

QUICK REVIEW Discussion language

Decide if you agree or disagree with these sentences: 1 Video games are bad for children. 2 People depend on computers too much. 3 Twenty is too young to get married. Then work in groups and discuss the sentences.

Vocabulary and Speaking

Goals and achievements

- 1 a** Look at these questions. Which of the words/phrases in bold do you know? Check new words/phrases in **VOCABULARY 7.1** p143.
- Would you like to **have the opportunity** to travel more than you do now?
 - Do you know any people who have **achieved their goals** in life?
 - What do you **put a lot of effort** into?
 - Have you ever **messed up** an exam or an interview?
 - Do you ever **dream of** becoming rich or famous?
 - Do you think you've **made the most of** the opportunities you've had in life?
 - Do you always try to **do your best** at everything you do?
 - Think of a time when you weren't successful at something. What **went wrong**?
 - Do you enjoy **taking part in** competitive sports?
 - Do you think that parents should always **encourage** their children to do what they want in life?
- b** Work in pairs. Ask and answer the questions. Ask follow-up questions if possible.

Would you like to have the opportunity to travel more than you do now?

Yes, definitely.

Where would you like to go?

Speaking and Reading

- 2** Work in new pairs. Discuss these questions.
- Do you ever watch reality TV programmes? If so, which ones do you watch? If not, why don't you watch them?
 - Would you like to appear on a reality TV programme yourself? If so, which programme? If not, why not?

- 3 a** Read the web page about a new reality TV programme called *Have a go!*. Complete these sentences.

- Contestants on *Have a go!* have to ... **learn a new skill**.
- Vicky's teacher has been an opera singer for ...
- Vicky thought that the most difficult thing was ...
- She was surprised at the end of the programme because ...
- Ben thinks the most important part of being a magician is ...
- He says that he can't do ...
- He's planning to ...

- b** Read about the contestants again. Find all the words/phrases in bold in **1a**.



The screenshot shows a web browser at the URL www.haveago.com/contestants. The page has a purple header with the title 'Have a go!' in a stylized font. Below the header, there is a paragraph: 'is a new reality TV show where members of the public have just four weeks to learn a new skill before they perform live in front of a studio audience. Here's how last week's contestants felt about the experience.'

There are two main content boxes. The first is titled 'Vicky, opera singer' and contains a paragraph about her experience learning opera. The second is titled 'Ben, magician' and contains a paragraph about his experience learning magic. Both paragraphs include several words and phrases in blue, which correspond to the ones in the exercises.

Vicky, opera singer
Four weeks ago I **didn't have a clue how** to sing opera. I'd never sung in public in my life, apart from karaoke, and I'd never dreamed of singing onstage. Luckily I had a fabulous teacher, Irene, who's been an opera singer for over twenty years. She's **very good at** encouraging people and I was determined to make the most of the opportunity. At first I **found it impossible** to breathe and sing at the same time, but the more I practised, the better I got. The hardest part was learning the words, which were in Italian! I **was useless at** learning languages at school and I was terrified of forgetting the words. Fortunately I **was able to** give a good performance – and I couldn't believe it when they told me I'd won! It shows that if you put a lot of effort into something, you can achieve your goals.

Ben, magician
I used to love magic when I was a kid, but I **had no idea how** to do any magic tricks. So when I had the opportunity to become a magician I jumped at the chance. My teacher, Silvio, is a very talented magician and he **knows how** to do some really amazing tricks. The most important part of being a magician is misdirection – making people look where you want them to. I **found some of the tricks quite easy** to learn, but I'm **no good at** doing card tricks – they always seem to go wrong! Before I went onstage yesterday I was incredibly nervous, but I **managed** to do all the tricks without messing them up. I was disappointed that I **wasn't able to** win, but I did my best and really enjoyed taking part in the programme. I'm going to continue doing magic – and I'll always be popular at kids' parties!

Ben

HELP WITH GRAMMAR Ability

- 4 a** Look at the words/phrases in **blue** on the web page. Match them to these meanings.

- things you can or could do
- things you can't or couldn't do

- b** Look at this sentence. Then answer the questions.

I managed to do all the tricks without messing them up.

- 1 Did Ben do all the magic tricks successfully?
- 2 Was this easy or difficult for him?

- c** Look at the web page again. Then complete these phrases with *infinitive*, *infinitive with to* or *verb+ing*.

