

What's on?



Unit contents

Vocabulary	Types of film; TV programmes
Grammar	Present simple: affirmative and negative; Adverbs of frequency; <i>like, love, hate</i> + <i>-ing</i> ; Present simple: Yes/No questions and <i>Wh</i> -questions
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Speaking and functions ▶ *My Favourite TV Programmes*
Asking for and giving opinions

Pronunciation Schwa at the end of words

Writing A film review
So and *because*

Get it right! *watch a film/TV* not *see a film/TV*; *watch programmes on TV* not *watch programmes in TV*; *every day* not *all the days*; *the story of the film* not *the history of the film*

CLIL Art: making a comic
▶ *Making a Documentary*

Basic competences

In this unit students will (learn how to) ...

- use vocabulary related to films and TV programmes. **CLC, SCC**
- use affirmative, negative and question forms of the present simple. **CLC, L2L, CMST**
- use adverbs of frequency. **CLC, L2L, CMST**
- use *-ing* forms after *like, love* and *hate*. **CLC, L2L, CMST**
- understand written information about cinema's best villains. **CLC, L2L, SCC**
- understand a conversation about TV habits. **CLC, L2L, SCC**
- ask for and give opinions on TV programmes. **CLC, L2L, SCC**
- write a film review. **CLC, L2L**
- pronounce the schwa at the end of words. **CLC, L2L**
- understand oral and written information about the film industry in India. **CLC, L2L, CAE**
- design a comic. **CLC, CAE, SIE**
- understand and use information from videos about entertainment, programmes and Mumbai. **CLC, SCC, DC**

CLC = Competence in Linguistic Communication **L2L** = Learning to Learn **SCC** = Social and Civic Competences

DC = Digital Competence **CAE** = Cultural Awareness and Expression **SIE** = Sense of Initiative and Entrepreneurship

CMST = Competence in Mathematics, Science and Technology

Focus on the **BE CURIOUS** box at the bottom right of the page in the Student's Book. Ask students to find the two images mentioned in the box. You could make this task more fun by adding a competitive element: the first student to find the images is the winner.

Answers

A superhero's enemy: the Joker on page 11.

A famous cartoon family: The Simpsons on page 1.



The *Smart Planet Augmented Reality App* icon appears on every Unit Opener page. It offers direct augmented reality access to all videos and key interactive activities. Students should go online to www.smartplanetapps.es and download the *Smart Planet Augmented Reality App* for their smartphone or tablet. They then open the app and take a photo of the Unit Opener page to access the content.

Optional activity

Look at the photo on this page in the Student's Book with the class and write the following questions on the board:

Where are the people? What programme is on the

What country is it? TV?

Why are they there?

Students work in pairs and discuss the questions. Elicit students' ideas open class.

Notes: The photo is of Belfast City Hall in Northern Ireland. People are sitting outside watching a programme about the weather during the 2012 London Olympics.

Vocabulary

Types of film

Objectives

Students learn words for different types of film, talk about the types of film they enjoy watching, where they like watching films and their favourite film.


Warm-up

Books closed. Write *film* on the board. Elicit related vocabulary such as *actor*, *actress*, *director* and *cinema* and write it on the board. Alternatively, you could download some photographs of famous scenes from films, print and hand them out, and ask students to name the films.

- 1 Books open. Students work in pairs to match the types of film in the box to the correct film posters.

Optional activity: Fast finishers

Students who finish quickly can make a list of other types of film they know in English in their notebooks.

- 2  1.02 Play the recording for students to listen and check their answers to Exercise 1. Play the recording again for students to listen and repeat.

Audioscript/Answers

1 fantasy 2 comedy 3 musical 4 horror
5 western 6 love story 7 action-adventure
8 war 9 martial arts 10 cartoon

Optional activity

Ask students to organise new vocabulary in their notebooks according to theme. They could write a definition of the new word, write an example sentence using it, translate it into their language, and make a note of how to pronounce it. If appropriate, they could also draw a picture to help them remember the word.

- 3 Read out the example. Elicit the meaning of *character*. Ask students to name some comedies they know and like. Students then work alone to match the remaining descriptions with the types of film in Exercise 1. They can compare their answers in pairs before you check answers with the class.

Answers

2 musical 3 love story 4 horror
5 western 6 cartoon 7 martial arts
8 fantasy

Optional activity

Ask students to play The Spelling Game using the new vocabulary from this page. (See Games bank, page 180-1.)

