

UNIT 3

Money



UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand texts and conversations related to money
- talk about experiences of generosity
- talk about spending and saving money
- talk to people in shops
- use phrases to show they are changing their mind about something
- write an update email

UNIT CONTENTS

G GRAMMAR

- Present perfect or past simple
- Present perfect with *just*, *already* and *yet*

V VOCABULARY

- Collocations with *make*, *do* and *give*: *do sth nice (for sb)*, *do well (at sth)*, *give sb a hug*, *give sb a tip*, *give sb directions*, *give sth away*, *make a friend*, *make a joke*, *make sb smile*, *do volunteer work*
- Words and phrases related to money: *bank account*, *special offers*, *the sales*, *pay sb back*, *lend*, *cash*, *borrow sth from sb*, *get a loan*, *owe*, *spend money on sth*, *cost*, *save up for sth*, *afford*, *discount*
- Wordpower: different meanings of *just*: 1 = only; 2 = soon; 3 = a short time ago; 4 = almost not. Expressions with *just*: *just about*, *just in time*, *just like*, *just over*, *just under*

P PRONUNCIATION

- Sound and spelling: /dʒ/ and /j/
- Sentence stress

C COMMUNICATION SKILLS

- Talking about experiences of generosity
- Talking about saving and spending money
- Talking to people in shops
- Writing an update email
- Paragraphing

(*diamonds* and *rubies*). Students share their ideas as a class.



- b Give students one minute to think about their answers to the questions before talking about the picture as a class. Students may also want to include online shopping in their discussions. Give your own opinions to encourage discussion. As this is a fluency activity, don't correct students unless a mistake is making understanding difficult. If you wish, give students information from the Culture notes below.



CULTURE NOTES

The biggest shopping mall in the world (for its total area) is The Dubai Mall in Dubai, UAE. It is over 13 million square feet – about the size of 50 football pitches! It has over 1,200 shops (including the world's largest sweet shop), a 250-room luxury hotel, 22 cinema screens, 120 restaurants and cafes. It has more than 14,000 parking spaces too. It opened in 2008 as part of the 20 billion dollar Burj Khalifa complex and is now the world's most visited shopping and leisure centre. It has more than 54 million visitors every year. Many people say that men tend to shop quickly and women like to *browse* (look around before buying). Of course, this is a generalisation and there are many men and women who don't shop like this. However, some psychologists believe that male and female shopping habits can be explained by early human history. The woman's job was to gather fresh produce such as plants, nuts, fruit and vegetables and the man's job was to hunt wild animals and take them home!

GETTING STARTED



OPTIONAL LEAD-IN

Books closed. In pairs, give students two minutes to write down as many different kinds of shop as they can. Put pairs together. One pair names a shop from their list and the other pair says one item that they can buy there. The students must answer in five seconds. If they answer correctly, that pair gets a point. If they can't answer, the pair asking the question gets the point.



- a Ask students to look at the picture and say what they can see. In pairs, students read the questions and talk about them. Monitor and support students with any new vocabulary they may need. Suggested vocabulary: *jewellers*, *jewellery*, *bracelet*, *gold*, *coloured glass*, *stones*



- c In pairs, students choose their favourite things and talk to their partners about why they like spending money on these things. Take feedback as a class.



EXTRA ACTIVITY



Put students in small groups. Tell them to imagine that they have £1,000 to spend and they have to plan a day's shopping trip. They can choose where they want to go for the trip. Monitor and support students with vocabulary. In feedback, ask for examples of the planned trips and ask the class to vote on the best idea.

3A Have you ever helped a stranger?

OPTIONAL LEAD-IN

Books closed. Say: *Yesterday a woman dropped her shopping in the street and I helped her pick it up. On the way home, the train was crowded and I let an old man have my seat. A man was playing a guitar in the underground station and I gave him some money.* Ask students to guess the question that the sentences are in answer to, e.g. *How did you help people yesterday? What was the nicest thing you did yesterday?* In pairs or small groups, students talk about and list other things we can do to help other people. Allow a few minutes then ask each pair for one idea. Write these on the board. Take a class vote on which way of helping is the most unusual.

1 READING

- a  Ask students to look at the picture and describe it. Elicit their ideas about what the situation is and what's happening. (The woman is giving food to hungry and homeless people at a shelter.) Ask students what they think their feelings would be if they were a) the homeless man or b) the girl giving food.
- b  Elicit the meaning of *generosity*. (It comes from the adjective *generous* meaning giving or being willing to give freely (the opposite of *mean*). In the broader sense of the term, showing generosity doesn't just mean giving money or possessions, it can mean being generous with your time or in your attitude towards people, which is the idea behind Generosity Day.)

VOCABULARY SUPPORT

generosity (B2) – the fact of being generous – willing to give things freely, e.g. money, presents or time

hug (B1) – when you put your arms round someone

LOA TIP ELICITING

- Give an example of someone you know who is generous and say what this person does, e.g. *my friend always buys me a meal when I haven't got any money; he gives people presents on their birthdays; he often gives money to charity.* Elicit the adjective which describes your friend and put *generous* on the board. Then say: *He is well-known for his generosity.* Elicit or point out that there is no letter 'u' in the noun.
- Ask students to look at the title of the article and say what they think *Generosity Day* is. (It's a day when people show generosity to everyone and try to do something nice for people they don't know.) Students read to check their ideas.
- Discuss whether the class think this is a good idea and what they would like to do. Points to consider: Should it just be one day? Do we have too many special days each year? Elicit examples, e.g. *Mother's Day / Father's Day / Children's Day / Walk to Work Day.*

At the end of this lesson, students will be able to:

- read and understand a text and posts on a forum about people being generous
- contrast the use of the present perfect and past simple tenses
- use collocations with *make*, *do* and *give*
- understand a story about a man's favourite charity
- ask and answer questions about generous things they have done

- c Students read the posts on the forum and answer the questions individually. Check answers as a class.

Answers

helping other people: 2 Help@Haiti – volunteer work, paying for someone's education; 3 Neil50 – buying drinks for strangers, leaving a bit tip; 4 ThatGeorgeKid – giving directions, picking up hitchhikers, calling an ambulance; 5 Maya_Flower – buying meals for homeless people, giving away clothes to charity, generous in small ways receiving help from other people: 1 Sally_TM – being helped when she hurt her knee; 4 ThatGeorgeKid – details not given

VOCABULARY SUPPORT

charity (B1) – an organisation that helps people


- d In pairs, students discuss the meanings of the highlighted words and phrases. Tell them to use the context to work out the meanings. Ask them to explain the new items in their own words. You should encourage them to give an example, too, using the new items, as this makes new vocabulary more memorable. Ask for their answers as a class.

