

6 BEST FRIENDS

Objectives

FUNCTIONS	talking about past events; saying what you like doing alone and with others; talking about friends and friendships
GRAMMAR	past simple (irregular verbs); double genitive; past simple questions
VOCABULARY	past time expressions; personality adjectives

Student's Book page 56–57

READING

1 **SPEAKING** If you're using an interactive whiteboard (IWB), the picture description would best be done as a heads-up activity. Focus students on photo number one and ask: *What are the people doing?* Accept all suggestions. Ask students to talk about the other photos in pairs. After a few minutes, conduct brief whole-class feedback by eliciting ideas from one or two students for each photo.

2 **SPEAKING** Check comprehension by asking students to describe a situation in which they feel *happy, sad, bored*, etc. or by saying an adjective, e.g. *alone*, and eliciting its opposite, e.g. *together*. For each photo, ask students to note down at least two adjectives before they compare with a partner. In whole-class feedback, encourage students to give full sentences. You could point out that adjectives that express similar attitudes are linked by *and*, and those that express contrasting attitudes by *but*.

Possible answers

In photo 1 they're together and they're excited.
In photo 2 she's alone but she's happy.
In photo 3 they're together but they're bored.
In photo 4 he's alone and he's sad.

3 **SPEAKING** Pairs take turns to talk about the activities in the list. You could task them with trying to find three things they have in common. While monitoring, encourage stronger students to give reasons. Ask one or two students to report back on things they have in common with their partners.

4 Show students the two photos on page 57. If you're using an IWB, display the photos, books closed. Ask students to speculate about the TV show and who the people are. They might recognise Simon Cowell, a famous talent show judge, but probably not the two younger people. Accept all suggestions and make a note of them on the board.

5 **▶ 1.53** Check/clarify: *performer, enter (the show), audition, stage, judge, audience, clap, competition*. Play the audio for students to listen and read to check their predictions. During feedback, focus students on the board and elicit which predictions were correct and which were incorrect.

Answers

Britain's Got Talent: a talent contest show
Simon Cowell: a talent show judge
Jonathan and Charlotte: two singers who participated in the show

6 Students read the statements, and discuss which information might be incorrect in pairs. Check/clarify any unfamiliar vocabulary. As students read the article again more carefully, ask them to underline key text in the article. Remind students the statements are in the same order as the information in the article. When they have located all eight pieces of information, ask them to compare this to the statements and correct them. Students compare answers in pairs before you check with the whole class. Allow up to six to eight minutes for this exercise.

Answers

- 1 Their music teacher had the idea of them singing together.
- 2 Jonathan thought that he didn't look right for the show.
- 3 Charlotte was 16 and Jonathan was 17.
- 4 Some people in the audience laughed when Charlotte and Jonathan came out.
- 5 Simon Cowell said that Jonathan needed to sing on his own.
- 6 Jonathan told Simon Cowell that he wanted to stay in the competition with Charlotte.
- 7 Jonathan and Charlotte came second in the competition.
- 8 They recorded a CD called *Together*.

THINK VALUES

Friendship and loyalty

- 1 Students complete the sentence to find the best summary of the story. Tell them there may be more than one correct answer. They must be able to give reasons for their choice of ending.
- 2 **SPEAKING** Students compare ideas in pairs, and if they disagree, they should try and convince their partner of their opinion. During feedback, insist on students quoting the text from the article that supports their answer.

- 3 **SPEAKING** Encourage pairs to give reasons as they prioritise the values. Allow two or three minutes for the activity. Monitor and praise those making an effort to expand on and justify their answers. Avoid error correction unless it really impedes comprehension. The focus here is on fluency and development of the whole learner via an open discussion of students' own ideas and experiences, not on controlled language practice.

Optional extension

To follow up, put two pairs together to form groups of four. Groups compare their ideas for another minute. Each group could add one or two of their own ideas to the list of values, then come to an agreement about which three are the most crucial. Finally, bring things to a close by eliciting ideas from each group and encouraging reactions in a whole-class setting.

Student's Book page 58–59

GRAMMAR

Past simple (irregular verbs)

- 1 Focus attention on the example sentences. Elicit the base forms of the verbs: *like, start, laugh, sing, stand, come*. Give students two minutes to consider the difference between the past forms in 1 and those in 2, in pairs. Elicit that 1 consists of examples of past simple forms of regular verbs and 2 of irregular forms.

