



VOCABULARY Verb phrases with *dress*, appearance, clothes, footwear and accessories

GRAMMAR Present Simple and Continuous, state and action verbs, articles

LISTENING A podcast about jobs in the entertainment industry

SPEAKING Participating in conversations

READING An article about how our appearance influences people's opinions

WRITING An informal email

VIEWING AND PRESENTING Arguing for and against uniforms

LESSON 1A VOCABULARY AND GRAMMAR

1 In pairs, look at the photo and the title of the text and answer these questions.

- 1 How do you think the people in the photo feel? Why do you think that?
- 2 Do you wear a school uniform?

2 Read the first paragraph of the text to check your answer to question 1 in Exercise 1. Then read the rest of the text to answer these questions.

- 1 Why are the students nervous?
- 2 What are the students organising?
- 3 How do students dress for end-of-year celebrations?

A day to remember



It's the last day of the school year and, next to the library, a group of young people, well-dressed in their school uniforms, are either looking around nervously or chatting and taking selfies. Exams are finished and everyone is waiting for their

5 results. For them, it is the last day of school because they are not coming back next year. They are already looking for jobs or are excited about starting university after the school holidays.

Before that happens, however, the students want to 10 celebrate the end of the year with their family and friends. Some are organising a gathering. Others are planning a celebration at home with their families. In any case, they can now take a break from their school uniforms and wear something smart. It is 15 important to look good on a day like this. Nobody wants to dress casually or be underdressed.

In the school hall, Fadi, the editor of the school newspaper, is interviewing some 20 school-leavers. Everyone seems happy, but how do they really feel? And how are they celebrating their hard work and success this evening? This is a day they will remember for the rest of their lives.

Ali: 'People usually organise their own end-of-year celebrations at home, but it's becoming more and more common for students to meet with friends, and that's what we're doing this year.'

Hani: 'I work hard at school every day and now it's time to enjoy myself a little. I've also bought a few small presents to say "thank you" to our teachers who are so kind and helpful.'

Adnan: 'I'm having a family dinner to celebrate the end of the exams and my sister has made me a fantastic cake!'

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LESSON 1 VOCABULARY AND C

SB: pages 4-5;

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Exercise 1

Answers

- 1 They are happy, because they are smiling.
- 2 Students' own answers

Exercise 2

Answers

- 1 Everyone is waiting for their exam results.
- 2 A meal in a nice restaurant / A celebration at home with their families
- 3 They wear something smart.

Present Simple and Present Continuous

3 Match sentences 1–6 with the Grammar box.

- Everyone is waiting for their results.
- Everyone seems happy.
- I work hard at school every day.
- I'm having a family dinner to celebrate.
- It's becoming more and more common for students to meet with friends.
- People usually organise their own celebrations.



Present Simple and Present Continuous

We use the Present Simple for:

- a facts and general truths
- b routines and habits
- c state verbs (e.g. want, know, prefer, remember, understand, mean, imagine, appear, seem)

Time expressions: always, every day, regularly, most days, usually, often, sometimes, hardly ever, never

We use the Present Continuous for:

- d actions happening right now
- e temporary situations happening now
- f changing situations

Time expressions: now, at the moment, these days, nowadays, this year

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4 Read the Watch Out! box. Then complete the sentences.

- 1 My friends and I **take / are taking** a class this month and today we '**'re learning / learn** how to knit.
- 2 It **gets / 's getting** late but I **don't want / 'm not wanting** to leave the family dinner!
- 3 I '**m thinking / think** that social media is a great way to stay connected but I **prefer / 'm preferring** face-to-face conversations.
- 4 My best friend **hates / 's hating** doing exercise so unfortunately we '**'re never going / never go** running together.

WATCH OUT!

State verbs are usually used in the Present Simple because they express states, opinions or feelings. However, a small group of these verbs can be used in the Present Continuous with a change of meaning, e.g. *think*, *have*, *look*, *see*: *I'm thinking* of going home. (*thinking* = mental activity)

We *think* it's a great idea. (*think* = opinion)

5 1.2 Write the correct Present Simple or Present Continuous form of the verbs in brackets.



Then listen and check.

Rana **1** *I'm packing* (pack) for our trip and it's really difficult.