- 1 not have a clue how + **infinitive with to**
- 2 be quite/very/really good at + ...
- 3 find something impossible/quite easy + ...
- 4 be useless at + ...
- 5 (not) be able to + ...
- 6 have no idea how + ...
- 7 know how + ...
- 8 be no good at + ...
- 9 manage + ...

- d** Which other adjectives can we use with: *be + adjective + at*?

be brilliant at be hopeless at

- e** Check in **GRAMMAR 7.1** p144.

- 5 CD2 16 PRONUNCIATION** Listen and practise. Copy the stress and weak forms.

I didn't have a clue how to /tə/ sing opera.

She's very good at /ət/ encouraging people.

- 6 a** Read about Zoe and Vince. Did Zoe enjoy appearing on *Have a go!*? If not, why not?

- b** Read about Zoe and Vince again. Put the verbs in brackets in the correct form.



Zoe and Vince, ballroom dancers

ZOE I was quite good at ¹ **dancing** (dance) at school and Vince knows how ² _____ (salsa), but neither of us had a clue how ³ _____ (do) ballroom dancing. Our teacher, Evelyn, spent four weeks trying to teach us a three-minute dance sequence. I was able to ⁴ _____ (learn) the dance quite quickly, but Vince found it difficult ⁵ _____ (remember) all the steps and he had no idea how ⁶ _____ (catch) me correctly. We practised and practised, but unfortunately it all went wrong on the night. Halfway through the dance Vince missed a catch and I fell onto the floor. We managed ⁷ _____ (carry on) and finish the dance, but I was really upset that Vince had messed up our big opportunity to become famous. I didn't think he'd be so hopeless at ⁸ _____ (dance) in public. My friends had a good laugh about it, though!

- 7 a** Rewrite these sentences using the words in brackets.

- 1 I can play tennis quite well. (good)
I'm quite good at playing tennis.
- 2 I can't remember people's names. (useless)
- 3 I don't know how to cook. (idea)
- 4 I can understand songs in English. (find / easy)
- 5 I was able to run 15 km last weekend. (manage)
- 6 I have no idea how to change a wheel on a car. (clue)
- 7 I can't type without looking at the keyboard. (find / impossible)
- 8 I find it hard to make decisions. (no good)
- 9 I know someone who can play guitar very well. (brilliant)

- b** Work in pairs. Compare sentences. Are any true for you?

Get ready ... Get it right!

- 8** Write three true sentences and three false sentences about things you can and can't do. Use a different phrase from **4c** in each sentence.

I'm quite good at doing crosswords.

I have no idea how to ride a motorbike.

- 9 a** Work in pairs. Take turns to say your sentences. Your partner can ask two questions about each sentence. Then guess if your partner's sentences are true or false.

- b** Tell the class two things your partner can or can't do. Which student has the most interesting or unusual ability?



QUICK REVIEW Ability Write one thing: you're quite good at; you're haven't got a clue how to do; you were able to do when you were a child; you know how to do; you never managed to do. Work in pairs. Tell each other about the things on your list.

Vocabulary and Speaking

Computers (1)

- 1 a** Work in pairs. Which of these words/phrases connected to computers do you know? Check new words/phrases in **VOCABULARY 7.2** → p143.

a password install software back up
store a hard drive a memory stick spam
an attachment a virus crash copy in
forward delete print scan WiFi

- b** Work on your own. Write five questions about computers to ask your partner. Use vocabulary in **1a**.
Do you store all your photos on your hard drive?
When did you last install some software onto your computer?
- c** Work with your partner. Ask and answer your questions. Ask follow-up questions if possible.

Do you store all your photos on your hard drive?

No, I store them online.

Speaking and Listening

- 2 a** Work in pairs. Look at the photos. Why do you think the internet is important to each person's company?
- b** **CD2** → 17 Listen and check your answers. What disadvantage of the internet does each person talk about?
- c** Work with your partner. Match these sentences to the people in the photos.
- If I lost my laptop, I'd probably lose my job!
 - If the internet didn't exist, I wouldn't have a business.
 - If we didn't have WiFi, this place would be empty.
 - We'd lose a lot of customers if our website crashed.
 - If they turned off their computers, they might make some new friends.
 - If we didn't have so many online meetings, I could get out of the office more often.
- d** Listen again and check.



