

UNIT 4

Social life



UNIT OBJECTIVES

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

- understand texts and conversations about celebrations
- talk about plans for celebrations
- plan a day out in a city
- make social arrangements
- write and reply to an invitation

UNIT CONTENTS

G GRAMMAR

- Present continuous and going to
- *will / won't / shall*

V VOCABULARY

- clothes and appearance: *bracelet, high heels, sandals, sweatshirt, tracksuit, underwear, flat shoes, top, tights, earrings, gloves, tie, socks, shorts, necklace, belt, scarf, handbag, boots, trainers, raincoat, suitcase, jumper*
- collocations: *get a new outfit, go to the hairdresser's, have a shave, look one's best, go to the beautician, wear sth*
- adjectives to describe places: *ancient, high, huge, low, magnificent, modern, narrow, ordinary, outdoor, peaceful, pretty, tiny, ugly, crowded, quiet, indoor, wide, noisy*
- Wordpower: look with different meanings, including + adjective and + preposition(s): *look excited/happy/tired/well, look after, look around, look forward to, look up*

P PRONUNCIATION

- *going to*
- *want* and *won't*
- Sentence stress

C COMMUNICATION SKILLS

- Talking about plans for celebrations
- Planning a day out in a city
- Making social arrangements
- Writing notes on a city you know well
- Inviting and replying

GETTING STARTED



OPTIONAL LEAD-IN

Books closed. Write: *wedding* in the centre of the board. (If you wish, you could project an image from a wedding, and elicit the word). Around *wedding* write: *people, things, places, activities*. Ask students: *Who are the most important people at a wedding?* Write words on the board as students call them out. Input any vocabulary they do not know – *bride, (bride)groom, the best man, bridesmaid, guests* etc. List as many different types of people involved with a wedding as possible. Then move on to places that are important at a wedding – e.g. *church/temple/mosque, town hall, registry office*, etc. Stop the activity when the students run out of ideas. Open books.



- a Ask students to look at the picture and tell you what they can see. In pairs, they read and talk about the questions. Monitor and support students with any vocabulary they may need. Students share their ideas with the class. If you wish, give students information from the Culture notes below.



CULTURE NOTES

A wedding in Southeast Asia takes months of planning and can last several days. Southeast Asian weddings are big, colourful events with many different rituals and ceremonies and a large number of guests.

The picture shows a wedding in Karachi, Pakistan. It was taken on the first day of a four-day-long wedding party. The people in the picture are the bride, the groom, female members of both families and female friends. The custom is for male friends and relatives to sit in a separate tent. The bride and groom drink a cup of sweet milk, which is a symbol of their love.



- b In pairs, students describe a typical wedding photograph from their country. Ask students if they have any wedding photographs on their phones or tablets to show the other students in small groups. Monitor but don't interrupt fluency unless students make mistakes in their choice of vocabulary. Ask students to share any interesting photos or stories with the class.



EXTRA ACTIVITY

In pairs, students tell each other about a wedding they have been to. They ask and answer questions about it using *Where, When, Who, What*, etc. Ask for examples from the class. Finish by asking the class: *Do you think it's better to have a big or a small wedding? Why?*

4A I'm going to the hairdresser's tomorrow

OPTIONAL LEAD-IN

Books closed. Talk about an item of clothing that you are wearing. Say why you like it, where you bought it and when you wear it, e.g. *I really like this jacket. I bought it in 'Blacks'. It's a nice colour and it's really warm. I wear it all the time. Maybe I'll buy another one!* Put students into pairs to talk about their own clothes. Are any students in the class wearing similar clothes?

1 VOCABULARY Clothes and appearance

- a** Books closed. Ask students what kinds of clothes they like wearing to parties. Ask if there is a difference between what they wear to formal and informal parties. Put the clothes items they give you on the board. Then students open the book, look at the pictures and tell you what the pictures show. They then discuss the questions with a partner. (You might want to explain the meaning of *accessory* – a thing you wear or carry that matches your clothes, for example a belt, bag or piece of jewellery.) Circulate and make comments yourself to encourage discussion. Ask students to share any interesting ideas with the class.
- b** Students complete the exercises in Vocabulary Focus 4A on SB p.135. Play the recordings where indicated for students to check their answers and ask them to listen and repeat. Monitor and correct students' pronunciation as appropriate for the pairwork in g and listen for correct use of the target language. Tell students to go back to SB p.38.

Answers (Vocabulary Focus 4A SB p.135)

b 1 tie 2 bracelet 3 high heels 4 tracksuit 5 underwear
6 sweatshirt 7 top 8 gloves 9 tights 10 earrings
11 sandals 12 flat shoes
e 1 c 2 a 3 e 4 d 5 b 6 f

2 LISTENING

- a** Students look at the pictures of Marta and Craig and the captions. Students say what Marta and Craig are doing. Elicit or explain that a ball is a formal dance. Explain that a May Ball happens at many universities and colleges, and that students will find out more about this and the wedding in the listening.
- b** **1.65** Tell students that in the recording they will hear an interview with Marta about going to a May Ball and Craig talking about his Indian wedding. They need to decide which person, Marta or Craig, says the different things. Read through the sentences with the class first and check the vocabulary. Ask students to work in pairs to guess who said which things. Then play the recording for them to check. You may need to play the recording twice.

Answers

1 M 2 M 3 C 4 C 5 M 6 C

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

- use a vocabulary set related to clothes and accessories
- understand a conversation about preparing for a celebration
- talk about future plans using the present continuous and *going to*
- read and understand a text about celebrations in different countries
- talk about their plans for celebrations

VOCABULARY SUPPORT

ceremony (B1) – formal event performed on important social or religious occasions

DJ (B1) – person who plays music at a party or club

entertainment (B1) – shows (music / TV / film etc.) that people enjoy watching

marriage (B1) – the event when people get married and become husband and wife

rub (B2) – to move your hands backwards and forwards over the skin

spice (B1) – a substance made from a plant which is used to give flavour in cooking

turmeric – yellow spice, common in Indian food

Audioscript

INTERVIEWER So Marta, what exactly is a May Ball?

MARTA Well, it's a huge party at our college. They have it every summer after we finish our exams because we need to celebrate after all that stress. Everyone gets dressed up, and there's food and drink and entertainment. There are eight different stages and over 70 bands. This year one of my favourite DJs is playing. I really can't wait.

I What are you going to wear?

