d My friend is very good at _____
- e It is incredible that _____

3 Complete the conversation.

any Jerry What's your eyesight **a** like ?
at Mike **b** It's _____ good. I can't see long distances or read
like without glasses.
quite Jerry What are you good **c** _____ ?
terrible Mike I'm **d** _____ good at cooking.
not Jerry Are you **e** _____ good at painting?
 Mike No, I'm **f** _____.

the use of expressions such as *I'm not bad at ...* and *I'm quite good at ...*

Answers: _____

- b Not
- c at
- d quite
- e any
- f useless

LESSON 2

SB page 12

WB page 10

UNIT 3

Grammar Zero, first and second conditionals

1 Underline the verbs in the *if* clause in these sentences from the listening text. Then circle the verbs in the other clause.

- a *If I had 40 students in a new class tomorrow, I'd know all their names by the end of my second lesson.*
- b *The students are very surprised if I get all their names right.*
- c *If you show me a list of ten names and phone numbers, I'll look at them once and say them back to you.*



GRAMMAR REVIEW PAGE 123

2 Discuss these questions in pairs.

- a Which sentence is about...
 - ...something that sometimes happens?
 - ...something that is possible in the future?
 - ...something which will probably not happen in the future?
- b Which verb tenses are used in each sentence?
- c What are *I'd* and *I'll* short for in sentences a and c?

3 Choose the correct verbs in these sentences.

- a If I had to add two long numbers together in my head, it takes/will take/would take me two or three minutes.
- b If I see/will see/would see the numbers on paper, it is easier to add them.
- c If I remember Ali's address, I phone/will phone/would phone and tell you.
- d I'll help you with your maths homework if you find/will find/found it difficult.
- e I wouldn't be able to read if I lose/will lose/lost my glasses.



FOCUS ON GRAMMAR

GRAMMAR REVIEW PAGE 123

Zero conditional: Results expressing facts

- We use the zero conditional to talk about events that are usually true: *If I go to bed late, I feel tired.*

First conditional: Future actions

- We use the first conditional to talk about events that we think are possible or probable in the future: *If you work hard, you will do well at school.*

Second conditional: Present actions

- We use the second conditional to talk about events that will not happen at the present: *If Ali was taller, he would be a good basketball player.*

WORKBOOK PAGE 10

4 Discuss these questions in pairs.

- a What do you do if you can't sleep at night?
- b What will you do if you have some free time this evening?
- c What would you do if you lost the key to your flat or house?

Answers: _____

- b The students are very surprised if I get all their names right.
- c If you show me a list of ten names and phone numbers, I'll look at them once and say them back to you.

2 Discuss these questions in pairs.

- 1 Read the sentence aloud or ask three students to do this.
- 2 Go through the questions with the class and give them a minute or two to think about their answers.
- 3 Check answers with the class. You may like to point out that the *if* clause can be used to start a sentence (as in 1 and 3) or it can be used at the end (as in 2). When an *if* clause starts a sentence, it is followed by a comma.

Answers: _____

- a
- b something that sometimes happens
- c something that is possible in the future
- a something which will probably not happen in the future.
- b
- Sentence a: *If* + past + *would* + infinitive without *to* (second conditional)
- Sentence b: *If* + present + present (zero conditional)
- Sentence c: *If* + present + *will* + infinitive without *to* (first conditional)
- c I would/I will

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Grammar

Zero, first and second conditionals

1 Underline the verbs in the *if* clause in these sentences from the listening text. Then circle the verbs in the other clause.

- 1 Remind students that all these sentences are from the listening text that they heard in the last lesson. Students work in pairs to complete the task.
- 2 While they are working, write the sentences on the board. Go over their answers as a class. Students come up and underline and circle the correct words for each sentence.

3 Choose the correct verbs in these sentences.

- 1 Tell the students that they can refer back to Exercise 1 to help them make their decisions. The key is to decide whether the sentence describes something that sometimes, or generally, happens (zero conditional: *If* + present + present); something that is possible in the future (first conditional: *If* + present + *will*) or something that will probably not happen in the future (second conditional: *If* + past + *would*). If the students need more help or practice with conditionals, go through the Focus on Grammar box before they do this task, or go to Grammar Review page 123.

2 Check the answers with the class.

Answers: _____
 b see c I will phone
 d find e lost.

4 Discuss these questions in pairs.

- 1 Go through the questions with the class and make sure they understand them.
- 2 Put the students into pairs to discuss the questions. Go round the class, monitoring and helping with vocabulary.
- 3 Ask some confident pairs to report their discussion to the class.

Students' own answers

WORKBOOK page 10

1 Make a chain of first conditional sentences.

- 1 Go through the example with the class and then ask them to work individually to write the remaining sentences.
- 2 Allow them to compare their sentences in pairs before checking with the class. See if anyone can continue the chain with a further sentence (for example, If you get a good job, you will get more money.) If they do this successfully, you could ask for further sentences in the chain.

Answers: _____
 b If you're not tired tomorrow, you'll be able to concentrate better on your studies.
 c If you concentrate on your studies, you will do well at school.
 d If you do well at school, you'll pass your tests.
 e If you pass your tests, you will get a good job.

2 Complete the sentences with zero or first conditional verbs.

- 1 Explain that Nahla and Ali are talking about their holiday. Do the first one with the class

UNIT 3

1 Make a chain of first conditional sentences.

a you sleep well/not tired tomorrow
If you sleep well, you won't be tired tomorrow.

b not tired tomorrow/be able to concentrate better on your studies
If you're not tired tomorrow,

c you concentrate on your studies/you do well at school

d do well at school/you pass your tests

e pass your tests/get a good job

2 Complete the sentences with zero or first conditional verbs.

Nahla So, when shall we go on holiday? June or July?

Ali Well, if we **a** go (go) in June, the weather **b** _____ (be) warm but not too hot. If the weather **c** _____ (get) too hot, it **d** _____ (make) me tired.

Nahla And if you **e** _____ (feel) tired, we **f** _____ (not have) a good holiday.

Ali You're right, so let's go in June.



3 Write sentences in the second conditional.

a feel ill/go to see my doctor
If I felt ill, I would go to see my doctor.

b lose my mobile phone/borrow my brother's

c be hungry/eat a banana

d want to do maths homework quickly/use my calculator

e visit England/speak English every day

4 Read and match.

a If I lost my friend's CD,	1 <input type="checkbox"/> I'll go shopping.
b If I have any free time next weekend,	2 <input type="checkbox"/> I'd cook dinner for her.
c If it was my mother's birthday tomorrow,	3 <input type="checkbox"/> I'd write to my penfriend.
d If I need to keep fit,	4 <input checked="" type="checkbox"/> I'd buy her a new one.
e If I didn't have any homework,	5 <input type="checkbox"/> I go to the gym.

as an example. Then ask them to complete the dialogue.

2 Check answers with the class.

Answers: _____
 b will be c gets
 d will make/makes e feel
 f won't have

3 Write sentences in the second conditional.

- 1 Remind the students that the second conditional is used to talk about things that are unreal or will probably not happen in the future.
- 2 Do the first one with the class as an example

Reading

1 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

- analyse breathe cells complex
pain powerful temperature

2 Read and complete the sentences with words from Exercise 1.

- a *Cells* are the smallest parts of animals and plants.
- b Doctors need to the results of tests on their patients.
- c After I had fallen over, I had a terrible in my right leg.
- d The normal human body is usually 37°C.
- e If you want to relax, it helps if you slowly.

3 Read about the human brain and match the headings with the correct paragraphs. You do not need to use one.

- a The importance of all the senses
- b Brains compared with computers
- c Examples of what the brain can do
- d The problem of brain damage
- e How the brain controls what we do

4 FOCUS ON COLLOCATIONS

What nouns can follow these five verbs?

Verbs

close guess receive send

Nouns

a door an email your eyes
a letter a message a phone call
someone's age a visit a window
the answer to a question

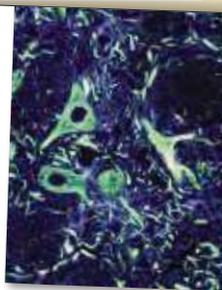
You have 100,000,000,000 of these!