Judy, company director

HELP WITH GRAMMAR Second conditional

- 3 a** Look at sentences 1–4 in **2c**. Choose the correct words/phrases in these rules.
- We use the second conditional to talk about *real/imaginary* situations.
 - The second conditional talks about *the present or future/the past*.
 - In the *if clause/main clause* we use the Past Simple.
 - In the *if clause/main clause* we use 'd, would or wouldn't + infinitive.
- b** Look at these sentences. Then answer the questions.
- A** *If I have enough money, I'll buy a new laptop.*
B *If I had enough money, I'd buy a new laptop.*
- Which sentence is a real possibility (the person might buy a new laptop)?
 - Which sentence is an imaginary situation (the person can't buy a new laptop)?
- TIP** • We can say *If I/he/she/it was ...* or *If I/he/she/it were ...* in the second conditional.
- c** Look at sentences 5 and 6 in **2c**. Which modal verb can we use in the main clause to mean: would perhaps? would be able to?
- d** Fill in the gaps in these questions with *if*, *do* or *would*. What are the short answers for question 2?
- What _____ you _____ you lost your laptop?
 - _____ someone asked you to lend them your computer, _____ you _____ it?
- e** Check in **GRAMMAR 7.2** → p144.
- 4** **CD2** → 18 **PRONUNCIATION** Listen and practise. Copy the stress and contractions (*I'd*, etc.).
- I'd probably lose my job →*
If I lost my laptop, I'd probably lose my job!



Wesley, café owner



Frank, sales manager

- 5 a** Fill in the gaps with the correct form of the verbs in brackets. Then complete the sentences for you.

- 1 If I _____ (win) a holiday anywhere in the world, I _____ (go) to ...
- 2 If I _____ (not live) where I do, I _____ (like) to live in ...
- 3 If I _____ (can) change places with one person in the world, I _____ (choose) ...
- 4 If I _____ (be) a film star, I _____ (like) to make a film with ...
- 5 If I _____ (live) in a different country, I _____ (miss) ...
- 6 If I _____ (can) talk to a famous person from history, I _____ (talk) to ... about ...

- b** Work in pairs and compare sentences. Continue the conversations if possible.

If I won a holiday, I'd go to Africa.

What would you do there?

I'd go on a safari.

- 6** Work in new pairs. Student A p105. Student B p110.

HELP WITH LISTENING

First or second conditional

- 7 a** **CD2 > 19** Listen to these sentences. Notice the difference between the verb forms. What is the difference in meaning?

If I have time, I'll help you.

If I had time, I'd help you.

- b** **CD2 > 20** Listen to six pairs of sentences. Which do you hear first: the first conditional or the second conditional?

- 8 a** Choose the correct words in these conversations.

1

PETE Oh, dear. I'll never finish these T-shirts by 5 o'clock.

JUDY Sorry, ¹I'll/I'd help you if I ²don't/didn't have all these calendars to do.

PETE If Megan ³is/was here, she ⁴can/could do some of them, but she's still on holiday.

JUDY Well, don't worry. If you ⁵don't/didn't finish them, ⁶I'll/I'd email the customer and explain.

2

FRANK What time's my online meeting with the sales reps?

RUTH It's at 3.30. But Brian emailed to say that he might not be able to do it. If he ⁷misses/missed the meeting, ⁸I'll/I'd ask him to call you tomorrow.

FRANK Great, thanks. And can you help me back up these documents online? I ⁹won't/wouldn't ask if I ¹⁰know/knew how to do it, but I'm useless at this kind of thing.

RUTH Yes, of course. If you ¹¹give/gave me your laptop, ¹²I'll/I'd do it now.

- b** **CD2 > 21** Listen and check.

Get ready ... Get it right!

- 9 a** Write these things on a piece of paper. Don't write them in order.

- three of your possessions that you couldn't live without
 - three things you don't have, but would like to have
- a laptop a car*

- b** Write second conditionals about how your life would be different with or without these things.

If I didn't have a laptop, I couldn't work on the train.

If I had a car, I'd go away for the weekend more often.

- 10 a** Work in pairs. Swap papers. Take turns to ask and answer questions about the things on your partner's paper.

Have you got a laptop?

Yes, I have.

Why is it important to you?

Because I travel a lot for work. If I didn't have a laptop, ...

- b** Tell the class two things about your partner.

QUICK REVIEW Second conditional

Decide what you would do if you: won the lottery, were the leader of your country, spoke English fluently, were ten years younger. Work in groups and compare ideas. Which students have the same ideas as you?

Vocabulary and Speaking

Computers (2)

1 a Look at these sentences. Which of the words/phrases in bold do you know? Check new words/phrases in **VOCABULARY 7.3** p143.

