

3 Let's Get Together

Reading:	multiple-choice & matching, understanding the context
Vocabulary:	party- and technology-related words, phrasal verbs, multiple-choice sentences, identifying collocations
Grammar:	present continuous for future plans & arrangements, prepositions of time, place, direction & prepositional phrases, open cloze, choosing the correct preposition
Listening:	multiple-choice (pictures), choosing the correct picture
Speaking:	asking & answering questions, talking to a partner, asking for details about events, checking information
Writing:	a poster, writing important information, finding the correct information, expressing time, giving contact details

Unit opener

- Ask students what the title of the unit is (*Let's Get Together*). Write the title on the board and ask if it is a statement, a question or a command (*command*).
- Write the following activities on the board.
 - Having coffee in a café
 - Studying for an exam
 - Taking an exam
 - Listening to music
 - Throwing a party
 - Watching TV
 - Having breakfast
 - Going on holiday
- Ask students if there are any phrases that they do not understand. Then ask them to comment on whether or not the activity is something you always, usually, sometimes, rarely or never do with other people. Ask them what we call it when we ask someone to do something with us (*an invitation*).
- Ask students to look at the photo and describe what they see without looking at the caption. Ask students if they think animals need each other's company, or if they like to be alone. Ask them to look at the caption and guess what a puffin is (*a bird / the birds in the picture*).
- Give students some background information on the photo if you like, using the information provided below.

Background Information

Horned puffins make their home in the far northern reaches of the Northern Hemisphere – in Siberia, Alaska, and British Columbia, Canada. Specifically, they live on islands, such as the one in the photo, Round Island, Alaska. They live in colonies with hundreds of other horned puffins and they spend their days hunting for fish in the Pacific Ocean. On Round Island, they have plenty of company; the island is a habitat for walrus, sea lions and hundreds of other types of birds. In the summer, foxes come out to the shores and play, and the nearby ocean waters contain massive grey whales.

Reading

A

- Ask students to read the instructions, and check that they understand what they have to do.
- Give students 20 seconds to do the task individually. Then discuss answers as a class.
- Make sure students have the correct answers in their books.

Answer

b invitations

B

- Ask students to look back at the invitations in task A.
- Ask them to work with a partner to decide what different ways of inviting someone to an event are used in task A. Look at the first one together as a class, to help them get started.
- Give students one minute to complete the task. Then discuss answers as a class. Use the board to write down the different ways of inviting someone to an event.

Answers

- | | |
|------------------|-------------------|
| 1 an email | 4 a Facebook post |
| 2 a text message | 5 a phone call |
| 3 an invitation | |

C

- Now explain to students that they are going to invite their partner to an event, and then their partner is going to do the same.
- Encourage students to use the text in task A to help them with their invitation.
- Walk round the class to check that students are doing the task correctly. After they have completed the task, go over any common mistakes without saying who made them.

Answers

Students' own answers

Word Focus

- Ask students to look at the *Word Focus* box. Ask them to look at the words but not the definitions. Ask students to find the words in the text.
- Ask them to read the sentences with the red words and to try to guess the meaning of the words. Let them know that it is fine if they are not sure of the meaning, but to try to guess anyway. Ask them if it is a person or place, or a noun or adjective.
- Ask students to work through all the words in red on their own. Once they have finished, ask them to look at the *Word Focus* box to see if they worked out the correct definitions.

D

- Before beginning the task, ask students the following questions.
 - What is the title of the article? (*Australia Day*)
 - When is it? (*26th January / January 26*)
 - What happened in 1788? (*British ships arrived with the first white settlers.*)
 - What do people do on Australia Day? (*They take a break from work.*)
 - What is a lamington? (*a type of cake*)
- Ask students to read the instructions, and check that they understand what they have to do.
- Give students one minute to complete the task individually. Then check answers as a class.

Answers

- 1 When is this special day?
- 2 Do people work on that day?
- 3 How do they celebrate?
- 4 What do they usually eat?
- 5 What do they celebrate?

