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ALWAYS LOOK ON THE BRIGHT SIDE

Objectives

FUNCTIONS	cheering someone up
GRAMMAR	ways of referring to the future (review); future continuous; future perfect
VOCABULARY	phrases to talk about the future: <i>about to, off to, on the point of</i> ; feelings about future events

Student's Book pages 66–67

READING

1 Books closed. As a lead-in to the topic, ask students to work in pairs or small groups and make a list of blogs they have read, including the topic of each one. Elicit the names of a few blogs in open class and ask students: *Have you ever taken advice from a blog?*

If there is an interactive whiteboard (IWB) available in the classroom, this exercise would best be done as a heads-up activity. Focus attention on the pictures and ask students to discuss the questions in pairs. Monitor and encourage students to be as creative and open-minded as possible and to accept all of their classmates' ideas and interpretations equally. Nominate one or two pairs to share their ideas in open class. Have a quick show of hands to find out whether the majority thought that the pictures were mostly positive or negative, and invite comments.

- 2 **SPEAKING** Books open. Give students time to read the two statements before they begin their discussions in pairs. During feedback in open class, ask for volunteers to report on their discussions and to say who is more like them and why.
- 3 Check/clarify: *do for a living*. Ask students to read the blog and answer the questions. Set a three-minute time limit to encourage students to read quickly and not to focus on trying to understand every word. Allow students to compare answers with a partner before a whole-class check.

Answers

1 Jim 2 He owns a shop. 3 He's an optimist.

- 4 **2.02** Check/clarify: *in a good mood, allergic, bullets*. Before reading, ask students to underline key words in the statements that they should look for in the text. Ask them to underline the part of the text which helped them decide and to compare their answers with a partner. Tell students that they should read the article carefully and check that the text matches the information in a sentence exactly before deciding if an answer is true. Ask

students to compare answers in pairs and to come to an agreement on their answers before checking in open class.

Answers

- T
- F The main reason the blogger writes the post is because she wants to change people's attitudes.
- F The main character of the story is a man whose attitude to life was the same after he was attacked.
- F The robber got into the shop intending to steal the money.
- T
- T
- F The man made a joke and everyone found it funny.
- T

- 5 **SPEAKING** Students discuss the questions in pairs or small groups. Encourage them to go into detail in their answers and refer to the blog to explain their opinions. Monitor to help with vocabulary, but do not interrupt to correct errors unless they impede communication. The aim here is to give students the opportunity to build their fluency.

TRAIN TO THINK

Learning to see things from a different perspective

- 1 Books closed. To introduce this activity, draw a glass on the board with a line halfway up. Ask: *Is the glass half-full or half-empty?* Take a show of hands on this. Ask: *Does your answer to this question reflect your attitude to life in general?* Ask students to discuss the question in pairs and listen to some of their ideas in open class.

Books open. Give students time to read the two paragraphs. Students work in pairs to discuss what and who helped the people change their attitudes. Check answers in open class.

Answers

First speech bubble: A teacher helped them by telling them a useful saying.

Second speech bubble: Their best friend helped them by advising them to ignore the person making fun of them.

- 2 **SPEAKING** Give students some time to think of situations individually. Monitor and help with vocabulary and ideas, as necessary. Put students into pairs to discuss their ideas with a partner. Re-group students into small groups for students to report back on their discussions and share opinions.

Optional extension

Write the following situations on the board:

A young man in your street has bought a very expensive car.

Eaden passes exams easily and never seems to study.

George says: 'I'm not clever enough to go to university.'

Ask students to think of different ways people might react to the situations. What could be a positive reaction and what could be a negative reaction? For example: Positive: *What a lovely car – he must have worked really hard to get the money for that.* Negative: *He only has an expensive car to show other people how rich he is.*

It may help if students try to imagine the reactions of different members of their family. Would their reaction be different to their grandmother's, for example? After some individual thinking time, divide the class into small groups for students to compare and discuss. During feedback, ask: *What would you say to people to change negative perspectives?*

Student's Book pages 68–69**GRAMMAR****Ways of referring to the future (review)**

- 1 At this level, students should have quite a good awareness of the four forms, so you could ask them to cover the rule box and divide the class into small groups for students to explain the uses of each one. Elicit some of their ideas in open class, but do not comment at this stage. Ask students to complete the rule. Did they manage to come up with all of the various uses for each form? Check answers in open class, referring to the example sentences and giving further examples for clarification, as necessary. Draw attention to the use of time expressions used in the sentences: *later today; two weeks from now; in five minutes.*

Rule

1 will 2 present simple 3 going to 4 will 5 going to
6 present continuous 7 present simple 8 will

Optional extension

Ask students to write two true and two false sentences about themselves using each of the tenses. In pairs, students read out their sentences for their partners to guess which are true. Students should take turns to quiz each other in order to work out which are the two false sentences before revealing them.