Nour **2** _____ (know) what you mean. What have you got so far?

Rana **3** _____ (choose) some comfortable things like T-shirts and trousers. **4** _____ (you/think) of taking any warm clothes?

Nour No, only a sweater or a light jacket.

Rana **5** _____ (want) to take my new sun hat, but it's too big for my bag.

Nour It **6** _____ (not seem) worth taking a sun hat. We **7** _____ (plan) mostly indoor activities.

Rana That's true!

Nour Anyway, I **8** _____ (not think) you should worry too much. We can always go shopping when we're there!

6 SPEAKING Use the phrases from the box below to make three true sentences and one false sentence about yourself.

dress casually dressed up as get dressed
get dressed up get undressed overdressed
underdressed well-dressed

Now go to Workbook page 4 for the next lesson.

I can use Present Simple and Present Continuous to talk about habits and temporary situations.

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LESSON 1 VOCABULARY AND GRAMMATI

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Exercise 3

Answers

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

Exercise 4

Answers

1 are taking, 're learning 2 's getting, don't want
3 think, prefer 4 hates, never go

Exercise 5

Answers

2 know 3 'm choosing 4 Are you thinking 5 want
6 doesn't seem 7 're planning 8 don't think

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LESSON 2A VOCABULARY | Appearance

My Wardrobe

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This long-sleeved jumper with **polka dots** is one of my favourites. It's incredibly comfortable and it matches perfectly with these loose-fitting trousers. I always choose clothes made from natural fabrics like **cotton** and **wool** because they're very soft and easy to look after. I prefer clothes in plain colours to patterns like **paisley**. When I want to look more stylish, I wear this outfit with a wide-brimmed hat and a shoulder bag.



I have short dark-brown hair and a beard and I usually dress casually. I think my clothes match my appearance. My favourite piece of clothing is my black leather jacket and I choose my other clothes to go with that. For my daily college routine, I often wear dark-blue jeans with a classic belt. Today I'm wearing a v-necked T-shirt and a hoodie. I sometimes wear the red and white checked hattah that my friend from Jordan gave me. I'm not really into **logos** or patterns on my clothes. I'm also wearing vintage sunglasses and trainers, and I keep all the things I need for the day in my yellow backpack. This is what I like to wear on weekdays.



At work, I dress quite formally. I tend to wear a suit with a **striped** blouse and a **cashmere** cardigan. But in traditional settings, I like to wear a thobe. The material and pattern of the thobe can vary greatly. For instance, it might be made of cotton, **silk** or **nylon**, and it might have an **embroidered** design or it might be plain. Some women might wear them with accessories like a brightly-coloured scarf or a matching handbag. My favourite thobe is black and red, paired with a **plain** black headscarf.



- 1 THINK BACK** Work in pairs. Add as many words as you can to these categories.

Clothes: vest, ... **Footwear:** sandals, ...
Accessories: cap, shoulder bag, ...

- 2 Look at the photos and match items 1–14 with their names.**

<input type="checkbox"/> plain black headscarf	<input type="checkbox"/> black leather jacket
<input type="checkbox"/> buttoned cardigan	<input type="checkbox"/> checked scarf
<input type="checkbox"/> dark-blue jeans	<input type="checkbox"/> hoodie
<input type="checkbox"/> long-sleeved jumper	<input type="checkbox"/> loose-fitting trousers
<input type="checkbox"/> matching handbag	<input type="checkbox"/> embroidered thobe
<input type="checkbox"/> vintage sunglasses	<input type="checkbox"/> v-necked T-shirt
<input checked="" type="checkbox"/> wide-brimmed hat	<input type="checkbox"/> yellow backpack

- 3 Add the highlighted words from the texts.**

Materials: denim, leather, linen, **cashmere**, ...

Patterns: checked, plain, ...

Shape: baggy, loose-fitting, narrow, ...

Other: full-length, vintage, ...

- 4 SPEAKING** In pairs, describe what the people in the photos are wearing.

- 5 REFLECT | Society** How are the clothes your generation wears different from what your parents' generation wears?

- 6 WRITING** What is your favourite outfit?

Now go to Workbook page 6 for the next lesson.

- 6 I can talk about physical appearance and clothes.