Your Turn

- 4 Ask two students to read out the example conversation and go through the *Useful Language* box with the class. Students work in pairs to ask and answer the questions. Ask one or two pairs to tell the class about the films their partner likes.

Teaching tip

Find out how students like to learn and practise new language. Reflect their preferences in your class while still providing a balance of approaches.

 Homework: Workbook page 8

Reading

Cinema's Best Villains

Objectives

Students listen and read about cinema's best villains. They talk about villains in cinema, and watch a video about actors rehearsing for a musical on Broadway in New York.

- 1 Focus on the photos in Luke's blog. Elicit the names of the films the characters are from and anything else students know about these characters. Read out the text heading and elicit the meaning of *villain* (evil character).

Answer

The characters are from *101 Dalmatians*, *Star Wars V: The Empire Strikes Back* and *The Dark Knight*.



Go through the information in the *Get it right!* box with the class.

- 2 1.03 Play the recording. Students listen and read Luke's blog to find out which villain is his favourite. Check the answer with the class.

Answer

The Joker

- 3 Focus on the questions and elicit the meanings of *puppy/puppies* (in the text) and *Dalmatian* (question 3). Students work in pairs to answer the questions. Check answers with the class. Read out the information in the *Fact* box.

Answers

- 1 horror, action-adventure, fantasy
- 2 Glenn Close
- 3 She likes them because she wants to wear them.
- 4 Luke thinks Darth Vader is a good villain because he never shows his face and he speaks with a strange voice.
- 5 She doesn't like it because it's very violent.
- 6 Luke thinks the Joker is a good villain because he is scary and funny.

Your Turn

- 4 Read out the questions and the example and go through the *Useful Language* box with the class. Students then work in pairs to ask and answer the questions. At the end, get several students to tell the class about their partner's top three cinema villains.

Optional activity

Do a class survey to discover the class's favourite cinema villain.

1.1 A Life on Broadway



Summary

A group of actors prepare for a production of the musical *Annie* on Broadway in New York

In class

Tell students they are going to watch a video about a group of actors preparing for a production of *Annie*.

Exercise 1

Ask students to watch the video to answer the question: *Which animal does the young actress act with?* Check the answer with the class.

Answer

A dog

Exercise 2

Write the following questions on the board:

- 1 What is the director doing in the video?
- 2 What is the job of the set designer?
- 3 What does the lighting designer do?

Play the video again. Students watch and answer the questions. Check answers with the class.

Answers

- 1 He's telling the actresses where to stand on stage, and where and how to move.
- 2 The set designer creates the place and decides what is on the stage. He draws the set and makes models.
- 3 The lighting designer uses lights to help create the world of the play. He or she also creates special effects.

At home

Exercise 3

Ask students to find out the story of *Annie* and talk about it with their partner in the next lesson.

Exercise 4

Ask students to find out about another famous musical of their choice (e.g. *West Side Story*, *The Sound of Music*, *Les Misérables*). They could make notes on when and where the musical was first performed, what it is about, who wrote the words and music, and the titles of its most famous songs. Students tell their partner or the class what they found out in the next lesson.

Grammar 1

Present simple: affirmative and negative

Objectives

Students learn the affirmative and negative forms of the present simple, adverbs of frequency and *like, love, hate + -ing*. They also talk about things they like and dislike doing.

Warm-up

Read out the quote from the reading text and focus on the verb in bold. Ask students if they can identify the tense and say how the present simple is normally used.

- 1 Elicit the first correct option as an example. Students work alone to choose the remaining correct options. They can compare answers in pairs before you check answers with the class.

 See **Grammar reference** page 146 for the present simple.

Answers

1 like 2 watches 3 live 4 don't
5 doesn't 6 don't

- 2 Go through the spelling rules on page 121 with students, then read out the example. Students work in pairs to complete the text with the correct present simple forms of the verbs in brackets.

Teaching tip

Encourage students to read a gapped text all the way through for general understanding before they try to complete any of the gaps.

- 3  1.04 Play the recording. Students listen and check their answers to Exercise 2.

