

Swap roles with students and, time permitting, they can do the same exercise in pairs.

& SB Page 11

- make suggestions
- respond to suggestions
- report suggestions
- revise the present perfect tense
- practise reading and speaking skills

Why don't you ... ?  
What about ...ing?  
We could ...  
Shall we ... ?  
Let's ... .  
Ahmed suggested Samy read a book.

suggest

- Making suggestions
- Responding to suggestions
- Reporting suggestions

- Revise different ways of making suggestions: present a situation and elicit suggestions from students, guiding them to use structures such as *Why doesn't she...? Could she...? What about ...ing?* Find a reason why the suggestions won't work every time to get them to make more suggestions. For amusement, make some of the reasons extreme or strange. For example, you could present the situation: *My mother never goes out of her house because she can't drive and her legs are bad.*

**S1:** *Why doesn't she take a bus?* (If the structures students use are inappropriate, correct on the board.)

**T:** *She says buses are noisy and smelly.*

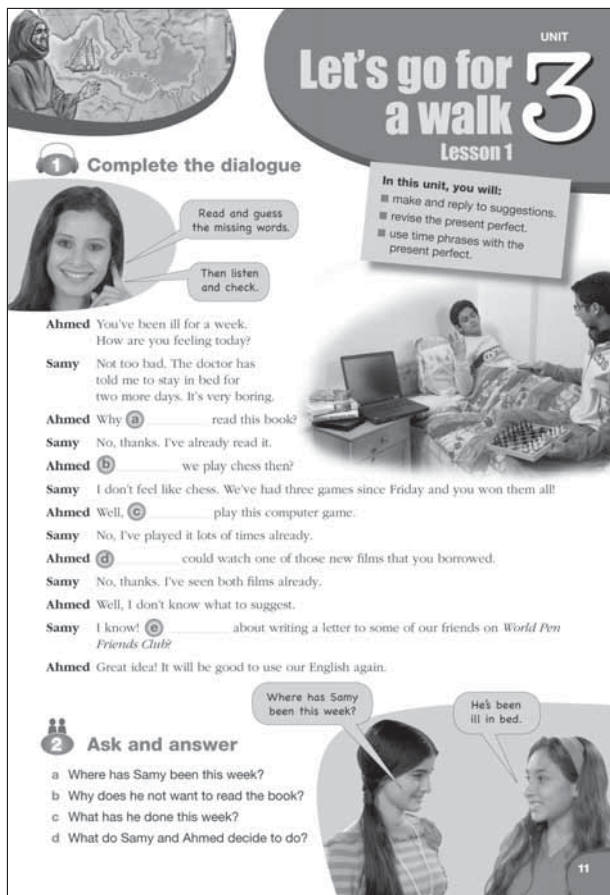
**S2:** *How about you taking her out in your car?*

**T:** *I'm too busy marking your books!*

**S3:** *Could she go out with a friend?*

**T:** *All her friends are ill.*

**S4:** *Shall we go and visit her?*



### 1 Complete the dialogue

- 1 Draw attention to the unit aims box and explain.
- 2 Students look at the picture and say who the boys are and what is happening. Get them to predict what they are talking about.
- 3 Refer back to the suggestion structures used in the *Before using the book* activity and remind students of their forms by writing them on the board and eliciting examples.
- 4 Explain the task. Students write appropriate words in the gaps.
- 5 Students complete the task individually.
- 6 Play the cassette or read the tapescript. Students listen and check their answers.
- 7 Refer to the examples and ask which tense is being used (*present perfect*) and discuss why (*they are talking about this week, which is not finished; and the doctor told Samy at an indefinite time in the past*).