Answer

The second group are irregular verbs. Their form in the past simple is completely different from the base form.

- 2 Students find and underline the past tense form of the verbs. Students compare answers in pairs before you check with the whole class. Explain that although *most* English verbs follow the rules for regular verbs, some *very common* verbs are irregular. These verbs should be written down and learned with their past forms. If you're short on time, put students in AB pairs, and ask As to look for the past forms of 1–3 in the first three paragraphs, and Bs to look for 4–7 in the last two paragraphs.

Answers

1 became 2 went 3 saw 4 thought 5 came
6 gave 7 made

- 3 Students scan the text for more examples of irregular verbs in the article. Give them a minute or two to do this before you check answers together. You could do this as a competition. Ask: *Who can find the most verbs in thirty seconds?*

Possible answers

heard, found, did, began, won, chose

- 4 Write on the board: *Jonathan wanted to sing on his own*. Elicit and write the correct sentence on the board: *Jonathan didn't want to sing on his own*.

Ask students what they notice about the negative form. Elicit that the past simple negative form of each verb is the same: *didn't* + base form. Students correct the two sentences. You could refer them to the article to check their answers.

Answers

- 1 Jonathan didn't think for long.
2 They didn't win the competition.

Optional extension

Students summarise the story in six to eight sentences using the past simple. Ask students to compare their sentences in pairs to decide who has the best summary.

- 5 Students work individually. Remind them that all of the past simple forms appear in Exercise 2. Students compare answers in pairs before you check with the whole class. If you're short on time, this exercise could be set as homework.

Answers

- 2 I saw Mark but I didn't see Alicia.
3 Sue came to my party but Dan didn't come.
4 I made sandwiches but I didn't make cake.

Fast finishers

Students close their books and write down as many past simple irregular forms as they can remember. Students then open their books to check verbs and spelling.

Workbook page 54 and page 124



Be aware of common errors related to the past simple, go to Get it right on page 124.

VOCABULARY

Past time expressions

- 1 Books closed. To check/clarify time expressions, ask students: *What time was it an hour ago? What day was it yesterday? What year was it last year?* Books open, students quickly brainstorm ideas in pairs before they fill the gaps. There is more than one possible answer. When you check answers, you may need to point out that we don't say *yesterday night*, but *last night*, and we don't say *last afternoon* or *last evening*, but *yesterday afternoon* and *yesterday evening*. These expressions may be problematic where they work differently in L1.

Suggested answers

- 1 morning / evening
2 month / Monday, Tuesday, etc. / year / weekend
3 a year / a fortnight / two, three, etc. months

- 2 Monitor to ensure that all students are on task. If possible, pair weak with strong students. Students compare answers in pairs before you check with the whole class. During feedback, make sure students have put *ago* after the time expression, not before it.

Answers

- 1 I had breakfast an hour ago.
- 2 The film began twenty minutes ago.
- 3 My holiday was five months ago.

- 3 Students write statements about themselves. They should write three true statements and two false ones. Allow up to five minutes for this. Ask students to read out their statements in pairs or small groups, and to try to decide which of their partners' statements are false. Ask one or two students to report back on something interesting they learned about their partners.

Fast finishers

Students complete the sentences for their best friend, as well, e.g., *A year ago, my best friend ...*, etc.


Workbook page 56

LISTENING

- 1 Focus on the picture of Ronaldo. Elicit any information students know about him by asking: *Who is this? (Cristiano Ronaldo); What does he do? (He's a professional footballer); Which team does he play for? Is he a good player?* Students write 'A' next to the statements they agree with and 'D' next to those they disagree with. Ask for a show of hands for each one, and ask one or two students to give reasons for their opinions.

BACKGROUND INFORMATION

Cristiano Ronaldo dos Santos Aveiro is a Portuguese football player. He was born in Funchal on the island of Madeira on 5 February 1985. He was signed by Manchester United in 2003, and by Real Madrid in 2009. In 2013, he won the FIFA *Ballon d'Or* (Golden Ball) Award as the best player in the world. He has played in over 100 competitive matches for his country, and he is the top goal scorer of all time in Portugal. With his teams, he has been league champion in both England and Spain, and with Real Madrid, he won the UEFA Champions' League in 2014.