M I've just bought the dress I'm going to wear – it's dark blue and I feel really good in it. I'm going to wear it with high heels and some nice jewellery!

I Is there anything else you need to do?


M Get ready and sleep! I need to look my best ... I'm going to the hairdresser's tomorrow. And a beautician is doing our make-up. Apart from that, I'm not going to leave the house on Saturday. I'm going to get as much sleep as possible!

I What time are you leaving?

M The ball doesn't start until 9 pm but I'm meeting the others at 7 pm so we can start queuing. Everyone says it takes a really long time to get in ... but then we're going to stay the whole night – until 6 am, when they serve breakfast!

CRAIG So, hi, everyone – welcome to today's audio blog. Well, today is the fourth day of my wedding. Everyone's going to be back here again in a few hours. There's going to be more dancing and food, of course. And today they're going to make a special cream from a spice called turmeric and rub it on my face and arms. The idea is that it cleans your skin and makes you ready for marriage. I hope it doesn't hurt ...

Then tomorrow is the wedding day. It starts at 9 am, so quite early. But it finishes in the afternoon, after lunch. My friends are arriving early tomorrow to help me get ready and take me there. I'm going to wear a traditional Indian suit called a 'kurta pajama'. It's actually really comfortable. I'm really excited now. I'm looking forward to seeing all my friends and relatives, and, of course, my new wife! But I need to be patient ... the first part of an Indian wedding is breakfast with all the guests. The bride eats in a separate room with some of her friends. So I'm not going to see Monisha until the ceremony actually begins, later in the morning.

- c**  **1.65** Tell students that they are going to listen again, this time for detailed information. First, read through the questions with the class. Then play the recording for students to answer the questions. If necessary, pause regularly to give time for students to write down the answers. Don't check as you go through but check answers as a class at the end of the recording.


Answers

- 1 to celebrate finishing exams
- 2 She feels really good in it.
- 3 to get as much sleep as possible
- 4 They serve breakfast.
- 5 They're going to rub it on his arms and face.
- 6 They start at 9 am and finish in the afternoon, after lunch.
- 7 It's called a 'kurta pajama' and it's really comfortable.
- 8 Everyone has breakfast together, apart from the bride and her friends.



EXTRA ACTIVITY

Put the numbers 8, 70, 9, 6, 4th on the board and ask students what they refer to in the recording (8 stages, 70 different bands, 9 pm (start of the ball) / 9 am (start of the wedding), 6 am (end of the ball), 4th day of the wedding).

- d**  Students discuss the questions in pairs. Monitor and help with vocabulary as necessary. Ask students to share their ideas with the class.

3 GRAMMAR

Present continuous and *going to*

- a** Books closed. Write *My friends ... early tomorrow. I'm ... the house on Saturday. I'm ... the whole night. A beautician ... our make-up.* on the board. Ask students if they can complete the sentences. Ask the class to try to remember what Craig and Marta actually said in the previous listening task. If students find the task difficult, give them the verbs as a clue (*arrive, do, leave, stay*). Students compare their answers with the sentences in 3a. Elicit which sentence Craig said (1). Students answer the question.

Answers

the future

- b** Students read the task and answer the questions as a class.

Answers

- 1 present continuous
- 2 *going to*




LOA TIP CONCEPT CHECKING

Ask yes/no questions to concept-check students' understanding of the verb forms used in the sentences in 3a.

My friends are arriving early tomorrow. Ask: Are we sure this activity will happen? (yes)

A beautician is doing our make-up. Ask: Has the speaker already asked the beautician? (yes) Does the speaker have another option? (no) Have they probably agreed a time? (yes)

I'm going to stay the whole night. Ask: Do you know exactly when the speaker will leave? (no) Is it possible for the speaker to change her mind when she's there? (yes)

- c**  Students read the information in Grammar Focus 4A on SB p.148. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises in Grammar Focus 4A on SB p.149. Check answers as a class, then tell students to go back to SB p.38.

Answers (Grammar Focus 4A SB p.149)

- a 1 are buying 2 's studying 3 I'm not walking
4 Are you wearing; I'm not 5 is your sister moving
6 We're going 7 I'm not coming; I'm going
- b Suggested answers:
1 The parents have already ordered the computer.
2 He has paid for a course.
3 He has booked a taxi.
4 He has chosen a different outfit.
5 She has bought her flight tickets.
6 They have arranged where to meet and the time.
7 He's already told the boss and made an appointment.
- c 1 'm going to invite 2 are you going to do
3 'm not going to play 4 're going to ask
5 we're going to write 6 Is there going to be
7 she's going to make 8 she isn't going to pay
9 're going to pay 10 am I going to do
11 You're going to clean
- d 1 a2 b1 2 a1 b2 3 a2 b1 4 a1 b2 5 a1 b2




CAREFUL!

Some students use only *will* to talk about the future. Encourage them to use the present continuous and *going to* as appropriate.



LANGUAGE NOTES


- Sometimes the two verb forms can be used interchangeably, but the use of the present continuous is more likely than *going to* when a specific time or date is given, e.g. *We're leaving tomorrow; They're meeting outside the leisure centre at six thirty; I'm getting married on the 14th October.* The more specific the arrangements are and the more preparations have already been complete, for example tickets bought or flights booked, the more likely it is that speakers will use the present continuous rather than *going to* when discussing their plans.
- If a *going to* intention is followed by the verb *go*, it is often replaced by the present continuous to avoid repetition, e.g. *I'm going shopping on Saturday* rather than *I'm going to go shopping.*

- d**  **1.67 Pronunciation** Write a sentence with *going to* on the board: *I'm going to play you a recording.* Read it in two ways – one with *going to* pronounced /'gəʊɪŋtə/ and the other pronounced /'gənə/. Ask students to tell you the difference. Play the recording. Students listen and decide which pronunciation is used. Explain that the second form is often used in less formal speech.

Answers

- 1 I'm going to get a new outfit.
- 2 We're gonna stay out late.
- 3 He's gonna have a shave.
- 4 I'm not going to worry.
- 5 The taxi's not gonna wait.

- e** Read through the task and time expressions in the box with the class. Give an example of your own, e.g. *This weekend I'm playing tennis with Sam on Saturday morning. I've just called the club to book.* Ask students to note down some ideas of their own. They can invent plans and arrangements if they like.