Answers

a stranger: a person you don't know
do volunteer work: do work, usually for a charity, without receiving any money
gave the waitress a big tip: gave someone extra money, e.g. for friendly service
made them smile: made people happy
give directions: tell people how to get to a place
a hero: someone we admire for their courage
save someone's life: stop someone from dying
homeless: not having somewhere to live or sleep
give away: give something to someone without receiving any money in return

EXTRA ACTIVITY

Books closed. Ask: *What is Sally's story?* Choose a student to summarise. Divide students into pairs. Each student chooses one of the stories to retell, but this time they change some of the facts. Give students one or two minutes to prepare before retelling their stories. Their partner listens and corrects the facts. Choose other students to retell the other mini-stories. Be sure to choose students who are quite confident, e.g. Student A: *Sally went to the supermarket to get some ice.* Student B: *No! She went to the corner shop!*

- e  Students talk about who they think is the most generous, and why. Take a class vote.

EXTRA ACTIVITY

In class or at home, students write another post for the forum in which they tell their own or a made-up story. Circulate the stories in class and vote on the most interesting one. Students can also guess if the stories are true or made-up.

2 GRAMMAR

Present perfect or past simple

- a** Books closed. Write a question on the board: *Did you help a stranger yesterday?* Ask students: *What is the time word in the question? When am I asking you about?* Elicit the answer: *Yesterday*. Elicit that the question is past simple. Now write: *Have you ever helped a stranger?* Ask students about the time word. Elicit that the word *ever* is a time word. Ask: *What time period is 'ever'?* Elicit that this question asks a person about their whole past life until now. Draw a timeline on the board to show this if you wish. (Example on SB p.146) Open books. Point out that the sentences are from the forum, and ask students to complete them with the verbs in the box individually. If necessary, do the first one together. Check answers as a class. Ask if anyone knows what the difference is between *saw* and *seen*. (*Saw* is the past simple form of *see*. *Seen* is the past participle.)

Answers

1 been 2 saw 3 seen 4 decided 5 done 6 do

- b** Ask students to identify which sentences are present perfect and which are past simple.

Answers

present perfect: 1, 3, 5
past simple: 2, 4, 6

- c** Students underline the time expressions and complete the rules. Check answers as a class. Elicit other examples of time expressions we can use with the past simple, e.g. *yesterday / last summer / on 15th February / at 12.30*. Then elicit phrases and adverbs to use with the present perfect, e.g. *recently / three times*.

Answers

Present perfect: *three times, never, ever*
Past simple: *a few weeks ago, on my fiftieth birthday*

- d** Students read the information in Grammar Focus 3A on SB p.146. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises on SB p.147. For Exercise b, elicit that contractions are natural in spoken English, especially in informal conversations. Note: although the contraction is possible after *How many times* in 9, it would rarely be written as a contraction, even in informal English. Check answers as a class.

Answers (Grammar Focus 3A SB p.147)

- a** 1 bought 2 done 3 driven 4 given 5 made 6 lent
7 ridden 8 saved 9 seen 10 sold 11 smiled 12 spent
13 taken 14 wanted 15 written
b 1 I've never given 2 Have you ever sold 3 's lived
4 've eaten 5 've never sung 6 Has he ever cooked
7 's helped 8 's never broken down 9 have the children
10 've never tried
c 2 I've never seen that film.
3 Have you ever been to Canada?
4 Where did you go on holiday last year?
5 She's broken her leg twice.
6 I worked in a hospital a long time ago.
7 In your life, how many times have you moved house?
8 When we went to London we visited Kew Gardens.



EXTRA ACTIVITY

Give students a past tense forms test with their books closed. Say the infinitive and ask for simple past and past participle forms, e.g. Say: *run* Students reply: *run, ran, run*. Use a mixture of regular and irregular verbs.

- e** Students complete the questions in 2e individually and then compare answers with a partner.

- f** **1.48** Students listen to the recording to check their answers. In pairs, they ask and answer the questions.

Answers

- 1 Have, done; did, do
2 Have, driven; did, drive
3 Have, bought; did, buy



EXTRA ACTIVITY

Put some more verbs on the board, e.g. *read, see, write, meet, ride*. In pairs, students choose three of the verbs and write similar pairs of questions to the questions in f with them. They then ask their questions to another pair. Monitor and check accuracy of the verb forms. Encourage students to find out more details about questions their partners answered 'yes' to.

3 VOCABULARY

make / do / give collocations


- a** Check that students understand the concept of verb + noun collocations by asking what students did last night to elicit, *I did my homework*. Underline *did + homework* and tell students that when the verb and noun go together like this, it is a collocation. Ask students to work in pairs to choose the correct verbs to complete the phrases.
- b** Ask students to check answers in the text and forum on SB p.28. In pairs, they try to guess the meanings of phrases they don't know by using the context. They can then check their ideas in a dictionary. As a class, ask students to explain the meanings they found.

Answers

- 1 make 2 give 3 do

- c** Read through the examples with the class. In pairs, students tell each other which of the things in 3a they've done this week. Conduct group feedback and encourage students to ask each other follow-up questions using the past simple, e.g. *Why did you give them a tip?*

4 LISTENING

- a  1.49 Tell the class that they are going to read about a man called Philip Wollen, who did something unusual. Students read the information about Philip Wollen to answer questions 1 and 2. Check answers as a class. Check understanding of *life-changing experience* (an experience that changed your life) and ask what this might have been, e.g. a bad accident / winning a lot of money / visiting a very poor country / meeting an inspiring person, etc. Ask students for their predictions for question 3. Then play the recording for students to find out what he has done with his money. Tell the class to listen to get the general idea of who he has helped and where (which parts of the world), but not to worry about understanding every word. You may need to play the recording twice.