- 2  1.54 Explain that students will hear a boy telling a girl a story about Cristiano Ronaldo. Check/clarify: *nil*, which is the way we refer to zero in the context of sports scores. Play the audio through once, and ask students to answer the question. Students compare answers in pairs before you check with the whole class. Prompt students to give reasons for their opinions during feedback.

Answer

possibly true

Audio Script Track 1.54

- Boy I read a really cool story about Cristiano Ronaldo on the web a few days ago.
- Girl The footballer?
- Boy Yes, the footballer.
- Girl And?
- Boy It was about when he was younger and he played for a kid's team. Apparently one day a man from one of the big Portuguese football teams came to watch his team play. Ronaldo was there and there was a friend of his called Albert – erm I don't remember his family name, but Albert something, – anyway Ronaldo and this Albert were both really good players and this man was interested in them both. He wanted to offer them a place at the club's football school but he only had one place.
- Girl Who did he choose?
- Boy Well, they were about to play a game so he told them that the player who scored the most goals would get the place at the school. After some time the score was two nil, Ronaldo scored the first goal and Albert got the second one. Then right at the end of the game Albert got the ball, and ran past the goalkeeper. All he needed to do was kick the ball into the empty goal. But he didn't kick the ball. He saw Ronaldo beside him and he passed him the ball. Ronaldo scored the goal and got the place at the school.
- Girl But why did he do that?
- Boy Well that's exactly what Ronaldo asked Albert. And do you know what Albert said?
- Girl I've no idea.
- Boy Albert said, 'Because, Cristiano, you're the better player.'
- Girl Wow. That's amazing. But is it true?
- Boy Well, I did a lot of searches on the Internet and found the story on lots of different sites but it's very difficult to know if it really is true or not.
- Girl I don't really care. It's a great story. So what happened to Albert?
- Boy Well he didn't become a professional footballer but he lives in a really nice house and drives a really nice car – and they're both presents from Ronaldo.
- Girl What a friend!
- Boy Well, if it's true.

- 3  1.54 This exercise is closely modelled on * Listening Part 3 of the Cambridge English: Key exam. Before you play the audio again, students should try and answer the questions with details they remember from the first listening and check ideas in pairs. Play the audio a second time, allowing students to check answers in pairs afterwards. During feedback, you could play the audio again, stopping at the relevant parts. Ask students to say if they think the story is true or not. (There are many sources on the Internet claiming this actually happened between Ronaldo and a man called Albert Fantrau. His official website makes no mention of it, though.)

Answers

1 A 2 A 3 C 4 C 5 B 6 C

- 4 **SPEAKING** Give students half a minute or so to think about what they are going to say. In pairs, students tell each other about a present they received. Monitor use of past time expressions and the past simple. Make a note of common errors.

Write them on the board, ensuring anonymity, and ask students to correct them during whole-class feedback.

GRAMMAR

Double genitive

- 1 Students study the example. Elicit the difference between possessive pronouns (they stand on their own) and possessive adjectives (they usually stand in front of a noun). Students complete the rule in pairs. Check answers as a class.

Rule

- 1 pronoun
- 2 one of many things

- 2 Ask students to do the exercise individually then compare their answers in pairs before you check with the whole class.

Mixed-ability

Weaker students first decide which part of the rule each example refers to, e.g. example 1 refers to the second part of the rule (possessive adjective). Then they circle the correct word.

Answers

- 1 my sister's (possessive adjective)
- 2 John's (possessive adjective)
- 3 ours (possessive pronoun)

- 3 Students work individually to rewrite the sentences. Students compare answers in pairs before you check with the whole class.

Answers

- 1 a friends of ours 2 a shirt of mine
- 3 a book of my mum's

Workbook page 55 and page 124



Be aware of common errors related to the double genitive, go to Get it right on page 124.

TRAIN TO THINK

Making decisions

- 1 This exercise introduces mind maps as a thinking tool. Ask students to copy the map on to a larger sheet of paper, with enough room to write their notes. After they identify who the people are, they should note two or three things that each person likes. They could think about activities as well as personal preferences in entertainment, food and drink and so on.
- 2 **SPEAKING** Put students in groups of four or five, to help each other decide on a suitable present for one or two people in each of the student's mind maps. Encourage students to explain the reasons for any suggestions they make. They should take into consideration the 'likes' recorded in the map,

as well as practical constraints (time available, cost, difficulty in obtaining the item, etc.).

