

7 ALL THE SAME?

Objectives

FUNCTIONS	talking about permission; talking about habits; invitations
GRAMMAR	<i>make / let and be allowed to; be/get used to</i>
VOCABULARY	phrasal verbs (1); personality; phrases with <i>all</i>

Student's Book page 66–67

READING

- 1 Books closed. As a warm-up, write these two headings on the board: *men's jobs; women's jobs*. In pairs or small groups, give students two minutes to think of five examples of each. Listen to their ideas in open class and write them on the board under the headings. Say some more jobs, for example *teacher, nurse, bus driver, ballet dancer, footballer*, and ask students to decide which list to put them in. For the purpose of this exercise, tell students they should think in general terms and not respond that every job can be done by both men and women. Encourage them to answer quickly without thinking too much. Books open. Focus attention on the photos and ask students to work in pairs to describe them. If you're using an interactive whiteboard (IWB), this would best be done as a heads-up activity with books closed. During feedback, nominate students to say which word corresponds to which photo.
- 2 Students discuss the questions in pairs. After a few minutes, invite students' reactions in open class prompting them to try to explain their answers. A suggested answer for question 3 could be that all the photos show people doing things you wouldn't normally expect them to do.
- 3 Ask students to read the questions and underline key words. Divide the class into two groups (A and B). Tell As that they should read about *Billy Elliot* and Bs that they should read about *Bend It Like Beckham*. Students read individually writing their answers in note form. Monitor and once the majority of students have answered all of the questions, ask them to compare with another student from their group.

Answers

- 1 A: Billy Elliot B: Jess Bhamra
- 2 A: doing ballet B: playing football
- 3 A: his father B: her parents
- 4 A: his ballet teacher, Georgia B: her friend Jules and her coach, Joe
- 5 A: Billy becomes a professional ballet dancer B: Jess goes to university in California on a soccer scholarship.

Fast finishers

Ask students to choose three difficult words from the text they just read and check them in their dictionaries. (Make sure that fast finishers don't begin reading the other text!)

- 4 **SPEAKING** Regroup students to make AB pairs. Students summarise their text using their notes from Exercise 3 to help them. To give them a reason to listen, ask students to make a note of their partner's answers. During feedback, ask As to report back on the B text and vice versa. Ask: *In what ways are the films similar?*
- 5 **2.03** Play the audio while students read and listen to both film summaries. As they read, students should underline key information in each text that will help them answer the questions. Once the audio has finished, give students two minutes to note down their answers and compare answers with a partner before whole-class feedback.

Suggested answers

- 1 Billy's dad doesn't want him to do ballet because he believes it's something that girls do, not boys.
- 2 He changes his mind when he sees Billy dancing.
- 3 The money comes from other people in the town.
- 4 Jess's parents don't let her play football because she's a girl.
- 5 He changes his mind halfway through Jess's sister's wedding.
- 6 She bends the ball around the other team's players.

BACKGROUND INFORMATION

Billy Elliot is a 2000 British film directed by Stephen Daldry and starring Jamie Bell as Billy. It won the 2001 Golden Globe for Best Motion Picture-Drama. It is now a musical.

Bend it like Beckham is a 2002 British film starring Parminder Nagra and Keira Knightley. The title refers to English footballer David Beckham's ability to 'bend' a football when taking free kicks. The word *soccer* is used to talk about the scholarship from a university in California. This is the American English word for *football*.

If you have enough time to watch films with students (perhaps over several lessons), both of these are excellent for use in class as they give a varied view of life in the UK and provide lots of points for further discussion. They are also very entertaining!

TRAIN TO THINK

Thinking outside the box

- 6 Write on the board: *Do you think you have a good imagination? Why (not)? In which school subjects do you use your imagination most?* Ask students to

discuss these questions in pairs or small groups. Tell them they should try to agree on the school subject in which they use their imagination the most. Ask students to read the introduction and check understanding of 'thinking outside the box'. You could do this by eliciting a translation in L1. For variety, switch pairs before they begin completing the table. Tell students that there are no wrong answers and they should try to be as imaginative as possible. Invite students to share their ideas in open class. Accept all ideas and encourage positive reactions from the rest of the class.