- I'm on a **social networking site** such as Facebook, Google+ or Twitter.
- I **update** my **status** every day.
- I change my **profile** quite often.
- I've **downloaded** one or two new apps recently.
- I sometimes **upload** videos to websites like YouTube.
- I sometimes **post comments** on news sites and **forums**.
- I'm on Twitter and I **tweet** quite often.
- I also **follow** some famous people on Twitter.
- I often share **links** to interesting websites, blogs or videos with my friends.

b Work on your own. Tick the sentences that are true for you.

c Work in pairs. Compare sentences. Ask follow-up questions if possible.

Speaking and Reading

2 a Work in groups. Discuss these questions.

- In what ways do social networking sites help people's social lives?
- What problems can social networking sites cause?
- How is social networking affecting teenagers and children, do you think?

b Before you read, check these words/phrases with your teacher or in a dictionary.

a collection lonely loneliness
bullying be addicted to

c Read the article. Which of the ideas that you discussed in **2a** are mentioned in the article?

3 a Read the article again. Answer these questions.

- Why doesn't Robin Dunbar think we can have 1,000 friends?
- Why does the writer think some people collect friends?
- How did people get a free burger from Burger King?
- What does the British children's charity say about loneliness and online bullying?
- What do some young people find difficult to cope with?
- Why do professional people use sites like LinkedIn?

b Work in pairs. Compare answers. Do you agree with the points discussed in the article? Why?/Why not?

The lonely generation?

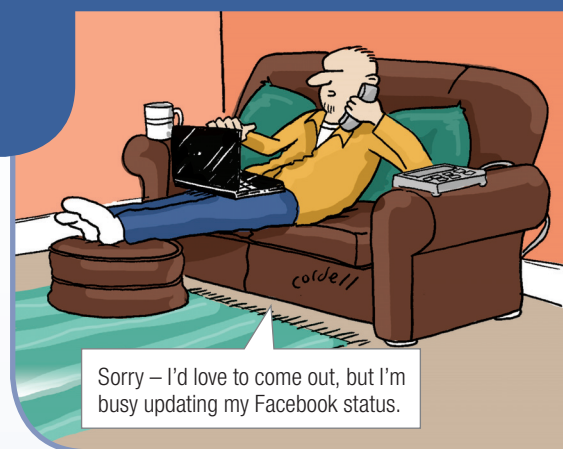
These days, millions of people organise their lives on social networking sites like Facebook, Google+ or Twitter, and many of them can't go **a day** – or even **an hour** – without checking for status updates. But what effect is this having on **society** and how is it changing the way we see our friends?

The scientist Robin Dunbar suggests that **the largest** number of active social relationships a person's brain can deal with is 150. However, most people have hundreds, sometimes even thousands, of Facebook friends, partly because making friends online is so easy. When you receive a friend request, you just click 'Confirm' and you have **a new person** to add to your collection of online friends. But do you really want to be friends with **the person**, or are you just trying to appear more popular? To illustrate the point, the Burger King chain of restaurants in **the USA** offered to give people a free burger if they deleted 10 friends from their Facebook page. Amazingly, over 530,000 people did just that, which shows how little some people value many of these online friendships.

Experts are also concerned that spending so much time online is making **children** feel lonelier than ever before. According to **a children's charity** in **the UK**, the number of calls they receive about loneliness from teenage boys has gone up by 500% compared to five years ago. **The charity** also reports that online bullying is also increasing. In another report, a third of people at **university** said they spent too much time communicating online and not enough in person. So it's not surprising that young people who are addicted to social networking sites find it harder to form strong, long-lasting relationships. For them, to be offline is to be disconnected from their network of friends, which can be very hard to cope with.

Of course, you don't have to be at **school** or university to use social networking sites. Many professional people use networking sites like LinkedIn to make work contacts. And of course being part of a global professional network means that people can make the most of opportunities anywhere in the world. So if you're **a designer** working in **Dublin** or **an engineer** who's moving to **Egypt**, the online community is one of the most effective ways to help your career.

Social networking sites are one of **the most amazing** success stories of **the internet** and Facebook now has over a billion users all over **the world**. However, the effect these sites are having on our friendships is changing our society forever.