Audioscript

My sister Diana loves watching films but she doesn't like going to the cinema. She prefers staying at home and watching them on the TV. My brother Jake and his friends go to the cinema every weekend. They don't choose the film until they get there. They buy a drink and ice cream but they don't get popcorn. My dad loves western films. He watches them at home all the time! My mum really doesn't like them. She usually listens to music. And me? I watch video clips on my computer.

Answers

2 doesn't like 3 prefers 4 go 5 don't
choose 6 buy 7 don't get 8 loves
9 watches 10 doesn't like 11 listens
12 watch

Adverbs of frequency

- 4 Read out the quote. Focus on the word box and the diagram. Translate the adverbs into the students' own language if necessary. Students work alone to add the adverbs in the box to the correct places in the diagram. They can compare answers in pairs before you check answers with the class.

 See **Grammar reference** page 146 for adverbs of frequency.

Answers

1 usually 2 often 3 sometimes

- 5 Ask a student to read out the example. Students work in pairs and use the information in the diagram in Exercise 4 to help them put the adverbs of frequency in the correct place in the remaining sentences. Check answers with the class.

Answers

2 Amy is always the last person to leave the cinema after the film.
3 I sometimes read film reviews on the Internet.
4 I never watch horror films before going to bed!
5 Mum is usually happy to watch cartoons with me.
6 She always watches her favourite film on holiday.

like, love, hate + -ing

- 6 Ask a student to read out the quote from the reading text. Students work alone to match the sentences to the correct faces (a–e). If necessary, elicit the first answer as an example. Check answers with the class. Elicit a translation of *don't mind*.

 See **Grammar reference** page 146 for *like, love, hate + -ing*.

Answers

1 e 2 a 3 d 4 b 5 c

Your Turn

- 7 Read out the example. Students work in pairs and make the sentences in Exercise 6 true for themselves, using (*don't*) *like, love, hate, don't mind + -ing*. Encourage them to add more information about their likes/dislikes, as in the example. At the end, ask one or two students to tell the class something about their partner's likes/dislikes.

 Homework: Workbook page 9

 Grammar practice: Workbook page 103

Listening and Vocabulary


Objectives

Students listen to two friends completing a survey about TV-watching habits. They answer the questions in the survey and compare their answers with a partner's.

- Students look at the photo and say what the friends are doing and whether the friends look interested or bored. Check the answer with the class.

Answer

They are looking at a tablet computer and are interested.

-  **1.05** Tell students they are going to listen to two friends completing a survey. Check that students understand the meaning of *survey* (= asking a large number of people about their interests, behaviour, opinions, etc.). Play the recording. Students listen and say what type of survey Joanna and Benjamin are completing. Check the answer with the class.

Audioscript

Benjamin: What's that you're looking at?

Joanna: It's a survey.

Benjamin: A survey?

Joanna: Yeah, about TV.

Benjamin: Ah, your favourite subject!

Joanna: Ha ha! Thank you!

Benjamin: Let's hear the questions then.

Joanna: OK, question number 1: When do you watch TV? a) every day, b) only on weekdays, c) only at weekends. Well, I guess my answer is 'every day'.

Benjamin: Do you watch TV every day!?

Joanna: Yes, I do. And you?

Benjamin: Well, Mum and Dad say I can't watch TV during the week.

Joanna: Really? So, do you only watch TV at weekends?

Benjamin: Yes. I don't mind though, I do other things during the week.

Joanna: OK, so question 2: How many hours of TV do you watch every week? I think I probably watch more than 20 hours. And you? How much time do you spend watching TV every week?

Benjamin: Hmm, probably between one and ten hours, I think. About six or seven hours maybe. Right, next question. Let's see: Where do you like watching your favourite TV programmes? Computer, TV or mobile phone?

Joanna: Erm, on my computer, I think ... yeah, on my computer. I can choose what I want to watch. And I can watch it where and when I want. And you?

Benjamin: I like watching my favourite programmes on TV – the screen on my computer is very small. I like watching TV on a big screen. OK, what's the next question?


Joanna: Do you usually watch TV: a) alone, b) with your friends, c) with your family? Well, personally I usually watch TV alone, but I sometimes watch films with friends at the weekend and I watch game shows with my dad sometimes too, but usually alone.

Benjamin: I watch sports with my dad, documentaries with mum and films with you!

Joanna: That's true! So, what do you want to watch tonight then?

Answer

The survey is about TV.