Optional extension

Write these questions on the board and ask students to work with a partner and 'think outside the box' to answer them.

- 1 Why do people in the town give money to Billy?
- 2 Why does Jess like football?
- 3 Why do Jess's parents make her stop playing football?
- 4 Why does Mr Bhamra let Jess leave the wedding?
- 5 Why do Jess and Jules go to America?

During whole-class feedback, invite students to share their ideas with the rest of the class.

- 7 Divide the class into small groups. Ask each group to nominate a secretary to make notes or you could assign secretaries, perhaps choosing quieter students for this role to ensure that they participate. Monitor to help with vocabulary and to ensure that everyone is giving their opinion. As the focus of this task is on fluency, not on practice of structures or lexis, avoid error correction. When students have some ideas, regroup students into new groups and encourage them to share ideas. To wrap up, nominate groups to share the best ideas they've come up with or heard with the rest of the class.

SPEAKING

Students discuss in pairs. Prompt them to give reasons for their preferences in question 1. In question 2, ask students to think about gender or racial stereotypes and to make a list of as many films, books, etc. as they can. You may like to give some examples of your own to get them started (e.g. *Brave*, a cartoon with a female hero). Listen to their ideas in open class and hold a group discussion on stereotypes that they see regularly, perhaps in school, or amongst their friends.

Student's Book page 68–69

GRAMMAR

make / let and be allowed to

- 1 Students complete the sentences in pairs or individually before you check answers in open class. During feedback, clarify *make / let* and *be allowed to* with these concept-check questions:

For *be allowed to*, ask: *If you are allowed to do something, can you do it?* (yes); *What are you not allowed to do in class?* (students' own answers).

For *let*, ask: *If you let somebody do something, is it a problem for you if he/she does it?* (no); *Does he/she have permission from you?* (yes).

For *make*, ask: *If you make somebody do something, do they want to do it?* (no); *Do they have a choice?* (no); *Do they have to do it?* (yes).

You could also elicit a few more examples from the class of things their parents *make / let them do* (e.g. tidy their bedroom, stay out late at the weekend) and/or of things they *are (not) allowed to do* during break times at school (e.g. play football, use smartphones, smoke, etc.). Write on the board two sentences, one using *let* and one using *be allowed to* for one of the examples (e.g. *My teachers let me play football. / I'm allowed to play football.*) Elicit that both sentences have exactly the same meaning.

Mixed-ability

Stronger students complete the sentences from memory just looking back at the text to check their answers. Weaker students look back at the text to find the answers.

Answers

- 1 makes 2 doesn't let 3 isn't allowed to
4 isn't allowed to 5 make 6 let

Ask students to complete the rule individually or in pairs before nominating students to call out their answers in open class.

Rule

- 1 let 2 be allowed to 3 make

LANGUAGE NOTE

Students may produce statements like **My dad makes me to help him in the garden*. In English we don't use *to*. The structure is *make + someone + bare infinitive (something)*. The negative form is *auxiliary + not make + someone + bare infinitive*. Students might also say **My parents don't allow to watch TV all the time*. Or *I'm not allow to watch TV all the time*. The structure is *am/is/are (not) allowed + to + infinitive*, so we would normally say *I am allowed to watch TV all the time*. However, *my parents allow me to watch TV all the time* is also possible.

- 2 Go through the example sentence in open class. Ask students to work individually and compare answers in pairs once they've finished. If you're short on time, set this exercise for homework.

Possible answers

- 1 We aren't allowed to eat food in the classroom. / Our teacher doesn't let us eat food in the classroom.
- 2 My parents let me sleep late on Sundays. / I'm allowed to sleep late on Sundays.
- 3 The teacher makes us read a book every week.
- 4 I'm allowed to listen to music in my bedroom. / My parents let me listen to music in my bedroom.
- 5 The school lets us wear our own clothes. / We're allowed to wear our own clothes.
- 6 Mum doesn't let us play football in the garden. / We aren't allowed to play football in the garden.
- 7 My parents don't make me go to bed early on Saturday. / My parents let me go to bed later on Saturday.