VOCABULARY SUPPORT

chemist (B1) – someone who has studied chemistry / works in a pharmacy or the pharmaceutical industry

make a big difference (B2) – improve a situation a lot

organisation (B1) – a group, e.g. a business

orphanage (B2) – a home for children with no parents


Audioscript

After leaving his job, Philip Wollen opened up the Kindness Trust, an organisation that finds small charities in countries where a little bit of money can make a big difference. Wollen then surprises these charities with a gift to continue their good work. So far, he has given money to between 400–500 different charities in 40 countries. His money has built schools, children's homes and homes for animals. A special charity for Wollen is the Morning Star orphanage in Bangalore. The orphanage started when, 20 years ago, a man called John Samson found a hungry baby boy in the street. He gave him a home and then he looked for more homeless children to help. Today the orphanage looks after 60 children. With money from the Kindness Trust, John has made the Morning Star bigger and opened a

new learning centre. Wollen went to India to open the centre, meet the children and hear about their lives. One little girl has won a place at a famous women's college, another child is an excellent chess player and another wants to be a doctor. The little boy that John Samson found in the street has now become a chemist. And it is not just people that Philip Wollen has helped. He has also given money to a large number of animal charities, such as Edgar's Mission in Australia, a charity that cares for old farm animals and finds new homes for them. The charity also tries to teach people how to look after animals, so they are healthy and happy. Wollen thinks everyone can help to make the world a better place for other people and animals. He says, 'One man can make a difference and every man should try.'


Answers

- 1 He was a banker.
- 2 He had a life-changing experience and no longer needed all his money.
- 3 He has given his money to different charities.


- b  1.49 Read through the questions first with the class and then play the recording again for students to answer the questions individually. Pause the recording after the first paragraph to let students answer the first two questions. Check answers together and then play the remaining part of the recording. Pause the recording only if necessary. Check the rest of the answers together.

Answers


- 1 They are small charities.
- 2 400–500
- 3 A man called John Samson gave a home to a hungry baby boy.
- 4 John used Philip Wollen's money to make a bigger building and open a new learning centre.
- 5 He's a chemist.
- 6 old farm animals
- 7 how to look after animals

- c  Discuss the question as a class. Encourage students to give reasons for their answers.

5 SPEAKING

- a  To set up the mingle activity, explain to students that they are going to try to find someone in the class who has done each of the things in the grid. Read through the grid and the examples with the class and give them a short time to think about their own experiences. Then start the activity. Students should walk round and ask their questions. Encourage them to talk to different people. When they find someone who has done one thing, they should note down the name and then try to find out an extra piece of information. You can take part in the mingle activity yourself to answer questions. If you decide to observe and monitor instead, don't interrupt students while they are speaking, but note any issues to address during feedback.

When students seem to be running out of things to say, stop the activity, and conduct feedback. Students should tell the class about some of the responses they had. Ask: *Did you find someone for each thing? Was there one thing that no one has done?*

- b  Ask *What was the most generous thing you heard?* Ask: *Do you think you will do any of these things in the next few days?* Tell the class that next lesson you will check!

ADDITIONAL MATERIAL


- ▶ Workbook 3A
- ▶ Photocopiable activities: Grammar p.208, Vocabulary p.232

3B I've already spent my salary this month

OPTIONAL LEAD-IN


Books closed. The following phrases are often seen in High Street shops in the UK: *3 for 2* and *B.O.G.O.F.* Write them on the board. Can students guess the meaning? (*3 for 2* means: buy 3 items but only pay for 2 – so the cheapest item is free. *B.O.G.O.F.* stands for Buy One, Get One Free). Are similar offers common in students' own countries?

1 VOCABULARY Money

- a**  Discuss the question as a class. Encourage students to give reasons for their answers. Ask students to share examples of times they managed to save up and buy something they wanted.
- b** In pairs, students read the tips and explain the highlighted words and phrases. Remind them to use the context to work out the meanings. Check answers as a class. Ask students if they think the advice is good or not.

Answers

special offers: products which have lower than usual prices
the sales: a period of time when shops are offering lower prices on products
pay it back: give money back to the person who lent it to you / you borrowed it from
bank account: an arrangement with a bank for you to keep money there

- c**  **1.50** Students complete the exercises in Vocabulary Focus 3B on SB p.135. Play the recording where indicated and ask students to check their answers to Exercise a. Go through the highlighted words and check students understand what each of them means. Monitor the storytelling in Exercise b and encourage students to tell the stories using the words in the boxes.

Answers and audioscript (Vocabulary Focus 3B SB p.135)

- Carol had a problem. She spent a lot of money on shoes.
 - One day Carol and Fay went shopping in the sales.
 - Carol saw some shoes she loved, but she didn't have any cash.
 - Fay offered to lend her some money, so she borrowed £100.
 - Carol now owed Fay £700. So she got a loan for £1000 from the bank.
 - She paid back the £700 (and spent the rest on shoes!)
- Brian was saving up for a camera.
 - He saw a great camera but it cost £499.
 - Brian couldn't afford it. He only had £400 in his bank account.
 - He asked the shop assistant for a discount but she said no.
 - When Brian got home, he found a special offer online.
 - So he got the camera for £399! He was very happy!

2 READING AND SPEAKING

- a** Go through the questions and answers quickly to check understanding. You may wish to help students with the words in the Vocabulary support box. Ask students to choose the answers that are closest to what is true for them. Individually, students complete the questionnaire.

At the end of this lesson, students will be able to:



- talk about saving and spending money
- use a set of vocabulary related to money
- understand interviews about shopping and saving
- use the present perfect tense with *just*, *already* and *yet*

VOCABULARY SUPPORT

balance (B2) – the exact amount of money in your bank account

basic (B1) – only the things that are most necessary



second-hand (B1) – someone else owned or used this thing before you

- b**  Students compare their answers with a partner. Take feedback from the class to find out which are the most popular answers for all or some of the questions.
- c**  Ask students to check their results on SB p.130. Take feedback regarding to what extent they agree with the results.

FAST FINISHERS

In pairs, students can ask their partners to find out more about their answers to the survey, e.g. *Why are credit cards useful? Why do you think credit cards are a bad idea? Why are you saving? What kind of special offers do you buy?*

3 LISTENING

- a**  Students look at the pictures of the people and read the question. Elicit that a *big spender* is someone who spends a lot of money, a *smart spender* is one who looks round to find the best prices and gets good value for money and a *non spender* is one who doesn't spend much at all. Students guess which person in the pictures is which kind of spender and tell the class, saying why they think this.
- b**  **1.51** Students listen to the recording to check their answers. Stop the recording after each interview to to give students time to make notes about that person's spending habits. At the end, ask students to decide individually which speaker matches with which profile and compare their answers with a partner. Check answers with the class. Encourage students to explain the reasons for their answers.