1 You have something that is more **complex** than the most **powerful** computer. With it you can see and smell flowers, remember holidays, feel **pain**, hear your favourite singer's voice and think. This thing, which is in your head and weighs a kilo, is your brain.

2 Your brain has about a hundred billion (100,000,000,000) **cells**, and controls everything you do. It receives information from your senses, **analyses** it, then sends messages. For example, when you touch hot water, you think, "That hurts!" and you take your

hand out of the water. Your brain receives the message "very hot" from your hand, then immediately sends a message back to your hand, "Take your hand out of the water."

3 Our senses often work together. For example, try this experiment. Cut a piece of apple, banana and orange. Close your eyes, hold your nose, then taste the fruit. Can you taste the difference between the fruits? Probably not. This is because when you eat something, your



brain receives messages from your mouth, eyes and nose.

4 Your brain also stores past memories and this makes learning and remembering possible. At the same time, your brain controls how you **breathe**, your heart, your body **temperature** and your **digestion**.

UNIT 3

and second conditional sentences and that the students need to match up the two halves of the sentences.

2 Check answers with the class.

Answers: _____

- b 1 c 2
- d 5 e 3

LESSON 3 SB page 13

Reading

1 Check the meanings of these words in your dictionary.

- 1 Give the students a few minutes to check the words in their dictionaries.
- 2 Make sure everyone has the correct meanings by asking different students about the meaning of each word.

Answers: _____

analyse: to examine or think about something carefully in order to understand it

breathe: to take air into your lungs and then let it out again

cells: the smallest part of an animal or plant that can exist on its own

complex: consisting of many connected parts, especially in a way that is difficult to understand

pain: the feeling you have when part of your body hurts

powerful: having a lot of physical power, strength or force

temperature: 1 how hot or cold something is 2 the temperature of your body, used as a sign of whether you are ill

and then ask them to write the remaining sentences.

3 Check the answers with the class.

Answers: _____

- b If I lost my mobile phone, I would borrow my brother's.
- c If I was hungry, I would eat a banana
- d If I wanted to do maths homework quickly, I would use my calculator.
- e If I visited England, I would speak English every day.

4 Match to make sentences.

- 1 Explain that these are a mixture of zero, first

13

Answers: _____

- b analyse
- c pain
- d temperature
- e breathe

3 Read about the human brain and match the headings with the correct paragraphs. You do not need to use one.

- 1 Point out that the text is divided into four paragraphs. Go through the five headings with the class and then ask the students to read the text again and decide which heading goes with which paragraph. Explain that they will not need to use one of the headings.
- 2 Check answers with the class. Then answer any questions the students may have about the text.

Answers: _____

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

The redundant heading is d (the problem of brain damage).

4 What nouns can follow these verbs?

- 1 Point out that there are four verbs in the top box and ten nouns or noun phrases in the bottom box. Ask the students to decide which verbs can go with which nouns. Explain that several of the nouns can go with more than one verb.
- 2 Check answers with the class. Follow up by asking the students about the last time they sent an email, guessed someone's age, closed a window, etc.

Answers: _____

- close: a door, your eyes, a window
- guess: someone's age, the answer to a question
- receive: an email, a letter, a message, a phone call, the answer to a question
- send: an email, a letter, a message, the answer to a question

UNIT 3

Critical thinking

- 1 Answer these questions about the article on the human brain.
 - a What five senses does the brain receive messages from? *taste, smell, sight, hearing, touch*.....
 - b What happens when you put your hand in hot water?
 - c Why is it difficult to taste different fruits if you hold your nose and close your eyes?
 - d How does the brain also help us to learn and remember?

- 2 Look at the pictures. What do you think texts 1 and 2 are about? Put a number by two of the five senses.

- hearing smell touch
- sight taste

- 3 Now read the texts, check your answers to Exercise 2 and discuss the following with a partner.

- a Why do our brains first think the telephone is ringing?
- b Why do our brains think that light comes downwards?

- 4 Discuss these questions in pairs.

- a Do we all like the same things that we see, hear and taste?
- b Is this a good thing or a bad thing? Why?
- c Which of the five senses is the most important? Why?
- d How would your life be different without this sense?
- e How can we help people who have lost one of their senses?
- f Can people who cannot see or hear help us in any way?



