

D GRAMMAR

First conditional

LESSON SUMMARY ●●●●●

Grammar: the first conditional

Reading: short texts about superstitions

Speaking: talking about future consequences

SHORTCUT To do the lesson in 30 minutes, skip the Lead-in and exercise 6 in the Grammar Builder. In exercise 6 in the lesson divide the class into three groups so that each group works on one paragraph for a minute. Share answers briefly after exercise 7.

➔ Lead-in 3–4 minutes

- Inform the class of the lesson objectives.
- Have a short class discussion about good and bad luck.
Ask: *Are you generally a lucky person? Do you know anybody who often has bad luck? What brings good/bad luck?*

Exercise 1 page 67

- Read the questions as a class and check students understand *superstition*, *superstitious* and to *affect someone's behaviour*. Allow 3 minutes for students to discuss. Share ideas as a class.

Exercise 2 page 67

- Pre-teach *to take chances*. Allow a minute for students to read. Elicit what superstitions are common in their country.

Exercise 3 page 67

- Read the information in the *Learn this!* box as a class. Check understanding of the grammatical terms by asking: *A conditional sentence has two parts; the if clause and the main clause. Which clause describes the action? Which clause describes the result? What tense is used in the if clause? What tense is used in the main clause?*
- Students find examples of the clauses individually. Allow a minute. Check as a class.

KEY

if clauses: if you break a mirror, if you look at the seats of some aeroplanes, if you believe in bad luck

main clauses: you will have seven years of bad luck, you won't find the number 13, you'll probably have it

For more practice on the first conditional, go to:

Grammar Builder 7D: Student's Book page 116

KEY

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

5 1 eats 5 snows
2 asks 6 doesn't come
3 leave
4 work

6 1 'll call 4 'll have
2 won't buy 5 will (you) do
3 'll be 6 will (we) sleep

Exercise 4 page 67

- Do not pre-teach any words here to help students realise they can complete the sentences even if they do not understand everything. Allow 2–3 minutes.

KEY

1 will rain
2 give
3 will make
4 smiles
5 will have
6 sings

Exercise 5 page 67 2.13

- Play the recording once for students to check their answers. If necessary, stop so that students can make corrections. Explain any new vocabulary.
- Play the recording again for students to repeat chorally and individually.

PRONUNCIATION – WON'T

Students are likely to have difficulty distinguishing between *won't* and *want*. Model the diphthong /əʊ/ very clearly, demonstrating how the diphthong is composed of two single vowels and therefore the mouth moves position when uttering it. Contrast this with the single vowel /ɒ/ where the mouth doesn't move when uttering the vowel.

Give extra practice by running a short competition where students in pairs write down as many words containing the /əʊ/ sound as they can in a minute. Repeat with the /ɒ/ sound. The pair with the most words is the winner.

Exercise 6 page 67

- Focus students on the pictures and ask if they have any knowledge or ideas about these superstitions.
- Students work individually for 3 minutes.
- If you are short of time, divide the class into three groups so that each student works on one text only. Allow a minute.
- Check as a class.

KEY

1 see	6 'll have	11 touch
2 'll get	7 leave	12 'll do
3 wash	8 'll have	13 forget
4 won't remember	9 won't be	14 won't pass
5 look	10 look	

Exercise 7 page 67

- Allow 3–5 minutes. In a **stronger class**, ask students to think of more questions to ask each other.

OPTIONAL ACTIVITY

Write the following on the board as examples:

What will happen if you see a black cat?

What will a British person think if their mirror breaks?

Put students in pairs to ask and answer about superstitions.

➔ Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can predict the results of an action. I can describe superstitions from different countries.*

Notes for Photocopiable activity 7.2

International body language

Pairwork

Language: body language, first conditional

Materials: one copy cut in half for each pair of students (Teacher's Book page 137)

- Pre-teach the following as necessary: *gesture, gladiator, thumb, stick out your tongue, warning*.
- Divide the class into pairs. Give out a copy of the cut up worksheet to each pair. Explain to the class that they are going to read about hand gestures and that they have different information from their partner.
- Students read the text and find half the answers. They then ask their partner questions to find the rest of the information. Encourage the students to answer the questions from memory.

Alternative procedure

- Instead of pre-teaching the vocabulary, ask students to try to work out the meaning of the unknown words, then check in the dictionary.
- When they have finished the information sharing stage of the task, they should teach the new vocabulary to their partners.

KEY

- | | |
|------------------------|------------------|
| 1 Everything's OK. | a Peace. |
| 2 No. | b In photos. |
| 3 Kill him. | c In Britain. |
| 4 I don't believe you. | d OK. |
| 5 No. | e Zero. |
| 6 Be careful. | f I need change. |



LESSON SUMMARY ●●●●●

Reading: an article about unusual festivals; matching

Vocabulary: words for talking about events

Speaking: talking about festivals

Topic: people and society

SHORTCUT To do the lesson in 30 minutes, set exercise 3 for homework.

➔ Lead-in 3–4 minutes

- Inform the class of the lesson objectives.
- Put the word *tradition* on the board and elicit students' associations. Ask what traditions students dislike and do not/are not going to observe in their adult lives.

Exercise 1 page 68

- Students can work in pairs to prepare their answers before sharing their ideas with the class. Encourage students to describe what is going on in the photos and speculate about the possible significance (using *may, might* and *could*).

Exercise 2 page 69

- Focus students on the photos and headlines. In a **weaker class**, you may have to explain the key words *to ban*, *to throw* and *to roll*. Instruct students to read the texts quite quickly, then elicit a brief statement about what each text is about.

- Read the exam tip with the class. Check comprehension by asking: *What should you do first when you're doing a matching task? What do you do next?*
- In a **weaker class**, go over the questions as a group, explaining any new vocabulary.
- Allow 5 minutes. Remind students to find the relevant fragment of the text rather than make conclusions.

KEY

- | | | | | | | |
|------|------|------|------|------|------|------|
| 1 CR | 2 WT | 3 CR | 4 BR | 5 BR | 6 WT | 7 CR |
| 8 WT | 9 BR | | | | | |

Exercise 3 page 69

- Students work individually for a minute. Check as a class.
- Explain or elicit the meaning of any other unknown words individual students ask about.

KEY

- | | | |
|-----------|----------------|--------------|
| 1 at risk | 4 participants | 7 casualties |
| 2 buckets | 5 concerned | 8 horns |
| 3 reduce | 6 sign up | 9 spectators |

Exercise 4 page 69

- Focus students on one of the photos. Describe it as a class. Read the questions together. Point out that students should use the present simple to answer them.
- Students each choose one of the festivals and make notes of their answers.
- Allow 3 minutes for the speaking. Check answers as a class.

ADDITIONAL SPEAKING ACTIVITY

Look again at the three festivals presented in the lesson. Ask students why they think they are popular with tourists.

Inform students that their task is to invent an unusual festival. They should decide when and where their festival takes place, who participates and what the participants do.

If necessary, brainstorm ideas for an unusual festival as a class. For example, call it *The Great Jam Party of Budapest* and decide what it involves.

Use the language from lesson 7B to describe the rules of the festival, what participants must do, what they must not do, what the role of the spectators is. For example: *Participant must wear hats. The spectators needn't eat the jam, but they must vote for the best hat.*

Inform students that their festival also has three superstitions attached to the day of the event. They should use the first conditional to express their superstitions. For example: *If it rains on the morning of the festival, the jam will not set.*

Put students in small groups. Allow 5 minutes to discuss and make notes. When the time is up, each group presents their festival to the class.

➔ Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a description of different cultural traditions. I have learned new words related to festivals. I can describe a festival.*