- 2 If you're short on time, set this exercise for homework. Consider doing number 1 in open class as an example. Students work individually to complete sentences 1–8. Allow them to compare answers with a partner before feedback in open class. Where more than one answer is possible, ask students to explain any subtle differences in meaning.

Mixed-ability

Weaker students could do this exercise in pairs.

Answers

- 1 arrives/is arriving/will arrive
- 2 are going to spill/will spill
- 3 will, rain
- 4 are seeing/are going to see
- 5 starts/is starting/is going to start
- 6 go
- 7 am going to buy/am buying/will buy
- 8 is/is going to be/will be

Fast finishers

As students tend to have more difficulty with present simple/continuous as future forms, ask them to write sentences showing the difference between the forms, e.g. *I'm playing football tomorrow. The game starts at 10.30.*

Optional extension

Do a teacher-student role play. Ask students to write sentences containing mistakes with future forms. Students pass their sentences to a partner. The partner has to act as the teacher, explain the problems with the sentences and elicit the correct answer from the student.

Workbook page 64 and page 125

VOCABULARY**Phrases to talk about the future: *about to, off to, on the point of***

- 1 In pairs, students match sentences 1–3 to their uses. Check answers.

Answers

1 b 2 a 3 b

Look!

Refer to the Look! box to clarify the forms of the phrases. To check understanding, ask students to write a sentence about their future; one for each of the phrases. Monitor to check the phrases are being used correctly. Make a note of any repeated errors. Write them on the board and elicit corrections in open class.

LANGUAGE NOTE

Clarify that *about to* and *on the point of* are often used to describe actions in the near future, but these may not be very immediate; it all depends on context. For example:

We're about to buy a new house. (in the next few days or weeks)

They are on the point of splitting up. (It's going to happen soon.)

- 2 If you're short on time, set this exercise for homework.

Give students time to read sentences 1–6 and check understanding. Ask them to put their pens/pencils down before they start reading to dissuade them from answering straight away. Go through the first sentence in open class as an example. Once they've completed the exercise, ask students to compare answers with a partner before whole-class feedback.

Answers


- 1 about to 2 off to 3 about to 4 about to 5 off to
6 on the point of

Fast finishers

Ask students to write three sentences which are true for them using *about to*, *off to* and *on the point of*.

Workbook page 66

LISTENING

- 1  2.03 Books closed. As a lead-in, ask students: *Which quiz shows have you watched on TV or listened to on the radio? What are the rules?* Students discuss the questions with a partner. To make the second question more challenging, ask them to imagine they are explaining the rules to a person who has never seen the show. Elicit a few examples of rules in open class as feedback and see if others in the class can guess the show.

Books open. Ask students to read question 1 before you play the audio. You could ask them to discuss possible meanings of the phrase (question 2) before they listen and check.

Allow them to compare answers with a partner before open-class feedback.

Answer

- 1 cloud

Audio Script Track 2.03

- Presenter Hello and welcome to *Silver Linings*, the show where our guests try and find a little bit of good in everything. Well, we all know the expression: 'Every cloud has a silver lining' and that's exactly what my special guests Dan and Anna are here to do: find the silver lining. I'm going to give them some potentially disastrous situations and they're going to tell me why in fact it's actually a really good thing. A point goes to whoever gives the most imaginative answer. Dan, Anna, all clear? Great. So let's play Silver Linings. So Dan and Anna, round one. It's Monday morning, you arrive at school and the sports teacher tells you you've been dropped from the school football team.
- Dan So the teacher is telling me I'm not good enough.
- Presenter Exactly.
- Dan Well that's easy. This is actually a really good thing because I've always wanted to learn to play basketball. So I'll do that now ... and one day the teacher will regret it, and come back and ask me if I want to join the football team again ... well, by then, I'll have become a big basketball star. I'll say: 'I'm so sorry, all I'm interested in is basketball these days ...'
- Presenter So, Anna. What about you? What would your silver lining be?
- Anna OK, so this is on a Monday morning?
- Presenter Yes.
- Anna So tomorrow is Tuesday.
- Presenter Er, yes. Very good.