-  **1.05** Give students time to look through the multiple-choice questions. Play the recording again. Students listen and choose the correct options. Check answers with the class.

Answers

1 a 2 a 3 a 4 a 5 b




Go through the *Get it right!* box and the common error with the preposition.

→ **Pronunciation: Schwa at the end of words**

See p131.

TV programmes

- Read out the example. Students look at the remaining pictures and match them to the TV programmes in the word box.
-  **1.06** Play the recording. Students listen and check their answers to Exercise 4. Play the recording again for students to listen and repeat.

Audioscript/Answers

2 soap opera 3 sports programme
4 comedy show 5 documentary 6 game show
7 the news 8 chat show 9 reality TV show

Your Turn

- Ask two students to read out the model exchange and go through the *Useful Language* box with the class. Students complete survey sentences 1–4 in Exercise 3 so that they are true for themselves. They then compare their answers with a partner. At the end, ask one or two pairs to tell the class what they have learnt about their partner's TV-watching habits.

→ Homework: Workbook page 10

Grammar 2

Present simple: Yes/No questions

Objectives

Students learn how to form present simple *Yes/No* and *Wh-* questions. They also ask and answer questions about a popular TV programme in their country.

- 1 Read out the quoted question and answer from the Listening. Focus on the tables and draw attention to the *Yes/No* question form. Students then work alone to complete the tables with *do* or *does*. Check answers with the class.



See **Grammar reference** page 146 for present simple *Yes/No* questions.

Answers

1 Does 2 Do 3 do 4 does 5 do

- 2 Ask two students to read out the example question and answer. Students work in pairs to write the words in the correct order to make questions, then write the correct short answers. Check answers with the class.

Answers

- 2 **A:** Does your brother do his homework in front of the TV? **B:** Yes, he does.
- 3 **A:** Do you watch the news every day? **B:** Yes, I do.
- 4 **A:** Does your mum like watching TV? **B:** No, she doesn't.
- 5 **A:** Do you and your classmates watch TV programmes in class? **B:** No, we don't.
- 6 **A:** Do your friends like documentaries? **B:** Yes, they do.



Go through the information in the *Get it right!* box and highlight the common error. Elicit other questions with *every day* to practise the correct form.

Present simple: Wh- questions

- 3 Read out the quote from the recording. Focus on the table and draw students' attention to the form of *Wh-* questions. Students work alone to choose the correct question words. Check answers with the class.

Answers

1 What 2 When 3 Why



See **Grammar reference** page 146 for present simple *Wh-* questions.

- 4 Check students' understanding of the meaning words and elicit translations if necessary. Elicit the first answer as an example. Students work alone to match the remaining question words to the correct meanings. Check answers with the class.

Answers

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

- 5 Ask a student to read out the example. Point out that students need to add the correct form *do* or *does* to make the question form. Students work alone to write the remaining questions. Check answers with the class. Students then write answers to the questions.

Answers

- 2 When do you have English class?
- 3 What do your parents usually do at the weekend?
- 4 Where do you usually go after school?
- 5 How often do you and your friends go to concerts?

- 6 Focus on the picture and elicit what students know about *The Simpsons* TV show. Read out the example. Students work in pairs to complete the quiz with *do/does* or a question word. They then answer the questions.

- 7 1.11 Play the recording for students to listen and check their answers to Exercise 6.

Audioscript

Do you like *The Simpsons*? Of course you do! Everybody likes *The Simpsons*, but what do you know about the TV series? Try our quiz and find out!

- Where do the Simpsons live?
 - Does the town really exist?
 - Where does Homer Simpson work?
 - Who does he work for?
 - What school do Bart and Lisa go to?
 - What musical instrument does Lisa play?
- Does Maggie (the baby) know how to talk?

Answers

2 what (how much) 3 Where 4 Does
5 Where 6 does 7 do 8 What 9 Does

Quiz answers

- 3 Springfield
- 4 No, it's fictional but there are many towns in the USA called Springfield.
- 5 Springfield Nuclear Power Plant
- 6 Montgomery Burns 7 Springfield Elementary
- 8 Saxophone 9 No

Your Turn

- 8 Students write five questions about a popular TV programme and then ask and answer them with a partner.



Homework: Workbook page 11



Grammar practice: Workbook page 103



Hooray for Bollywood!