E

- Ask students to look at the *Exam Close-up* box, and check that they understand what the context of a text is. Explain that context is what kind of situation is happening in the text. Say the following questions to give students examples of context.
 - Is someone asking for information?
 - Is someone asking for a reason?
 - Is someone thanking someone else?
 - Is someone inviting someone to an event?
 - Is someone saying no to an invitation?
 - Is someone making an apology?
 - Is someone asking someone to do something now?
- Read through the rest of the *Exam Close-up* box with the students. Check that they understand all the information.
- Ask students to read the instructions to the task. Ask them to work with a partner to decide what is happening in the six dialogues in the *Exam Task*. Encourage students to underline any key words or questions in the dialogues that help them decide what the context is (*1 – Why didn't you; 2 – I can't come; 3 – Would you like; 4 – Who; 5 – Shall we; 6 – Would you like*). Discuss answers as a class.

Answers

- Part 1:** 1 – asking for a reason; 2 – saying no to an invitation; 3 – inviting someone to an event; 4 – asking for information; 5 – asking someone to do something now.
- Part 2:** inviting someone to an event

F

- Tell students that they are now going to complete the *Exam Task*.
- Give students two minutes to complete the task. Then check answers as a class.

Answers

1A 2B 3C 4B 5A 6C 7H 8A 9D 10F

G

- Ask students to read the instructions, and check that they understand what they have to do.
- Give students one minute to complete the task individually. Then check answers as a class.

Answers

- 1 spend
- 2 make
- 3 go
- 4 take
- 5 have

Ideas Focus

- Ask students to look at the *Ideas Focus* box. Have them work with a partner to ask and answer the questions.
- Encourage them to ask for and give supporting answers to the questions.
- Go round the class monitoring students to check that they use the language correctly. Use the board to go over any common errors without saying who made them.

Vocabulary

A

- Ask students to look at the words in the list and see if they understand any of them without reading the information to the right of the words.
- Ask students to read the information to the right of the words and, as a class, ask them to match the words with the pictures. Ask students to tell you what helped them match the words to the pictures.
- Make sure students have written the correct answers in their books.

Answers

- 1 streamers
- 2 balloons
- 3 candles
- 4 sparklers
- 5 presents
- 6 confetti

3 Let's Get Together

B

- Ask students to read the instructions, and check that they understand what they have to do.
- Give students one minute to complete the task individually. Then check answers as a class.
- Go over the other phrasal verbs in the task that students did not choose as answers, and explain the meanings using definitions and example sentences on the board. Encourage students to write down the verbs in their notebooks.

Answers

- 1 hang out, get on
- 2 go out, stayed in
- 3 ask for, take her out
- 4 call off, looking forward

C

- Tell students that they are going to complete the task using the answers that they did not use in task B.
- Give students one minute to complete the task, either individually or with a partner.
- Check answers as a class and make sure students have the correct answers in their books.

Answers

- | | |
|-----------------|----------------|
| 1 take ... away | 5 hang up |
| 2 go around | 6 call back |
| 3 look up to | 7 ask about |
| 4 stay up | 8 get together |

D

- Read the words in the yellow wordbank to students and check that they understand the meanings of the words.
- Ask students to read the instructions, and give them one minute to complete the task individually.
- Check answers as a class and make sure students have the correct answers in their books.

Answers

- 1 fun, great time
- 2 friend, company
- 3 free, sharp
- 4 have, make
- 5 getting, having

E

- Ask students to look at the email very briefly and then to read the questions to the right.
- Ask students to identify the question words and key words in the questions before they start the task (1 – Which, Fred's folders; 2 – Who, received; 3 – Which, folders, email in; 4 – What, if they don't want to keep; 5 – attachment; 6 – What, think; 7 – Read out, email addresses, boys).
- Ask students to try to answer the questions using the key words and without reading the entire email. Give them one minute to do the task individually, and then check answers as a class.

Answers

- 1 Sent
- 2 Barney Rabble and Jeremy Bell
- 3 Inbox
- 4 delete it
- 5 yes
- 6 a photo of the tickets
- 7 'Fred Flint at got mail dot com; Barney r at boohoo dot com; Bell boy at mail for you dot com'

Teaching Tip

Encourage students to find answers to questions quickly and accurately by scanning for information using key words. They can do this by looking at question words and key words and then quickly looking over the text to see what words might answer the question. Then they should read a bit more closely to see if they're correct. This can help them save time in an exam in order to focus on more difficult exam tasks.

