

# 7 THE EASY LIFE

## Objectives

FUNCTIONS	asking for repetition and clarification; giving advice; talking about obligation / lack of obligation
GRAMMAR	<i>have to / don't have to; should / shouldn't; mustn't vs. don't have to</i>
VOCABULARY	gadgets; housework; expressions with <i>like</i>

Student's Book page 66–67

## READING

1 **▶▶2.03** Books closed. To lead into the topic, show some digital devices available in the classroom or that you are carrying yourself (for example, *mobile phone, laptop, projector*), and elicit their names in English. Point to the items and ask: *What's this?* Write the words on the board, then ask students to brainstorm other examples of digital technology in groups. The groups should appoint one student to be the secretary and write up their suggestions. Set a time limit of one minute. After one minute, groups exchange lists and develop and add to their new lists. During feedback, write new words on the board. Then ask students to look at the photos on page 66, and match the names with the objects. Play the audio for the class to listen and check and, if you're using an interactive whiteboard (IWB), nominate a student to label each photo on the screen. Play the audio a second time for students to listen and repeat paying particular attention to the correct stress pattern. Ask students to add any new words to their lists.

### Answers

1 C 2 A 3 F 4 E 5 D 6 B

### Optional extension

Before asking students to listen again and repeat the words, ask them to predict where the main stress falls in each word by underlining the relevant syllable. As they say the words, students check their predictions (*e-reader, digital camera, flat screen TV, tablet, laptop, desktop computer*)

2 **SPEAKING** Focus on the examples in the speech bubbles (*I've got / haven't got; I think it looks*) and then elicit possible words for describing the items. Start with the words in the speech bubbles (*cool, really new, etc.*) and elicit the opposite and then pairs of opposites – e.g. *cool / uncool; really new / quite old; cheap / expensive; contemporary / old-fashioned, etc.* Set a time line of two or three minutes for pairs to agree on a two-sentences description for each of the six


objects without using the same adjectives more than once. Monitor, paying particular attention to the use of *look* with adjectives and the use of *have got*. During whole-class feedback, elicit descriptions of each of the objects from different pairs.

- 3 **SPEAKING** Ask students to think about which of the devices they would choose if they could only have one of these and why. Focus on the example in the speech bubble and model the language by explaining to the class which device you would choose, giving reasons. Students work in pairs and tell their partners which device they would choose and why. Explain that they should try and convince their partner to agree with them. At the end of the activity, ask for a quick show of hands to see which device the class consider the most difficult to live without.
- 4 **▶▶2.04** Focus on the bold words and tell students that one of the two options in italics is the correct ending of the sentence. Do number 1 with the class and elicit that the first answer is the right one. Students work in pairs to complete the activity. Play the audio to check answers.

### Answers

- 1 A person who **invents** something has got an idea and creates something new.
- 2 If you hear something that is **shocking** it makes you feel surprised and upset.
- 3 I **researched** the topic on the Internet.
- 4 What is a **huge** problem for Africa? There is not enough clean water.
- 5 You can get **trachoma** from dirty water.
- 6 Getting an **eye infection** can make people blind.
- 7 You buy **gel** in a plastic bottle.

- 5 **SPEAKING** Ask students to look at the photo and title on page 67 and cover up the article. If you're using an IWB, display the photo and title on the screen, with books closed. Students discuss their ideas for the topic of the article in their pairs or in small groups. Conduct whole-class feedback and write students' ideas on the board. Then ask students to read the text quickly to check their predictions. Set a time limit of two minutes for this to encourage students to skim the text in search of specific information rather than trying to understand all the details.

- 6  2.05 Ask students to read the statements carefully and underline the key words. This will help them find the information they need. Ask them to compare quickly which words they have chosen with a partner. Remind them that the statements follow the order of information in the text. Play the audio for students to listen and read the text. First, they should locate the parts of the text which correspond with the statements and underline key information. They can then use this to help them identify which statements are false and correct them. Ask students to compare answers in pairs before you check with the whole class.