- f**  Students talk about their plans with their partners. Monitor but don't interrupt fluency unless students make mistakes with future forms. Point out mistakes for students to self-correct.



FAST FINISHERS

Fast finishers can write a short paragraph about their plans for the next week or month, including arrangements/engagements for work or study as well as things they plan to do in their free time.

4 READING

- a**  Ask students to look at the pictures in the article and describe what they can see. They should guess what kind of celebration is taking place in each one. Discuss the questions about birthdays as a class.
- b** Students read the article quickly to find out what the numbers refer to. Check ideas as a class.

Answers

1: Vietnamese New Year, or 'Tet', when everybody gets one year older
15: the age a girl becomes a woman in Latin America; the birthday girl often gives out 15 candles
20: the age when Japanese people become adults
100: the age when people in the UK receive a birthday card from the Queen; on New Year's day in Vietnam, children greet older people with 'Long life of 100 years!'



VOCABULARY SUPPORT

fireworks (B1) – small objects that make loud noises and colours in the sky

kimono – traditional Japanese dress or robe

take to the streets – to go out into the streets

- c** Read through the questions with students. Students answer the questions individually and compare their answers with a partner. Check answers as a class.


Answers

1 20, Japan 2 100, the UK 3 15, Latin America 4 1, Vietnam
5 15, Latin America 6 20, Japan




EXTRA ACTIVITY

Students cover the text. Ask a student to tell you something he/she can remember about one of the events. Then choose a student to add another piece of information. Do this until students have remembered everything about the event. In pairs, students do the same activity for some or all of the events.

- d**  Read through the task and questions. Students discuss the questions in pairs. Monitor and contribute yourself to encourage discussion. Take feedback and ask for examples from the discussions. If your class is multilingual, students can ask each other more questions about different festivals or celebrations in their countries. Monitor and help with vocabulary as necessary. To finish, ask which celebration the class found most interesting and/or unusual.

5 SPEAKING

- a** Read through the task with the class and give students a short time to note down their three events.
- b**  Think of an event of your own and write *When, What, Where, Who* on the board and verbs such as *happen, go with, wear, eat*, etc. and elicit questions that students can ask you in order to guess the event. Remind them at this point that they should think carefully about the future forms they choose to use. Since students will be discussing definite arrangements on a fixed date, it's probably more natural to use the present continuous. However if the question concerns something they might still have to make a decision about, students can use *going to*, e.g. *Are you going to take a present?* Put students into small groups to ask questions to guess each other's events. At the end of the activity, take feedback and find out the most popular kind of event and any more examples of questions they asked.



CAREFUL!

Make sure students don't miss out the verb *be* when using *going to*, e.g. ~~*They going to visit us.*~~ (Correct form = *They're going to visit us.*)

ADDITIONAL MATERIAL

- ▶ Workbook 4A
- ▶ Photocopiable activities: Grammar p.210, Vocabulary p.234

4B Shall we go to the market?



OPTIONAL LEAD-IN

Books closed. In pairs, students draw a table with two columns on a piece of paper. They write down the name of a city in one of the columns and a famous sight from that city in the other. They cannot write the same city twice. Give students three minutes and see which students have the most city/sight pairs after that time. Don't ask for examples at this point. Then students fold the paper in half so that only the famous sights are showing and swap lists with another pair. They then have to see how many of the cities they can name. At the end of the activity, students unfold the paper and check their answers.

1 LISTENING

- a In pairs, students talk about the questions. Take feedback and ask for comments. See which Tokyo sights were most popular in the class. Ask: *Do you use a guidebook when you visit different places? Why / Why not?*



CULTURE NOTES

The capital city of Japan, Tokyo is located in the centre of the country, around 100 kilometres from Japan's highest mountain, Mount Fuji. Tokyo is considered to be the world's largest city. Around 13 million people live in the city but the number rises to around 37 million in the surrounding area. Many people commute to work from here to the centre of the city every day. Tokyo grew from a small village called Edo and in the 1720s became the first city in Asia to have a population of more than one million. The city is still proud of its traditions despite being one of the world's technology capitals and the richest city in the world.

- b 1.68 Read through the task and the questions with the class. The recording is quite long. Pause the audio as needed for students during playback. Students share their answers with the class.

Answers

- 1 Yoyogi Park, Akihabara
- 2 A noodle restaurant, karaoke (private room), Tsukiji fish market

Audioscript (Part 1)

- HARRY** Hello?
MIKE Hi, Harry! It's me! I'm here! I've just arrived at my hotel.
H Welcome to Tokyo! Did you have a good journey?
M Yeah, it was fine. I was so lucky to get a stopover in Japan!
H And lucky that I'm here to show you around! I've already got a few ideas about what we can do.
M OK, but I really don't want to go where all the tourists go. I want to see the real Tokyo.
H OK, so we won't go to Disneyland then! And I won't take you to the Imperial Palace, either.
M OK.
H I mean, the palace is nice but it's so crowded. It's really just a place for tourists.
M Fine.
H So ... shall we start with something to eat?
M OK.
H There's a great noodle restaurant I know. The noodles are delicious, some of the best in Tokyo. And it's also really simple. You just eat quickly and then you leave. So we won't waste any time!
M Brilliant.

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

- use *will* / *won't* / *shall* when talking about the future
- understand and use correct pronunciation of *want* /wɒnt/ and *won't* /wəʊnt/
- use a set of adjectives to describe places
- understand a conversation about what to do in a city
- talk about and plan a day out in a city

- H** After that, I'll take you to Yoyogi Park. It's a huge park and it'll be really busy at the moment because everyone's going to see the cherry blossom.
M The cherry blossom?
H Yeah, it's beautiful. You see young people, businessmen in suits, families – everyone goes to look at the pretty flowers. There are also lots of musicians there, and the teenagers doing 'cosplay' ...
M Who?
H Well, basically they're people who dress up as characters from computer games and cartoons. That kind of thing. They just do it for fun but they spend a lot of time and money on it so they look incredible.
M Wow – I think I've seen pictures of them before. I'd love to see them in real life. And after that?
H Well, do you want to do any shopping?
M Actually, yeah – I want to look for a new camera.
H Excellent. I'll take you to Akihabara, then. There are lots of electronics shops there. And they often have special offers.
M Perfect. And what are we doing in the evening?
H I've already booked a room for karaoke.
M Really? I don't really like karaoke that much. I'm a terrible singer.
H Yeah, but you haven't tried karaoke Japanese-style! I've booked a private room for six people. So, you, me and four of my friends. You'll love them – they're really good fun. Anyway, I've booked it till 2 am.
M 2 am?! Remember my flight leaves at 7 am tomorrow!
H Don't worry – you won't miss your flight! I promise. Anyway, we won't be finished at 2. After that we're going to the Tsukiji fish market!
M A fish market? In the middle of the night?
H Yeah, it's the best time to go. They bring in all the fish they've just caught. Trust me, it's an amazing sight.
M OK. This is going to be an interesting day ...
H So, shall I come to your hotel in about an hour?
M OK, see you in a bit.
H Bye!