Allow up to eight minutes for the discussion, then ask each group to report back on their most interesting or unusual present ideas, justifying their choices.

Student's Book page 60–61

READING

- 1 A recording of this text is available with your digital resources. Focus students on the photos either in the book or on the IWB. Ask students: *Who are the two people? What is their relationship?* Accept all suggestions. The aim is to tune students into the content of the text through their predictions. Ask students to read the title of the article and the introductory paragraph to check their predictions. Then ask them to read the article quickly, not worrying about every detail, and to complete the two statements. Students compare answers in pairs before you check with the whole class. Check/clarify: *lifeguard*.

Answers

- 1 Bondi Beach, in Sydney 2 to a concert together

- 2 Ask students to read the sentences first to make sure they understand what they need to look for. Check/clarify: *accident, save someone's life, hospital, surfboard, knock someone on the head*. Students try and order the events, based on what they remember from their first reading and using logic, before reading again, more carefully this time, to check. Warn students that the two speakers may change or correct what the other person says, so they must find *all* the information that refers to each event. Check answers as a class. In case of disagreement over d and h, explain that Sharon saves Richard's life first, and he only opens his eyes to see her when he regains consciousness.

Answers

- 1 g 2 b 3 d 4 h 5 e 6 c 7 f 8 a

- 3 **SPEAKING** Students use the information from Exercise 2 to tell each other the story in pairs. Remind them to use the past simple. Encourage stronger students to add further detail to each event. Monitor students' use of the past simple, and make a note of any errors to review at the end of the activity, but do not interrupt the story-telling as this risks hindering students' fluency development.

Optional extension

Books closed. Students retell the story in their own words. Say: *Richard and Sharon first met one morning in 2012, at around half past ten*. Use a ball to throw to the first student, who must continue the story with one sentence, before throwing the ball to another student who continues. Each person continues the story or corrects anything incorrectly told by the previous person. Keep the activity going until the story is completed. You could either do this as a whole-class activity or, in larger classes, in groups of six to eight.

FUNCTIONS

Talking about past events

- 1 Give students a minute to think about how they met one of their friends. The questions will help them make notes about the details. Monitor to provide any unfamiliar vocabulary students might need to tell their stories.
- 2 Pairs take turns to tell each other their stories. Encourage students to use their notes to remind them of details, but not to read them out mechanically. Monitor, providing support and encouragement as necessary, and making a note of any past simple errors to review at the end of the activity. Switch pairs, and ask students to tell their new partners their previous partners' stories. Write the common mistakes you noted on the board and elicit corrections during class feedback. You could also highlight nice language you heard at this stage and give some positive feedback. Ask all students to copy the correct forms into their notebooks.

GRAMMAR

Past simple: questions

- 1 Ask students to order the questions in pairs, then check back in the text, before you check answers as a class. Nominate students to write each question on the board during feedback.

Answers

- 1 What did you do? 2 How did you meet?
- 3 Did you take a friend to the show?

- 2 Students work in pairs to complete the table. During feedback, use the examples from Exercise 1 written on the board, to highlight form:
[QUESTION WORD] + *did* + SUBJECT + VERB IN BASE FORM?
Elicit/clarify that the form of *did* is the same for all persons and that to answer *yes/no* questions, we repeat the positive or negative form of *did* in the short answer, but not the main verb.

Answers

- 1 Did 2 did 3 did 4 didn't 5 got

- 3 Do the first question in open class to model the task. Students work individually to complete the exercise then compare answers in pairs before you check with the whole class.

Answers

- 1 d 2 a 3 b 4 e 5 c

- 4 **SPEAKING** Students take turns to give personalised answers to questions 1–5 in Exercise 3. Monitor their use of question forms, short answers and past simple irregular forms. Make a note of any errors to review during feedback. Ask two or three students to report back on something interesting they learnt about their partners.

Workbook page 55 and page 124

VOCABULARY

Personality adjectives

Ask students to describe what is happening in each picture. Explain that the eight adjectives in the sentences below the pictures describe personality or character. Ask students to read the sentences quickly and find the one negative adjective (*jealous*). Ask students: *Who's jealous? (Kai); Which number is Kai? (7)* Instruct students to write *Kai* under number 7. Students complete the exercise individually. They compare answers in pairs before you check with the whole class. For further practice, ask students to use three of the adjectives to describe their best friend to a partner and give examples to illustrate each one.