SKILLS FOR LIFE

It is important to get news and information from different sources so that you can examine different opinions on important topics.



1

It's important to guess

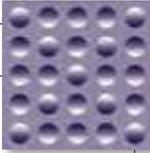
When you hear a sound, your brain tries to guess where it is coming from. So, if you hear a ringing sound and see a telephone, your brain may guess that the telephone is ringing. But if someone picks up the phone and the ringing sound continues, your brain will guess again. Maybe it's a mobile phone or a film on TV.



2

Holes and balls

If you look at the picture, you will see an X made of balls. Around the X are holes. If you turn the picture the other way, you will see that the X is made of holes and around it there are balls. Why is this? Scientists say that our brains always think that light comes downwards, perhaps because sunlight comes down. Now look at the picture again. Where is the lightest part of each ball or hole?



LESSON 4

SB page 14 WB page 11

Critical thinking

1 Answer these questions about the article on the human brain.

- 1 Explain that the answers to the questions can be found in the text about the human brain on page 13. Read through the questions with the class and make sure they understand the questions and know what information to look for.

- 2 Ask the students to read the text on page 13 again and to answer the questions. Check the answers with the class.

Answers: _____

- b Your brain receives a message from your hand, then immediately sends a message back to your hand to take it out of the water.
- c Because your senses work together. If you hold your nose and close your eyes, it does not receive all the messages.
- d It acts as a store for past memories.

2 Look at the pictures. What do you think texts 1 and 2 are about? Put a number by two of the five senses.

- 1 Tell them that texts 1 and 2 are about how our brains work. Explain that each article is about one of the senses.
- 2 Ask the students to look at the pictures and predict which of the five senses each article is about. They can check their answers in the next exercise.

Answers: _____

- 1 hearing
2 sight

3 Now read the texts, check your answers to Exercise 2 and discuss the following with a partner.

- 1 Ask the students to read the two texts. Now they can check their answers to Exercise 2.
- 2 Go through the questions with the class and make sure everyone understands them. Put the students into pairs to discuss the questions. Go round, monitoring and assisting.
- 3 Check the answers with the class.

Answers: _____

- a Because our eyes can see the telephone and we can hear the ringing.
- b Because natural light from the sun always comes from above.

4 Discuss these questions in pairs.

- 1 Go through the questions with the class and make sure that everyone understands them. Put the students into pairs to discuss the questions.

Go round the class, monitoring and assisting. Encourage students to give reasons where possible.

- 2 Ask pairs to report back to the class and where there are differences, encourage a class discussion.

Students' own answers

Skills for life

Ask a student to read the Skills for Life box. Does the class agree with this? What different sources can students suggest? (For example newspapers, books, the radio, TV, online, etc.) Which source do they think is best? Why?



1 Read and match.

1 Explain that the sentences come from the reading text in the Student's Book, but the sentence halves are jumbled. Ask students to match each half to make correct sentences. They can do this individually and compare answers in pairs.

2 Check answers with the class. Ask students to read the complete sentences aloud.

Answers: _____
 b 5 c 4 d 2 e 3 f 1

2 Complete the sentences with *if* or *when*. (Sometimes both words may be correct.) Add a comma where necessary.

1 Ask the students to complete the sentences with *if* or *when*.

2 Check answers with the class and then ask them where they think the additional commas should go.

Answers: _____

b It would be very painful if you put your hand in that hot water.

c When/If you eat something, your brain receives messages from your mouth.

d If/when you close your eyes and hold your nose, you probably won't taste what you are eating

e If you get this exercise right, you have a good brain!

3 Complete the sentences with the correct words.

1 Ask the students to work individually to complete the sentences with the words in the box.

2 Allow them to compare answers in pairs before checking with the class.

1 Read and match.



- | | | | | |
|---|--|---|-------------------------------------|---|
| a | The human brain is more complex than | 1 | <input type="checkbox"/> | are also controlled by our brains. |
| b | The brain, which contains millions of cells, | 2 | <input type="checkbox"/> | from different senses at the same time. |
| c | Our senses send information which the brain | 3 | <input type="checkbox"/> | our brains store past memories. |
| d | Our brains often receive information | 4 | <input type="checkbox"/> | receives and analyses. |
| e | We can learn and remember things because | 5 | <input type="checkbox"/> | controls everything humans do. |
| f | Our breathing and digestion | 6 | <input checked="" type="checkbox"/> | the most powerful computer. |

2 Complete the sentences with *if* or *when*. (Sometimes both words may be correct.) Add a comma where necessary.

- a If/When you put your hand in hot water, you feel pain.
- b It would be very painful _____ you put your hand in that hot water.
- c _____ you eat something your brain receives messages from your mouth.
- d _____ you close your eyes and hold your nose you probably won't taste what you are eating.
- e _____ you get this exercise right you have a good brain!