### Answers

- 1 F (He used his mobile.) 2 T 3 T  
4 F (He wanted to make something to help people in parts of the world where it's difficult to find clean water.)  
5 F (His dream was to make a gel for people to put on their skin so they don't have to take a bath.)  
6 T 7 T 8 T

## THINK VALUES

### Caring for people and the environment

- 1 Elicit or pre-teach: *care about* (to feel interested in something or worried about it); *environment* (the land, air and water where people, animals and plants live); *quality* (how good or bad something is) and *appearance* (the way a person or thing looks). Check that students understand that each statement is an example of something you do if you 'care about' the environment / your work / your appearance, etc. To demonstrate the activity, read the first sentence with the class and ask students to pick out the key words (waters, rivers, lakes). Ask: *Do these words relate to the environment, personal appearance or other people? (the environment)*. Give students a minute to match the values and statements individually then compare answers in pairs, before you check with the class.

### Answers

- 1 a 2 c 3 d 4 b

- 2 **SPEAKING** Tell the class they are going to talk about Ludwick Marishane's values – i.e. what he cares about. Put students into pairs and tell them to take turns to ask and answer questions. Emphasise that they should give reasons to support their answers and put the following prompts on the board to support them: *It says in the article (that) ..., I think the answer is yes/no because ...* Monitor and provide help with any unfamiliar vocabulary. As the focus is on fluency and educating the whole learner, avoid correcting errors unless they hinder comprehension.

### Optional extension

Give students a few minutes to think about what they do in their own lives to demonstrate they care about the environment, the quality of their work, other people, their appearance, etc. Ask them to make some notes about each and compare their results with a partner. Do they consider some values more important than others? Pairs agree on at least two things their partner could do in future to show that they care about the areas that they had the fewest examples for. For example, if a student has a lot of things on their list that they do because they care about their appearance, but not many things for caring about other people, what things could they do in future to help people more in their daily lives?

### Student's Book page 68–69

## GRAMMAR

### have to / don't have to

- 1 Students complete the example sentences with *have to* and *don't have to* from memory, then check their answers against the text. Ask them to compare ideas in pairs before you check with the whole class.

### Answers

- 1 have to 2 don't have to

- 2 Students study the examples to work out the rules and complete the table. Ask them to compare answers in pairs before you check with the whole class. Check they have grasped when *have to* and *don't have to* have -s endings by putting the first example sentence on the board (*They have to wash their faces with clean water*) and then crossing out *they* and writing *he* in its place. Ask: *Does the verb change? (yes); How does it change?* Ask for a volunteer to come up to the board and write the new form of the verb. Then elicit the negative form of the original sentence and how this also changes in the third person. (Answers: They don't have to wash their faces with clean water; He doesn't have to wash his face with clean water.)

### Rule

- 1 have to 2 don't have to

### Answers

- 1 has to 2 doesn't have to 3 Do 4 Does  
5 does 6 doesn't

- 3 Complete the activity with the class. Ask students to look at the two pictures or display the enlarged picture on the IWB. Ask: *Where is he in B?* (at/near the bus stop); *Where is he in A?* (at home). Display the sentences above the pictures on the IWB or let students look at them in their books and ask: (For B) *What time does the bus leave?* (in 20 minutes); *Does he have a little or a lot of time?* (a lot of time); *Does he have to hurry?* (no); (For A) *Does he have lots of time?* (no); *Does he have to hurry?* (yes).

### Answers

- 1 A 2 B

- 4 Students work individually to complete the sentences, then compare answers in pairs before you check with the whole class. If you're short on time, you may like to set this task as homework.

### Answers

- 1 have to 2 have to, don't have to 3 has to  
4 have to 5 doesn't have to 6 don't have to

### Fast finishers

Students write five or six school rules (like sentence 1 in Exercise 4) using *have to* or *don't have to*, for example:  
*We have to arrive on time. We don't have to wear a uniform.*

Workbook page 64 and page 125



Be aware of common errors related to *have to / don't have to*, go to Get it right on Student's Book page 125.

Workbook page 66

## VOCABULARY

### Gadgets

- 1 2.06 Students may have already mentioned some of the gadgets here during Exercise 1 on page 66, so refer them back to that discussion, and ask them to name as many digital devices as they can, with their books closed. You can set it as a mini-competition between groups: who can write the most gadgets in one minute? Ask the group with the most words to read out their lists for the rest of the class to check against theirs and supplement with any missing ideas. Students then match the gadgets in the pictures with the correct words, and compare their ideas in pairs. Play the audio for them to check answers, then play it again for them to listen and repeat. Pay special attention to word stress. You may like to ask students to predict where the main stress falls before you play the audio again.