SB: page 6;

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Exercise 1

Suggested answers

Clothes: anorak, blouse, blouse, cardigan, coat, dress, hoody, jacket, jeans, jersey, jumper, kilt, parka, pyjamas, raincoat, shirt, shorts, skirt, socks, sweatshirt, tights, top, tracksuit, tracksuit top/bottoms, T-shirt

Footwear: boots, flip-flops, shoes, slippers, sneakers, trainers

Accessories: belt, bracelet, chain, earrings, glasses, gloves, handbag, hat, necklace, scarf, sunglasses, tie

Exercise 2.

Answers

2 long-sleeved jumper 3 loose-fitting trousers

4 vintage sunglasses 5 v-necked T-shirt

6 black leather jacket 7 hoodie 8 yellow backpack

9 dark-blue jeans 10 checked scarf 11 plain black
headscarf 12 embroidered thobe 13 buttoned cardigan
14 matching handbag

Exercise 3

Answers

Materials: cotton, wool, silk

Patterns: striped, paisley, polka dots

Shape: v-necked

Other: casual, embroidered, matching

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LESSON 3A

LISTENING AND VOCABULARY

- 1 Think about films you have seen. In what ways do actors change their appearance?
- 2 You are going to listen to a podcast about jobs in the entertainment industry. Study the 'Before you listen' section of Active Listening and the sentences in Exercise 5. Then answer questions 1 and 2.
 - 1 What are the names of two of the people you will hear in the podcast?
 - 2 What do you think their jobs are?

ACTIVE LISTENING | Listening effectively

Before you listen

- Read each question carefully.
- Predict what the people might say.
- Predict what kind of information you need to answer each question – a number, a place, etc.

While you are listening

- Listen for key words and phrases to:
 - help you understand the main ideas.
 - check your predictions.



- 3 1.3 Listen and check your answers to Exercise 2.

4 In pairs, look at the sentences in Exercise 5 and decide what kind of information you need in order to complete each sentence.

5 1.3 Study the 'While you are listening' section of Active Listening. Then listen again and complete the sentences.

- 1 Lama can't give too much information about the TV series because it's secret.
- 2 Lama's job is to transform Malak so she appears to be _____ years old.
- 3 She wants to make Malak's lips look _____ and _____.
- 4 She enjoys the _____ part of her job most.
- 5 Clothes and accessories cost Lama _____ dinars every year.
- 6 In the future, Lama would love to work on a _____.

6 Look at these words and phrases from the podcast. Use them to write six sentences about people you know.

bags under the eyes double chin
long eyelashes smooth skin wrinkles

7 SPEAKING In groups, discuss the questions.

- 1 What skills and qualities do you think are essential for a successful costume designer?
- 2 How important is creativity in the role of a make-up artist? Can you give examples?

Now go to Workbook page 7 for the next lesson.

I can listen effectively and talk about physical appearance.

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LESSON 3 LISTENING AND VOCABULARY

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Exercise 1.

Suggested answers

- They work out / get fit / go to the gym.
 They cut off / colour / grow their hair.
 They wear costumes and wigs.
 They use CGI (computer-generated imagery).



Exercise 3.

Answers

- 1** Lama and Malak **2** Costume designer and actress

Exercise 4

Answers

- 1** an adjective to describe the details of a TV series
2 a number
3 two adjectives to describe lips
4 an adjective to describe part of a job
5 a number
6 a noun (something a costume designer would work on)

Exercise 5

Answers

- 2** 70/seventy **3** thinner and drier **4** creative
5 several thousand **6** historical film

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LESSON 4A READING AND VOCABULARY

- 1 SPEAKING** In pairs, talk about your favourite/least favourite accessories. Why do you like them?
- 2** In pairs, look at the photos, the captions and the title of the article on page 9. What do you think it is about?
- 3** Read the article and choose the correct answers.
- In the first paragraph, what does the writer say about how we judge appearances?
 - We are not aware of how much appearances affect our decisions.
 - First impressions are usually wrong.
 - We always make decisions based on physical characteristics.
 - Which statement is true about the experiment in the second paragraph?
 - Participants in different countries rated people differently.
 - We only judge the characters of people we know.
 - We trust mature people more.
 - In the third paragraph, what does the writer suggest?
 - People who wear glasses are more intelligent.
 - We often believe stereotypes.
 - People who wear uniforms are better listeners.
 - How can putting on a white coat influence you?
 - It can make you believe you're a doctor.
 - It can help you concentrate better.
 - It can help you control other people.
 - What would be the most suitable sub-heading for this article?
 - Some stereotypes are false, but the way people look tells us a lot about them.
 - The way we look affects what people think of us and how we feel and behave.
 - Studies show it's better to dress well if you want to be successful in life.