HELP WITH VOCABULARY

Articles: *a, an, the*, no article

- 4 a** Look at the words/phrases in **blue** in the article. Match one word/phrase to each of these rules.
- **We use *a* or *an*:**
 - a when we don't know, or it isn't important, which one.
a day
 - b with jobs.
 - c to talk about a person or thing for the first time.
 - **We use *the*:**
 - d to talk about the same person or thing for the second/third/fourth, etc. time.
 - e when there is only one (or only one in a particular place).
 - f with countries that are groups of islands or states.
 - g with superlatives.
 - **We don't use an article:**
 - h for most towns, cities, countries and continents.
 - i to talk about people or things in general.
 - j for some public places (school, hospital, etc.) when we talk about what they are used for in general.
- b** Check in **VOCABULARY 7.4** p143.

- 5 a** Look at the words/phrases in **pink** in the article. Match them to rules a-j in **4a**. There is one word/phrase for each rule.
- b** Work in pairs. Compare answers.
- 6** Work in new pairs. Student A p104. Student B p109.

Listening and Speaking

- 7 a** **CD2** 22 Look at the photo of three work colleagues, Jenny, Simon and Gary. Then listen to them talking about how they use social networking sites. Put these topics in the order they talk about them.
- videos and YouTube
 - how Jenny uses Facebook
 - today's office meeting
 - Twitter and tweeting
 - number of Facebook friends
 - how often Simon goes on Facebook
- b** Listen again. Are these sentences true or false?
- 1 All three people went to the meeting.
 - 2 Simon goes on Facebook five times a day.
 - 3 Jenny doesn't use Facebook as much as she used to.
 - 4 She saw her friends more often because of Facebook.
 - 5 Simon says that his sister has more Facebook friends than Jenny.
 - 6 Gary likes following famous people on Twitter.
 - 7 Simon watches videos of baby animals on YouTube.
- c** Work in pairs. Compare answers. If a sentence is false, explain why.



HELP WITH LISTENING Weak forms (2)

- Remember: in sentences we say many small words with a schwa /ə/ sound. These are called weak forms.

- 8 a** Work in pairs. How do we say the strong and weak forms of these words?

do you at for of and to can

- b** **CD2** 23 Listen and notice the difference between the strong and weak forms of these words.

	strong	weak		strong	weak
are	/ɑː/	/ə/	but	/bʌt/	/bət/
was	/wɒz/	/wəz/	as	/æz/	/əz/
were	/wɜː/	/wə/	from	/frɒm/	/frəm/
your	/jɔː/	/jə/	them	/ðem/	/ðəm/

- c** Look at these sentences from the conversation. Which words do we hear as weak forms?

- 1 Here are your drinks. We were lucky to get a table, weren't we?
- 2 But I was spending hours and hours on it and it wasn't as much fun as it used to be.
- 3 No, but I like reading tweets from film stars and footballers and people like that.
- 4 Well, my wife posts videos of the children so our relatives can watch them.

- d** **CD2** 24 Listen and check.

- e** Look at Audio Script **CD2** 22 p165. Listen to the conversation again. Follow the sentence stress and notice the weak forms.

- 9 a** Work in groups. Write a survey about the internet and social networking. Write at least five questions. Use words/phrases from **1a** or your own ideas.

1 Which social networking sites are you on?

- b** Ask other students in the class. Write the answers.

- c** Work in your groups. Compare answers.

- d** Tell the class what you found out about other students' social networking and internet habits.

QUICK REVIEW Computers Write eight words/phrases connected to computers (*update your status, blog, etc.*). Work in pairs. Compare lists. Then say when you last did some of the things on both lists: *I updated my Facebook status last night.*



Tanya

Charlie



Rebecca

Charlie

1 a Look at the photos. Where is Charlie in each photo? What do you think the people are talking about?

b VIDEO 7 CD2 25 Watch or listen to Charlie's conversations with a colleague, Tanya, and his wife, Rebecca. Then choose the correct words/phrases in these sentences.

Conversation 1

- a Charlie and Tanya are discussing a *meeting/conference* next week.
- b Their clients are arriving on *Monday/Tuesday* from *London/New York*.
- c Charlie and Tanya are going to take the clients for lunch in a *hotel/pub*.
- d Barry Mackenzie *is definitely/might be* coming to the meeting.

Conversation 2

- e Harry's first birthday party is at *one/three* o'clock on *Friday/Saturday*.
- f Rebecca's parents *are/aren't* staying with Charlie and Rebecca.
- g They *know/don't know* how many people are coming to the party.
- h Charlie *gets on/doesn't get on* well with Rebecca's uncle.

2 a VIDEO 7 CD2 25 Watch or listen again. Put these questions in the order you hear them.