3 Complete the sentences with the correct words.

- close
- ~~guess~~
- look
- powerful
- received
- see
- send

- a " Guess how many students there are in my class." "I don't know. About 45?"
- b I've just _____ an email from my friend in Japan. He's visiting us next year.
- c That light is very bright. If you _____ at it, you won't be able to _____ for two or three minutes.
- d I've got a present for you, so _____ your eyes and hold out your hands.
- e My first computer was very slow. The computer that I have now is faster and much more _____.
- f I'm going to _____ my brother some photos by email.

Answers: _____

b received

c look, see

d close

e powerful

f send

LESSON 5

SB page 15

WB page 12

Communication

1 You are going to discuss a reply to a friend's email using some helpful ideas and suggestions.

- a Read the email that you received from your friend.
- b Make a note of any suggestions that might help your friend.

2 In pairs, discuss these questions about ways of learning vocabulary. Make a note of any ideas that you and your partner agree about.

- a How many words or phrases should you learn at the same time?
- b Does it help to learn words in phrases or sentences? How?
- c Can pictures help you to remember words? How?
- d How can you remember how to spell difficult words?
- e What is the best way to learn how to pronounce words correctly?
- f Does it help to write lists of words you want to learn? How?
- g Do you use a vocabulary book? How?
- h Can a dictionary help? How?
- i Can friends help you? How?

3 Tell the rest of the class the best ways of learning vocabulary. Use expressions from Focus on functions.

FOCUS ON FUNCTIONS

Giving advice

- In my opinion, you should ...
- Why don't you ...?
- It's a good idea to ...
- I advise you to ...



4 Research the following about revision

Conduct a survey among people you know and report the results to the rest of the class. Write a summary to put on the classroom wall.

Find out:

- how people revise for exams
- the most popular way to remember vocabulary

WORKBOOK PAGE 12

2 In pairs, discuss these questions about ways of learning vocabulary. Make a note of any ideas that you and your partner agree about.

- 1 Read the questions aloud to the class or ask several students to read out one each.
- 2 Put the students in pairs and ask them to discuss their answers to the questions. Tell them to make notes about any answers they agree on. Ask each pair to report back to the class on their points of agreement.

Students' own answers

3 Tell the rest of the class the best ways of learning vocabulary. Use expressions from Focus on Functions.

- 1 Recap on the suggestions made by various pairs in Exercise 2 about ways of learning vocabulary.
- 2 Ask different students to tell the class what they think is the best way to learn new vocabulary. Encourage them to give reasons for their answers. They should use expressions from the box.

4 Research the following about revision.

- 1 Read the instructions as a class and make sure students are clear of the task.
- 2 Encourage students to do the survey in class if you have time, or they can do this as part of their homework. They can write up their results at home.
- 3 Take in their work to mark. You can display the best ones on the classroom wall.

Communication

1 You are going to discuss a reply to a friend's email using some helpful ideas and suggestions.

- 1 Read the email with the class and ask for some ideas about how the students could help their friend. Put some of these on the board and then ask the students to continue to make their own notes with ideas and suggestions.
- 2 Go round, monitoring and helping with vocabulary.



1 Look at the informal email on page 15 of the Student's Book and complete these sentences.

- This exercise allows students to revise how to lay out an email. They can use the informal email from the Student's Book as a model to help them complete the task.
- Check their answers as a class.

Answers: _____

- b Dear c friendly phrase
d Best wishes/name

2 Choose the correct words to complete the email.

- Read through the email with the class, and explain that they must choose the correct words to complete it.
- Go through the example with the class, then tell the students to complete the email.
- Check answers with the class.