Anna Well, on Tuesday afternoon my friends will be playing football. But I'll be sitting in the new ice cream shop near school, enjoying a delicious ice cream – strawberry, vanilla and chocolate. That's my silver lining.

Presenter OK, so now over to the audience. If you think Dan's answer is best, press the green button. If you think Anna should get the point, press the red button. And ... the winner is Anna. Well done, Anna – one point for you. OK, round two. You and your family are off to Italy on a skiing holiday, but at the airport you find that your flight has been delayed for six hours because of bad weather. Six hours at Heathrow airport. What can possibly be good about that? Anna?

Ann Well, I don't want to sound like a stereotype of every girl but ... but, erm ... all those shops at big airports ... I think I could easily spend six hours looking at things ...

Presenter So while your parents try to entertain your little brother, you'll be walking around the shops?

Anna Yes, that's about it.

Presenter Poor parents! OK, Dan. What's your silver lining?

Dan Well this one's really quite easy, isn't it?

Presenter Is it?

Dan Yes. It's logical. Think about it. The plane is delayed because of bad weather. OK so I'm going to have this bad weather in Italy in the form of snow. Can I do that?


Presenter You can do whatever you want.

Dan OK. Snow in Italy. And I'm going on a skiing holiday. I'll just relax with a good book knowing that by the time the plane leaves London a lot of snow will have fallen on our ski resort in Italy. And I'll be happy knowing that in a couple of days we'll be skiing in perfect snow on a perfect Italian mountain.

Presenter Well, of course.

Dan Anna will still be shopping in Heathrow and she'll have missed her flight.

Presenter OK, audience, again please. Red for Anna, green for Dan. 3, 2, 1 and ... It's Anna again. Dan, you have some catching up to do.

- 2  2.03 Students may like to work in pairs and try to answer the questions from memory before listening to the audio again to check and complete their answers. After you've played the audio a second time, give students time to review and expand their notes before comparing with a partner. Check answers in open class.

Answers

Round 1:

Dan says it's a good thing because he's always wanted to play basketball and he'll become a big basketball star. Anna says that instead of playing football she'll be eating a delicious ice cream at the ice cream shop near school.

Round 2:

Dan says that he can just relax with a good book and that it means that there'll be lots of snow to ski on when they get there.

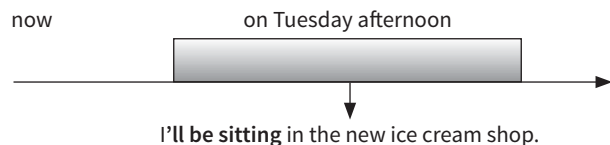
Anna says she can spend the time shopping.

- 3 **SPEAKING** Divide the class into pairs for students to compare notes and decide who should get the points in each situation. Listen to some of their ideas in open class, insisting on students giving reasons for their answers.

GRAMMAR

Future continuous

- 1 Put students into pairs to complete the rule. Check answers in open class. Use the examples in Exercise 1 and a timeline like the one below to clarify the rule.



Rule

1 around 2 be 3 -ing

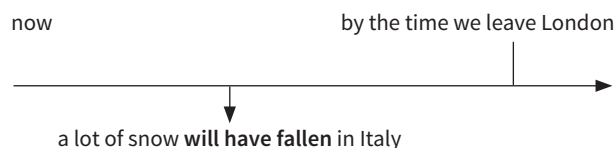
- 2 Before filling the gaps, ask students to quickly read the dialogue to answer the questions: *Is Jessie going to have a busy weekend? Why?* (Yes. She is going to London with her father.) This will ensure students have a gist understanding of the dialogue before they start focusing on form. Students work individually to complete the dialogues. Let them compare answers with a partner before checking in open class. During feedback, explain/ elicit that we use the future continuous to talk about an action happening around a specific future time and the future simple to describe one particular action which takes place in the future. Check that students are contracting *will* to *'ll* and that they are placing the main stress on the principal verb rather than equally stressing all three words.

Answers

1 will be sitting 2 will be walking 3 will phone
4 will be watching 5 will come 6 will be thinking
7 will put

Future perfect

- 3 Get students to complete the rule in pairs. During whole-class feedback, use the example sentences to clarify. Again use a timeline like the one below to show the difference between the future perfect and future continuous.