Objectives

Students listen and read about the Bollywood film industry. They talk about whether they prefer to watch films from their country or from Hollywood. They also watch a video about the growth and development of the city of Mumbai in India.


Warm-up

Write *India* on the board. Elicit what students know about the country's history, geography, climate, food and culture.

- 1 Students look at the photos and say what type of film the photos show. Check the answer with the class.

Answer

Bollywood films, which are usually musicals

- 2  1.12 Focus on the heading. Explain that *hooray* is an exclamation of happiness, appreciation or excitement and elicit an equivalent in the students' own language. Read out the question and play the recording. Students listen and read the text, then answer the question. Check answers with the class.

Answers

Music and dancing

Teaching tip

Encourage students to predict what a text is about before they read it, using any images or headings to help them. Students can then read the text and check their predictions.

- 3 Give students time to look through the questions and read the text again. Students work alone to decide whether the sentences are true or false. They then correct the false sentences. Ask students to compare their answers with a partner before you check answers with the class. Read out the information in the *Fact* box.

Answers

- 1 F, *Bollybay* is a combination of 'Bombay' and 'Hollywood'.
- 2 T 3 T 4 F, It's got the record for the most songs. 5 F, It's a type of traditional Indian dance. 6 T



Go through the *Get it right!* box and explain the difference between *history* and *story* in English. (*History* = a record of past events; *story* = a description of a connected series of events, often fictional.)

Your Turn

- 4 Read out the questions and elicit the meaning of *film industry*. Ask a student to read out the example answer and go through the *Useful Language* with the class. Students work in pairs to ask and answer the questions. Ask one or two pairs to tell the class anything interesting they found out.



1.2 Mumbai: From Computers to Films



Summary

A look at the growth of the city of Mumbai

In class

Tell students they are going to watch a video about the city of Mumbai in India.

Exercise 1

Ask students to watch the video to answer the question: *What kind of festivals are common in India?* Check the answer with the class.

Answer Festivals of colour

Exercise 2

Write the following gapped sentences on the board:

- 1 Ten years ago ... million people lived in Mumbai.
- 2 Now ... million people live in Mumbai.
- 3 Bollywood makes more than ... films a year.

Play the video again. Students watch and complete the sentences with the correct numbers. Check answers with the class.

Answers 1 10 2 20 3 1,000

At home

Exercise 3

Ask students to find out about Indian festivals of colour and make short notes about them. They tell their partner what they have found out in the next lesson.

Exercise 4

Ask students to write a short description of Mumbai. They can include what they have learned from the video and use the Internet to find out more about, e.g. transport, famous landmarks, history, etc.

 Homework: Workbook page 12

Speaking

Asking for and giving opinions

Objectives

Students listen to teenagers saying what types of TV programmes they like watching. They listen to two people talking about TV programmes, and practise asking for and giving opinions.

1.3 Discovery EDUCATION

Tell students they are going to watch some teenagers answering the question 'What types of TV programmes do you like watching?'. Tell them that they will ask and answer the question themselves after watching and should therefore listen carefully to the language the teenagers use. Play the video. Students then ask and answer the question in pairs.



Optional video activity

Before students answer the question from the video, ask them to watch and write down all of the types of TV programmes the speakers mention. (Answers: documentaries, game shows, comedies, soap operas, horror [movies], sports programmes, hospital and police dramas)

- 1 1.13 Tell students they are going to listen to Liam and Jay talking about TV programmes. Look at the gapped conversation and the example together. Play the recording. Students listen and write the missing words in their notebook. Check answers with the class.

Audioscript

Jay: You watch a lot of TV, don't you?
Liam: Yes, I do. Mostly comedies and fantasy films.
Jay: What do you think of *Modern Family*?
Liam: I really like it! It's very funny. Do you like it?
Jay: Yeah, it's not bad. I usually watch it.
Liam: What about *Teen Wolf*? Do you watch that?
Jay: No, I'm not really into that. I think it's a bit boring.
Liam: I love it! I never miss an episode.
Jay: I prefer reality TV shows!
Liam: Do you really? Which is your favourite?