Optional extension

Write these sentence openings on the board. Students finish each sentence so that it is true for them.

I'm allowed to ...

I'm not allowed to ...

My parents let me ...

My parents don't let me ...

My parents make me ...

My parents don't make me ...

When students have completed their sentences, ask them to work in small groups and compare their family rules. Ask: *Who has the strictest parents?* To extend the discussion, ask: *Are there any rules that are different for you and your brothers/sisters? If so, do you think that is fair?*

Workbook page 64 and page 125



Be aware of common errors related to *make vs. let*, *go to*. Get it right on Student's Book page 124.

VOCABULARY**Phrasal verbs (1)**

- 1 Books closed. Ask students: *What do you do if you've lost something?* (look for it). Write these examples on the board:

A: *I've lost my coat.* B: *Let me help you look for it.*

Ask students to look at the underlined words and elicit/point out that they are a verb and preposition. This is known as a phrasal verb. Draw students' attention to the Look! box and remind them that phrasal verbs usually have a different meaning to the verb they contain. You could elicit further examples of phrasal verbs, just to be sure that they're clear, and write them on the board. Books open. Ask students to read the eight definitions and underline any difficult words. Clarify these in open class before students complete the exercise. Stronger students may like to try to complete the exercise from memory before looking back at the film summaries to check. Check answers in open class.

Answers

1 set off 2 end up 3 carry on 4 take up 5 find out
6 show up 7 give up 8 get on

- 2 As well as underlining the phrasal verbs, ask students to work out the meaning and think of different ways of saying of each of them, using context to help them. You might like to do feedback on what the phrasal verbs are before students focus on how they might paraphrase them.

Answers

1 look after 2 takes off 3 came round 4 hang out

- 3 If you're short on time, set this exercise for homework or ask students to complete sentences 1–5 in class and the rest at home.

Mixed-ability

Strong students try to complete the exercise without referring to Exercise 2. With weaker students, perhaps do feedback on the choice of phrasal verbs for each sentence before they try to put them into the correct form.

Answers

1 looks after 2 get on 3 show up 4 come round
5 gave up 6 find out 7 carried on 8 take up

Fast finishers

Ask students to write three sentences of their own using phrasal verbs from this exercise.

Workbook page 66

LISTENING

- 1 Books closed. To lead into the topic, elicit the names of the continents in open class. When a student says *Asia*, elicit the names of countries in Asia until a student says *Japan*. Books open. Ask students to work with a partner and match the words to the photos. If you're using an IWB, this would best be done as a heads-up activity with books closed.

Answers

A underground B sushi, chopsticks C bowling, kimono

- 2 **SPEAKING** Give students three minutes to make a list of everything they know about Japan, in pairs. Invite feedback from students and build up a mind map on the board. Alternatively, if you have access to the Internet, do an image search for Japanese stereotypes and display some images. Ask: *Do you think these things are all true or are some of them stereotypes?*
- 3 **2.04** Tell students they are going to hear someone describing a trip to Japan. Tell them not to worry if they don't understand everything the speaker says. This is normal. Students should just focus on listening for the words from Exercise 1 and their ideas on the board. Allow them to compare answers in pairs before whole-class feedback.

Answers

bowling, sushi, chopsticks

Audio Script Track 2.04

Woman ... and two months in Australia, too. So, yes, you know, I've been really lucky. I've seen a lot of different countries round the world in the last two or three years.

Student 1 Which one did you like most?

Woman Oh, that's kind of hard to answer, but I certainly loved being in Japan.

Student 2 Really? But aren't the people there very cold and unfriendly?