To check understanding at this point, elicit a few more examples of sentences with the future perfect and future continuous. Write some sentence stems on the board to get students started. For example:

By this next time next week ...
At 7 o'clock tomorrow morning ... etc.

Rule

1 will 2 have 3 past participle

- 4 If you're short on time, set this exercise for homework but perhaps do number 1 in open class. Students complete the exercise individually and check their answers with a partner before open-class

feedback. During feedback, ask students to explain why they chose their answers and why another form is not a possible answer in each case.

Answers

1 have finished 2 have found 3 be sleeping
4 be flying 5 have spent 6 be teaching
7 have watched 8 be touring

Optional extension

Divide the class into pairs. Students take it in turns to say a time on a particular day. Their partner has to say what they will be doing at that time and what they will have done previously. For example:

A: *8 o'clock on Monday morning.*

B: *I will have had a shower and got dressed. I will be eating my breakfast.*

Workbook page 65 and page 125



Be aware of common errors related to the future continuous. Go to Get it right! on Student's Book page 125.

SPEAKING

- 1 Write *Silver Linings* on the board. Divide the class into four groups (A, B, C and D). You might like to pair students within their groups (AA, BB, CC, etc.) for this preparation stage. Ask students to read the situation that corresponds to their letter and to discuss and make notes on their optimistic solutions. Point out that students should try to use the future perfect and continuous in their answers, where possible.
- 2 Form ABCD groups to play the game. Monitor and make a note of any future tenses being used correctly to highlight and praise during feedback. Also note down any examples where a future tense could have been used but wasn't for students to transform during feedback. Before focusing on future forms, ask students with the highest scores to give examples of their solutions.

Student's Book pages 70–71

READING

BACKGROUND INFORMATION

If students have access to the Internet in the classroom, you may like to divide the class into three groups and ask each group to research one of the three famous people quoted in the article. When they have made notes on their findings, regroup into groups of three for students to share information.

Charlie Chaplin (16 April 1889–25 December 1977) was an English comic actor and director. His most famous films were *The Kid* (1921) in which he played his best-known character The Tramp, *Modern Times* (1936) and *The Great Dictator* (1940). Another famous quote from Chaplin is 'A day without laughter is a day wasted.'

Mahatma Gandhi (2 October 1869–30 January 1948) was the leader of the Indian Independence Movement from 1921 until India became independent from Great Britain in August 1947. He was a great advocator of non-violent revolution. He is widely described in India as the father of the nation. Another famous quote from Gandhi is ‘Live as if you were to die tomorrow; learn as if you were to live forever.’

Winston Churchill (30 November 1874–24 January 1965) was a British politician. He was Prime Minister of the United Kingdom from 1940 to 1945 and from 1950 to 1955. His speeches inspired the United Kingdom to victory in the Second World War. He was named the Greatest Briton of all time in a 2002 poll. Another famous quote from Churchill is ‘If you’re going through hell, keep going.’

- 1 A recording of this text is available with your digital resources.

As a lead-in, show photos of worried-looking people of varying ages. Divide the class into pairs and ask: *Why do you think the people look worried?* Encourage students to use future forms in their answers where possible. Students discuss the question in pairs. Listen to some of their ideas in open class.

Students read the website and answer the questions. To encourage them to read quickly, set a three-minute time limit for the exercise. Students check answers with a partner before whole-class feedback.

Answers

It’s for people who worry. The worries mentioned are about a decision to take a trip and being good enough to play drums in a band.

- 2 Students read the website page again to match each of the worries (A–B) with one of the answers 1–3. Before they read, check/clarify *inspirational*, *hang out with*, *audition*. Ask students to underline the parts of the text that helped them decide on their answers. Allow students to compare answers in pairs before checking in open class.

Answers

1 – 2 B 3 A

- 3 Ask students to read the questions and then re-read the text to find the answers. Check answers in open class.

Answers

- 1 The writer used to be a worrier too.
- 2 The writer can see the positive in their situations.
- 3 Worrier A is less pessimistic, seeing both positive and negative sides of the situation.
- 4 The Charlie Chaplin quote.

- 4 **SPEAKING** Give students time to read the questions. Clarify any difficult vocabulary. Divide the class into small groups for students to discuss the questions. Ask each group to appoint a secretary to note down their answers. When students have completed the exercise, you regroup students and ask them to repeat the exercise with new partners. As well as maximising speaking practice, this is often motivating for students as they are able to express themselves more fully on the second attempt. Ask individuals to report back to the class on their discussions.