Answers

big spender – speaker 3 – some perfume, a necklace
smart spender – speaker 1 – food (for the week)
non spender – speaker 2 – (a lot of) suntan lotion

Audioscript

PRESENTER So, in these difficult times, how are people spending their money? Are people still borrowing from the banks? I came to Norwich to talk to shoppers.

Excuse me, sir, do you mind if I ask you a few questions about your spending habits?

SPEAKER 1 Err, OK.

P Can I ask what you've got in your bags?

1 I've just bought my food for the week. They had some special offers on cheese! I think I've got enough for a month.

P Are you saving up for anything at the moment?

1 Yes actually, I'm saving for a car. My girlfriend is moving away to Leeds to study and I want to visit her at weekends. The train is really expensive, so in the end, it's cheaper to drive.

P Why didn't you borrow the money for the car?

1 Well, I don't want to owe money to a bank. I generally don't like borrowing. I've got three credit cards and I've never used any of them. I've only got them, because of the free stuff you get – travel insurance, cinema tickets, that kind of thing.

PRESENTER And what have you just bought?

SPEAKER 2 Not much! It was all too expensive. But I found a good price on some suntan lotion. So I bought a lot.

P Are you saving up for anything at the moment?

2 Well, I'm always saving, but there isn't really anything I actually want to buy. I've already got everything I need. Why should I spend my money on new things when the things I have are perfectly OK? Everyone should save for when they're older. I don't want to be working when I'm an old man.

P So, I suppose you don't need to borrow?

2 No, not yet! And I hope I never do. When I can't afford something, I don't buy it. Simple. And I never lend money to other people. Never. You give them money, and you never get it back. Then you lose a friend.

PRESENTER Have you bought anything nice today?

SPEAKER 3 Some perfume ... and a small necklace. The necklace was quite expensive ... well, very expensive ... but I need a new one to go with a dress I've just bought.

P Lovely! And are you saving up for anything at the moment?

3 No, not really. I don't really save up for things, to be honest. If I need something, I just buy it. I've got credit cards. I've already spent my salary this month, but that's OK. Life's too short to worry about money.

P So you don't mind borrowing money?

3 I don't borrow money. Well, I use my credit cards, but that's not really borrowing, is it? Oh! And I got a small loan last year. I haven't paid it back yet.



LANGUAGE NOTES

We *borrow* something from someone, but someone *lends* something to us or lends us something, e.g. *I borrowed £10 from my mum to buy a DVD. My mum lent me £10 to buy a DVD. I lent £10 to a friend.*



EXTRA ACTIVITY

Ask students to imagine that they are shopping in a large supermarket. They should imagine three things that they have in their shopping bag and write the items down. Then, in pairs, they guess what their partner has in his/her bag. To find out the exact items, students can ask yes/no questions, e.g. *Is it food? Is it expensive? Do people eat it every day?*



d Read through the statements with the class and then ask students to discuss their responses to them in pairs. Monitor and help as necessary. Take feedback from the class, encouraging students to justify their opinions. Find out how many students agree or disagree with the statements, and why.

4 GRAMMAR

Present perfect with *just*, *already* and *yet*

a Students read the sentences and supply the past participles. Elicit that they are all irregular. Ask students if they can remember which speaker in the listening said each sentence. (They will hear this in b when they listen and check.)

Answers

- 1 I've just bought my food for the week.
- 2 I've already spend my salary this month.
- 3 I haven't paid it back yet.

b **1.52** Students listen to check their answers. Elicit that the tenses are all present perfect.

c Ask students to look back at the sentences in 4a and complete the rules for the use of *just*, *already* and *yet*. Check answers as a class and ask questions to check students' understanding.

Answers

already; just; yet



VOCABULARY SUPPORT

salary (B1) – the money you receive regularly for work

stuff (B1) – things

c **1.51** Ask students if they can complete these questions the interviewer asked:

Can I ask what you have got in your ...? (bags) What have you just ...? (bought) Have you bought anything ... today? (nice) Are you ... up for anything at the moment? (saving)

Play the recording again for students to find the answers to the questions for each interviewee. Pause after each speaker to allow students time to note down their answers. Share answers as a class.

Answers

Speaker 1 – 1 a car 2 generally doesn't like it

Speaker 2 – 1 nothing specific / He's always saving. 2 He doesn't think it's a good idea.

Speaker 3 – 1 nothing 2 She uses her credit card but doesn't think that's really borrowing.



LOA TIP CONCEPT CHECKING

Write the sentences on the board:

- 1 *I've just bought my food for the week.*
- 2 *I've already spent my salary this month.*
- 3 *I haven't paid it back yet.*

Ask concept questions to check understanding of the time sequences and whether the actions are completed or not.

Sentence 1:

- a *Do I now have the food?* (yes)
 - b *Did I buy the food a long time ago?* (no)
- (The use of *just* tells us that this action was only completed very recently.)
- c *Do you know exactly when I bought it?* (no)
- (We only know that the action was completed recently.)

Sentence 2

- a *Do I have the money now?* (no)
 - b *Do you know when I spent it?* (no)
- (The use of *already* indicates that the action happened before the time of speaking.)

Sentence 3

- a *Do I have the money / the time to pay it back?* (no)
 - b *Am I planning to pay it back?* (yes)
 - c *Do you know when I'm going to pay it back?* (no)
- (The use of *yet* implies that the action hasn't happened so far, but is going to happen.)

- d** Students read the information in Grammar Focus 3B on SB p.146. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises on SB p.147. If students have problems with the irregular past participles, refer them to the list of irregular verbs on SB p.176. Check answers as a class.

Answers (Grammar Focus 3B SB p.147)

- a** 1 g 2 f 3 a 4 c 5 e 6 b 7 h 8 d
- b**
- 1 Have they paid us yet?
 - 2 I've already spent all my money.
 - 3 Our visitors have just arrived.
 - 4 I haven't been to the shops yet.
 - 5 It has just started raining.
 - 6 Has he saved any money yet?
- c**
- 1 He hasn't done the shopping yet.
 - 2 He hasn't paid Mark back yet.
 - 3 He has already bought paper for the printer.
 - 4 He has already checked his emails.
 - 5 He hasn't asked Dad for any money yet.
 - 6 He has already written to Daniel.
 - 7 He has already finished writing his project.
 - 8 He hasn't cleaned the flat yet.
 - 9 He hasn't taken out the rubbish yet.
 - 10 He has already had a haircut.



CAREFUL!