F

- Before students begin the task, write the following questions on the board.
 - Who is the text about? (*the writer's grandmother*)
 - What is the subject? (*technology*)
 - What device does the writer's grandmother have now? (*a smartphone*)
 - Where did the grandmother's cousins live? (*Canada*)
 - Who does the grandmother chat with? (*her sisters*)
- Ask students to look at the questions and tell you what the question words and the key words are (*Who, text about; What, subject; What device, grandmother have now; Where, cousins; Who, chat with*).
- Ask students to find the answers to the questions in the text. Give them one minute to complete the task individually. Then check answers as a class.

Answers

- | | |
|------------|-----------|
| 1 devices | 6 snail |
| 2 digital | 7 laptop |
| 3 landline | 8 contact |
| 4 make | 9 click |
| 5 post | 10 web |

Extra class activity

If time allows, ask students to work in pairs or small groups to think about the advantages and disadvantages of digital technology. Give them five minutes to discuss and to write down their thoughts. Review their ideas as a class and write up the complete list of advantages and disadvantages on the board. These may be useful for the *Ideas Focus* section later in the lesson.

G

- Ask students to look at the *Exam Close-up* box. Read through the information together. Make sure students understand what collocations are, and give them some examples from task F if necessary (e.g. *mobile phone, send texts, go online*).

- Ask students to read the instructions, and check that they understand what they have to do.
- Encourage students to look at the words before and after the gaps in the *Exam Task* to see if they can think of what word goes in the gap without looking at the answer choices.

Answers

Students' own answers

H

- Tell students that they will now complete the *Exam Task*. They should look at the answer choices to see if any of them match their suggestions in task G. If their suggestions are not there, they should follow the guidance in the *Exam Close-up* to choose the best word for each answer.
- Give students one to two minutes to complete the task individually. Check answers as a class.

Answers

1C 2A 3B 4C 5A

Ideas Focus

- Ask students to look at the *Ideas Focus* box. Discuss the questions as a class, and encourage students to explain their opinions with supporting information. For example, ask them to give you an example of what happens when people spend too much time online. (*They don't spend enough time on more important things like homework or family time.*)

Grammar

- Write the following statements on the board.
 - Flight to New York: leaves at 3.15 p.m.
 - Tim's band: plays at 9 p.m.
 - Dinner: 7.30 p.m.
 - Exam start time: 10 a.m. sharp
- Ask students if these things are happening in the present or the future (*future*).
- Write under the examples: *The flight for New York leaves at 3.15 p.m.* and *The flight for New York is leaving at 3.15 p.m.* Ask students which is the Present Simple (*the first sentence*) and which is the Present Continuous (*the second sentence*). Explain to them that they are future plans and we often use the Present Continuous to talk about future plans. Go through the remaining examples and elicit Present Continuous sentences for each example. (*Tim's band is playing at 9 p.m., We're having dinner at 7.30 p.m., The exam is starting at 10 a.m. sharp.*)

A

- Ask students to read the instructions, and check that they understand what they have to do.
- Give them one minute to complete the task. Then check answers as a class.

Answers

What are you doing ...
 We're going ...
 Are you coming?
 I'm visiting ...

B

- Ask students to look back at the sentences in task A to find the answers for this task.
- Give students one minute to work out the answers with a partner. Then check answers as a class.
- Make sure students fully understand the grammar at this point, and check that they have the correct answers in their books.

Answers

- 1 the future
- 2 plans
- 3 can
- 4 be, be

Now read the *Grammar Reference* on page 162 (3.1) with your students.

C

- Ask students if they know what a diary is. Ask if anyone keeps a diary and to suggest what sorts of things we write in them.
- Ask students to read the instructions, and check that they understand what they have to do.
- Give students two minutes to do the task with a partner. Check answers as a class.

Answers

- | | |
|--------------------|----------------------------------|
| 1 is she studying | 8 She's downloading |
| 2 she's doing | 9 She's buying |
| 3 Is she going | 10 is starting |
| 4 she's going | 11 is she helping |
| 5 is she getting | 12 She's helping, are tidying up |
| 6 She's getting | |
| 7 She isn't buying | |

D

- Ask students to work with a partner to ask and answer questions about their weekend plans. Direct them to the prompts below to get them started.
- Walk round the class to check that students are using the language properly.
- Go over any common mistakes with students without saying who made them.