Woman	Well, it's strange, you know, because a lot of people in Europe seem to think that, but it's just a kind of negative stereotype, really. I didn't find it was true at all. Maybe I was just lucky, but I met a lot of Japanese people who were very funny – really warm and kind. I mean, they're very, very polite – that's really important in their culture – and so people bow a lot and things, but it's really nice. I like people who are polite, so I got used to it very easily.
Student 2	But life's really different there, isn't it?
Woman	Yes and no. I mean, sure, some things are different. Like, things happen on time! That was strange for me. It was hard to get used to that. You know, if the bus is supposed to arrive at 10.30, well, it arrives at 10.30. We aren't used to buses arriving on time here, are we?
Student 3	What about the food and things there? Isn't it very different?
Woman	Sure. They eat some things that are strange for us. But, you know, don't believe everything you hear. Japanese people don't spend their lives eating only sushi and whale meat, you know. I loved the food. When I went there, though, I wasn't very good with chopsticks. You know, I'm used to eating with a knife and fork at home, so when people saw me trying to use chopsticks, sometimes they laughed, but in such a nice way that I laughed too! And Japanese people helped me a lot and showed me how to do it, so that was cool. I'm pretty good with chopsticks now!
Student	So people were nice, then?
Woman	Oh, sure. I mean, in every country I've been to, you know, people are different but, in the end, people are people and some of them are nice and some of them aren't so nice. Some people are polite; some are rude. You just have to go to a country with an open mind. One thing I've learned, I think, is that sometimes we get an idea about a country or a group of people and then we start to think that everyone in that country is like that, and really, it's a stereotype – it isn't true. If you really get to know people ...

- 4 2.04 Ask students to underline key words in each of the sentences (1–7). Play the audio. Let students compare answers with a partner before feedback in open class. While checking answers, elicit corrections of the false statements.

Answers

- 1 T 2 F Japanese people are very polite ... but it's nice.
 3 F We aren't used to buses arriving on time. 4 T
 5 F I'm pretty good with chopsticks now! 6 T
 7 F We start to think that everyone in that country is like that ... It isn't true.
- 5 Working in pairs, students think of two more questions about Japan and the responses they imagine the speaker would give. To make this exercise more communicative, you could ask students to prepare questions and then regroup students to ask each other the questions. In open class, elicit some questions and responses. Invite others to react to the imagined responses. Do they agree with them?

GRAMMAR

be / get used to

- 1 Ask students to try to remember what *It* (Japanese politeness), *that* (things happening on time) and *here* (the speaker's home country) refer to in sentences 1–3. Encourage students to complete the sentences before playing the audio again, pausing after each sentence. Alternatively, teachers with digital resources could display the audio script on the board for students to refer to. During whole-class feedback, ask concept-check questions to clarify meaning, for example: 1 *Did the speaker find Japanese politeness strange in the beginning?* (yes); 2 *Does she find it strange now?* (no); 3 *Is it normal for buses to arrive on time in her home country?* (no); 4. *Is it normal for her to eat with a knife and fork or chopsticks at home?* (knife and fork).

Answers

- 1 got used to 2 get used to 3 aren't used to
 4 'm used to eating

Ask students to read and complete the rule using the sentences to help them. During feedback, draw students' attention to the Look! box and be prepared with further examples with which your students will be able to relate in order to clarify the difference between *be* and *get used to*. Possible examples:

- 1 *I ___ (am / get) used to the hot weather, it can be 40 degrees in my country in the summer.*
 2 *When I first went to Canada last winter, I had to ___ (be / get) used to the cold. It was minus 40 degrees some days!*

Elicit which word should go in each space (1 am, 2 get).

Rule

-ing

LANGUAGE NOTE

Students may have difficulty forming negative sentences with *get / be used to*. There are two possible negatives with different meanings. For example:

I am not used to waking up early. (I don't often wake up early and it is strange for me.)

I am used to not waking up early. (I usually wake up late.)

They are not getting used to living in France. (They are still finding it strange.)

They are getting used to not living in France. (They don't live in France now and this is becoming normal for them).

Also *be / get used to* is different from the structure *used to + infinitive* which refers to repeated past actions or states that no longer happen, e.g. *I used to play the violin but I gave up a few months ago.*

- 2 If you're short on time, set this exercise for homework but do the set-up in class. Books closed. Students discuss what a Brazilian who moves to London might have to *get used to* in pairs. Monitor and help with vocabulary. Ask them to open their books and look at the words and sentences, ignoring the spaces, to see if they had the same ideas. Take feedback on this before students complete the exercise.