### Tapescript

Ahmed: *You've been ill for a week. How are you feeling today?*

Samy: *Not too bad. The doctor has told me to stay in bed for two more days. It's very boring.*

Ahmed: *Why don't you read this book?*

Samy: *No thanks. I've already read it.*

Ahmed: *Shall we play chess then?*

Samy: *I don't feel like chess. We've had three games since Friday and you won them all!*

Ahmed: *Well, let's play this computer game.*

Samy: *No, I've played it lots of times already.*

Ahmed: *We could watch one of those new films that you borrowed.*

Samy: *No, thanks. I've seen both films already.*

Ahmed: *Well, I don't know what to suggest.*

Samy: *I know! What about writing a letter to some of our friends on World Pen Friends Club?*

Ahmed: *Great idea! It will be good to use our English again.*

### Answers:

- a don't you      b Shall      c Let's  
d We      e What/How

## 2 Ask and answer

- 1 Read through the questions with students, explain where necessary and highlight the question form of the present perfect (questions a and c). Ask if they remember the *World Pen Friends Club* from previous books in the series.
- 2 Students form pairs and ask and answer the questions about the dialogue.
- 3 Monitor, noting any common errors to review with the whole class after the activity.
- 4 Check their answers, encouraging them to use full sentences in their answers to practise the present perfect.
- 5 Ask some pairs to demonstrate.

### Answers:

- a He's been in bed.
- b He's already read it.
- c He's played chess and watched films and played computer games lots of times.
- d They decide to write a letter to some of their English friends on *World Pen Friends Club*.



### Further practice

- Students read the dialogue aloud in pairs.
- Students do the making suggestions activity in *Before using the book* again in pairs. Give them new situations to start them off.

## LESSON 2 SB page 12 WB page 7

### Aims: Learners will

- make suggestions
- respond to suggestions
- practise all skills

### Structures:

*Why don't you ... ?*  
*What/How about ...ing?*  
*We could ...*  
*Shall we ... ?*  
*Let's ...*

### New vocabulary:

accept, refuse (v)

### Functions:

Making suggestions  
Responding to suggestions

### Before using the book:

- Revise how to make suggestions. Give students a situation that involves a problem and give them a few minutes to come up with some suggestions. Write the best suggestions on the board. Take a class vote to decide on which suggestion is the best solution to the problem. Possible situations: there is a dangerous snake in the school garden; there is a shortage of English teachers in their town; all the students in the school are failing at maths; the school computers were stolen, etc.

**3 Lesson 2**

**3 Read, make suggestions and replies**

Look at different ways to make suggestions ...

... and ways to accept or refuse them.

**Suggestions**  
How/What about + verb + -ing?  
Why don't we ... ?  
Shall we ... ?  
We could ...  
Let's ...

**Say yes**  
Yes, let's.  
Good idea.  
OK, why not?  
Yes, great idea!

**Say no**  
No, thanks.  
No, I don't think so.  
No, I'm not very keen on that.  
I don't (really) feel like it.

**4 Make suggestions**

**Person A:** Make a suggestion about:

- a things to do tonight.
- b places to go on Friday.
- c what to eat for lunch.
- d programmes to watch on TV.

**Person B:** Refuse the suggestion. Make a different suggestion.

**Person A:** Refuse the second suggestion. Make another suggestion.

**Person B:** Accept the suggestion.

### 3 Read, make suggestions and replies

- 1 Read through the suggestions in the box and the responses.
- 2 Explain that *Yes, let's* can be a response for any of the suggestions, not only *Let's...*
- 3 Explain *No, I'm not very keen on that*.
- 4 Give examples of each type of suggestion and response.
- 5 Explain the task. In pairs students will look at each picture and create a dialogue, with the first student making a suggestion, the second student refusing the suggestion and then making a second suggestion, and the first student then accepting the second suggestion. Any of the suggestions and responses can be used for any scenario, but students should try to vary the structures they use.
- 6 Read the example exchange with a student to demonstrate.
- 7 Go through the pictures and make sure they understand what is happening. Elicit one more example.
- 8 Students work in pairs to complete the task.

9 Monitor, noting any common errors to review with the whole class after the activity.

10 Check their answers.

#### Answers:

(There will be some variation – any of the suggestions can be used for any scenario, and any of the responses can be used for any of the dialogues.)