Mixed-ability

Give weaker students time to make notes on their answers before they begin their group discussions.

Optional extension

To give students practice in scanning texts, write the following words on the board in random order: *inspirational; cool; weird; great; disappointed; gloomy*.

Divide the class into pairs and have a race to see who can be the first pair to find the six adjectives in the texts. When the first pair finishes, check answers and check understanding. As a follow-up, ask students to discuss what the adjectives refer to in the text.

VOCABULARY

Feelings about future events

- 1 To introduce this section and give students an example, elicit typical situations that make students worried.

Ask students to make a list in pairs. Monitor and help with vocabulary as required. To extend the discussion, ask students to rank their situations from most to least worrying. Regroup students and ask them to compare lists with different partners. Ask: *Which three situations would worry you most?* Listen to some examples in open class.

- 2 Ask students to read the extracts and decide which event each one refers to. Set a one-minute time limit to encourage students to read quickly and to focus on overall meaning rather than specific vocabulary. Allow students to compare answers with a partner before open-class feedback.

Answers

A a football or rugby match B going back to college/university as a mature student C an exam D a visit to the dentist

Fast finishers

Ask students to look back at the two worries on the website on page 70 and rewrite them using some of the expressions in bold.

- 3 Students complete the exercise in pairs. Allow them to use dictionaries if necessary. While students are working, re-create the two columns on the board for use during feedback. Check answers in open class, writing answers in the two columns. Ask students to copy the lists into their notebooks.

Answers

expressing optimism:

I’m really looking forward to I feel quite positive
I’ve got a really good feeling about

expressing pessimism / worry:

I’m ... dreading I’m feeling quite apprehensive
I’m also a bit unsure I just don’t know where to start
It’s a nightmare – I’m really worried
I’m getting so worked up I’ve just got a bad feeling about

Optional extension

Ask stronger students to discuss which of the expressions are more or less optimistic.

- 4 Refer students back to the lists they created in Exercise 1 and ask them to complete the exercise in pairs. You may like to ask students to write answers so that you can monitor and check they are being used correctly.


Optional extension

To help students memorise the expressions, put students into pairs. Students take turns to close their books while their partner says the expressions for them to decide if they express optimism or pessimism.

Workbook page 66

FUNCTIONS

Cheering someone up

- 1  2.04 As a lead-in, ask for volunteers to talk about one of their worries from Vocabulary Exercise 4. Encourage the other students to cheer them up and tell them not to worry. Write any interesting vocabulary on the board and try to elicit some of the expressions from the exercise.

Give students time to read sentences 1–5 and complete them with the words from the list. Play the audio for students to listen and check their answers. Allow them to compare answers with a partner before feedback in open class. Write answers on the board and ensure students are clear on what the full expressions are: *Cheer up! Things will seem better after/when ...; Hang in there; Don't let it get you down; It's not the end of the world; Look on the bright side; There is light at the end of the tunnel.* Say each expression for students to repeat and check pronunciation. Ask them to cover the expressions to discourage them from reading and to ensure they repeat with feeling.

Answers

1 Cheer 2 Hang 3 down 4 bright 5 light

- 2 Ask students to complete the exercise in pairs. Encourage them to give reasons for their answers rather than just using an expression to cheer them up. Listen to some of their ideas in open class.

PRONUNCIATION

For practice of appropriate intonation when encouraging someone, go to Student's Book page 121.

THINK SELF-ESTEEM

What cheers me up

- 1 Ask students to think of two more things that cheer them up. Give an example of your own to get them started. If students mention a song or humorous video and you have access to digital technology in

the classroom, make a note and choose some to show in the next lesson.

- 2 Students make notes on the reason why the things cheer them up. Monitor and help with vocabulary as necessary.
- 3 **SPEAKING** Divide the class into pairs or small groups for students to discuss. Monitor, but avoid error correction unless errors really hinder comprehension. The focus of this task is on fluency, not on practice of structures or lexis. Make a note of any nice expressions in English that students use during the activity and write them on the board at the end of the exercise for the whole class to copy. Praise the students who used the expressions, as giving positive feedback will encourage students to be more adventurous in similar communication tasks.