Answers

0 looking 1 weather; sunshine 2 coats and jumpers; wearing 3 British money; going 4 speaking; different accents

Optional extension

In pairs, students imagine they are living in another country but they must keep this country a secret from the rest of the class. Students write down a list of things they *are* and *aren't used to doing* because these things are different in their home country. Ask each pair to read their sentences to another pair who should try and guess where they are living. For example: *A I'm not used to the long nights and I'm not used to wearing a spacesuit. B You're living on the moon!* Monitor and make a note of any nice contributions to praise at the end of the activity.

Workbook page 65 and page 125

Student's Book page 70–71**READING**

- 1 A recording of this text is available with your digital resources. Books closed. If you'd like a warm up, ask students to imagine they are in prison and discuss the following in pairs.

How is your life different?

Describe a typical day.

What was difficult to get used to when you first went to prison?

Nominate one or two pairs to share their responses in open class.

Books open. Pre-teach: *prison warden* (a person in charge of prisoners in a prison). Focus students' attention on the photos and title and ask them to work in pairs to answer the question. If you're using an IWB, do this as a heads-up activity with books closed. Nominate one or two students to share their ideas with the class after a few minutes. Do not give away the correct answer at this stage.

- 2 Tell students to read quickly and not worry about understanding every word, but just focus on checking their answer to Exercise 1. During feedback in open class, ask: *Who had guessed correctly?*

Answer

c

- 3 Before looking at phrases a–g, ask students to read the text carefully and work with a partner to guess which type of word (noun, verb etc.) and what type of information goes in each gap. Take feedback on this. Next, ask students to read phrases a–g and underline tricky words. Clarify these in open class. Tell students that they should pay attention to the words before and after the gap to help them make their choice and once they've finished, it is a good idea to read the article with their answers to check it sounds correct. Allow them to compare answers with a partner. During feedback, ask students to explain their answers.

Answers

1 c 2 d 3 g 4 a 5 f 6 b (e is not used.)

- 4 Ask students to try to answer as many of the questions as they can from memory before reading again to check. Establish whether or not you'd like students to write their answers in full sentences or note form. Ask students to compare their answers in pairs before a whole-class check. If you're short on time, set this exercise for homework.

Suggested answers

- Brand spent his childhood on a farm.
- Brand was told he was going to work at a prison with the biggest criminals in South African history, including political prisoners, some of whom would be dangerous.
- Both Brand and Mandela had grown up on a farm.
- They had to keep their friendship a secret because it wasn't allowed by the prison authorities.
- Mandela got Brand a job when he became president.

VOCABULARY**Personality**

- 1 Books closed. As a warm up, write these personality adjectives on the board: *sociable, kind, helpful, hardworking, moody, unfriendly*. Check understanding and ask students to choose some of the adjectives to describe themselves. Students tell a partner the adjectives they chose. Encourage them to give reasons for their choices (e.g. *I am shy. I don't like being with large groups of people*). Books open. Students read the sentences and circle the correct words. Encourage them to think back to the previous reading to help them. Encourage them to compare ideas in pairs before a whole-class check.

Answers

- cold and unfriendly 2 warm and kind
- generous and thoughtful

- 2 Students check the meaning of any unfamiliar words. Tell students that they should use an English-English dictionary as this will give them a description of the word and an example of it in use rather than a translation into their own language, which may not be entirely accurate.
- 3 Ask students to decide which of the adjectives are positive, negative and neutral. During feedback, nominate students to come to the front of the class and write the answers on the board. Take this opportunity to work on pronunciation by saying the adjectives for students to repeat. Check that they're placing stress on the correct syllable (on the first in all cases except for *polite* and *unfriendly* where the second syllable is stressed).

