



Looking at Pronunciation, for page T25.



LOOKING AT PRONUNCIATION

 3 Tell students to listen (Class CD 1, Track 23) and repeat the words from the posts containing the sounds /æ/ and /ɑ:/.

 4 Ask students which word in each group doesn't belong. Then, tell students to listen (Class CD 1, Track 24) and check their answers.

ANSWERS

/æ/ chaos /ɑ:/ natural

Refer students to Pronunciation Practice on page 105 for more practice of these sounds.

Tell students to watch the video about space. You may want to give students copies of the accompanying worksheet – refer to the Teacher's All-in-One Pack, page 213.



Students can also view the video in *Outlook 2 Interactive Student (IS)*.

GRAMMAR



This section covers the conditionals, time clauses and wish clauses.

Remind students to prepare for this lesson in advance by watching the Grammar video at home using *Outlook 2 Interactive Student (IS)*. If you are using *Outlook 2 Interactive Classroom (IC)*, you may wish to show students the Grammar video at the start of the lesson.

CONDITIONALS AND TIME CLAUSES

A Tell students to read the advert paying attention to the verbs in colour. Then, tell them to answer the questions.

ANSWERS

- Satellites won't be secure unless we make them less vulnerable to hackers. / If you succeed in hacking a satellite at this event, your ideas will help us develop cyber security for our systems.
- If a criminal hacked a satellite, it could cause serious damage.
- Thousands more people would have died if satellites hadn't helped rescue workers.
- The world faces serious problems if satellites aren't safe.

B Ask students which sentence contains a time clause and what time expression is used. Then, ask students if the sentence refers to the future or present.

ANSWERS

Satellites provide vital information as soon as a disaster happens.

Time expression: as soon as

The sentence refers to the present.

For more information on and practice of conditionals and time clauses, refer students to *Grammar Basics: Rules and Practice, Student's Book, page 100*.

For additional information, refer students to *pages 90-91 of the Grammar Appendix in the Workbook*.

1 Tell students to complete the comments on electric scooters with the verbs in brackets using conditionals or time clauses. Check students' understanding of *pavement* (Rodney).

ANSWERS

Rodney

1 finishes

2 will / can / may / could / might trip over

Anne

3 wouldn't have knocked ... over

4 will take

Keith

5 don't ride

6 didn't have

For Exercise 2 and Looking at Language, see page T27.

Exercise 2 and Looking at Language, for page T26.

2 Tell students to complete the answers to the questions on a food safety forum using conditionals or time clauses. You may want to check students' understanding of *raw meat* (question 2).

ANSWERS

- 1 need to, smells
- 2 had used, would have been
- 3 might carry, wash
- 4 kills, makes / killed, would make



LOOKING AT LANGUAGE

Go over the definitions of the words *safe* and *secure*. Ask students how they say these words in their language

WISH CLAUSES

Tell students to read the dialogue. Ask them which sentence talks about the past and which expresses dissatisfaction with a present situation.

ANSWERS

Past: I wish I had seen the advert in time!

Dissatisfaction: I wish I could enter that event!
If only it were sooner!

For more information on and practice of wish clauses, refer students to *Grammar Basics: Rules and Basic Practice*, Student's Book, page 100.

For additional information, refer students to page 91-92 of the *Grammar Appendix* in the *Workbook*.

3 Tell students to read the sentences and complete the wish clauses using the words in brackets.

ANSWERS

- | | |
|------------------------------|---------------------|
| 1 hadn't eaten | 5 were / was taller |
| 2 would drive more carefully | 6 had listened |
| 3 didn't have to | 7 would go away |
| 4 could find it | |

GRAMMAR IN CONTEXT

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25

4 Tell students to complete the passage *Saved by Donkeys* with the correct form of the verbs in brackets using conditionals, time clauses or wish clauses. Then, tell them to listen (Class CD 1, Track 25) and check their answers.

ANSWERS

- | | |
|-------------------------|---------------|
| 1 took | 5 get |
| 2 would have remembered | 6 will follow |
| 3 had brought | 7 hadn't been |
| 4 don't have | |

5 Tell students to complete the sentences using the words in brackets. Remind them that they must not change the original meaning. Check students' understanding of *first-aid course* (sentence 4).

ANSWERS

- 1 feel safer **after** we install a smoke alarm
- 2 Jeff had **not** slipped on the ice
- 3 weren't / wasn't a lifeguard, we **would** not swim here
- 4 **wish** I had time to take a first-aid course
- 5 won't let the children on the boat **unless** they wear life jackets
- 6 you wouldn't take **so many** risks

OPTIONAL ACTIVITY: ERROR CORRECTION

Write the following sentences on the board and tell students to identify and correct the errors:

- 1 Unless users will be more careful, electric scooters may cause plenty of accidents.
- 2 If football players wear helmets, the game would be much safer.
- 3 The curtain wouldn't catch fire last night if we had moved the heater.
- 4 Satellites won't stop working if they will be properly protected.
- 5 If only experts will be able to prevent hurricanes.

ANSWERS

- 1 Unless users **are** more careful, electric scooters may cause plenty of accidents.
- 2 If football players **wore** helmets, the game would be much safer.
- 3 The curtain wouldn't **have caught** fire last night if we had moved the heater.
- 4 Satellites won't stop working if they **are** properly protected.
- 5 If only experts **would** be able to prevent hurricanes.

GRAMMAR IN USE

6 Tell students to work with their partner and, using the given ideas, take turns telling their partner what they wish. Encourage students to tell their partner at least four things that they wish. Check students' understanding of *brakes* (n) (Student A). You may want to read through the speech bubbles with the class.

[] **Workbook:** pages 18-19

[] **Teacher's All-in-One Pack:**
More Practice, page 171
Extension, page 183

For extra grammar exercises, refer students to:

