

## Student A

**It's Friday night. You're with Student B.**

**Make suggestions. Choose:**

- a place to go in the evening (nightclub, cinema, internet café)
- a way to travel (cycle, drive, bus)

**Then respond to Student B's suggestions.**

☺ = you want this

☹ = you don't want this.

A place to meet: at Student B's house (☹), at school (☹), in the park (☺).

A place to eat: British restaurant (☹), Indian restaurant (☺), French restaurant (☹)

## Student B

**It's Friday night. You're with Student A.**

**Respond to Student A's suggestions.**

☺ = you want this

☹ = you don't want this.

A place to go in the evening: nightclub (☹), cinema (☹), internet café (☺)

A way to travel: cycle (☹), drive (☹), bus (☺)

**Then make suggestions. Choose:**

- a place to meet (at your house, at school, in the park)
- a place to eat (French restaurant, Indian restaurant, British restaurant)

**1** If SS get less than six right in this exercise, ask them to review the Present simple on pages 116–117 of the Student's Book.

- |           |                 |
|-----------|-----------------|
| 1 goes    | 6 has           |
| 2 loves   | 7 uses          |
| 3 gets up | 8 flies         |
| 4 studies | 9 doesn't relax |
| 5 speaks  | 10 doesn't go   |

**2** This exercise reviews grammar from throughout Unit 3. Before they do the exercise, check that SS understand the task. There is an extra word in each sentence that they need to delete.

- 1 Can do you lend me a pen, please?
- 2 Let's we go out tonight.
- 3 That's a the good idea.
- 4 What channel is it on TV?
- 5 It does ends at about 8.30.

**3** This exercise reviews the grammar from lesson 3F.

- |             |           |
|-------------|-----------|
| 1 sometimes | 4 usually |
| 2 sometimes | 5 never   |
| 3 never     |           |

**4** This exercise reviews Word Bank 9 on page 72 of the Student's Book.

- |         |           |
|---------|-----------|
| 1 busy  | 5 hungry  |
| 2 bored | 6 cold    |
| 3 hot   | 7 thirsty |
| 4 late  | 8 tired   |

**5** This exercise reviews Word Bank 10 on page 73 of the Student's Book.

- |        |           |
|--------|-----------|
| 1 to   | 3 quarter |
| 2 half | 4 o'clock |

**6** This exercise reviews Word Bank 11 on page 74 of the Student's Book.

- |             |            |
|-------------|------------|
| 1 lunch     | 5 dinner   |
| 2 shower    | 6 exercise |
| 3 breakfast | 7 homework |
| 4 snack     | 8 finish   |

**7** The first reading task tests global understanding of the text.

- |         |         |
|---------|---------|
| 1 True  | 4 True  |
| 2 True  | 5 False |
| 3 False | 6 True  |

**8** The second reading task asks SS to look more closely at the text, and extract specific information. It's not necessary for students to write full sentences here. Accept one word answers too (teacher, Brazil, etc.).

- 1 He's a teacher.
- 2 She's in Brazil.
- 3 She works 14 hours a day.
- 4 She knows actors like George Clooney.

- 5 She speaks English and Arabic.
- 6 She studies Computer Science.

**9** The recording reviews the language of requests from lesson 3A. It also serves as a preparation task for the following speaking task, where SS need to replicate a similar conversation. Note that this is the first time SS are asked to listen and write down answers. Tell SS that they only need to write one or two words for each answer. They don't need to write full sentences. If the class has a lot of difficulty with listening, play the recording a third time. Be generous with spelling here: the most important thing is that SS capture all of the information accurately.

- 1 He invites her to a nightclub.
- 2 She studies French.
- 3 He plays football.
- 4 She finishes work at 11.
- 5 She works in a cinema.
- 6 He suggests an Italian restaurant.
- 7 She writes in her diary.
- 8 It's 349901.

**10** For the speaking tasks, print one role-card for each student. If you have an odd number of SS in your class, play the second role yourself in one conversation (it is best to do this with the weakest S in the class, so that you can provide them with added support).

Give SS a minute or two to prepare their roles (without writing anything down) before the role-play begins.

Mark the conversation as follows:

- 3pts for correctly making the offers on their cards
- 3pts for responding to their partner's offers, and making a final conclusion
- 2pts for keeping the conversation moving and not pausing too much
- 2pts for pronunciation

**11** This exercise reviews the writing section from lesson 3C on page 37 of the Student's Book. Give 2pts for each correct answer.

- 1 They don't go out a lot
- 2 she dances very well
- 3 he supports Barcelona
- 4 He does a lot of exercise
- 5 he has a really big car

1.3

[fx: alarming sound of dental drill, behind closed doors.]

- Iva On no.... oh no.  
Tim Hi Iva! Are you at the dentist's too?  
Iva Hi Tim! Yes... and I don't like it!  
Tim Don't worry. I'm at 2.10. And you?  
Iva 1.45.  
Tim You're first!  
Iva I know! Oh....  
Tim So... Iva. Do you want to come to a club with me tonight?  
Iva A club? Tonight? Uhm... Oh no. I can't. I have my French class tonight.  
Tim Oh OK.  
Iva But I can go tomorrow.  
Tim No, Thursday's not good for me. I play football on Thursdays.  
Iva Well, then there's the weekend.  
Tim Hmm... Friday?  
Iva On Fridays I work late. I finish work at 11.  
Tim Where do you work?  
Iva In the cinema.  
Tim Right. Uhm... Saturday?  
Iva Yes! Let's go to a restaurant!  
Tim OK. I know a good Italian restaurant.  
Iva Mmm. Italian? I love Italian food. Let's go there. I need to write the day and time in my diary.  
Saturday, ... dinner ... with Tim.  
Tim Great!  
Iva Oh. What's your phone number, Tim?  
Tim It's 349901.  
Iva 34 ... 99 .. 01. OK. Good!

[fx: door opens]

- Dentist Next! Iva...?  
Iva [Gulp!]