### Answers

- 1 D 2 H 3 I 4 G 5 C 6 B 7 F 8 E 9 J 10 A

### Optional extension

Students test each other in pairs by covering their word lists, then taking turns to point to a photo of a gadget in the book and eliciting the word for it.

- 2 Give students a minute or two to rank the gadgets in order of importance. Check they understand that 10 = not important and 1 = most important by saying, *I don't like coffee, I hardly ever drink it. Do you think a coffee machine would be important for me or not important?* (not important); *So do I rank it ten or one in my list?* (ten).
- 3 2.07 Quickly elicit adverbs of frequency (covered in Unit 1) in ascending order of frequency (*never to always*), then check other time expressions by showing one, two, three, four on your fingers and saying the prompt: *day, week, month, year* to elicit: *once a day, twice a week, three times a month, four times a year*, etc. Students compare their ideas

about the gadgets in pairs – ask them to consider all ten from Exercise 1, or all the words for devices from the whole unit if you want to extend the task slightly. Allow four to six minutes and ask the pairs to agree on the most important three gadgets. Monitor, paying particular attention to the correct use of the time expressions. To wrap things up, ask for a show of hands for each person's number one gadget by reading out the words from Exercise 1. What's the most popular device in the class?

### Optional extension

Ask students to conduct a mini-survey among their family members and friends to find out what the most popular gadgets are, how often they use them, and which one they couldn't live without. Ask them to write up the results in a short paragraph.

## LISTENING

- 1 **SPEAKING** With books closed, write a list of some of the greatest inventions of the last 150 years on the board – for example *the wheel, the fridge, the aspirin, the steam train, the telephone, the aeroplane, the light bulb*, etc. Elicit from students what these are and how they have changed people's lives. What do they think is the greatest invention of recent times? Then focus on the four pictures. Explain to students that these are imaginary inventions and give them a minute or so to discuss in pairs what they think the inventions are for. Elicit some suggestions from the class and put the best ideas up on the board. Then ask students to match the pictures and phrases and extend the prompts to make sentences to explain what the inventions do. Check answers as a class.

### Answers

- 1 D 2 A 3 B 4 C

### Optional extension

Ask students to decide which invention they would like best. Nominate students to share their ideas, asking them to give reasons, then ask the rest of the class to say if they agree or disagree.


- 2 2.07 Put the word *inventor* up on the board and ask: *What is an inventor? Can you think of any famous inventors? What did they invent?* Elicit examples from the class (Alexander Bell – the telephone; John Logie Baird – the television; Thomas Edison – the lightbulb; the Wright brothers – the aeroplane, etc.). Then explain to students that they are going to hear about two people, Martin and Anna, who want to become inventors. Give them a minute or so to match the sentences in pairs to find out what each person's situation is. Then ask students to underline the key words in the sentences that they will need to listen for. Play the recording, pausing at the relevant parts, for students to check their answers.

## Answers

1 b 2 d 3 c 4 a

## Audio Script Track 2.07

- Radio Host It's ten past eight on Radio 24 Hours. I'm Jackson Bradley. Welcome to 'Expert Opinion'. Today's expert is an inventor. Her name is Karen Ealey, and she is here with us to answer your questions. Good evening, Karen.
- Karen Good evening, Jackson.
- Radio Host Karen, I'm sure we've got lots of young people out there who want to become inventors. What would you say to them? What's your advice?
- Karen Two things. You shouldn't start thinking 'What idea can I have to make a million pounds?' You should start with a little idea. You should think, what can I invent that makes one little thing in my life easier? For example, you often forget where you put your keys. What can you invent to help with that?
- Radio Host That's an interesting thought, and we have our first caller, Martin from Southampton. Hello, Martin.
- Martin Hello, Jackson. Hello, Karen. I've got a question. I've got an idea for an invention, but I don't want to say what it is, of course.
- Karen Absolutely not. If you've got a good idea, you've got to keep it to yourself first.
- Martin Right. But my question is erm ... I've got a job, and I haven't got enough time to work on my invention. Should I give up my job?
- Karen Good question. No, you shouldn't give up your job. If you don't have a job, the situation is much more stressful.
- Martin OK, thank you.
- Radio Host You're welcome, Martin, and we've got another caller. Her name's Anna, and she's very young still. Anna, how old are you?
- Anna I'm 13, and I want to be an inventor.
- Karen Fantastic.
- Anna Yes, but my problem is that I have too many ideas. I've got so many ideas that I don't know where to start.
- Karen Good point. You're creative and you've got lots of ideas. That's wonderful, Anna. That's what an inventor needs. But I'll tell you what you should do. You should work on your best idea first. You shouldn't forget about your other ideas, but you can't work on all of them at the same time. So get yourself a book, and write down all your ideas, but work on one idea first.
- Anna OK.
- Karen And then, when you ...