Answers

Students' own answers

E

- Ask students to look at the images in task E and ask them what they show (*a concert ticket, a ticket for a sporting event, an airline ticket*).
- Ask students to read the instructions, and check that they understand what they have to do.
- Give students one minute to complete the task with a partner. Check answers as a class.

3 Let's Get Together

Answers

- 1 The band is playing at the US Bank Arena.
- 2 The band is playing on 1 October at 7.30 p.m.
- 3 The match is starting at half past two / two thirty / 2.30 p.m.
- 4 They're playing at Wembley Stadium.
- 5 The passenger is flying business class.
- 6 The passenger is sitting in seat 19A.

F

- Before you begin the task, write the following information on the board and leave a space below each item.
 - Prepositions of time
 - Prepositions of place
 - Prepositions of direction
 - Prepositional phrases
- Ask students to tell you a time phrase. Prompt them if necessary (e.g. *in the morning, at noon, on Monday*). Continue with prepositions of place (*at school, at home, in a building, on the pavement*); direction (*onto the bed/table, into a box/café, through a door/window, towards the exit/entrance*); and prepositional phrases (*at the end of, in front of, in the middle of*), prompting if necessary. This is to help them understand the difference between prepositions of time, place and direction, and prepositional phrases.
- Give students one minute to complete the task individually, and then check answers as a class. Leave the information on the board for task G.

Answers

- | | |
|--------|----------|
| 1 at | 6 in |
| 2 at | 7 in |
| 3 on | 8 into |
| 4 on | 9 inside |
| 5 onto | 10 to |

G

- Ask students to go back through task F and decide if the prepositions are of time, place or direction.
- Prompt them to use the information on the board to help them find the correct answers.
- Check answers as a class and make sure students have the correct answers in their books.

Answers

1T 2P 3T 4P 5D 6P 7T 8D 9P 10D

Be careful!

- Ask students to look at the *Be careful!* box. Read the information aloud to the class, and check that they understand it.
- Give students some spoken examples that illustrate the differences between *into, onto, towards*, etc. and *at, in* and *on* (e.g. *jump into a box, run towards a person, run from a criminal* versus *be at a place, work in an office, live on a boat*).

H

- Ask students to read the instructions, and give them one minute to complete the task individually.
- Check answers as a class and make sure students have the correct answers in their books.

Answers

- 1 at 2 in 3 on

I

- Ask students to read the instructions, and give them one minute to complete the task individually.
- Check answers as a class and make sure students have the correct answers in their books.

Answers

- 1 at the end of
- 2 at the front of
- 3 in the middle of
- 4 at the back of
- 5 at the bottom of
- 6 at the top of
- 7 on the right / left of

Now read the *Grammar Reference* on pages 162–163 (3.2–3.5) with your students.

J

- Before they begin the task, ask students to look at the words that follow the gaps and say what kind of prepositions they think they will write in the task (*prepositions of time*).
- Ask students to read the instructions, and give them one minute to complete the task individually.
- Check answers as a class and make sure students have the correct answers in their books.

Answers

- | | |
|----------|-------|
| 1 at, in | 6 on |
| 2 on | 7 in |
| 3 in | 8 in |
| 4 in | 9 at |
| 5 at | 10 on |

K

- Ask students to look at the *Exam Close-up* box. Read the information together as a class, and check that they understand it.
- Write these questions on the board (or ask aloud).
 - What is the text? (*an email*)
 - Who is it to? (*colleagues*)
 - Who wrote it? (*James*)
 - What is the text about? (*a museum exhibition*)
 - How many gaps are in the text? (*10*)
 - What nationality do you see in the text? (*Egyptian*)
- Ask students to read the *Exam Task* instructions, and check that they understand what they have to do.
- Give students two minutes to complete the task individually. Check answers as a class.

Answers

- | | |
|-------------|-------|
| 1 in | 6 in |
| 2 of | 7 to |
| 3 at | 8 of |
| 4 in/inside | 9 On |
| 5 from | 10 in |

Listening

A

- Explain to students that in this part of the lesson they will listen to short conversations and look at pictures to answer the questions.
- Ask students to read the instructions and to work with a partner to discuss the similarities and differences between the sets of photos.
- Give students one minute to discuss the photos. Then have them say their findings aloud.

Answers

Students' own answers

B

- Ask students to read the instructions, and check that they understand what they have to do.
- Give students one minute to complete the task with a partner. Check answers as a class.
- Write on the board the brainstorming ideas that students come up with for the task and encourage or prompt them to add as many ideas as possible. Elicit vocabulary from Unit 1 on appearance (*hair, eyes*) to describe the first set of photos.

Answers

- 1 b or c: a sister
- 2 a, b or c: a month
- 3 c: a photograph

C

- Ask students to read the instructions, and check that they understand what they have to do.
- Explain the task to students, or do the task as a class if they have trouble working out the answers.
- Check answers as a class and get students to explain how they arrived at their answers (*a – What present is talking about a gift; b – When is a time and goes with the calendar; c – Who is talking about a person*).

Answers

a3 b2 c1

D

- Explain to students that they are going to listen to three short conversations and they need to decide which photo answers the question at the start of each conversation.
- Let students know that they can look back at the questions in task C if they need help understanding the recording.
- Check answers as a class and make sure students have the correct answers in their books.

Answers

1a 2c 3b

E

- Ask students to look at the *Exam Close-up* box. Read the information aloud to the class, and check that they understand it.
- Ask students in which task they practised these things (*looking carefully at each set of photos – task A; brainstorming – task B; thinking about similarities and differences – task A*).
- Ask students to look at the pictures in the *Exam Task* and write down any vocabulary that connects each set of pictures, and any similarities and differences that they see. Prompt them with the first set of pictures, if necessary (*three women, one with brown hair, two with blonde hair, one looks very young*). Give them one to two minutes to do this with all sets of pictures.

F

- Ask students to read the instructions in the *Exam Task*, and check that they understand what they have to do.
- Remind students that they will hear the recording twice, so they do not need to hurry to write down the answers.
- Play the recording. After the first question, ask students if they want you to pause the recording after each question. Continue without stopping if students seem to handle the task adequately, but pause the recording if they seem to be struggling.
- Move on to task G before checking answers.

G

- Play the recording again and check answers as a class.

Answers

1c 2b 3a 4b 5c

Speaking

A

- Ask students to read the instructions individually, and check that they understand what they have to do.
- Tell them that they will first do the task on their own, and then explain their choices to a partner.
- Give them one to two minutes to discuss before moving on to the next task.

Answers

Students' own answers

B

- Explain to students that they are going to plan an invitation. Ask them about invitations and what they are for. (*They tell people about an event and that they are welcome to come.*)
- Ask students for what reasons we use invitations (*for parties, dances or a get-together*). Ask students to write down any other details that they think an invitation should have.
- Give students one minute to do the task individually. Then have students give you their ideas as a class.

3 Let's Get Together

Suggested answers

Possible answers: time, what to bring, what to wear, telephone number/email address to reply to

C

- Explain to students that they are now going to write an imaginary invitation for an event that they can choose from task A.
- Encourage them to include the details on their invitation from task B, if appropriate.
- Let students know that after they finish their invitations, they will work with a partner to ask about and give details about their invitations. Give them one minute to complete them.

Answers

Students' own answers

Useful Expressions

- Before you begin Task D, review the *Useful Expressions*.
- Read the expressions aloud and ask students if they understand what the questions are asking.

D

- Now tell students that they are going to work with a partner to discuss their invitations. Explain to students that they will ask questions to find out the details about their partner's invitation.
- Before starting the task, remind students to use the *Useful Expressions* in the right-hand column to ask questions about each other's invitations.
- Give students one minute to do the task. Walk round the class to check that students are using the language appropriately. After they have completed the task, write any common mistakes on the board and ask students to give the correct way of saying the information.

Answers

Students' own answers

E

- Ask students to look at the *Exam Close-up* box. Read the information aloud to them.
- Ask them questions related to the information to ensure that they understand. (*How can we prepare questions for the exam? Should we just give yes and no answers? What do you do if you don't understand your partner?*)
- Ask students to look at the sentences in task E and to do the task individually.
- Check answers as a class and make sure that students have the correct answers in their books.

Answers

1c 2d 3a 4b

F

- Now explain to students that they are going to do a speaking *Exam Task*.
- Read the task instructions to students and check that they understand what they have to do.
- Ask students to do the *Exam Task* with a partner, and remind them to read through the information in the invitations before they start the task. Give them two to three minutes to complete Task 1. Ask if they have finished Task 1, and tell them to switch roles and continue with Task 2. Give them two to three minutes to complete the second task. Go round the class monitoring students to check that they use the language correctly.
- Use the board to go over any common errors without saying who made them.

Suggested answers

Task 1, Student B:

Where is Tom's birthday party?
What date is Tom's birthday party? / What is the date for Tom's birthday party?
What time is the party?
What is the phone number?
What should I bring? / What do I need to bring? /
What shall I bring?

Task 2, Student A:

What date is Mel and Luke's wedding? / What is the date for Mel and Luke's wedding?
What time is the wedding?
Can I take my partner?
Where is the wedding?
Where will we eat? / Where are we eating?
What is the email address?

Teaching Tip

Students are often most nervous about the speaking part of the exam, especially if they have trouble with speaking. Remind them that there are some things they can do during the exam to manage it better. For example, they are allowed to ask the examiner to repeat a question by simply saying, *Can you please repeat the question?* They are free to speak slowly during the exam, if that helps them, and they can correct their speaking mistakes if they realise that they have made one. Naturally, if they have trouble speaking, that is a skill that they need to focus on more. Encourage them to watch videos in English or listen to English on the radio, and remind them to practise speaking English as often as possible.

Ideas Focus

- Ask students to look at the *Ideas Focus* box. Read the questions aloud to the class.
- Tell students to work with a partner to ask and answer the questions.
- Encourage students to ask each other to explain their answers.
- Go round the class to check that students are using the language correctly. Write any common mistakes on the board without saying who made them, and elicit correct speech from students.

Writing: a poster

Learning Focus

- Ask students to look at the *Learning Focus* box. Read the information aloud to your students.
- Ask them a few questions about posters and notes. What kinds of posters do they often see? (*film adverts, notices about events, museum exhibitions, performances, etc.*) What do posters and notes contain? (*dates, times, places, events, phone numbers, addresses, etc.*) Do we use complete sentences when write posters and notes? (*no*) Do we have to pay close attention to the details? (*yes*) Why? (*The wrong information leads to people going to the wrong place, arriving at the wrong time, going on the wrong day, etc.*)

A

- Ask students to read the instructions, and check that they understand what they need to do.
- Give students one minute to complete the task individually. Check answers as a class.

Answers

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

B

- Ask students to work with a partner to do task B. Ask them to read the two texts and discuss with their partner what kind of information is in each text.
- Encourage them to use the headings in task A to help them identify the information in the poster and the email.
- Check answers as a class.

Answers

Poster:

event – school fair
place – Waverley High School
day – Sunday
date – 12th June
time – 3 p.m. – 10 p.m.
items – food, jewellery, CDs, DVDs, video games
activities – concert

Email:

event – school fair
activity – band/concert
meeting place – in the town
meeting time – 4.30 p.m.
transport – bus
phone numbers – mobile and home phone

C

- Tell students that they are now going to look at two students' notes about the email and poster.
- Ask students to work with a partner to discuss the notes and identify any mistakes.
- Check answers as a class and ask students what mistakes were in the notes. (*Student 1 wrote the date, concert time and home phone number instead of the day, meeting time and mobile phone number.*)

Answer

Student 2 completed the notes correctly.