Answers: _____

- b test c phrases
d disappointed e list
f vocabulary g remember
h suggestions

3 Reply to your friend's email in the Student's Book.

- Tell the students that they are going to use the notes they made in the Student's Book to write an email replying to their friend.
- Go through the sentence plan and the instructions with the class and then ask the students to write their emails of about 90-110 words.
- Go round, monitoring and assisting and encouraging the use of the language given in the exercise.

Students' own answers



1 Look at the informal email on page 15 of the Student's Book and complete these sentences.

Best wishes Dear friendly phrase name at the top

- Write the subject of the email at the top, below the name of the person you are sending it to.
- Start the email with the word _____, then the name of the person you are writing to.
- Start your email with a _____, then say why you are writing.
- End the email with a phrase like _____, and finally write your _____.

2 Choose the correct words to complete the email.

Subject: English test

Dear _____,

Thank you for your email. I'll do everything I can to help you!

You'll do a **a** badly well in your English **b** lesson/test if you don't know enough words and **c** phrases/sentences. This is what I suggest to make sure you're not **d** disappointed/happy next time.

If I were you, I'd write a **e** team/list of words that you want to learn. Why don't you make a separate **f** student's/vocabulary book? You could draw a picture next to each word to help you to **g** remember/forget the meaning.

I'll now write some more **h** suggestions/questions ...

3 Reply to your friend's email in the Student's Book.

- Plan six sentences using your notes from the Student's Book.**
 - Sentence 1** Thank your friend for the email and promise to help.
 - Sentence 2** Suggest the best way for your friend to learn/remember new vocabulary.
 - Sentence 3** Suggest another good way of learning/remembering words.
 - Sentence 4** Suggest a third method which your friend will find useful.
 - Sentence 5** Suggest something that your friend should NOT do.
 - Sentence 6** Say that you hope your friend will be more successful in the future.
- Write your reply in 90-110 words in your copybook.**

Use some of these words and phrases:

 - Starting the email: Dear...
Thanks for your email. It was good to hear from you.
 - Ending your email: I look forward to hearing from you.
Best wishes/All the best ...

Assessment

Listening and Speaking

Target element: zero, first and second conditional sentences

Say the first half of the following sentences. Students listen and complete them using the correct conditional form. Suggested answers in brackets:

If I want to keep fit... (I go running/to the gym).

If I were thirsty... (I would drink some water).

If you go to Aswan in August... (it will be very hot).

If you went to England in winter... (it would be very cold).

If you don't hear a person's question... (ask them to repeat it).

If you sleep badly tonight... (you will feel tired tomorrow.)

For further speaking practice, get students to work in pairs. One student begins a conditional sentence as the examples above. The other student finishes it correctly. They should take turns to start the sentences.

Reading Task

Target element: first conditional and vocabulary from the unit

Use SB page 14, Ex. 3, text 2: Holes and balls. Give students a few minutes to read the passage again and write the following sentences on the board. Students say if they are true or false (answers in brackets below):

- 1 **The picture shows an X made of balls.** (True)
- 2 **You can also see holes around the X.** (True)
- 3 **If you turn the picture the other way, it will look the same.** (False – now the balls are around the holes.)
- 4 **Scientists think this is because our brains think light comes downwards.** (True)
- 5 **This is probably because the sunlight always goes up.** (False – it is probably because sunlight comes down.)
- 6 **The lightest part of the balls is at the bottom.** (False – it is at the top.)

- 7 **If you turn the picture the other way, the lightest part of the balls will be at the bottom.** (False – it is still at the top.)

Writing Task

Target element: zero, first and second conditionals

Use SB page 15. Write the following prompts on the board. Students complete them with the appropriate ending (sample answers in brackets below).

- 1 **If you want to know how to pronounce a word correctly ...** (use a dictionary.)
- 2 **If you draw a picture by a word...** (it can help you remember its meaning.)
- 3 **If you try and learn too many words at the same time...** (you probably won't remember them.)
- 4 **Learning will be more fun if...** (you work with a friend.)
- 5 **You will do badly in your test...** (if you don't know enough words and phrases.)
- 6 **If you knew enough English words and phrases...** (you would pass your English test.)