- 3  2.07 Elicit/pre-teach: *give up* (to stop doing something, e.g. a hobby). Tell students they are going to try to remember the expert's advice. Give them a couple of minutes to complete the sentences from memory and compare their ideas in pairs. Play the audio again for them to check answers.

## Answers

1 shouldn't 2 should 3 should 4 shouldn't  
5 should 6 shouldn't

## GRAMMAR

*should / shouldn't*

- 1 Students study the examples in Exercise 3, then complete the rule. Check answers as a class.

## Rule

1 b 2 a

- 2 Write *should / shouldn't* on the board. Say: *I've got a headache* and elicit various suggestions from the students for what you *should* and *shouldn't* do. Then look at the example with the class and give students two minutes to make *should / shouldn't* advice sentences using the prompts for each situation. Remind them that they may need to add extra words. Students compare their ideas in pairs before you check with the whole class.

## Mixed-ability

Weaker students can match the verbs in the first list with a suitable item from the second list. They can then try to match each collocation to a situation before they write the advice. Stronger students can write advice for the four situations autonomously, using the prompts.

## Answers

- 1 You should drink some water.
- 2 You shouldn't read your book any more.
- 3 You should go to bed.
- 4 You shouldn't eat any more cake.

## Fast finishers

Students write some different advice with *should / shouldn't* for each situation in Exercise 2.

Workbook page 64 and page 125

## SPEAKING

Give students a minute to decide which statements they agree and disagree with and why, before discussing with a partner. Tell students that they should try to convince their partner of their own opinion. Monitor the discussion, helping with vocabulary as necessary and noting any errors in the use of *should / shouldn't* to review at the end of the activity. Also make a note of any persuasive arguments that students used successfully to convince their partner. At the end ask the whole class to say if they agree or disagree with each statement through a quick show of hands. Has anyone changed their minds from their original opinion?

**READING**

- 1 SPEAKING** A recording of this text is available with your digital resources. Ask students to think about how life might be different in 2066 and what sort of machines they think would exist. You may like to write some prompts on the board for them to consider, for example: *machines for sleeping / food / travelling / studying*, etc. Elicit some ideas, the wilder the better. If students seem engaged, you may like to ask them to continue brainstorming ideas for another minute or two in pairs or small groups, then report back to the class. Then, focus on the two pictures in the book or on the IWB, and ask students to work in pairs to make a list of words to describe each machine, then to use these prompts to talk about one of the machines to their partner. Monitor and make a note of the most interesting ideas, then ask the students who came up with them to share these with the class.
- Ask students to read the text quickly to get a general idea, and to check if any of them had similar suggestions for the two machines. Check answers with the whole class.

**Suggested answers**

The Sunny Star does everything to get you ready in the morning.  
The Travel Plus allows you to travel abroad while staying in your bed.

- Ask students to read the questions and underline key words. They can then use those key words to help them locate the essential information in the texts that will lead them to the answers. You can point out that students don't need to write full-sentence answers (unless you especially want them to practise this) but can make notes. Allow them to compare answers in pairs before you check with the whole class.

**Answers**

- It wakes you up in the morning with a nice song.
- It creates problems when it rains.
- It only turns on the cold water when it puts you in the shower.
- You don't have to get out of bed.
- Travel Plus takes you where you want.
- You mustn't forget to switch it off at night.

**Optional extension**

Discuss with the students what they think about the usefulness of each machine. What do they think is good, and not so good about each one?

**GRAMMAR**

**mustn't / don't have to**

- Students complete the sentences from memory, then check back in the text before completing the rules. Ask them to compare answers in pairs before you check with the whole class. Point out that, as you saw before on page 68, *don't have to* changes form.

After *he, she* and *it*, *don't have to* changes to *doesn't have to*. *Mustn't*, however, never changes form and is the same in the first, second and third person. Check that the first *t* is silent in *mustn't* and that the whole word is pronounced /'mʌs(ə)nt/.