- Students sometimes put *just* and *already* before the auxiliary, e.g. *I just have read it.* (Correct form = *I have just read it.*) They may also add additional time phrases, such as *yesterday* or *a few minutes ago*, e.g. *I have already done it yesterday.* (Correct form = *I have already done it. I did it yesterday.*) If they have no equivalent in their first language, students are likely to replace the present perfect with either the simple present or the simple past. Keep reinforcing the idea that the present perfect is used to link things that may have started in the past with now.
- Yet* is often used in negative sentences, and not *already*, e.g. *I haven't already received your letter.* (Correct form = *I haven't received your letter yet.*)

- e** **1.54 Pronunciation** Write this sentence on the board: *Yesterday was the first of July.* Ask students to repeat it. If necessary, correct the pronunciation of the initial *y* = /j/ and *j* = /dʒ/. Then play the recording for students to listen and repeat the words. In pairs, ask students to think of two more words that begin with /j/ and /dʒ/. Ask for the words and write them on the board, e.g. *yellow, yes, year, yoghurt; joke, June, jump.* Students repeat these for practice.

- f** **1.55** Students put the adverbs in the correct places in the sentences. They do this individually and then compare answers with their partner. Play the recording for them to check.

Answers

- 1 I've just spent a lot of money on a new pair of glasses.
- 2 I bought a new mobile last month, but I've already lost it.
- 3 I need some winter clothes, but I haven't had time to go shopping yet.
- 4 I've already bought a card for Mother's Day.
- 5 I bought some amazing shoes last year, but I haven't worn them yet.
- 6 I've just seen a special offer on a holiday online, but I haven't decided to buy it yet.

- g** Ask students to change four of the sentences so that they are true for them. Give them an example of your own, e.g. *I've just spent a lot of money on a new laptop.* Emphasise that *just* is not only used for a few moments ago, but can also mean recently, e.g. *I've just bought a new car.* Elicit that this could be yesterday or last week because for buying something like a new car, a week is quite recent.

- h** Students compare their new sentences in pairs. Ask them to add some information as in the example. Students share their ideas with the class.



EXTRA ACTIVITY

Ask students to write down five things that members of their family have just done. Three things should be true and two should be false. Their partner has to guess which are true and which are false.

5 SPEAKING

Read through the discussion questions with the class and check understanding. If necessary, remind students of the meanings of *amount*, *afford*, *discount*, *market*, *owe*. Students discuss the questions in small groups. Circulate and encourage discussion by contributing an opinion or prompting. Note down any repeated errors. Ask students to share any interesting opinions and comments with the class.



EXTRA ACTIVITY

Ask students to note down everything that they have bought in the last 24 hours. They compare their list with a partner. The pairs work as a team. Go round the class and ask each pair in turn to say one item on their list. The next pair must give the name of a different item. A pair that cannot give a different item drops out and the winner is the last pair to give an item. This activity could also be done for bought in the last two days or last week.

ADDITIONAL MATERIAL

- Workbook 3B
- Photocopiable activities: Grammar p.209, Vocabulary p.233, Pronunciation p.269

3C Everyday English

Do you have anything cheaper?

At the end of this lesson, students will be able to:

- understand a conversation in a shop
- use sentence stress correctly
- use phrases to pay at a till
- use phrases to change their minds

OPTIONAL LEAD-IN

Books closed. Put students in small groups. Give them two minutes to note down different places where we can buy things, e.g. *supermarket, shopping centre, department store, online, market, gift shop, sports shop, chemist, vending machine*. Monitor and support students with vocabulary. The winning group is the one with the most ideas. Ask them to read their ideas to the class. Put any new words on the board.

1 LISTENING

- a** Look at the photo. Say: *Mark and Rachel are shopping. Where do you think they are?* Elicit: *a shopping centre*. Read the questions and the examples. Students discuss the questions and give reasons for their comments.
- b** Ask students to summarise what has happened in the video story so far. Students look at the picture and guess what Rachel and Mark are shopping for.
- c** **1.56** Play Part 1 of the video or play the audio recording for students to check their ideas.

Answers

a birthday present for Leo

Video/Audioscript (Part 1)

RACHEL OK, what's next? Oh, we need to buy a present for Leo.
MARK Really? Why?
R It's his birthday, remember. Annie told us last week.
M Well, we don't know him very well.
R Oh, come on. We need to buy him something. Oh, look – how about this shop? I'm sure we can find something in here.
M Hmm.

- d** Ask students what the last present was that they bought someone and the last present that they received. Then they work in pairs and answer the questions about the pictures of products. Students share their ideas with the class.

Answers

One is a game, you play football with it by putting your fingers into the boots and kicking a ball. Two is a clock that you can use to see what the weather is like as well as to tell the time. Three is a clock which you use for telling the time; it is shaped like a football. Four is a piggy bank shaped like a book and you use it to keep money in.

- e** **1.57** Tell students that they are going to listen to or watch Part 2 from the video story. They should listen for general understanding, and to find out which product they bought and not worry if they don't understand the details. Check the answer as a class.

Answer

the football clock

Video/Audioscript (Part 2)

MARK This place is great! I could stay here all day!
RACHEL Well, we're only here for Leo, remember.
SHOP ASSISTANT Hi, can I help you?
R Er, yes. We're looking for a present for a friend. It's his birthday.
SA OK. Are you looking for anything in particular?
R Umm, I don't know ...
M Something fun!
SA OK. What sort of thing does he like? Is he a sports fan?
M Yeah.
R Is he? Does he like sport?
M Yeah, I'm sure.
SA OK ... How about this? 'Football in a tin'. Perfect for a birthday present.
R What is it exactly?
SA It's a football game. Look, you put the boots on your fingers, there's a ball ...
M This looks perfect! He loves football.
R Does he? I'm not sure. What else do you have?
SA What about this? A weather station.
M Oh – what does it do?
SA Well, it tells you the weather now, and the next day. It's also an alarm clock.
M Do you have anything cheaper?
SA Well ... well, this is a great product. A book money bank.
R A book money bank?
SA Well, you open it here and there's a place to put your money. To keep it safe.
R Oh, that's quite nice.
M Yeah, I suppose he might like that.
R OK, we've decided.
SA Great ...
M On second thoughts, I really think we should get something sporty. Could you show us something else?
SA Oh, I know. What about this? A football clock.
M Brilliant! Let's get that!
R Well, if you really think he likes football.
M Yeah, of course. He was talking about football last time we saw him. We'll take it.
R Was he? I don't remember that.