VOCABULARY SUPPORT

cherry blossom – flowers on cherry trees

noodles – typical Asian food, often in soup

private (B1) – only for one person or group and not for everyone

stopover (B2) – a short overnight stop between parts of a journey, especially a plane journey

- c 1.68 Tell students that this time they are going to listen for more detailed information. Read through the questions with students and then play the recording for them to answer. Pause after *It's really just a place for tourists* / *Fine* and elicit the answer to question 1. Then play the rest of the recording without stopping and let students answer the questions individually before comparing their answers with a partner. At the end, they can compare their answers with a partner. Check answers as a class. Ask students: *Would you like a friend to arrange everything for you like this? Why / Why not?*

Answers

- 1 It's crowded and just a place for tourists.
- 2 The noodles are delicious – some of the best in Tokyo. You eat quickly and then you leave.
- 3 They do it for fun. (They dress up as characters from computer games and cartoons.)
- 4 There are lots of electronics shops there.
- 5 in a private room
- 6 They bring all the fish they've just caught. It's an amazing sight.



EXTRA ACTIVITY

Ask more detailed questions: *Where is Mike?* (at the hotel) *What was his journey like?* (It was fine.) *Why is Yoyogi Park busy at the moment?* (There's lots of cherry blossom.) *Who goes there?* (families / businessmen / young people / musicians) *Does Mike like karaoke?* *Why / Why not?* (No – he's a terrible singer!) *What is Mike worried about?* (He has an early flight in the morning.)

- d Discuss the questions as a class and encourage students to give reasons for their answers.

2 GRAMMAR *will / won't / shall*

- a 1.69 Books closed. Write these two questions on the board: ... *we start with something to eat?* ... *I come to your hotel in about an hour?* Can students think of one word which was used to complete both questions in the previous listening task? (*Shall*) Play the recording for students to complete the sentences. Check answers as a class.

Answers

- 1 won't 2 Shall 3 'll 4 won't 5 Shall

- b Elicit the answers to the questions and the full and short forms of each of the examples.

Answers

- the future
'll = will; won't = will not

- c Students match the sentences and uses of *will* and *shall* as a class. Elicit another example of each function.

Answers

- make promises 4
make decisions while we are speaking 1, 3
make offers 5
make suggestions 2



LOA TIP ELICITING

Say: *Miki was late for class today and the teacher was angry. What might Miki promise about class tomorrow?* Elicit from students an answer with *will* or *won't*. (e.g. *I won't be late tomorrow!*)

Ask the class to think of something right now they want to do this evening. (e.g. *I'll record the new drama series at 7.00.*)

Say: *What can you offer to do for me right now?* (e.g. *Shall I clean the board for you?*)

Say: *What can you suggest that we do at the end of the lesson?* (e.g. *Shall we have a test?!*)

- d Students read the information in Grammar Focus 4B on SB p.148. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises in Grammar Focus 4B on SB p.149. Check answers as a class. Tell students to go back to SB, p.40

Answers (Grammar Focus 4B SB p.149)

- a 10 2S 30 4D 5P 6S 7P 8S
b 1 I'll 2 won't 3 Shall 4 I'll 5 Shall 6 Will
c 1 Shall we go 2 I'll cook 3 I'll pay 4 shall we eat
5 Shall I book 6 I'll do 7 I'll call 8 Will you call
9 I'll call 10 I won't forget



LANGUAGE NOTES

- It can help students to understand when to use *will* and *shall* if they match them with certain functions. Tell students that we use *will* to make promises (e.g. *I won't be late tomorrow.*) and spontaneous decisions (e.g. *Is that the telephone ringing? I'll answer it.*) We use *shall* in the first person only for offers (e.g. *Shall I do that?*) and suggestions (e.g. *Shall we stop for lunch now?*).
- Students often want to know the detailed differences between the different future forms. However, the differences are often complex and difficult to explain. In many cases, more than one form can be used.

- e 1.72 **Pronunciation** Students listen to the recording to identify the different vowel sounds. Model the sentences again for the class to repeat.

Answers

- 1 /ɒ/ 2 /əʊ/

- f 1.73 Students listen and circle the correct words. Check answers as a class.

Answers

- 1 won't 2 won't 3 want to 4 want to 5 won't 6 won't

- g 1.73 Students listen and repeat the sentences as a class. Nominate individual students to repeat sentences for additional practice.



EXTRA ACTIVITY

Write some words on the board which contain the two vowel sounds, e.g. /əʊ/ owe, go, hello, most, boat, show, clothes, loan; /ɒ/ got, what, dollar, gone, cost, borrow, lost, off. Ask students to group them according to the vowel sound. Then see if they can add two more words of their own.

- h Divide the class into pairs and assign A and B roles. Student As read the instructions on SB p.131 and Student Bs read the instructions on SB p.132. They read out the sentences and choose the best reply. Check the answers as a class.

Answers Communication Plus 4B SB p.131 and 132

Student A (correct responses from Student B)

- 1 I'll meet you at the airport.
- 2 Shall we go to a shopping centre?
- 3 Shall I read it for you in English?
- 4 OK – so we won't go to the market.
- 5 Shall we go to a gallery?

Student B (correct responses from Student A)

- 1 I'll find a good place to eat nearby.
- 2 I'll take you to a nice park.
- 3 I'll take you to the airport soon.
- 4 Shall we visit the castle?
- 5 Shall I come and pick you up?



FAST FINISHERS

Ask fast finishers to think of another possible way to reply to each sentence. Check these in feedback, too.

