

Student A

Make offers to Student B. You start the conversation.

You:

- have party on Friday
- invite B and all his/her friends
- the party is at Pizzeria in town centre
- start at 9, end at 12. after: disco!

Now Student B makes you an offer:

Reply: you look after baby brother on Sunday.

Student B

Respond to Student A's offers and suggestions. Student A starts the conversation:

You:

- are free on Friday night
- your friends Bill and Joe work all night on Friday (in petrol station)
- you go home at 11 on Friday
- on Saturday morning you have an English test

Now, you make an offer:

Ask Student A to play tennis on Sunday

1 This exercise reviews the grammar from Unit 4. If SS have difficulty finding the answers, direct them to the Grammar Reference on pages 118-119 of the Student's Book.

- | | |
|--------|------------|
| 1 go | 6 with |
| 2 get | 7 around |
| 3 By | 8 Would |
| 4 take | 9 can't |
| 5 long | 10 Because |

2 This exercise reviews countable / uncountable nouns and offers from lesson 4B and offering from lesson 4C. Give 2pts for each question: 1pt for each correct answer.

- | | |
|-------------------|--------------------|
| 1 to eat, I'm not | 4 about, I'll have |
| 2 some, are | 5 Let's, would |
| 3 don't, some | |

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

- | | |
|--------|------|
| 1 do | 4 to |
| 2 look | 5 up |
| 3 up | |

4 This exercise reviews Word Bank 8 on page 71 of the Student's Book.

- 1 b 2 e 3 c 4 d 5 f

5 This exercise reviews Word Bank 12 on page 75 of the Student's Book. Give 1pt for each correct answer.

- fruit:** apples, bananas
vegetables: carrots, potatoes
meat: bacon, chicken
drinks: beer

6 This exercise reviews Word Bank 13 on page 76 of the Student's Book.

- 1 the day before yesterday
- 2 weekend after next
- 3 the day after tomorrow

7 This reading text reviews the themes of transport to work from lesson 4E. The first reading task develops the skill of scanning a text looking for specific information. This is a useful skill to practise for exams, where SS are often required to read texts quickly to find specific pieces of information. Give 1pt for each correct answer. It is not important that they list the forms of transport in the same order as in the text.

- | | |
|---------|-------------|
| 1 bus | 4 motorbike |
| 2 boat | 5 plan |
| 3 train | 6 car |

8 The second reading task asks SS to look more closely at the text, and extract specific information. Accept one or two word answers here if it is clear that SS have answered the questions correctly.

- 1 It's very beautiful and she's in the fresh air.
- 2 She reads her newspaper.
- 3 She has a coffee and a croissant.
- 4 She's a secretary (for a courier company).
- 5 She has to drive to the airport in the car.
- 6 She feels scared.

9 The recording reviews the language of offering and inviting from lesson 4C. It also serves as a preparation task for the following speaking task, where SS need to replicate a similar conversation. Play the recording twice.

- 1 Ray is going **to the park**.
- 2 Ray is going **to play football**.
- 3 Ray works **as a waiter in his parent's restaurant**.
- 4 Ray's going to be **at work on Saturday evening**.
- 5 Monica invites Ray **to the bookshop**.
- 6 Ray likes **reading science-fiction books**.
- 7 Ray invites Monica **to lunch at his house**.
- 8 Ray's going **to cook pasta**.

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.

This conversation reviews *have to* from lesson 4A, and the language of making and responding to offers from lesson 4C.

Mark the conversation as follows:

- 3pts for using grammar and structures from Unit 4, especially the target language of the unit (for example, the role cards should prompt *Would you like... have to*)
- 4pts for answering their partner's questions, and successfully completing the task (communicating all the information on the cards)
- 2pts for pronunciation
- 1pt for keeping the conversation moving and not pausing too much

11 This exercise reviews Writing 4 from page 63 of the Student's Book. It also further practises the *going to* future from lesson 4D.

Give 10pts for the written work, divided like this:

- 3pts for grammar and punctuation
- 2pts for spelling
- 1pt for using appropriate paragraphing
- 4pts for successfully completing the task (in this case, providing all the information needed)

2.4

- Ray Hi Monica! How are you?
Monica Hi Ray!
Ray Is this your dog?
Monica Yeah, this is Boris. I'm just taking him for a walk in the park.
Ray I'm going to the park too. Can I come with you?
Monica Of course! Why are you going to the park?
Ray I'm going to play football.
Monica Great! Did you watch the game last night?
Ray No, I was at work in the restaurant.
Monica You're a waiter, aren't you? Do you like it?
Ray No, but I have to do it. It's my parent's restaurant and they need my help.
Monica Right. Hey, are you going to be at work on Saturday afternoon?
Ray The afternoon no, but the evening yes. Why?
Monica I'm going to the bookshop with my friend Jim. The writer Terry Pratchett is going to visit it. Would you like to come with us?
Ray Yeah! I'd love to. I love reading science fiction! What time is he going to be there?
Monica 3 p.m.
Ray If it's 3 p.m. ... let's have lunch together before. You, me and Jim. At my house.
Monica OK. What are you going to cook?
Ray Pasta!

[fx: angry dog barking noises]

- Monica Sure, why not? Oh here we are at park. Calm down, Boris! Calm down!