- f** **1.57** Read through the questions with the class. Ask if they can remember the answers. Play the recording again for them to find or check their answers. Elicit further details of the products, e.g. you put the football boots on your fingers. You may need to play the recording again for students to hear these details.


Answers

- 1 Because Leo loves football.
- 2 She isn't sure Leo loves football.
- 3 It's expensive.
- 4 Mark thinks they should get Leo something sporty.

- g** In pairs, students discuss the question. Conduct feedback and ask for their ideas. Ask: *Which present would you have got Leo? Why?*

2 USEFUL LANGUAGE

Talking to people in shops

- a**  **1.58** Ask students in groups of three to imagine that they are in the shop. One student is the shop assistant and the other students are Mark and Rachel. They role play the conversation from memory. Monitor and help but don't interrupt fluency to correct students. The focus here should be on re-creating the situation and not on complete accuracy and the aim is to activate existing knowledge and memory. Then ask students to complete 2a and 2b individually and compare their answers with a partner. Play the recording to check their answers.

Answers


1 help 2 looking 3 anything 4 sort 5 do 6 cheaper
7 show 8 take


- b** Ask the questions as a class

Answers

1 1, 3, 4
2 2
3 6, 7
4 5
5 8

3 PRONUNCIATION Sentence stress

- a**  **1.59** Books closed. Write sentences 1 and 2 on the board with no stress indicators. Remind students how important sentence stress is by saying that English is a stress-timed language and the words that carry the most important information or emphasis in a sentence are stressed more heavily than the other words, which gives the English language its distinctive rhythm. Ask students to copy the sentences and say them aloud, marking the words they think are stressed in each one. Then play the recording. Students open their books and listen. They study the marked stressed pattern in the book and compare it with what they hear. Point out that the underlining represents the stressed words/syllables.

- b**  **1.59** Play the recording again for students to answer the questions. Alternatively, ask the questions first and then play the recording to check answers. Tell students that we say the syllables between stressed words quickly and that the vowel sounds are often 'weak' (the full vowel is not pronounced, but is replaced by another sound), e.g. *for* /fə/. Ask students to repeat the sentences to practise.


Answers

1 sentence 1 four; sentence 2 seven
2 three
3 quickly



LOA TIP DRILLING


- Drill the phrases by asking students to repeat them after your model. Use a transformation drill to give variety and make the repetition more interesting, e.g. *This looks perfect/wonderful/fantastic/horrible. We're only here for Leo/Katy/Marcia.*
- Encourage students to emphasise the word stress in order to 'feel' the rhythm of the sentences.

- c**  **1.60** Tell students that they need to complete the sentences with the unstressed words. Remind them that the vowel sounds will often have been replaced by the weak /ə/ sound. Students listen to complete the sentences. Check answers as a class. Model the sentences again for students to repeat.

Answers and audioscript

- 1 I'd like **to** look **at a** different one.
- 2 Can you show **me the** first one again?
- 3 I'm looking **for a** present **for my** brother.
- 4 Do you have this **in a** different size?
- 5 It'll cost **a lot of** money **to** fix.

4 USEFUL LANGUAGE Paying at the till

- a**  **1.61** Ask students what *till* means (a place or machine in a shop where you pay). Elicit ideas about what Mark and the shop assistant say when he buys the clock at the till. If students don't mention a credit card, ask: *Mark wants to use a credit card. What do they say then?* Play the recording for the students to answer the question regarding what Mark changes his mind about. Check the answers and ask students to compare the conversation at the till with their version. Do Mark and the shop assistant use the same phrases?

Answer


how to pay

Audioscript (Part 3)

- | | |
|---|--|
| SA2 Who's next, please? | SA2 OK. Can you put your card in, please? ... And can you enter your PIN, please? ... |
| MARK Oh, yes. Just this, please. | |
| SA2 How would you like to pay? | Thank you. OK, here's your receipt, and here's the clock. |
| M Cash. | |
| SA2 OK. | M Thanks a lot. |
| M Actually, I think I'll put it on my credit card. | |


VOCABULARY SUPPORT

PIN (B1) – number you need when you pay by card (Personal Identification Number)

- b**  **1.61** Play the recording for students to complete the questions. Play the recording again for students to check their answers.

Answers

1 next, please 2 you like 3 put your 4 enter your
5 receipt

- c**  In pairs, students take turns to practise the conversation at the till. Monitor and check pronunciation, especially sentence stress.


5 CONVERSATION SKILLS

Changing your mind

- a Read through the sentences with the class and ask if the underlined phrases mean the same or different things. Ask students to tell you about the last time they changed their minds about something. Give an example of your own, e.g. *This morning my daughter said at breakfast, 'I'd like some orange juice.' Then she changed her mind and said, 'On second thoughts, I'd prefer some milk.'* Now ask them to tell you their experiences, but this time using one of the phrases above.

Answer

The same – both are used when we want to change our mind.

- b  Elicit that the response to someone changing their mind is usually *OK* or *Fine*. In pairs, students take turns to change their minds in the different situations. Encourage them to add a reason, too, where appropriate, e.g. *I'd prefer a cup of tea because I've already had five coffees this morning!*



FAST FINISHERS

Fast finishers can think of more situations when we sometimes change our mind. During feedback, they can ask other students what they would say in those situations.

6 SPEAKING

Tell students that they are going to role play buying a present for a friend in a shop. Divide the class into groups of three and assign A, B and C roles. Students A and B are buying the present and read the instructions on SB p.130. Student C is the shop assistant and reads the instructions on SB p.127. Students then role play the conversation. Monitor and help where necessary but don't interrupt fluency to make corrections. Students then swap roles and role play the conversation again.



VOCABULARY SUPPORT

atmosphere (B1) – feeling in a room

candle (B1) – something we burn to give light

pine (B2) – tall tree that gives a special smell

rack (B1) – small shelf

ringtone – sound of a phone

scented – with a special smell

slippers – shoes we wear in the house

spice (B1) – something we add to give flavour to food

stylish (B1) – fashionable and attractive

vanilla – a flavour used in ice cream and cakes



FAST FINISHERS

Fast finishers should think of some additional fun products to buy for a present and write short descriptions of them. During feedback, ask which items students chose, and why. Also ask for examples of the language they used and deal with any common mistakes.