- b How about playing football? No, thanks. Let's play basketball.
- c Why don't we watch a video? No, I don't think so. How about playing chess?

### 4 Make suggestions


- 1 Introduce *refuse* and *accept*.
- 2 Read through the task directions and give examples to illustrate.
- 3 Students form pairs and complete the task, making suggestions for all four situations.
- 4 Monitor, noting any common errors to review with the whole class after the activity.
- 5 Ask some pairs to demonstrate, then discuss with the whole class and find out which suggestions were most popular.

UNIT  
**Let's go for a walk**  
 Lesson 1


**1 Listen and choose the correct answer from a, b or c**

1 a a game of chess	b watch TV	c read
2 a pizza	b cheese sandwich	c salad
3 a Alexandria	b Sinai	c overseas
4 a swimming	b football	c go for a walk
5 a sweets	b flowers	c fruit


**2 Write suggestions**




a Shall we buy a cake?




b How




c Why



d What



e We



f Let's

**1 Listen and choose the correct answer from a, b or c**

- 1 Explain that the options are all suggestions mentioned in the dialogues.
- 2 Read through the options with the students and check understanding.
- 3 Explain that students will listen and decide which suggestion is finally agreed on in the dialogue.
- 4 Play the cassette or read the tapescript. Students circle *a*, *b* or *c* to answer each question.
- 5 Check their answers.
- 6 Ask students if they can tell you about any of the scenarios.



**Tapescript**

**1**

Ahmed: Shall we have a game of chess, Soha?  
 Soha: There's nothing good on TV at the moment, so yes, a game of chess is a good idea.

**2**

Samy: What do you want to eat, Sally? How about a pizza or a cheese sandwich?

Sally: No, I'm not very hungry. Let's have a salad.

Samy: A salad? OK, why not?

**3**

Nawal: Where should we go for our holiday next summer, Hassan? Why don't we go to Alexandria again?

Hassan: Alexandria is very nice, but I'd like to go somewhere new. How about going overseas?

Nawal: I'm not very keen on that. What about somewhere else in Egypt? Sinai, for example?

Hassan: Yes, great idea.

**4**

Samy: Why don't we go swimming at the sports club, Ahmed? It's a hot day today.

Ahmed: I really don't feel like swimming. We could have a game of football.

Samy: No, thanks. It's too hot. Let's go for a walk in the park.

Ahmed: Yes, let's.

**5**

Soha: Sally's been ill since Monday. Why don't we visit her and take her something? We could take some sweets.

Ahmed: I don't think so. I mean, Sally likes sweets. But she's been ill.

Soha: OK, well shall we take her some fruit? That's healthy.

Ahmed: Let's take her some flowers.

Soha: No, I think she'd rather have some nice fruit.

Ahmed: OK, why not?

**Answers:**

- |             |     |     |     |
|-------------|-----|-----|-----|
| 1 a (given) |     |     |     |
| 2 c         | 3 b | 4 c | 5 c |

**2 Write suggestions**

- 1 Look at the pictures and make sure students understand what's happening in each.
- 2 Students write appropriate suggestions for each picture, beginning with the words given. They can do this task individually in class, or for homework.



**Answers:**

- a Shall we buy a cake? (given)
- b How about playing tennis?
- c Why don't we have some coffee?
- d What about going to Sinai?
- e We could fly our kite (in the park).
- f Let's take a taxi.