- 4** In pairs, rewrite these statements using the highlighted phrasal verbs and phrases from the article.
- I admire people who work hard to achieve their goals.
I look up to people who work hard to achieve their goals.
 - I don't think it's right to consider yourself better than people who don't care about high-status jobs or titles.
 - I'd like to start my own research company one day.
 - I often make a mistake when I don't take the time to listen carefully.
 - I think that challenging situations can make people's best qualities more noticeable.
- 5** Study *Watch Out!* and rewrite sentences 1–4 using compound adjectives.
- I've got broad shoulders and curly hair.
 - I can't decide whether to wear a shirt with short sleeves or long sleeves.
 - My hair is short, but my friend has long hair.
 - My eyes are blue and my sister's are brown.

WATCH OUT!

We can use compound adjectives to describe clothes and people.

If a person has *grey hair*, we say he/she is *grey-haired*.

If a person is neither young nor old, we say he/she is *middle-aged*.

- 6 SPEAKING** How do these make you feel?

a uniform a white coat casual clothes
formal/smart clothes glasses sunglasses

- 7 REFLECT | Values** Appearance is not important. It's what's inside that counts. Do you agree? Discuss in groups.
- 8 WRITING** What does the expression 'Never judge a book by its cover' mean?

8 I can understand the main idea and identify specific details in an article and talk about stereotypes.



SB: pages 8-9

Exercise 2.

Answer

the power of appearance and stereotypes

Exercise 3

Answers

1a 2c 3b 4b 5b

Exercise 4

Answers

- 2 I don't think it's right to look down on people who don't care about high-status jobs or titles.
- 3 I'd like to set up my own research company one day.
- 4 I often get it wrong when I don't take the time to listen carefully.
- 5 I think that challenging situations can bring out people's best qualities.

Exercise 5

Answers

- 1 I'm broad-shouldered and curly-haired.
- 2 I can't decide whether to wear a short-sleeved or a long-sleeved shirt.
- 3 I'm short-haired but my friend is long-haired.
- 4 I'm blue-eyed and my sister is brown-eyed.



The power of appearance



1.10

When we see someone for the first time, our brains instantly notice things like their age, hair, eye and skin colour or height and voice, and we use this information to make assumptions about their education, social position and character. Without realising it, we then make important decisions – such as who to vote for, who to give a job to or who to trust – based on these assumptions.

A few years ago, social scientists set up an experiment in 45 different countries, in which people had to guess what 120 individuals were like based on pictures of their faces. The results showed that in every region of the world, people rated men and women over 40 as more confident, responsible, sociable and reliable. There are also studies that show that we perceive grey-haired individuals as wise or mature, or people who wear glasses as intelligent.

The way we dress also has an impact in situations such as school, social occasions or work. We often look up to someone who is very well-dressed and look down on those who don't dress as smartly. We show more respect to people in uniforms and are more likely to

listen carefully to a doctor when he or she is wearing a white coat instead of casual clothes.

The clothes we wear don't just affect what others think of us; they also affect how we feel about ourselves. In one fascinating experiment, scientists showed that if you wear a white coat that you believe belongs to a doctor, your ability to pay attention increases sharply. Apparently, wearing what you think is a doctor's coat can bring out the best in you! However, if you wear the same white coat believing it belongs to a painter, there's no improvement in your ability to concentrate. As the scientists behind the experiment stated, 'The clothes we wear have power not only over others, but also over ourselves.'

So our physical appearance and clothes influence the opinions people have of us and their behaviour towards us. This can sometimes make them use unfair stereotypes and get it wrong. But it seems that the clothes we wear also have a powerful effect both on how we feel and how we act. Perhaps that's worth remembering the next time you're trying to decide what to wear.