Answers

2 very 3 you like 4 about 5 into
 6 love 7 prefer

- 2 1.14 Play the recording. Students listen and repeat the phrases in the *Functions* box. Students then work alone to translate the phrases into their own language. They can compare translations with a partner.
- 3 Ask students to look at the conversation in Exercise 1 again and practise saying it with a partner. Tell them that they will need to memorise the missing words for the next exercise.
- 4 Focus on the information about the TV programmes. Students use the information (or their own ideas) to practise asking for and giving their opinion with a partner. They will also need to use other opinion words (*exciting, interesting, etc.*) and adverbs of frequency, as well as (*don't like / love / hate*, where appropriate). They follow the model conversation in Exercise 1, changing the words in bold. Give them time to prepare the conversation before practising it. Monitor while students are speaking. Ask one pair to act out a conversation in front of the class.

Optional activity: Fast finishers

Students who finish quickly can write a short description of their favourite TV programme in a couple of sentences.

Writing

A film review

Objectives

Students read a film review, learn about *so* and *because*, then write their own review of a favourite film.

- 1 Ask students to look at the photos, read Hannah's blog post about one of her favourite films, and say whether they know the film and what kind of film it is. Check answers with the class.

Answer

Twilight is a fantasy film.

- 2 Go through the information in the *Look at Language* box. Students work alone to find one example of *so* and one of *because* in Hannah's film review. Check answers with the class.

Answers

... another vampire decides to kill Bella, **so** Edward tries to protect her.
I like this film **because** the acting is really good.

- 3 Read out the example. Students work in pairs to complete the remaining sentences with *so* or *because*. Check answers with the class.

Answers

2 so 3 because 4 because 5 so

- 4 Go through the types of information listed in the *Look at Content* box. Check students understand a *recommendation*. Students read Hannah's review again and match the information in the *Look at Content* box to the three paragraphs. Check answers with the class. Elicit any other information in Hannah's review which is not listed, e.g. music, camerawork.

Answers

why you like it: Paragraph 3
story: Paragraph 2
type of film: Paragraph 1
place: Paragraph 2
main characters: Paragraph 2
director: Paragraph 1
a recommendation: Paragraph 3



Get Writing

PLAN

- 5 Tell students they are going to write a film review of one of their favourite films, either for homework or in class. Students plan their film reviews by going through the information listed in the *Look at Content* box and making notes. They can include other information, e.g. who wrote the film, any film awards won by the film, such as Oscars, etc.

WRITE

- 6 Once students have planned the content of their film reviews, they can write them, using their notes from Exercise 5 and Hannah's review as a model. Read through the model language with the class and tell students to use *so* and *because* in their writing.

CHECK

- 7 Give students a few minutes to look through their film reviews and check them against the questions here. Ask students to correct their writing if necessary.

Teaching tip

If students do the writing exercise for homework, tell them to leave their writing for a few hours then come back to it later. If they do this, they are more likely to spot mistakes. They could also try reading their text aloud, as any errors will become more obvious in this way.

➔ Homework: Workbook page 13

➔ CLIL: Art: Student's Book page 108



Review

Objectives

Students test themselves on the grammar and vocabulary in Unit 1.

Types of film

- 1 Students put the letters in the correct order to make different types of film.

Answers

1 love story 2 martial arts 3 cartoon
4 comedy 5 fantasy 6 western

TV programmes

- 2 Students read the sentences and write the correct TV programmes.

Answers

2 soap opera 3 documentary 4 chat show
5 comedy show 6 game show

Present simple: affirmative and negative

- 3 Students complete the sentences using the correct present simple form of the words in the box.

Answers

1 watch 2 goes 3 don't watch 4 doesn't
like 5 's / has got 6 relaxes

Adverbs of frequency

- 4 Students put the words in the correct order to make sentences and complete the sentences by using the correct form of the verbs in brackets.

Answers

2 Tim sometimes watches films on the Internet.
3 They're often at the cinema on Saturdays.
4 We never buy DVDs from a shop.
5 He's usually late for the cinema.

like, love, hate + -ing

- 5 Students complete the sentences using the present simple form of a verb from box **a** and the *-ing* form of a verb from box **b**.

Answers

2 like eating 3 doesn't mind waiting
4 don't like going 5 love watching

Present simple: questions

- 6 Students choose the correct options to complete the questions.

Answers

1 do 2 does 3 Do 4 Does 5 Do
6 do

Cumulative grammar

- 7 Students choose the correct words to complete the conversation.

Answers

1 a 2 b 3 a 4 b 5 a 6 a 7 b
8 b 9 a 10 a



Homework: Workbook pages 14 and 15