3 VOCABULARY Adjectives: places

- a** Elicit adjectives from the conversation by asking: *Can you remember the adjectives Harry and Mike used in the dialogue to describe these things?* the noodle restaurant (*great*), the noodles (*delicious*), the cherry blossom (*beautiful*), Mike's singing (*terrible*), the day (*interesting*). Put the adjectives on the board and elicit the opposites: *great* – *terrible*, *awful*; *delicious* – *disgusting*, *horrible*; *beautiful* – *ugly*; *terrible* – *great*; *interesting* – *boring*.

Students complete the sentences with the correct opposites.

Answers

1 quiet 2 tiny 3 ugly

- b** In pairs, students match the adjectives and their opposites.

- c** **1.74** Play the recording for students to check answers and to underline the stressed syllables in words of more than one syllable.

Answers

1 c modern, ancient 3 d indoor, outdoor 5 b narrow, wide
2 e high, low 4 f mamificent, ordinary 6 a noisy, peaceful

- d** **1.74** Students listen and repeat. Then nominate individual students at random to say a word. If a student makes a mistake in the stress pattern, repeat the error with an upward questioning tone in order for him/her to correct it. If they can't manage to do so, elicit the correction from the class.

- e** Put the students into groups. Ask the groups to think of some places everyone in the group knows, e.g. the school buildings, places in the local town. Students match each of the places they think of with a suitable adjective from 3b to describe it (they need to use all the adjectives). Check the answers as a class.



EXTRA ACTIVITY

Draw a grid on the board with numbers 1–12. Make a list of the 12 adjectives from 3b mixed up and numbered, e.g. 1 *magnificent*, 2 *wide* etc. Read out the list to the students and tell them to try to remember which adjectives and numbers go together. (They aren't allowed to write anything down). Students then take turns to choose a pair of numbers, trying to match pairs of opposites. When they find a pair, cross them off the grid.

4 LISTENING

- a** **1.75** Tell students that they are going to listen to the first part of Mike and Harry's conversation on their way to the airport the next morning. Ask them to listen to find out Mike's favourite part of the day. Play the recording and check answers.

Answer

the karaoke

Audioscript (Part 2)

HARRY Airport, please.

TAXI DRIVER OK.

MIKE Ooof!

H Tired?

M Yes, and I'm a bit worried about my flight. It leaves in two hours ...

H Don't worry – you'll be fine. It only takes half an hour to get there. We've got plenty of time.

M Hmm.

H So, what was your favourite part of the day?

M Difficult question. I liked all of it. The food was great. The fish

H Yep!

M But I think I liked the karaoke best. It's such good fun in a private

market ... well, I've never seen anything like that.

H I hate it in England, when you do it in front of 50 strangers.

H Yeah, absolutely.

- b** **1.76** Tell students that they are going to hear the next part of the conversation and ask them to tell you what the problem is, and what Harry suggests. Play the recording twice if necessary, once for students to answer the first question and a second time for the next question. Check the answers as a class.

Audioscript (Part 3)

M Can you ask the taxi driver to go a bit faster? I really am worried about this flight.

H Yeah, he is a bit slow. Can you go a bit faster?

M This is a nightmare now! The flight leaves in an hour.

H Yeah, I'm really sorry about this. We stayed too long at the fish market. And I didn't know there'd be so much traffic.

M Mmm.

H Look – I've got an idea. You enjoyed your day, right?

M Definitely. Well, until now anyway.

H Well, change your flight and stay another day. I'll take the day off work. There are lots more places in Tokyo I want to show you.

M I don't know ... what about the flight?

H You can change the flight! Come on, it'll be great!

M Yeah, but ...

H Come on ... shall I tell the taxi driver to turn round?

M Well ...

Answers

The traffic is bad and Mike will probably miss his flight. Harry suggests that Mike stays another day.

- c** Ask students to discuss the question in pairs and take feedback from the class about the reasons why students would or wouldn't choose to stay another night.
- d** Discuss the question in pairs or small groups. Then take feedback from the class about which cities students would like to live in or spend time in. Encourage students to justify their answers, giving reasons why these places are attractive to them.

5 SPEAKING

- a** Prepare students for the role play by reading through the task. Give students some time to note down their ideas. Circulate and help where necessary.
- b** Read through the examples before students start the activity and put some useful phrases on the board: *That's a good idea. I'm not very keen on ... I'd love that. That sounds interesting. That might be a bit boring.* In pairs, students tell each other about the places they can go to and the things they can do. They should discuss which they prefer, and why, and decide on plans for the days. Monitor and help as necessary. Note any common mistakes and deal with these during class feedback.
- c** Students describe their days out to the rest of the class. They vote on the best day out.

ADDITIONAL MATERIAL

▶ Workbook 4B

▶ Photocopiable activities: Vocabulary p.235, Pronunciation p.269



4C Everyday English

Are you doing anything on Wednesday?

OPTIONAL LEAD-IN

Books closed. Put students into small groups. Ask them to choose a celebrity who they are all familiar with. Give students five minutes and ask them to imagine all the arrangements the celebrity has for the next week. Ask one or two groups to share their ideas with the class. Which celebrity has the busiest week?

1 LISTENING

- a**  Ask students if they make arrangements by phone, and what kind of arrangements they make. How else do they arrange things – by text, email, letter? Which is the most common way in the class?
- b**  **1.76** Tell the class that they are going to hear a phone conversation between Annie and Rachel. Ask students what has happened previously in the story and ask them to guess what the phone call is about. Play Part 1 of the video or play the audio recording. Students listen to the recording to check their ideas. If necessary, play the recording again.

Answer


to invite her for a meal (for Leo's birthday)

Video/audioscript (Part 1)

RACHEL Hello, Fantastic Flowers.	R Thursday ... hang on a minute
ANNIE Oh, hi. Rachel?	... oh, no, sorry. I'm working on
R Yes?	Thursday evening.
A It's Annie.	A Oh.
R Oh, hi Annie! How are you?	R This week's really busy for us.
A I'm OK, thanks. You?	Next week?
R I'm great.	A OK. What are you doing on ...
A Listen – you know it's Leo's	Monday?
birthday this week?	R Er, just a moment ... Nothing!
R Of course!	We can do Monday – perfect.
A Well, are you doing anything on	A Great!
Wednesday? Would you like to	R What time shall we come
come round for a meal?	round?
R Oh, that sounds nice. I'll	A Let's say ... seven o'clock.
just check. No, we can't do	R OK – and would you like us to
Wednesday. Sorry. We're	bring anything?
meeting some friends.	A No, nothing! See you on
A Oh, OK. How about Thursday? Is	Monday then!
that OK for you?	R Great! See you then.