**Answers**

- 1 don't have to 2 mustn't

**Rule**

- 1 don't have to 2 mustn't

- Students look at the rules, then choose the correct answers. Ask students to compare answers before you check answers as a class.

**Answers**

- 1 b 2 a

- Students complete the sentences individually, then compare answers in pairs before you check with the whole class. If you're short on time, you may like to set this task as homework. Alternatively, you may prefer to do 1–3 in class, then set 4–6 as homework.

**Answers**

- 1 don't have to 2 mustn't 3 don't have to  
4 don't have to 5 don't have to 6 mustn't

Workbook page 65 and page 125

**PRONUNCIATION**

To practise /ʌ/ and /u:/, go to Student's Book page 120.

**VOCABULARY**

**Housework**

- 2.10** Ask students to cover the text and look at the photos. If you're using an IWB, display the photos only on the screen, with books closed. Ask what students think the people are doing in each picture. If students don't know the English word or phrase for the activity, say that you will come back to it later. Then let students look at the list of activities and match them with the photos, by a process of deduction finding the words and phrases they didn't know from the available options. Give them up to two minutes for this. Play the audio for students to listen and check their answers, then to listen and repeat. Pay special attention to the silent *r* in *ironing* /'aɪə(r)nɪŋ/, and the pronunciation of the two middle vowels in *vacuum* /'vækjuəm/.

**Answers**

- 1 F 2 J 3 E 4 A 5 H 6 C 7 B 8 G 9 D 10 I

**Optional extension**

Students cover the phrases, and test each other in pairs by taking turns to point at photos at random and asking their partner to say the correct activity.

Workbook page 66

**SPEAKING**

- 1 Ask students to read the questions and make notes about the household chores they *have to* and *don't have to* do at home and their ideas and feelings about whether young people *should* or *shouldn't* have to help in the home. Remind them there are no correct answers but they should try to give reasons to support their opinions. Give them about three minutes for this task.

**Mixed-ability**

Stronger students may want to add other typical household chores that are not on the list (e.g. *walking the dog, taking out the rubbish, mowing the lawn, cleaning windows*).

- 2 **SPEAKING** Demonstrate the task by talking about your own experiences of and opinions about housework. Model examples for all the key phrases and elicit students' reactions. For example, say: *I have to do all the ironing and I don't think that's fair. What do you think? Who does the ironing in your house?* Then give students a couple more minutes to prepare what they are going to say about housework including their feelings about it (fairness and unfairness, etc.) using the phrases given.

**Mixed-ability**

Weaker students can write in full sentences, but encourage stronger students to make notes and prepare to sepak just using their notes as a reminder.

- 3 Students compare their ideas and feelings about housework in pairs or small groups. Ask students to listen carefully to each other and take notes of their partner's answers, trying to find three things they have in common. Monitor, and provide help with vocabulary as necessary. Make a note of any outstanding contributions to praise at the end of the activity. Keep error correction to a minimum, as the focus of this activity is on fluency, not accuracy, and help students correct their own mistakes if necessary. Only correct errors on-the-spot where these hinder comprehension.

**WRITING**


Tell students they are going to write about their partner's experience of housework. Focus attention on the questions and give pairs about two minutes or so to interview each other and make notes (check understanding of a *chore* – a job you have to do – and model the pronunciation). Give students five to ten minutes to expand their notes into a paragraph. When they have finished, ask them to swap their paragraphs with another student (but not with the person they wrote about), and check each other's work for the following: **task completion** (Have they included the

answer to all four questions?); **clarity and cohesion** (Is the paragraph clear and easy to follow?) and **accuracy** (Is the grammar (*have to, don't have to*) used correctly?).

**THINK SELF-ESTEEM****Classroom rules**

- 1 Students work in pairs to agree on and to write at least eight rules for their English classes. They need to come up with rules that both partners personally agree with. Give them three or four minutes for this. Fast finishers can write more rules.
- 2 **SPEAKING** Put the pairs of students into larger groups of four or six to discuss their sets of rules. Ask them to try to agree on a final list of the top eight or top ten rules for the class. Then have a whole-class discussion, eliciting suggestions from the different groups and asking them to write these on the board, then inviting opinions from the rest of class. If appropriate, encourage them to include rules for the teacher as well for the students, e.g. *Teachers should make classes fun; Teachers don't have to give us homework every day.*
- 3 Students vote on the top ten rules they agree with, which you should write up on an A3 sheet of paper, have it signed by the teacher as well as all the students in the class, and display as a poster for the remainder of the school year. Class contracts like this are a good way to make students feel involved and empowered in their own learning, and because the rules are worked out through open negotiation, students are also more motivated to police their own adherence to them. Before the end of the year, it may be worth revisiting the rules and asking students if there are any rules they would like to change.