Answers

- 1 Chloe 2 Amelia 3 Ben 4 Nick 5 Liz 6 Connor
- 7 Kai 8 Ruby

Fast finishers

Students look back at the people mentioned earlier in the unit (Simon Cowell, Jonathan, Charlotte, Cristiano Ronaldo, Sharon and Richard) and think of personality adjectives to describe them.

Workbook page 56

PRONUNCIATION

To practise stressing the correct syllables in words, go to Student's Book page 120.

Student's Book page 62–63

CULTURE

Friendship myths

- 1 Focus students on the three photos either in the books or on the IWB with books closed. Ask them to talk in pairs about what the people are doing in each one as well as whether they're having a good or bad time. Give them a minute or two before you elicit suggestions from the whole class.

Possible answers

The people in the two photos at the top are having a good time, but the two girls in the picture on the right are having a bad time.

- 2 **1.57** Clarify the meaning of *myth* in this context by giving an example familiar to your students, e.g. cold weather causes the common cold. Check/clarify: *disappoint*. Also check/clarify myth number 3 by focusing attention on it and asking: *Is it good to have lots of friends? (yes); Is there a limit on how many friends? (no)*. To generate interest in the topic, ask students to read the myths and put an 'A' next to the ones they agree with and then compare with a partner. Conduct brief feedback on this before asking students to read the comments and match them to the myths. Students compare answers in pairs before you check with the whole class.

Answers

1 Nikolay 2 Burcu 3 Fernanda 5 Flávia

- 3 **SPEAKING** Give students a minute to think about which comments they agree with and which they disagree with. Ask them to compare their opinions with a partner. After two minutes, put pairs together to form groups of four to continue the discussion for another two minutes. Monitor both stages of the discussion. Encourage students to use as much English as possible but tolerate use of L1 where students are not equipped with the language they need to communicate their ideas. Ask each group to report back on which, if any, of the five comments they all agreed with.
- 4 Ask students to read the questions carefully and underline the key words. Ask the class: *Who says you need to have a good time with your friends?* Ask them if they can remember, and if not, to make a prediction. Students continue to make predictions in pairs. Next, ask students to scan the text to find the ideas expressed in Exercise 4 and to underline the corresponding text in the article. Do the first question in open class, eliciting the key text from the article (*it's important to have fun together*) and reminding students to underline it. Students complete the exercise individually, then compare answers in pairs before you check with the whole class. Nominate students to tell the class who expresses each idea and to read out the key text that supports their answer.

Answers

1 Fernanda 2 Flávia 3 Burcu 4 Luca 5 Flávia
6 Fernanda 7 Burcu 8 Nikolay 9 Burcu 10 Flávia

- 5 **VOCABULARY** Students work individually to match the definitions to the words, using the context provided by the article to help them. Explain that it is a useful skill for both for the real world and for exams to use context to help you work out the meaning of unfamiliar vocabulary. Allow students to compare their ideas in pairs before you check answers with the whole class. If you're short on time, this exercise could be set as homework.

Answers

1 happiness 2 friendships 3 be patient 4 stressed
5 make friends 6 remember 7 right now

SPEAKING

- 1 Give students two or three minutes to think about the best ways to complete the sentences and to write their answers.
- 2 In pairs, students take turns to read out their sentences and compare ideas. Monitor the conversations. To create more opportunities for communication, you could do this as a mingle activity with students trying to find as many classmates as possible who completed their sentences in the same way. This addition of a competitive element serves to motivate students to speak as much as possible. The repetition inherent within the task

will help students to assimilate and retain valuable chunks of language. Ask for feedback on how many classmates students found with similar answers.

WRITING

An apology

- 1 Focus on the title. Elicit the meaning of *apology*. If this is an unfamiliar word to students, ask them to read the message in Exercise 1, and explain that it is an example of an apology. Alternatively, elicit a quick translation to check comprehension. Students read the message and answer the questions. Ask them to compare answers in pairs before you check with the whole class.

Suggested answers

- 1 He feels really bad because he forgot to phone Alice on her birthday.
2 He wants to meet her on Thursday to apologise, and to give her something.
- 2 Ask students to read the two messages and elicit which one is the answer to John. Ask students to find and underline the text that makes the connection clear. You could set this up as a race to add an element of competition and to challenge stronger students. Ask students to close their books to indicate that they've found the answer. Conduct class feedback.