D

- Tell students that they are going to make their own poster. Remind students to make sure they include all the details in the task.
- Give students one to two minutes to create their posters. Then ask them to exchange posters with a partner and check to see that all the details from the task are included. Alternatively, students can hold onto their posters and ask and answer questions about each other's posters by forming questions from the details in the task. (*Where is the event? What day and time is the event? What will be at the event?*)

Answers

Students' own answers

E

- Ask students to look at the *Exam Close-up* box and to quickly read the information.
- Ask students the following questions.
 - How many items do you have to complete in the note-taking task? (*five*)
 - What's the first thing you do with the two texts? (*read them*)
 - What kind of information do you usually have to find? (*a time, a place, a person*)
 - Will the text contain one option for a piece of information, or more than one? (*more than one*)
- Check that students understand all the information in the box.
- Ask students to look at the *Exam Task*, but let them know that they will not complete the task just yet.
- Ask students to read the instructions of the *Exam Task*. As a class, say which details in the yellow wordbank they will have to find to complete the task.

Answers

date, place, name of something/someone, price, email address

Useful Expressions

- Ask students to read through the *Useful Expressions*.
- Check that they understand all the expressions before moving on to the *Exam Task*.

F

- Now tell students that they are going to complete the *Exam Task* on their own.
- Before they begin the task, encourage students to circle the pieces of information that they need to complete the task. Remind them that there are often two pieces of information in the texts that are alike, but only one of them is the correct answer.
- Give students one to two minutes to complete the task individually, and then check answers as a class.

Answers

- 1 Saturday 19th December
- 2 the school playground
- 3 The Oakford Gang
- 4 £3 each for adults, £1.50 for children
- 5 toby.lane@oakford.com

3 Fat Tuesday

General Note

The *National Geographic* videos are an excellent tool for students to get acquainted with other cultures while learning English. They contain genuine *National Geographic* content, and students do not need to understand everything in the videos in order to take advantage of them as a learning device. Some tasks focus more on the visual content rather than the audio. As such, students do not have to listen to answer every question, but can simply watch what is happening. The videos are also meant to inspire students to watch other TV programmes and films in English so that they can experience spoken English more often. Naturally, the more exposure the students have to the language, the more quickly they will acquire it.

Background Information

Mardi Gras is a world-famous party that takes place in New Orleans, Louisiana. The tradition began hundreds of years before today, in ancient Rome. It was a time when the religion of Christianity was growing in Europe, and some ancient celebrations were turned into religious holidays. The ancient Roman festival of spring gave us Mardi Gras, a festival celebrated by the French. When French people arrived in New Orleans in the 1700s, they brought Mardi Gras with them. Mardi Gras means 'Fat Tuesday', and the celebration takes place before Lent, a time when people avoid fatty foods. So, before Lent, people would use up all their butter in their cooking, and this is where the name 'Fat Tuesday' comes from. Today's Mardi Gras celebrations are different from the original Mardi Gras in the 1700s. It's the largest celebration in the USA, and the traditional colours of Mardi Gras – purple, green and gold – appear everywhere.

Before you watch

A

- Ask students to look over the words and the definitions in the task.
- Explain any unfamiliar words to students, especially in the definitions. Ask students to guess the meaning of unfamiliar words before defining them.
- Give students one minute to complete the task on their own. Then check answers as a class.
- Before moving on to task B, ask students if they have any celebrations throughout the year in which people gather on the streets. Ask them to say if they go to these celebrations and what they usually do.

Answers

1b 2d 3e 4a 5c

While you watch

B

- Explain to students that they are now going to watch a short video about Mardi Gras.
- Ask students to read the instructions and also the sentences in the task. Check that they understand what they have to do, and help them to work out the meanings of any unfamiliar words.
- Play the video, pausing after each answer is spoken so that students can write down their answers.
- Check answers as a class and make sure that students have the correct answers in their books.

Answers

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

After you watch

C

- Ask students to read the instructions, and check that they understand what they have to do.
- Read through the words in the yellow wordbank and check that students understand their meanings.
- Ask students to look at the first three gaps and elicit from them the types of words that may go in each gap (*noun, adjective, noun*).
- Give students one minute to complete the task individually, and check answers as a class.

Answers

1 celebration	5 biggest
2 rich	6 green
3 French	7 cake
4 modern	8 next

Ideas Focus

- Ask students to look at the *Ideas Focus* box. Read the questions aloud to the class.
- Ask if students understand the questions and tell them to work with a partner to discuss the questions.
- Encourage students to give supporting answers to their opinions and to use linking words to link their ideas.
- Go round the class monitoring students to check that they use the language correctly. Use the board to go over any common errors without saying who made them.