VOCABULARY SUPPORT

hang on (a minute) (B1) – wait (a moment)

- c**  **1.77** Read through the questions with the class. Play the recording again for students to listen and answer the questions. Check answers as a class.

Answers

- 1 They're meeting some friends.
- 2 She's working.
- 3 Monday
- 4 7 o'clock
- 5 nothing

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

- use phrases to make arrangements
- understand a conversation where people make arrangements
- use phrases to give time to think
- give correct stress to auxiliaries
- make and respond to an invitation


2 USEFUL LANGUAGE

Making arrangements

- a** Before looking at the phrases in 2a, ask the class: *How did Annie invite Rachel for dinner? How did Rachel say that they couldn't go on certain days?* Put their ideas on the board. Then read through the phrases with them and see if they remembered any correctly. Students decide which phrases are invitations and which are responses. Check answers as a class.


Answers

1 I 2 I 3 R 4 I 5 R 6 I 7 R 8 R

- b**  **1.78** Play the recording for students to note down the replies. They may need a pause after each exchange to note down their answers. Check answers as a class.


Answers and audioscript

ANNIE Would you like to come round for a meal?	ANNIE What are you doing on Monday?
RACHEL That sounds great.	RACHEL Nothing. We can do Monday.
ANNIE Are you doing anything on Wednesday?	RACHEL What time shall we come round?
RACHEL Sorry. We can't do Wednesday.	ANNIE Let's say seven o'clock.
ANNIE How about Thursday? Is that OK for you?	RACHEL Would you like us to bring anything?
RACHEL No, sorry, I'm working. This week's really busy for us.	ANNIE No, nothing.

- c**  **1.79** Students can do the gap fill task individually or in pairs. Play the recording for them to check their answers.

Answers

1 Are you doing 2 Would you like 3 can't do 4 How about
5 Is that OK 6 busy 7 are you doing 8 shall I

- d**  Go through the examples with the class. In pairs, students practise the conversation but change some details. Monitor and help as necessary, note interesting conversations. Ask students to share interesting conversations with the class.

FAST FINISHERS

Put pairs together to make groups of four. Students make an arrangement for their group. If students are finding it easy to make an arrangement, tell one of the students to pretend he/she is only free on one evening in the week. Students make invitations until everyone in the group accepts.

3 CONVERSATION SKILLS

Making time to think

- a** Elicit what students do to give themselves thinking time during a conversation in their own language. This may be fillers like *well, erm*, etc. or there may be phrases like *let me think ...*. Ask if students remember what Rachel used when she was talking to Annie. Then read through the examples and ask students to underline and tell you the phrases.

Answers

1 I'll just check. 2 hang on a minute 3 Just a moment

- b** **1.80** Students listen and repeat the phrases. Encourage them to try to imitate the speaker's intonation as well as the words.
- c** Ask students to get out their phones or diaries and check when they have free time next week. Give them a short time to think of things they could invite their partner to do. Then put them into pairs to take turns to make invitations and respond. Remind them to use the phrases in 3a to give themselves time to think whilst they are checking their diaries. Monitor and point out errors for students to self correct.



EXTRA ACTIVITY

Give students a couple of examples of difficult social events, e.g. your ex-girlfriend's wedding, a leaving party for a colleague you don't get on with. In pairs, students choose one of these events and think of some good excuses for not accepting the invitation. Suggestions don't have to be serious! Students share their ideas with the class and vote on the best excuse.

4 LISTENING

- a** **1.81** Students look at the pictures to tell you what they can see and answer the questions. Then play Part 2 of the video or play the audio recording for them to check their ideas.

Answers

They are at Annie's house. Leo probably doesn't like his present (even though he says he does!). He isn't a sports fan and he can't stand football.

Video/audioscript (Part 2)

MARK That was great!	M&R Happy birthday!
RACHEL Yeah, thanks, Annie. You're a great cook.	L Thanks, everyone. What an amazing cake!
ANNIE Thanks! I'm glad you enjoyed it.	M Oh ... we've got this for you, Leo.
M Enjoyed it? I don't think I can move!	R Yes, happy birthday!
A Excuse me for a moment.	L Oh, you really didn't need to! (VIDEO ONLY ... Ha, thanks ...)
M I think I need to go for a run tomorrow.	Wow, that's great. I love it! That's very kind of you.
R I always tell you not to eat so much.	M I knew you'd like it! Actually, Leo, I was thinking ... since you're a sports fan, maybe we could do something together some time. Maybe go to a football match?
A Rachel, can you come here for a second? I need you to help me carry something.	L Well ... sure, or how about a workout? I like going to the gym. How about that? Do you want to come with me some time?
R I'll send Mark. He needs the exercise! Go on.	M Oh, OK. Why not? The gym sounds great.
LEO I think I need to get some exercise as well!	L When are you free? I normally go in the evening.
R Mark said you're a big sports fan.	M Well, are you going next Tuesday? I'm free then.
L No, not really. I mean – I like to keep fit, so I go to the gym. But I don't really like sport. It's a bit boring. And I can't stand football.	L I can't Tuesday. How about Thursday?
R Oh.	M OK. Sounds great!
A Happy birthday, Leo!	



VOCABULARY SUPPORT

for a second (B1) – for a very short time

work out (B1) – to exercise

- b** **1.81** Read through the questions. Play Part 2 of the video or play the audio recording again for students to answer. You may need to play it twice and/or pause after each question is answered. If you play it all the way through, allow students to talk about their answers in pairs before checking answers as a class.

Answers

1 because he's eaten too much 2 He doesn't like sport, especially football. He likes to go to the gym to keep fit.
3 go to the gym next Thursday




EXTRA ACTIVITY

Ask students: *Did Mark and Rachel enjoy the meal? What did they say? (That was great! You're a great cook.) What did Annie say when she wanted to leave the room to get the cake? (Excuse me for a moment.) How did Leo thank them for the present? (Wow, that's great. I love it! That's very kind of you.)*

Model the pronunciation of the sentences for students to repeat. Point out that Leo's thanks could have been more enthusiastic if he had really liked the present. Show this by modelling his sentences with more exaggerated stress and intonation.


- c** Students discuss the questions together. Take feedback from the class about the most interesting things they have learned about their partner's attitude to presents and present giving and receiving.