EXTRA ACTIVITY

Have a short class discussion about the pros and cons of shopping online. Ask: *How many of you regularly shop online? What kinds of things do you buy? Is it better to shop online or in a store? Why? What are your favourite shopping websites? Why do you like them?*

ADDITIONAL MATERIAL

- ▶ Workbook 3C
- ▶ Photocopiable activities: p.270
- ▶ Unit Progress Test
- ▶ Personalised online practice

3D Skills for Writing

We've successfully raised £500

At the end of this lesson, students will be able to:

- understand people talking about charities
- discuss opinions about charities
- use paragraphing correctly when writing an email
- write an email update



OPTIONAL LEAD-IN

Books closed. Write on the board: R _ _ S _ _ M _ N _ Y
F _ R _ CH _ R _ TY and ask students to take turns to guess the missing letters. Encourage the whole class to guess the phrase (*raise money for charity*). Ask the whole class for examples sentences using the phrase. Write up a few examples on the board to help students for whom this is a new concept.

1 LISTENING AND SPEAKING

- a** Students look at the pictures and describe what they can see. Then they look at the names of the charities and say what they know about them and guess what they do. Ask them to match the charities with the sentences. Elicit the names of other charities students might know, e.g. World Wildlife Fund or The Heart Foundation. Ask what these charities do.

Answers

1 Greenpeace 2 the National Trust 3 Oxfam



CULTURE NOTES

Oxfam is a global organisation which works to find solutions to poverty. Volunteers from the organisation work in local communities to help provide food, water, healthcare and education for poor people worldwide. Oxfam also sends aid and volunteers to the scenes of emergencies and disasters around the world. In the UK Oxfam has almost 700 High Street shops which raise money by selling second-hand and fairtrade goods.

The National Trust is a UK conservation charity. They protect historic buildings, gardens and green spaces such as forests, coastline and moorland in England, Wales and Northern Ireland. The aim of the charity is to open the places to the public and protect them for future generations.

Greenpeace is an environmental organisation which has offices in 40 countries worldwide. The group organises campaigns and carries out research into global environmental issues including climate change, protection of habitats such as the rainforests and oceans, as well as worldwide peace. Greenpeace has a history of direct action and is credited with raising public awareness of environmental issues.

- b** Before looking at the exercise, ask students to tell you what people can do to raise money for charity. Put their ideas on the board. Read through the examples and see if students had thought of them. In pairs, students spend a minute thinking about additional ways to raise money. Ask for ideas during class feedback and put them on the board. Tell students that this list may be useful later in the lesson. If you wish, give students information from the Culture notes below.



VOCABULARY SUPPORT

raise money (B2) – to earn or collect money for a charity
sponsor (B2) – to give money to someone who is doing something for charity



LANGUAGE NOTES

Students sometimes confuse *raise* and *rise*. *Raise* is a regular verb. The past tense forms are: *raise*, *raised*, *raised* and it takes an object, e.g. *The student raised his hand to answer the question*. *Rise* is irregular. The past tense forms are: *rise*, *rose*, *risen* and it doesn't take an object, e.g. *The sun rises very early these days*.



CULTURE NOTES

In the UK, there are several big television events that help raise money for charities. Celebrities take part and viewers can give money online or by phone during the show. The public is also encouraged to organise money-raising events. One of the most famous shows is Red Nose Day run by the charity Comic Relief which takes place every two years. In 2013, with the slogan 'Do something funny for money' Comic Relief raised over £100 million for projects to help people in need in the UK and other countries, especially Africa.

- c** **1.62** Tell students that they will hear four people talking about giving money to charity. They need to listen to say which of the charities on this page each one gives money to. Tell them that there is one speaker who doesn't give money to any of them. Play the recording and pause after each speaker to let students note down the charity. Check answers together.

Answers

1 Shona – Oxfam; 2 Jack – Greenpeace; 3 Jessica – no; 4 William – the National Trust

Audioscript

SHONA I support Oxfam. You see, I had a really happy childhood myself and I think it's important to help other people in poorer countries have happy childhoods. I haven't got a lot of spare money, but I try and help them in other ways. For example, last year I ran a marathon and people sponsored me, you know, gave me money for doing the run. I made just over a hundred pounds. And then, once a month, I make cakes and take them to my office. I sell pieces of cake to my colleagues for morning tea and give the money to Oxfam.

JACK Well, giving to charity is quite easy really. You can go online and pay with your credit card. I've given money to Greenpeace that way a few times recently. And once a year, I sell their calendars – mostly to friends and the people I work with. I think that helping to save

our natural world is the most important thing you can do. I think I should do something now – so that my children and my children's children can enjoy the kind of world that I live in.

JESSICA Of course, I think it's important to ... well, that people give money to charities. But actually, I haven't got a lot of money myself. I owe money to my parents and I have to pay back the government for my university study and ... In fact, I've never given any money to a charity. I can't really afford it.

WILLIAM Our history is really important and we need to protect it. When I think of all the old buildings that we've already lost, it's terrible. So, once every six months I go around my neighbourhood and collect money door-to-door for the National Trust. I tell people about local places the National Trust want to protect and they are usually very generous.



VOCABULARY SUPPORT

afford (B1) – to have enough money to buy

neighbourhood (B1) – an area of town

support (B1) – to help by giving money

- d** **1.62** Play the recording again for students to make notes about why the people do or don't support a charity. If students find this activity challenging, do the task in sections. Play the first part of the recording and then allow students to discuss what they've heard with a partner. before noting down the reasons. Tell them that they can do this in their own words, not necessarily using the exact words from the recording. Check their ideas as a class.

Answers

- Shona: wants people in poorer countries to have happy childhood, like hers; ran a marathon last year; sells cakes at work
- Jack: wants to save our natural world so children and children's children can enjoy the world; gives money online; sells calendars
- Jessica: owes money to parents and government and can't afford it
- William: thinks history is important and we need to protect it; collects money door-to-door

- e** Students make notes on the questions individually. Prepare to give your own answers to the questions later.

- f** Students compare their ideas in small groups. Students share their ideas with the class and discuss points of interest. See if one charity is more popular than others in the class. Also allow for the fact that some students may not give money to charities for financial or other reasons: some people prefer not to give or raise money, believing that it is the responsibility of governments rather than individuals.

2 READING

- a** Read through the question and the possible reasons for writing the email message with the class. Then ask students to read the email and tick the correct reasons. Check answers as a class and elicit phrases that give the purpose of the message and helped students understand the reason for writing. Put them up on the board:
We'd like to thank everyone / thanks again; We've successfully raised; we'd just like to let you know about; The NT will use the money to

Answers

1, 3, 4, 5

- b** Students read the text again to answer the questions. Conduct feedback and check answers. Ask them if they think the National Trust is a good charity to support, and why or why not.