Answer

1

- 3 To practise expressions for writing an apology, students order the sentences. To help them complete the exercise correctly, suggest that they cross out each word as they use it. Students compare answers in pairs before you check with the whole class.

Answers

- 1 I'm really sorry for forgetting your birthday.
2 It was a terrible thing to do.
3 I feel really bad.
- 4 Students quickly match the photos and phrases. Ask: *What do the three pictures have in common? (They all show situations that people apologise for).* As you check students' answers to the matching task, ask them: *What happened?* Encourage students to make as many suggestions as possible. This brainstorming will help students when they come to the writing task later.

Answers

- 1 break someone's tablet 2 not water the flowers
3 eat the cake
- 5 Students write a simple apology like the one in the example. Brainstorm some possible expressions for saying sorry and for giving excuses, e.g.: *I'm sorry; I'm terribly / very / really sorry; I apologise and It was an accident; It was a terrible thing to do and I feel really bad about it.*

Optional extension

Students role play their apologies in pairs, taking turns to be the person who apologises and the person being apologised to. Students should refer to their written apology to give them the situation but encourage them to speak spontaneously rather than to simply read it aloud.

- 6 Ask students to choose one of the incidents in Exercise 4, and expand their short apologies from Exercise 5 into a message like John's. Give them five to ten minutes to write their messages. Then ask them to swap their messages with someone else, read each other's apologies, then using message 1 in Exercise 2 as a model, write a quick reply. Alternatively, you may want to collect all the messages for marking, then return them in the next lesson. If you decide to do this, focus your feedback on how well students communicate their message, and on how clear the messages are. Try not to worry too much about minor language errors as long as they don't impede communication. A heavily corrected piece of writing is more likely to demotivate a learner than to inspire them to try harder next time.

Student's Book page 64–65

CAMBRIDGE ENGLISH: Key

THINK EXAMS

READING AND WRITING

1 Part 5: Multiple-choice cloze

Answers

1 C 2 C 3 A 4 B 5 A 6 C 7 B 8 A

Workbook page 53

2 Part 6: Word completion

Answers

1 shelf 2 mirror 3 intelligent 4 generous
5 easy-going

Workbook page 43

3 Part 3: Dialogue matching

Answers

1 G 2 B 3 H 4 A 5 D

Workbook page 35

LISTENING

4 2.02 Part 2: Matching

Answers

1 A 2 H 3 C 4 F 5 G

Audio Script Track 2.02

Listen to Jen telling Mark about her room. Who gave her each of the pieces of furniture? For questions 1 to 5, write a letter A to H next to each present.

- Mark Wow, Jen – I love your bedroom. It's so cool. Where did you get that armchair?
Jen My grandpa gave it to me. He didn't want it anymore.
Mark Did he give you the sofa too?
Jen No, that was a birthday present from Dad.
Mark An armchair and a sofa in your bedroom. You're so lucky. My room's just big enough for a bed!
Jen I know but you're lucky because you've got brothers and a sister.
Mark Lucky? I'm not so sure! These curtains are great. They make the room really warm. Were they a present?
Jen Yes, Mum got them for me but I chose them. I got them from the same shop where my Aunt Abi bought me the carpet.
Mark And you've got your own desk too!
Jen Yes, I got that from my uncle Tim. Oh, no, that's wrong, I didn't. I got it from my other uncle, Uncle Simon. It's really old but I like it. Have you seen my lamp?
Mark Yes, it's the best thing in your room.
Jen That's because you gave it to me!

Workbook page 61

TEST YOURSELF UNITS 5 & 6

1 VOCABULARY

Answers

1 jealous 2 shower 3 after 4 annoyed 5 make
6 for 7 annoying 8 last 9 really 10 cooker

2 GRAMMAR

Answers

1 thought 2 liked 3 went 4 chose 5 found 6 saw

3

Answers

1 I ~~thought~~ **thought** you were at school. 2 Did you ~~enjoyed~~ **enjoy** your meal, Sir? 3 Paul ~~wasn't~~ **didn't** go to school today. 4 We were tired so we ~~did go~~ **went** to bed early. 5 Where did you and Lucy ~~met~~ **meet**? 6 I wasn't hungry so I didn't ~~ate~~ **eat** anything.

4 FUNCTIONAL LANGUAGE

Answers

1 A about	B idea
2 A could	B do
3 A why	B sure
4 A Let's	B good / great