5 PRONUNCIATION Sentence stress

- a  **1.82** Write the two sentences on the board and play the recording for students to listen for the difference in stress. Students repeat to practise. Ask for a volunteer to come up to the board and underline the stressed syllables.

Answers

1 can't 2 long

- b  **1.83** Nominate individual students to read the sentences aloud with the correct stress pattern before playing the recording for the class to listen and repeat. Ask students to find and circle the negative auxiliaries in the sentences before eliciting the rule.

Answer

always

- c  **1.84** Students listen and repeat the sentences.

Answers and audioscript


- 1 I can't do next week.
- 2 We don't have time.
- 3 I won't be late.
- 4 I could see you tomorrow.
- 5 We didn't go to the party.
- 6 We can come at six o'clock.



LOA TIP DRILLING

Students repeat the sentences as a class but to provide variety and keep focus, occasionally nominate a student after modelling the sentence, e.g. You say: *We don't have time.* Nicole! / Nicole says: *We don't have time.* You say: *Everyone! We don't have time.*

6 SPEAKING





- a  Divide the class into pairs and assign A and B roles. Student A reads the instructions in 6b and Student B reads the instructions on SB p.132.
- b Students role play the conversations. Student As arrange plans for three evenings and write them in the diary. Monitor and help as necessary.
- c Students role play the second situation. Monitor but don't interrupt fluency. Note any particular problems to discuss later. At the end of the activity, ask students what the final arrangements are and what B is going to bring. Discuss your feedback with the class.



FAST FINISHERS

Ask students to change roles and repeat the activity.

ADDITIONAL MATERIAL

-  Workbook 4C
-  Photocopiable activities: Grammar p.211, Pronunciation p.272
-  Unit Progress Test
-  Personalised online practice

4D Skills for Writing

Are you free on Saturday?



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

- understand speakers talking about arrangements
- read and understand written invitations and replies
- write and reply to invitations

OPTIONAL LEAD-IN


Books closed. In small groups, students plan an end-of-term party for the class. Tell them to choose a theme for the party. Students note down what is going to happen at the party, if there will be games or not, where it will be, who is going to bring or prepare different things, and who to invite. Conduct feedback and ask for ideas from the groups. The class vote on the best ideas for the party.

1 SPEAKING AND LISTENING

- a  Ask students to match the pictures to some of the things in the list before they discuss the questions in small groups. Take feedback to find the most popular activities in the class.
- b  Discuss the question as a class and also ask when students last did each of the activities in the list.

EXTRA ACTIVITY

In pairs, students talk about the best way to celebrate some or all of these events: 1 a five-year-old's birthday; 2 an 18th birthday; 3 a 21st birthday; 4 a wedding; 5 a new baby; 6 a 50th birthday; 7 retirement; 8 a 100th birthday. Ask students to share their best ideas with the class.

- c  1.85 Tell students that they will hear three people speaking. Each person is talking about a different weekend activity. They listen to find out what the three activities are. Play the recording and pause after each speaker to ask the class for answers. Elicit brief answers.

Answers

Susanna: She's having her 21st birthday party.
Barbara: She's having a barbecue.
Sven: He's going to the countryside / a lake with some old friends.

CULTURE NOTES

A barbecue (or BBQ, barbie) is a social gathering outdoors where most of the food is cooked over wood or charcoal. Barbecues are popular in many countries around the world. In the UK, many people have a small barbecue grill in their gardens for use on hot summer afternoons or evenings! Pubs and restaurants will also organise larger barbecues in the summer months.

VOCABULARY SUPPORT

function room (C1) – a large room which you can pay to use for different activities such as parties

go bowling – to do the sport where you throw a heavy ball along the floor to knock things down

stressed (B1) – feeling worried and anxious


Audioscript

SUSANNA I don't really like having a party at home to celebrate. It's too much work. I think it's better to go out together and find a nice place where you can celebrate. Then you can all have a good time together. This weekend, it's my 21st birthday and we're going to book a function room at a hotel and have a big party there. All my friends are coming and we're going to have a band and a DJ. Everyone's going to look their best – all the men are going to wear suits and I'm going to buy a new dress. I'm really excited about it!

BARBARA I like inviting friends to my home, but I'm not a very good cook. I always get very stressed if I have to cook meals for people. Everyone else is having a nice time, but I'm just worrying if the food's OK. So, I don't really enjoy it. What I do like is if we all cook something


together, or if everyone makes something and brings it. I think that makes it more relaxed. We're doing that on Saturday. We're having a barbecue, but I'm just going to make some salads and I'm going to ask everyone to bring something for the barbecue. I'm looking forward to it.

SVEN I sometimes enjoy parties, but they're all the same really: you just sit around and talk to people about all the usual stuff until it's time to go home. With friends, I think it's better to do something together, then you don't get bored – like going to the cinema or bowling maybe, or going out somewhere nice together. This weekend, I'm going to the countryside with some old friends I haven't seen for a long time. We're going to a lake to swim and have a picnic together, and maybe we'll play volleyball. That'll be fun.

- d  1.85 Play the recording for students to listen and answer the more detailed questions. Ask them to compare answers with a partner before checking as a class.

Answers

- 1 It's too much work.
- 2 in a function room at a hotel
- 3 a new dress
- 4 She isn't a very good cook and gets very stressed.
- 5 It's more relaxed.
- 6 some salads
- 7 They sit around and talk to people about all the usual stuff until it's time to go home.
- 8 He prefers to do something together because you don't get bored.
- 9 swim, have a picnic, play volleyball

- e  In pairs or small groups, students talk about who they are most similar to, and why. Take feedback from the class and find out which of the three speakers the highest number of students are similar to.

2 READING

- a Ask students to imagine that they are Barbara and they are sending invitations to her barbecue. Ask: *What would you include in the invitation?* Write some ideas on the board. Read through the questions with the class. Students read the two emails to check their ideas and answer the questions.

Answers

- 1 no
- 2 Saturday, around 8 o'clock
- 3 Martina: something (for the barbecue) Bill: meat

VOCABULARY SUPPORT

chance (B1) – opportunity

for ages (B1) – for a long time

- b** Students answer the question as a class and give their reasons.

Answers

Bill because she knows what activities he did recently. She says she hasn't seen Martina for ages.