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THIS WEEK'S STAR LETTER IS FROM HUDA IN AMMAN. SHE HAS WON THE 1ST PRIZE!



I want to tell you about my shop. I'm the owner of a shop in a women's clothing shop in Amman. The shop sells clothes made in Jordan.

From the 19th century onwards, women started to wear clothes like trousers, suits and long-sleeved blouses. Women my age usually wear a traditional embroidered thobe for more special occasions. But in my opinion, the most important thing to know about style is that it's like a wheel. It turns round and round. The looks of the past that nobody wears anymore often become the popular choices of the future.

In the past, women wore long dresses all the time. Today I'm wearing a beautiful full-length dress. It isn't new. My mum bought it 30 years ago!

LESSON 5A GRAMMAR

- 1 'Style is like a wheel.' What does that mean? Discuss in groups. Then read the text and look at the photos to check your ideas.

Articles

- 2 Match the underlined words in sentences 1–7 with rules a–g in the Grammar box.

- 1 She has won the first prize.
- 2 I work as a sales assistant.
- 3 The shop specialises in women's clothes from Jordan.
- 4 Women wore long dresses all the time.
- 5 ... the most important thing to know about clothing choices ...
- 6 ... is that it's like a wheel.
- 7 I'm wearing a smart suit. The suit looks great.

- 3 1.11 Complete the gaps with Ø (no article), a/an or the. Then listen and check.

They say that ¹ Ø clothes say a lot about us. What about ² people who don't buy any clothes, like me? Today I'm wearing ³ old pair of jeans and ⁴ cotton top. ⁵ jeans were ⁶ present and ⁷ friend gave me ⁸ top because it was too small for her. She bought it in ⁹ Italy. Why don't I buy new clothes? Well, shopping isn't ¹⁰ worst thing in ¹¹ world, but I care about ¹² environment more than I care about ¹³ style.

Articles

- a We use no article (Ø) with plurals and uncountable nouns to talk about something/someone in general.
- b We use no article (Ø) with continents, most countries and cities.
- c We use a/an to talk about a singular countable thing/person when it is one of many or one of a group; not the only one.
- d We use a/an with occupations.
- e We use the to talk about a specific thing/person.
- f We use the with superlatives, ordinal numbers, periods (e.g. the 1980s) and some countries (e.g. the UAE).
- g We use a/an when we mention something/someone for the first time and the when we mention it again.

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- 4 1.12 PRONUNCIATION Listen to sentences 1–3 and say when and why the is pronounced /ði:/.



- 1 The American jeans are cheaper than the European ones.
- 2 The hat was the oldest item in his wardrobe.
- 3 The expensive shoes are less comfortable than the cheap ones.

- 5 SPEAKING In pairs, discuss the question.

Which clothes from the past do you like?

Now go to Workbook page 8 for the next lesson.

- 10 I can use articles to talk about general and specific things.

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1**LESSON 14 GRAMMAR (SB)****14**

SB: page 10

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Exercise 1.

Suggested answer

It means that clothes that were fashionable in the past become fashionable again after some time.

Exercise 2.

Answers

1f 2d 3b 4a 5e 6c 7g

Exercise 3.

Answers2ø 3an 4a 5The 6a 7a 8the 9ø 10the
11the 12the 13ø

Exercise 4.

Answers

- 1 The American jeans are cheaper than the European ones.
- 2 The hat was the oldest item in his wardrobe.
- 3 The expensive shoes are less comfortable than the cheap ones.

Pronounced /ði:/ because it comes before a vowel sound.

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- What jobs require a uniform? Think this is? Discuss in groups.
- In pairs, say if you agree or disagree with these opinions. Say why.
 - School uniforms promote a sense of unity among students.
 - School uniforms are more comfortable than regular clothes.
 - School uniforms save time and effort in choosing what to wear each day.
 - School uniforms prepare students for dress codes at the workplace.



1.13 Listen to the conversation between four friends. Which opinions (1–4) in Exercise 2 are expressed in the conversation?



1.14 Listen to another conversation between two friends and answer these questions.

- Why is Nada confused at the beginning?
- What does Reem like about her uniform?
- Why do they have to end the conversation?
- Complete the Speaking box with headings a-f.
 - Ask for explanation or clarification
 - Ask for repetition
 - Clarify your message
 - Get others to speak
 - Hold attention
 - Interrupt politely
- Work in groups. Use the phrases from the Speaking box to discuss arguments for and against wearing a uniform at work.