**Further practice**

- Students expand on the dialogues on WB page 7, Ex. 2. They refuse the suggestion, give a reason and make an alternative suggestion that is then accepted. To make it more entertaining, encourage students to think up very unusual reasons for refusing the suggestions, e.g.,

**S1:** *Why don't we have some coffee?*

**S2:** *No, thanks. If I drink coffee, I can't stop singing / I get a purple mark on my face! I get hiccups [a sudden sharp sound caused by movement in the chest that stops the breath.] (etc.) How about some hot chocolate?*

**S1:** *Yes, OK.*

**LESSON 3 SB page 13 WB page 8****Aims: Learners will**

- revise the present perfect
  - revise the use of *already*, *yet*, *ever*, *just* and *never* with the present perfect
- practise all skills

**Structures:**

*We've already left Alexandria.*

*He's just scored a goal.*

*Have you ever ... ?*

*Have you ... yet?*

*No, I haven't ... yet.*

*No, I've never ...*

**New vocabulary:**

century, diary, fisherman, weak

**Functions:**

Describing what has and hasn't happened in the non-specific past and current periods of time

student to tell the class something interesting or exciting they've done in the last year. Ask another student if they've ever done the same thing. Ask a third student what exciting thing they've done in the past year, and guide another student to ask a classmate whether they've ever done the third student's exciting thing, e.g.,

**S1:** *I've climbed to the top of a very high mountain.*

**S2:** *Have you ever climbed a high mountain?*

**S3:** *No, I haven't.*

- Then students can work in pairs to tell each other something interesting they've done in their lives and ask their partner if they've ever done it, e.g.,

**S1:** *I've been to the Empire State Building in America. Have you ever been to the Empire State Building?*

**S2:** *No, I haven't, but I've ridden a camel. Have you ever ridden a camel?*

**S1:** *No, I haven't.*

**& SB Page 13**

In Our English Magazine we have part of an Arab sailor's fifteenth-century diary.

**Lesson 3**

**5 Listen and number**

Listen and put each part in the correct order.

**Our English Magazine**

1 - wind blown the ship to the north  
- captain doesn't know where we are  
- worried

2 - found a job with a rich man  
- given me work in library, I can read and write

3 - fisherman found me, taken me to house  
- given me food and a room  
- told me this country is called England!

4 - stayed with fisherman for a week  
- poor man asked me for money for food  
- not paid him yet, lost all my money

5 - already left Alexandria, started journey  
- weather sunny, light winds, sea calm

6 - found ship to Alexandria  
- spoken to captain  
- given me job as sailor  
- hope to be back in Egypt in 2 months

7 - just arrived in London with rich man  
- weather and food terrible  
- no rice!

8 - 2 days ago ship hit a rock and sank  
- swam to the land  
- slept on a beach for 3 days  
- weak and hungry

**6 Now tell the story in complete sentences**

We've already left Alexandria and started our journey.

**13**

**Before using the book:**

- Revise the present perfect with *ever*. Get a 26

**5 Listen and number**

- Ask students what kind of text this is (*a school*

magazine).

- 2 Students look at the picture and predict what the text will be about, using the clues the picture gives.
- 3 Introduce the new words *century* and *diary* and read the directions in the two speech bubbles.
- 4 Read through the notes labelled 1 with the class and check understanding. Stress that these are just notes, and ask students to give an example of a complete sentence derived from the notes in the first section of the story, e.g., *already left Alexandria, started journey* = *We have already left Alexandria and started our journey.*
- 5 Read through the notes for the other parts of the story and make sure students understand the gist of them. Ask them to predict the meaning of the new words *fisherman* and *weak* from their contexts.
- 6 Explain the task. Students will listen and number the sections according to the tapescript. Explain that these are excerpts from a diary, so present tenses are used.
- 7 Play the cassette or read the tapescript. Students write the numbers in the boxes.
- 8 Check their answers.



### Tapescript

- 1  
*We've already left Alexandria and started our journey. The weather is very sunny with light winds, and the sea is calm.*
- 2  
*The wind has blown the ship to the north. The captain doesn't know where we are. I am worried.*
- 3  
*Two days ago our ship hit a rock and sank. I swam to the land. I have slept on a beach for three days. I am weak and hungry.*
- 4  
*A fisherman has found me and has taken me to his house. He has given me food and a room. He has told me this country is called England.*
- 5  
*I have stayed with the fisherman for a week. He is a poor man and has asked me for money for my food. I haven't paid him yet because I have lost all my money.*
- 6  
*I have found a job with a rich man. He has given me work in his library because I can read and write.*