Suggested Answers

Positive (+): polite; warm; kind; generous; thoughtful
 Negative (-): cold; unfriendly; selfish; rude
 Neutral (0): lively; calm; shy

- 4 Do number 1 in open class to demonstrate the task then ask students to continue in pairs. With weaker classes, give students a list of five adjectives to choose from. You could also stage the task by first asking students whether a positive, negative or neutral adjective is required before they refer back to their answers to Exercise 3 and choose from there.

Answers

1 cold; unfriendly; selfish; rude 2 shy 3 warm; kind; thoughtful 4 calm 5 cold; unfriendly; rude

Fast finishers

Ask students to use some of the personality adjectives to describe the characters in the films described on page 67.

- 5 Students complete the dialogues in pairs. Remind them that there may be more than one correct answer. Check answers in open class.

Answers

1 rude 2 lively 3 generous / kind 4 polite 5 cold 6 thoughtful / kind

Optional extension

Disappearing sentences: You'll need to write out the dialogues on the board for this one (or display them on the IWB). Make AB pairs. Students practise the conversations in their pairs. Cover a small section of the dialogue, beginning from the right-hand side of the screen or board. Students repeat the dialogues in their same AB pairings trying to remember the whole thing, including the parts they can no longer see. Cover more and more of the dialogue, with students practising at each stage, until eventually nothing is left on the board. Ask for volunteers to perform for the class or have all As and all Bs perform in unison. This activity involving lots of repetition is a fun way for students to memorise useful chunks.

- 6 Students write four sentences about people they know. Monitor and help as required.
- 7 **SPEAKING** When students have completed Exercise 6, divide the class into small groups for students to read each other their sentences. Ask: *Do the rest of the group agree with the adjective you chose for each person?* Listen to some examples in open class.

Workbook page 66

THINK VALUES

Stereotypes

- 1 **SPEAKING** Divide the class into small groups and ask students to make a list of stereotypes for their own country or region. They should discuss why these stereotypes exist and decide how many of them are true. During feedback, nominate one group to read their list to the class while other groups cross off these items on their lists. Invite students to add to the list with any other stereotypes that haven't yet been mentioned before a whole-class discussion on questions 2 and 3. You could also ask: *Do you think any of the stereotypes used to be true, but aren't now?*
- 2 Working individually, students complete the exercise. For variety, put students with different partners for them to compare lists prior to open class feedback.

Fast finishers

Students make a note of what some of the stereotypes are for the groups on their list.

- 3 To get students thinking about stereotypes of teenagers, give them some examples (making it clear that you don't really believe these things!) Suggestions: *I think all teenagers are rude and lazy!* Ask students: *Is this true or not?* Invite reactions around the class. Put students in small groups to list stereotypes people have about teenagers. Monitor to ensure students are on task. Nominate students to read out some of their ideas in open class and hold a group discussion on people's attitudes towards teenagers.

Optional extension

Write these questions on the board:

Is there any truth in the stereotypes you listed in Exercise 3?
What are the impacts of stereotypes on teens or different nationalities?

What can be done to change stereotypes?

Ask students to work in small groups to discuss the questions. Monitor and encourage students to try to express their real ideas and opinions but use English to do so. Praise those making an effort to do this. Avoid error correction unless it really hinders comprehension. For feedback, invite students to share their ideas in open class.

WRITING

An article about stereotypes

Focus students on the instructions and try to elicit in open class who might read the article and for what purpose (e.g. school students and teachers; to be informed and possibly entertained). The writing could be done collaboratively in class with students working in pairs. First, pairs choose a stereotype and make notes on each of the main points. Encourage them to organise their writing as outlined in the example. On completion, pairs exchange their texts with another pair for them to read and give feedback on: **Content** (Were the ideas interesting?); **Organisation** (Was it easy to follow the ideas? Was the outline suggested on page 71 followed?); **Communicative purpose** (Did it inform and entertain?) and **Language** (Was there a variety of words e.g. adjectives to describe personalised?) If you prefer to mark the articles yourself, adopt a similar framework to giving feedback. Avoid focusing too much on accuracy, as a heavily marked piece of writing is more likely to demotivate learners than to make them try harder next time.