Conversation 1

- a *Could you tell me* what time *it starts*?
- b *Have you any idea* if *he's been invited*?
- c *Can you tell me* when *they're arriving*?
- d *Do you know* whether *we've booked* them a hotel room?
- e *Do you think we should email* everyone again?

Conversation 2

- f When are they arriving?
- g What time does it start?
- h Should we email everyone again?
- i Has he been invited?
- j Have we booked them a hotel room?

b Work in pairs. Compare answers. Then match questions a–e to questions f–j.

REAL WORLD

Indirect and direct questions

3 a Look at indirect questions a–e and direct questions f–j in 2a. Then choose the correct word in this rule.

- In more formal situations we often use *indirect/direct* questions because they sound more polite.

b Look again at questions a–e in 2a. Notice the phrases in blue that we use to introduce indirect questions. Then choose the correct word/phrase in these rules.

- We use *if* or *whether* in indirect questions when there *is/isn't* a question word.
- In indirect questions, *if* and *whether* are *the same/different*.
- We *use/don't use* *if* or *whether* with *Do you think ... ?*

c Look at the phrases in pink in questions a–e in 2a. Then choose the correct word in the rule.

- In indirect questions, the main verb is in the *positive/question* form.

d Check in REAL WORLD 7.1 p144.

HELP WITH LISTENING

Intonation (2): being polite

- We know if people are being polite by how much their voices move up and down. If their voices are flat, they often sound rude or impatient.

- 4 **CD2** → 26 Listen to the same questions said twice. Which sounds more polite, a or b?

- 1 @ b 3 a b 5 a b
2 a b 4 a b

- 5 **CD2** → 27 **PRONUNCIATION** Listen and practise the questions in 2a. Copy the polite intonation.

Could you tell me what time it starts?

- 6 Put these words in order to make indirect questions.

- whether / you / this / office / is / me / Can / tell / Mr Maxwell's ?
Can you tell me whether this is Mr Maxwell's office?
- think / the meeting / be / will / you / Do / Elizabeth / at / tomorrow ?
- Could / been / 's / me / how long / you / he / here / tell / working ?
- Ismay and Ali / holiday / you / Do / going / are / on / know / when ?
- idea / Have / if / went / Wayne / you / any / away / weekend / last ?
- whether / you / Manchester / me / to / Can / goes / train / this / tell ?

b Work in pairs. Compare answers.

- 7 a Look at these direct questions that tourists often ask. Rewrite the questions as indirect questions. Use these phrases.

- Is there a bookshop near here?
Do you know ...
- How do I get to the station?
Could you tell me ...
- Should I give taxi drivers a tip?
Do you think ...
- What time do the banks close?
Have you any idea ...
- Where's the nearest post office?
Can you tell me ...

b Imagine you're a tourist in the town/city you're in now. Write three more indirect questions to ask someone who lives here.

c Work in pairs. Take turns to be the tourist. Ask and answer the questions from 7a and 7b.

Excuse me. Do you know if there's a bookshop near here?

Yes, there is. Go along this road ...

HELP WITH PRONUNCIATION

Natural rhythm

- 1 a **CD2** → 28 Listen to these sentences. Notice the sentence stress, linking and weak forms in pink. These help to give English its natural rhythm.

- Where would you live if you had a lot of money?
- I've been living in England for one and a half years.
- While I was on my way home, I met an old friend.
- Who do you think I should invite to the wedding?

b Listen again and practise.

- 2 a Work in pairs. Mark the stress and linking in this conversation. Then circle the weak forms.

ANN Hi, Tom. What are you doing at the moment?

TOM I'm trying to download an attachment, but my laptop keeps crashing. Do you think it's got a virus?

ANN Maybe. Perhaps the software's a bit out of date. When did you last update it?

TOM I can't remember. And it slows down every time I try to send an email.

ANN I think it's time to get yourself a new computer.

TOM I was thinking exactly the same thing!

b Look at Audio Script **CD2** → 29 p166. Then listen and check. Listen again and practise each line of the conversation.

c Work in pairs. Practise the conversation in 2a. Check your partner's pronunciation. Take turns to be Tom.

continue2learn

Vocabulary, Grammar and Real World

- Extra Practice 7 and Progress Portfolio 7 p121
- Language Summary 7 p143
- 7A-D Workbook p35
- Self-study DVD-ROM 7 with Review Video



Reading and Writing

- Portfolio 7 Giving instructions Workbook p76
- Reading instructions
- Writing connecting words (1): useful phrases