Optional extension

Ask students to refer back to the events they wrote down in Vocabulary Exercise 1 and ask: *Which of the events are you likely to face soon? Think about how you feel about each one and make notes.*

As students make notes, monitor and help with vocabulary. Ask students to work in pairs or small groups and discuss their future events together, offering encouragement where they can. Students could suggest some of the things in Functions Exercise 1 when recommending ways to cheer each other up. For example:

A: *I've got an important exam on Friday. I've got a bad feeling about it.*

B: *It's normal to feel apprehensive when you've got an exam, but don't let it get you down. I'm sure you'll be fine. Why don't you go and buy some chocolate, that always cheers me up!*

WRITING

A short story

The planning for this exercise can be done in class and the writing set for homework.

Tell students they are going to write a story which finishes with the words *Every cloud has a silver lining*. Elicit the meaning in open class as a reminder. You could tell them a story of your own as an example.

Give students a short while to work individually to come up with an idea and make notes. Divide the class into pairs for students to take turns to tell their stories, expanding on the notes they made. When students have told their stories, ask them to give each other feedback. They should say how it could be made more interesting and point out any important elements that should be included. Give students time to revise their notes accordingly.

Ask students to write the story. If time allows, suggest they write a first draft, then exchange stories with a partner for students to read each other's stories and make comments and suggestions. Tell them not to correct every error, but to look for the following:

What further information would you like?

In what ways could vocabulary be improved?


What punctuation and spelling mistakes are there?

Finally, ask students to write a second draft incorporating their partner's suggestions and comments. Ask students to work in small groups and read each other's stories.

Student's Book pages 72–73

PHOTOSTORY: episode 3


The competition

- If you're using an IWB, project the photos onto the board and ask students to close their books. Get students to try to recall what happened in previous episodes of the photostory. Next, ask them to guess answers to the questions, based on the photos. Write some of their ideas on the board.
-  2.07 Play the audio for students to listen as they read, and check their answers from Exercise 1. During whole-class feedback, refer to students' ideas on the board. Ask: *Who guessed correctly?*

Answers

- He wants to win a photo competition.
- She thinks it's a bad idea.

DEVELOPING SPEAKING

- Ask students: *What do you 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.
-  EP3 Play the video for students to watch and check their answers. During whole-class feedback, refer to students' ideas on the board. Ask: *Who guessed correctly?*
- Give students time to read the statements. Students complete the exercise in pairs. Play the video again, pausing as required for clarification, for students to check their answers.

Check answers with the whole class. Ask students to correct any false statements.

Answers

- 1 T 2 T 3 T 4 F 5 T 6 F

PHRASES FOR FLUENCY

- Ask students to locate expressions 1–6 in the story on page 72 and underline them. To encourage speed-reading, you could do this as a race and ask students to find the expressions as quickly as possible. Ask students to compare their answers with a partner before feedback in open class.

Answers

- 1 Liam 2 Emma 3 Justin 4 Emma 5 Emma
6 Nicole

- Students work with a partner to complete the exercise. Check answers. Say each of the phrases for students to repeat and check pronunciation.

Answers

- a 5 b 4 c 3 d 6 e 2 f 1

- Ask students to complete the dialogues. Go through number 1 with them in open class as an example, if necessary. During feedback, say the sentences for students to repeat.

Answers

- 1 for a start; Fair enough 2 go for it; get your hopes up
3 make a fool of myself; Anyway

Optional extension

Disappearing sentences: you'll need to write out the dialogues on the board or IWB for this one. Make AB pairs so that half of the class are A and half are B. Students practise the conversations from Exercise 3 in their pairs. Cover a small section of the dialogues, 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.

WordWise

Expressions with so

- Books closed. As a lead-in, write *so* on the board and ask students to give different examples of its use in open class. Write any correct examples on the board. Books open. Ask students to work with a partner and complete the exercise. During whole-class feedback, elicit or explain the meaning of the five phrases and give further examples as necessary to clarify meaning.

Answers

- 1 I told you so 2 So 3 I'm afraid so 4 I guess so
5 or so 6 so far

- Students work individually to complete the sentences. Encourage them to refer to the sentences in Exercise 1 to help them choose the correct phrase. Students compare answers with a partner before whole-class feedback. During feedback, work on pronunciation and intonation of the sentences. Finally, ask students to work in pairs and practise the dialogues. You could adopt the 'disappearing sentences' approach here if you didn't do it earlier.

Answers

- 1 So 2 I'm afraid so 3 or so 4 so far 5 I guess so
6 I told you so