7

*I have just arrived in London with the rich man. The weather and the food are terrible. There is no rice!*

8

*I have found a ship to Alexandria. I have spoken to the captain and he has given me a job as a sailor. I hope I'll be back in Egypt in two months.*

### Answers:

2	6
4	5
1 (given)	8
7	3

### 6 Now tell the story in complete sentences

- 1 Students form pairs. They imagine that they are the sailor recounting his story at the time and take it in turns to re-tell each section.
- 2 Monitor, noting any common errors to review with the whole class after the activity.
- 3 Ask some pairs to demonstrate.



### WB Page 8

## 3 Lesson 2

### 3 Answer the questions with *just* or *yet*

### 4 Complete the questions

#### Have you ever ...?

- a lose/money? *Have you ever lost any money?*
- b go/diving
- c fall off/bike
- d come/class very late
- e be/in bed for a week
- f have/a bad accident

Now ask and answer in complete sentences.

Have you ever lost any money?

No, I've never lost any money.

### 3 Answer the questions with *just* or *yet*

- 1 Explain the task, using the example to demonstrate. Make sure students understand that they have to decide from the picture whether they should answer *yes* or *no*, and that they should use *yes* with *just* and *no* with *yet*.
- 2 Students complete the task individually in class, or for homework.
- 3 Check their answers.

#### Answers:

- a No, she hasn't been yet. (given)
- b Yes, he's just scored a goal.
- c No, he hasn't seen the film yet.
- d Yes, they've just been in the sea.
- e Yes, they've just eaten.
- f No, she hasn't finished it yet.

### 4 Complete the questions

- 1 Read the example with students to demonstrate the task.
- 2 Read through all the prompts with the class and make sure they know the past participle of each verb (*gone, fallen, come, been, had*).
- 3 Students complete the task individually, then form pairs to compare their answers.
- 4 Check their answers.
- 5 In their pairs, students ask and answer the questions about themselves, as in the example in the speech bubbles.
- 6 Monitor, noting any common errors to review with the whole class after the activity.
- 7 Ask some pairs to demonstrate.

#### Answers:

- a Have you ever lost any money? (given)
- b Have you ever gone diving?
- c Have you ever fallen off your bike?
- d Have you ever come to class very late?
- e Have you ever been in bed for a week?
- f Have you ever had a bad accident?



#### Further practice

- Students re-tell the story of the fisherman from memory.
- Play a 'Who is best' game. Divide the class

into small groups and give them all a verb to use, e.g., *find*. Students make a sentence using the verb in the present perfect to tell the group something they have done. Students may make true sentences or invent something. After the first student in the group says his/her sentence, the others in the group each try to be better than the first. E.g.,

**S1:** *I've found a cat in my bed.*

**S2:** *I've found an old ship in the river.*

**S3:** *I've found 100 pounds in my jacket.*

**S4:** *I've found a very old book in my grandfather's house.*

- The group chooses who is best based on the sentences. Students cannot vote for their own sentence.
- Each group writes its best sentence on the board. The class votes for who is best. Students cannot vote for their group's sentence.
- Repeat with another verb.

## LESSON 4 SB page 14 WB page 9

### Aims: Learners will

- revise the present perfect
- write a letter to a friend
- practise reading and writing skills
- learn some new vocabulary about business

### Structures:

*My uncle has changed jobs.*

### New vocabulary:

classmate, customer, export, import, unfortunately

### Functions:

Writing personal letters  
Reporting recent events

### Before using the book:

- Review the story of the unit so far. What is the background to Samy writing a letter to a penfriend? (See SB page 11.)
- Ask students about letter conventions. Where do you write your address? How do you start and finish a letter?

**3 Lesson 4**

**7 Read and answer**

**World Pen Friends Club**

Name: Robert Tang  
Age: 14 years old  
From: Singapore  
Languages: Chinese, English

a Where has Samy been on holiday?  
b Where does Samy's uncle work?  
c Why has Samy been in bed?  
d Where is Hassan? Why?