Answers

- making and selling cakes; selling old books, DVDs and clothes online; paying to wear casual clothes to work
- repair historic buildings and keep them open for the public to visit
- visiting a historic building

3 WRITING SKILLS Paragraphing

- a** Ask students to look at the email again. Ask: *Is the email organised well? Why / Why not?* (By looking at the email, you can see how the paragraphs divide the points so that it is clear for the reader.) Remind students that good organisation is important when writing any text. Then ask them to match the descriptions with the paragraphs. Check answers as a class.

Answers

1 d 2 a 3 b 4 c

- b** Ask students what information is included in the introduction and the closing paragraph. Point out that the introduction must tell the reader the main reason the person is writing. Another common way of starting an email is: *I am writing to ...*. Also point out that a closing paragraph is often quite short and usually summarises what has been said in the email or makes a request, e.g. *Thanks for ... Apologies for ...* are good ways to start this final paragraph.

Answers

introduction: the amount of money they raised (£500)
closing paragraph: the next event

- c** Give students time to read through the paragraphs and put them in the correct order. Ask students to underline phrases that helped them. Check answers as a class.

Answers

- This email is to say a big 'Thank you!' to everyone who ...
- Many of you have bought tickets ... Your money and time will help Oxfam to continue their important work.
- Oxfam will use the money on projects ...
- Would you like to help ... Thanks again for all your help.

4 WRITING

- a** Read through the choice of emails 1 and 2. Ask students to choose which email to write and underline the important information that they need to include, and the best order for it (1 thank the people; 2 say how much money was raised; 3 tell them something about the charity).
- b** Remind students how important it is to plan their writing well before they start. Give them some time to think about the email and make notes for each paragraph. Monitor and give help and advice where necessary.
- c** Students write their emails. Continue to monitor.



LOA TIP MONITORING

- While students are writing their emails, monitor and give help where necessary. Students should know that you are available to answer questions when they have a query about language, including paragraphing, spelling, punctuation or tense use.
- If you notice an error, encourage students to self-correct. Point out the mistake and ask them to look at it again. You may need to prompt by asking, e.g. *You've said 'last week', so which tense do you need?*

- d** When they have finished, ask students to swap emails with a partner and to look at the organisation in particular. Ask them to think about the number of paragraphs, the content of each paragraph and if the paragraphs follow on clearly from each other.



FAST FINISHERS

Fast finishers can swap emails with another fast finisher and write another email to that charity. They could ask for some particular information about a future event or suggest another event that might help them raise more money.

ADDITIONAL MATERIAL

Workbook 3D

UNIT 3

Review and extension

1 GRAMMAR

- a** Students do the task individually. Check answers as a class.

Answers

- 1 Have you ever bought something you didn't need?
- 2 Have you ever given money to a stranger?
- 3 Have you ever been to a very expensive restaurant?
- 4 Have you ever driven an expensive car?
- 5 Have you ever lost money on the street?

- b** In pairs, students ask and answer the questions. Ask for examples in class feedback.

- c** Give students a quickfire test of past forms of irregular verbs by giving the infinitive and asking the class to supply the past simple and past participle forms. Do it again, but speed up so that the responses become quicker and quicker. Students then do the exercise. Check answers as a class.

Answers

- | | | | |
|-----------|-------------|-------------|-----------|
| 1 's done | 3 's raised | 5 's been | 7 've had |
| 2 's run | 4 's spent | 6 's helped | |

- d** Students do the exercise individually, check in pairs and then give answers in class feedback.

Answers

- 1 A Have you spoken to John yet?
B Yes, he's just called me.
A Did you ask him about the party?
B Yes, he's already bought the food.
A Great. I haven't been to the shops yet.
B Have you already decided what music to play?
A Yes, I've just made a list.

- e** Students practise the exchanges. You could divide the class in half and nominate one student from half A to ask the question to a student in half B, e.g. A: *Katya – have you spoken to John yet?* B: *Yes, Julia, he's just called me.*



EXTRA ACTIVITY

Write these questions on the board: 1 *What have you just done?* 2 *What did you plan to do earlier but haven't done yet?* 3 *What have you already done this week that you didn't expect to do?* Give students a short time to write two answers for each question. Put students into three or four teams. Go round the class and ask for an answer from each student to question 1. If their answer is different from a previous student's answer, they earn a point. Do the same with questions 2 and 3. The winner is the team whose combined score is the highest.

2 VOCABULARY

- a** Students complete the sentences individually. Check answers in class feedback. Point out that verbs that always go with a certain noun like the ones in this exercise are very common in English. It's important for students to record the noun and the verb together in order to remember the collocation.

Answers

- 1 hug 2 directions 3 volunteer 4 joke 5 something

- b** Ask students to complete these sentences to see if they can remember the new vocabulary related to money. *I've left my money at home and I need to buy a coffee. Can you ... ? (lend me some money) I'd like to buy a new car but unfortunately I can't ... (afford it). We're going on an expensive holiday this summer, so at the moment we're ... (saving up). If you want to buy a new TV and you take in your old one, you can sometimes get a ... (discount). I lent my sister a hundred pounds last month and fifty pounds last week so now she ... 150 pounds. (owes me)* Students then do the matching task. Check answers as a class. Ask students to cover questions 1–5 and try to recall them by looking at the answers.

Answers

- 1 d 2 c 3 a 4 e 5 b

3 WORDPOWER *just*

- a** Students close their books. Write some sentences on the board:

I've recently finished reading a good book.

Ben doesn't really understand you. He's only a dog!

At the last moment, I remembered to take the chicken out of the oven before it burned.

Can you wait a moment? I'm finishing my homework now. I won't be long.

Ask which word can be used instead of the underlined words: *just*. Elicit that *just* goes between *I* and *remembered* in the third example. Students open their books and do the exercise. Check answers as a class.

Answers

- 1 c 2 a 3 d 4 b

- b** Students do the matching task. Check answers in feedback.

Answers

- 1 e 2 a 3 d 4 c 5 b

- c** Write the expressions in bold from 3b on the board and tell students to use them to complete the sentences. Check answers as a class.

Answers

- 1 just under 2 just like 3 just in time 4 just over
5 just about

- d** In pairs, students make sentences about their lives using the expressions on the board. Give an example of your own first, e.g. *My journey to work today took just over an hour because there was a traffic jam in the town centre.* Circulate and help where necessary. Ask for examples in feedback.

Photocopiable activities: Wordpower p.254



LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.