3 WRITING SKILLS Inviting and replying

- a** Ask students: *Do you think Martina and Bill are good friends of Barbara's?* Elicit that the language in the email to Martina suggests that she isn't as close a friend as Bill. They have seen Bill recently and know he has been cycling, but they haven't seen Martina. The language in the message to Martina is more formal. Ask for examples of the difference in language, e.g. *How are you? How are things?* Ask students if they use different phrases when they write to people they know well compared with people they don't know well. Students complete the table with the correct phrases from the emails. Check answers as a class.

Answers

2 free 3 Would you like 4 would be lovely
5 are things 6 doing anything 7 Can you 8 be great

- b** Students read the two replies and answer the questions. Check answers together as a class.

Answers

The first email is from Martina. She talks about her job.
The second email is from Bill. He talks about his legs hurting from the bike ride; he includes kisses (xx). Martina is coming to the BBQ.

- c** Students underline the appropriate phrases individually and then compare their answers with a partner. Check answers as a class. Point out the slight differences in formality of the phrases.

Answers

1 Thanks for inviting me on Saturday. / Thanks for asking.
2 I'm free that evening and I'd love to come.
3 I'm really sorry, the BBQ sounds great, but I'm afraid I can't come.
4 I'm staying with my sister at the weekend.
5 I'm looking forward to seeing you and having a good chat. / See you soon anyway.

LANGUAGE NOTES

It is important for students to see how formal and informal language is used, depending on who is going to read the email. Usually it is quite clear that we use more formal language when we write/speak to someone we don't know. However, as shown here, our language also changes a little depending on how friendly we are with the person and sometimes on how old they are.

EXTRA ACTIVITY

Ask if students know any more phrases that they could use to do the things in 3c. Suggest/ or elicit:

- 1 Thank you for your invitation. Thanks a lot.
- 2 That'd be great.
- 3 I'm really sorry, but I have to say no. I can't make it.
- 4 I'm away for the week.
- 5 It'll be good to catch up. Must get together soon.

Match students from one half of the class to students in the other half of the class. Students all imagine they are Barbara and write a short email to their partner in the other group. They exchange the emails. Students reply to the emails using some of the above phrases.

- d** Students read and correct the sentences. Check answers as a class.

Answers

- 1 Would you like to come to my birthday party?
- 2 Thanks for inviting me to your wedding.
- 3 I'm afraid I can't go to the cinema with you.
- 4 I'd love to come, but I'm busy that weekend.
- 5 I'm looking forward to seeing you tomorrow.

4 WRITING

- a** Tell students that they are going to work in pairs to first think of an activity and then write an invitation to it together. They need to consider the points in the task. Give students a short time to do this. Monitor and help with ideas or language where necessary.
- b** Students swap invitations and write replies, including the points given.
- c** Students exchange replies and check whether the points have been included. Take feedback and ask some pairs to read their invitation and reply to the class.



LOA TIP REVIEW AND REFLECT

Ask students to say which phrases that they have learned in this lesson will be most useful to them, and why. Ask them if they think formal and informal English phrases for inviting and replying are more or less different than the equivalent phrases in their own languages.



FAST FINISHERS


Fast finishers can write a further email to the guest to thank them for their quick reply, say it'll be good to see them or, to those who can't make it, arrange another meeting.



EXTRA ACTIVITY

Ask students to tell you their experiences of teenage parties, both good and bad! If students are not happy to talk about their own experiences, perhaps they have seen a film about this topic. Ask them if they have any tips or advice for arranging a party for teenagers including how many people to invite and how to avoid gatecrashers (people you haven't invited but hear about the party and come anyway).

ADDITIONAL MATERIAL

 Workbook 4D

UNIT 4

Review and extension

1 GRAMMAR

- a Students complete the sentences individually. Check answers as a class. Ask students to repeat the sentences and focus on the pronunciation of *going to* /'gəʊnə/.


Answers

- 1 'm going to watch 2 're going to travel 3 are going to go
4 'm not going to take 5 's going to buy 6 're going to meet

- b Remind or elicit from students that we use the present continuous for definite arrangements, and ask for a few examples of what they have planned or someone in their family has planned over the next few days. Students complete the sentences individually. Check answers as a class.

Answers

- 1 Are you doing 2 'm going 3 's having 4 'm not doing
5 'm having 6 are coming 7 'm making

- c  In pairs, students practise the conversation in 1b.
- d Students complete the text message and check with their partners. Check answers as a class. Students can then write a follow-up text answering the question from the second text and asking one more question of their own. Students share their questions with the class.

Answers

- 1 I'll get 2 Shall I get 3 I'll have 4 I'll eat
5 Shall we go 6 I won't be

2 VOCABULARY

- a Students do the task individually and then compare answers with a partner. Check answers as a class.


Answers

- 5, 6 tights 4 bracelet 1 earrings 2 tie 2 scarf 6 high heels 6 sandals
3 sweatshirt 3 top 3, 5 tracksuit



EXTRA ACTIVITY

Ask students to work in pairs and make a word search puzzle using ten items of clothing. They swap them with another pair and solve the puzzles. This will focus on correct spelling as well as practising the vocabulary.

- b  In pairs, students talk about the clothes and accessories they are wearing. To extend, ask students to close their eyes and see if they can remember what the other students are wearing today.

3 WORDPOWER look

- a Write *look* on the board and ask students to work in pairs and see if they can write sentences that use the word *look* in different ways. Check their ideas and write correct examples on the board. Students match the sentences and definitions. Check answers. Point out that *look* can be used a) to show how someone seems from their appearance, e.g. He looks tired. b) as an activity, e.g. He is looking at the book. c) with a preposition to make a multi-word verb. This can sometimes change its meaning a little, e.g. He looked up the word in the dictionary.

Answers

- 1 c 2 e 3 d 4 b 5 a


- b Students choose the correct alternatives to complete the sentences. Check answers as a class.

Answers

- 1 after 2 forward to 3 up 4 at 5 for 6 look 7 around



LANGUAGE NOTES

- There is not a lot of logic to the use of the prepositions in multi-word verbs. It's important that students don't try to learn a lot at once. Point out the importance of recording them by writing them in sentences so that they see how the verbs work.
 - Some multi-word verbs take objects and some don't. Some can be separated, e.g. *look up a word/look a word up*, and some can't, e.g. ~~*look the children after*~~ (correct form = *look after the children*).
- c  In pairs, students talk about which sentences from 3b are true for them. Ask for example comments in feedback.

Photocopiable activities: Wordpower p.255



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.