**8 Match the sentences to paragraphs 1-5**

☐ a Samy gives Robert news of different people in his family.  
☐ b Samy asks Robert to write with his news and finishes the letter.  
☐ c Samy describes his life at school and activities he's done.  
☐ d Samy says that he should write because he has not written for some time.  
☐ e Samy tells Robert some bad news.

**9 Discuss**

a What is the most beautiful place that you have visited this year?  
b What is the most important thing that you have learned at prep school?

16 New School Street  
Nasr City  
Cairo, Egypt  
Monday, 8th October

Dear Robert

1 Hello again. It's been a few weeks since my last letter, so it's time to send my latest news.

2 Everyone is well. Mum has been at a conference and Dad has met lots of new customers. My uncle has changed jobs and now works for an import/export company. Sally and I have had a really good holiday diving in Sinai. Have you ever been diving?

3 We're back at school now. This is my last year at prep school. I've learned a lot and we've done many interesting things. For example, this month we've been to an exhibition of children's books and we've also visited a TV studio to help make a programme.

4 Unfortunately, not all my news is good. My classmate Hassan has had a bike accident. He's been in hospital since Monday with a broken arm. I've had a cold and I've been in bed for a week but I'm feeling much better today.

5 That's all for now. Please write soon with your news.

Best wishes  
Samy Shukri

**14**

## 7 Read and answer

- 1 Ask students who Samy's pen friend is (*Robert*) and ask questions to elicit the personal information about him: *What's his name? How old is he?* etc. Students can then do this in pairs, too, to revise, and then do the same about Samy.
- 2 Ask who wrote the letter.
- 3 Read through the questions and check understanding.
- 4 Introduce the new words *customer* and *import/export*.
- 5 Students read the letter and answer questions *a-d*. They can write notes (key information) in pencil next to the questions in the book.
- 6 Ask if they've understood from the context the new words *unfortunately* and *classmate*.
- 7 Ask them to give complete sentences in their answers in order to practise target structures.
- 8 Check their answers.

## Answers:

- a He's been to Sinai.
- b He works for an import/export company.
- c He's been ill./He's had a cold.
- d He's in hospital because he's broken his arm.

## 8 Match the sentences to paragraphs 1-5

- 1 Read through the paragraph topics *a-e* and match *a* to the correct paragraph 2 to demonstrate the task.
- 2 Students complete the task individually, then form pairs and compare their answers.
- 3 Check answers with the whole class.

## Answers:

- a 2      b 5      c 3      d 1 (given)      e 4

## 9 Discuss

- 1 Read through the questions with students and explain where necessary.
- 2 Students form pairs and ask and respond with their own answers.
- 3 Monitor, noting any common errors to review with the whole class after the activity.
- 4 Ask some pairs to demonstrate, encouraging them to use full sentences in their answers.



**Lesson 3**

**5 Write a letter to a pen friend**

Write your pen friend's address on the envelope.

To \_\_\_\_\_

Write your address and the date.

Start the letter.

Thank your pen friend for his or her letter. Say how long it has been since your last letter.

Tell your pen friend news about your family. Say what two people in your family have done recently.

Tell your pen friend how long you've been back at school and some interesting things you have done.

Tell your pen friend about something your classmates have done.

Ask your pen friend to write again soon.

Finish the letter.

## 5 Write a letter to a pen friend

- 1 Look at the layout of the letter space and ask what they will write on the lines in the top right-hand corner.
- 2 Read the prompts on the right of the letter and elicit some examples.
- 3 Students complete the task individually in class, or for homework.



### Further practice

- Arrange some English-speaking penfriends for the students or access an internet site with students where they can exchange e-mails.

## LESSON 5 SB page 15

### Aims: Learners will

- correct present perfect structures
- correct suggestions

### Structures:

Structures from lessons 1–4

### Functions:

Describing recent events  
Making and responding to suggestions

### Before using the book:

- Refer back to the first page of the unit and the list of aims. Go through each bullet point and elicit from students what they have learnt about each one.