**Student's Book page 72–73****PHOTOSTORY: episode 4****The treasure hunt**

- 1  2.11 Write the title on the board. Elicit ideas for what a *treasure hunt* may be. Students may know the word *treasure* (a collection of gold, silver, jewellery, or other valuable objects). Elicit or explain that a *treasure hunt* is a game in which the players are given a series of clues (pieces of information) to direct them to a hidden prize. Ask students: *Have you been on a treasure hunt? What was the prize? Did you find it?* Ask students to look at the photos, but cover up the dialogues and say what's happening in each one. If you're using an IWB, show each photo one by one and get students to say who's in them and what they're doing. Then direct attention to the two questions. Check understanding of *GPS* (short for global positioning system: a system that uses satellites to show the position of a person or thing anywhere in the world) and play the audio for them to listen and read to find the answers.

## Answers

Because he has to do his homework and help his dad with the garden.  
It is a treasure hunt using the GPS on your mobile phone.

## DEVELOPING SPEAKING

- 2 Give students one minute to compare their ideas about what they think happens next in the story. Elicit ideas and suggestions, and put them up on the board to refer back to later. Focus on the ideas, not on accuracy – correct errors only if they impede comprehension. Don't give away answers.
- 3  EP4 Play the video for students to watch and check their answers. Refer them back to the ideas on the board. Who guessed correctly?
- 4 Encourage students to underline the key words in the questions to help focus them on the relevant information. They answer the questions individually, then compare answers in pairs before you check with the whole class. Replay the video if necessary.

## Answers

- 1 He's worried that the girls will find out that they ate the treasure.
- 2 He thinks Luke is running away.
- 3 It's not working.
- 4 She switches it off and then on again.
- 5 The ice cream kiosk doesn't sell chocolate.
- 6 They find (melted) ice cream.

## PHRASES FOR FLUENCY

- 1 Students work in pairs to first match each of the expressions to the person who said them and then to use the context to help them match with the meanings. Check answers as a whole class.

## Answers

- 1 Ryan 2 Luke 3 Luke 4 Ryan 5 Megan

- 2 Students complete the gaps individually, then compare answers in pairs. If you're short on time, you can set this exercise for homework.

## Answers

- 1 and stuff 2 such good fun 3 No chance
- 4 Never mind 5 So 6 Absolutely

### Optional extension

In pairs, students practise the mini-dialogue. Ask them to change one small detail in each one, for example: *we can watch TV and stuff*. Invite volunteers to perform in front of the class. Ask the rest of the class to listen with books closed to identify the element that's been changed.

## WordWise

### Expressions with like

- 1 Students complete the sentences in pairs from memory, then refer to the story on page 72 to check.

## Answers

- 1 Like what 2 looks like 3 sounds like 4 like

- 2 Do number 1 with the class so that you are sure students understand what they have to do. Students work individually, then compare answers in pairs before you check with the class.

## Answers

- 1 d 2 e 3 a 4 b 5 c

- 3 Students complete the sentences individually, then compare answers in pairs before you check with the class. If you're short on time, set this for homework.

## Answers

- 1 like 2 looks like 3 Like what 4 sounds like

Workbook page 66

## FUNCTIONS

### Asking for repetition and clarification

- 1 Students complete the extracts. Stronger students could try covering the list at the top and completing the gaps with their own ideas.

## Answers

- 1 Like what 2 you mean 3 Sorry?

- 2 **SPEAKING** Students match the expressions and meanings individually, then compare answers in pairs before you check with the whole class.

## Answers

- a 3 b 2 c 1

## ROLE PLAY A PHONE CALL

Put students in pairs of A and B. Put all the A students in a group, and all the B students in another to study their respective role cards together carefully and prepare for the role play. In a large class, you could form a number of smaller A groups and B groups. Be on hand to help with any language issues or to give advice to either group. Encourage students to make notes as to what they can say using the phrases studied in the unit. When they're ready, ask students to return to their assigned partners and practise role-playing the conversation. At the end, ask two or three volunteering pairs to perform in front of the class, then have a vote on the best performance.