Student's Book page 72–73

PHOTOSTORY: episode 3

The nerd

- 1 Pairs should try to answer the questions by looking at the photos, without reading the conversation. Give them a couple of minutes for this prediction stage. If you're using an IWB, this would best be done as a heads-up activity with books closed. Write prompts


on the board to support students (e.g. *Maybe they think ...*, *Her problem might be / could be that...*). During feedback, write students' predictions on the board. These can then be referred to during feedback on Exercise 2.

- 2  2.05 Play the audio. Students read and listen to check their answers. Allow students to compare in pairs before feedback in open class. During feedback, refer to students' predictions from Exercise 1.

Answers

They're all talking about the boy with the laptop who Jeff and Leo think is a nerd and he spends all his time on his computer and doesn't do fun, sociable things.
Flora has a problem with her computer.

DEVELOPING SPEAKING

- 3 Ask students what they think happens next. Ask them to brainstorm possible endings for the story. Students work in groups with one student in each group acting as secretary and taking notes. During whole-class feedback, write students' ideas on the board to refer back to once they have watched the video. Don't give away answers at this stage.
- 4  EP3 Play the video for students to check their predictions from Exercise 1. During feedback, refer to students' ideas on the board. Who guessed correctly?
- 5 Check/clarify: *fixes*, *climbing*. Students complete this exercise in pairs. Monitor and help with any difficulties. You could do feedback by playing the video again, pausing for clarification.

Answers

1 Richie 2 Richie 3 Mia 4 Jeff 5 Richie

PHRASES FOR FLUENCY

- 1 Ask students to locate expressions 1–6 in the story on page 72 in order to identify who says them. Encourage them to try to work out the meaning of the expressions using the context before they try to think of how to say them in their own language. Students compare answers with a partner and discuss possible translations. Monitor to try to avoid discussions slipping into L1 completely.

Answers

1 Jeff 2 Flora 3 Leo 4 Leo 5 Leo 6 Leo

- 2 Ask students to read the conversation quickly, ignoring the spaces, to answer these questions: *Where's the dad going?* (shopping); *What are Tom and Mike going to do?* (tidy up the house). Check answers. Students read again and complete the conversation before a whole-class check.

Answers

1 Pack it in 2 Got it in one 3 I'm with you on this one
4 good point 5 don't get me wrong 6 Don't mention it

WordWise

Phrases with all

- 1 Students work with a partner to complete the exercise. You could ask pairs to discuss a possible context for each sentence before choosing an expression, for example for number 1: *the speaker's brother spends too much time on his phone*. During feedback, elicit or explain the meaning of the six phrases and be prepared to give further examples.

Answers

1 all day 2 After all 3 all we're saying 4 for all I know
5 all the same 6 once and for all

- 2 Students work individually to complete the sentences and compare answers with a partner before whole-class feedback.

Answers

1 all day 2 For all I know 3 after all 4 All we're saying
5 all the same 6 once and for all

Workbook page 66

FUNCTIONS


Invitations

- 1 Books closed. To introduce this topic, tell students that you are having a party this weekend. Ask students to suggest ways of inviting friends and try to elicit some of the expressions from the exercise. Also elicit possible responses. Write their ideas on the board.

Books open. Ask students to mark each sentence with either 'I' for 'invitation' or 'A' for 'acceptance'. Check answers. Students complete the exercise in pairs. Once you've checked answers in open class, read the sentences aloud for students to repeat. (You could move on to pronunciation at this stage prior to doing the role play.)

Answers

1 don't 2 about 3 fancy 4 would; love 5 course
6 count

- 2  Put students in AB pairs. Give them a few minutes to read the instructions and to think about how to invite their partner, using language from Exercise 1. They also each need to come up with a third idea for an invitation. You could make AA, BB pairs so that students can work together during the preparation stage. AB pairs get together and practise their conversations. Perhaps suggest that they accept two and refuse one of their partner's invitations. Monitor to help with any difficulties, to note down common errors to review after feedback and to encourage students to expand on their responses. Invite one or two pairs to perform for the class.

PRONUNCIATION

For practice of intonation go to Student's Book page 121.