## & SB Page 15

**Lesson 5**

**DO IT YOURSELF** Checking your work

It is important to check your work for mistakes.

a "Let's go, eat a pizza," Sally said.  
b "Why doesn't we watch the film?" asked Soha.  
c Samy has been in bed for a week.  
d "Have you ever visit Singapore?" Robert asked.  
e "Shall go we to the cinema tonight?" asked Soha.  
f Ahmed has already done his homework this evening.  
g "How about go to Samy's house tonight?" Ahmed said.  
h Hesham has bought a new car two weeks ago.  
i Nadia have just spoken to Nawal on the phone.

For example, in sentence c, the correct verb is *go*, not *going*.

Check the verbs in these sentences. Be careful. Some verbs or sentences are correct.

**REVIEW** Look at the key language

**REMEMBER**

a ways to make and reply to suggestions  
b the present perfect (without time phrases)  
c the present perfect (with time phrases)

d Find words below which go with company  
customer diary weak export fisherman import unfortunately

**Key language**

c Samy's been in prep school for two years.  
How about going to see Ahmed?  
Hesham hasn't been in the office today.  
I've learned a lot of English.  
Robert has never been diving.  
Go to the beach? Yes, good idea.

Make two more examples of a to c.



- 1 Read through the directions for the exercise in the speech bubbles.
- 2 Students complete the task individually.
- 3 Check answers with the whole class.

**Answers:**

- a [X] Let's go (given)
- b [X] Why don't...
- c [✓]
- d [X] visited
- e [X] Shall we go ...
- f [✓]
- g [X] How about going ...
- h [X] Hesham bought ...
- i [X] Nadia has ...

**Answers:**

- c (given)
- a
- c
- b
- b
- a
- d import export customer



**Further practice**

- Students make sentences with the words in the box for task d. For a longer task, they could try to make up a story that incorporates all the words.



- 1 Draw students' attention to the *Remember* box and read a–c. Elicit examples.
- 2 Read through examples of key language with the students and check understanding.
- 3 Explain that students should write a letter a–c next to the appropriate statement or question in the *Key language* section.
- 4 Students do the task individually, then form pairs and compare their answers.
- 5 Check answers with the whole class.
- 6 In their pairs, students think of two more examples for each of the three language items in the *Remember* box.
- 7 Students share their ideas with the whole class.
- 8 Students read the words in the box for task d and underline the words that go with *company*. Make sure they know what *company* means.

## A s s e s s m e n t

### Listening Task

**Target elements: the present perfect**

Use the letter from SB page 14 and change some of the key information, e.g., *Mum's been at my grandmother's house because my grandmother has been ill and Dad has started a new job.* Then prepare the task: some prompts/gapped sentences that will require one-word answers, e.g., **Mum has been to \_\_\_\_\_ house.**

Give out the prepared tasks to students and read the letter aloud, slowly. Students listen and fill in the missing information.

### Speaking Task

**Target element: suggestions and responses to them**

Students work in pairs and make suggestions and responses for the following situations:

*What to do on a sunny day off school*

*Helping a parent who is ill*

*What present to buy for a new baby*

*What to do to make the classroom look better*

### Reading Task

**Target elements: the present perfect and time phrases**

Use SB page 11, Ex. 1. Students read the dialogue and match the following questions and answers:

- 1 How much longer does Samy have to stay in bed?
- 2 How many games of chess have Samy and Ahmed played?
- 3 How long has Samy been ill?
- 4 How many films has Samy watched?
- 5 How many letters has Samy written to penfriends this week?
- 6 How many times has Samy played the computer game?
- 7 When have the boys played the three chess games?

- a since Friday
- b for two days
- c two
- d three
- e lots of times
- f for a week
- g none

### Writing Task

**Target elements: suggestions and responses to them**

Use SB page 12, Ex. 4. Students choose one of the situations and write a dialogue.