SPEAKING | Participating in conversations

When you're speaking

1 Clarify your message

What I mean is ...

The thing is, ...

Let me put it another way.

2

Just a second,
I haven't finished.

Hold on! Let me finish!

Check others understand

Do you know/see what I mean?

Does that make sense?

Do you get it?

3

What do you think?
Tell us what you think.

What's your opinion?

When someone else is speaking

4

Excuse me, can I say something?

That's true/a good point, but ...

Sorry to interrupt but ...

5

Sorry, I didn't get that.
Could you say it again?
I'm sorry, I missed that.

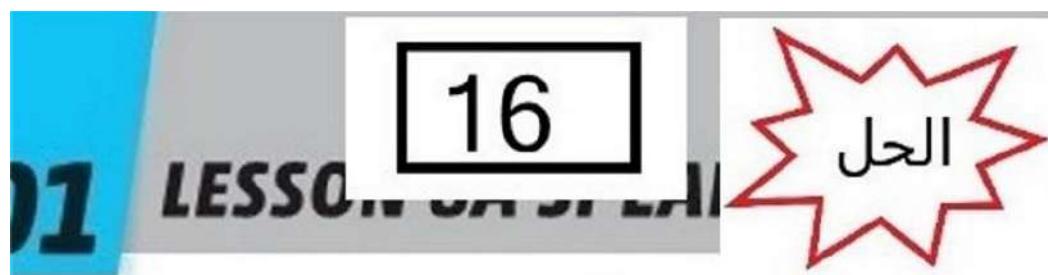
6

Do you mean ...?
I'm not sure what you mean.

Are you saying ...?
Did you say/mention ...?

Confirm you understand

Right, I've got that.
Yes, I know/see/get what you mean.
Ah right! Now I get it.



SB: page 11

Exercise 1.

Suggested answers

healthcare workers – uniforms promote hygiene, firefighters – uniforms promote safety, postal and delivery workers – uniforms help identify employees, corporate staff – uniforms usually have the company's brand on them

Exercise 3.

Answers

All opinions except Opinion 3 are expressed.

Exercise 4

Answers

- 1 Nada thought Reem could choose her own uniform.
- 2 She likes knowing what she's going to wear every day, the team spirit when they play sports, and that there is no peer pressure about what they wear.
- 3 Because it's getting late for school and Reem is going to miss the bus.

Exercise 5.

Answers

2 e 3 d 4 f 5 b 6 a

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LESSON 7A WRITING | An informal email

- 1 REFLECT | Culture Read about wood-fired ovens. Which of these facts are true?

- a It was used in many different countries in the past.
- b Every Roman family had an oven in their house.
- c Romans made a food similar to pizza in wood-fired ovens.
- d Stone ovens aren't very efficient.
- e The taste of pizza made in a wood-fired oven is special.



- 2 Read Huda's email. Why is she writing to Dalia?

- 3 Read Huda's email again. In pairs, identify five features that make it informal.

She starts with 'Hey' instead of 'Dear ...'

The history of the wood-fired oven

The wood-fired oven made of brick or stone has been around for thousands of years. Archaeologists have found such ovens in the excavation sites of almost all ancient civilisations. In fact, taboon flatbread, which is popular across the Middle East, takes its name from the word 'oven'.

Ancient Romans took their bread to a communal oven for baking, and this is probably the origin of today's pizza.

Ovens made from stone allow for heat to be distributed evenly and efficiently. The wood fire gives flatbreads and pizzas a distinct and delicious taste.



1**LESSON 18 WRITING (SB)****18**

SB: pages 12-13

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Exercise 1.

Answers

a, c, e are true.

Exercise 2.

Answers

to thank her for the invitation to the dinner, discuss what clothes she is going to wear and offer help to decorate for the party

Exercise 3.

Suggested answers

She writes in a chatty style.

She uses short simple sentences.

She uses informal words and expressions, exclamation marks, emojis, abbreviations and contractions.

She leaves out some words.

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- 4 Study the Writing box and in Exercise 3. Then complete the box with examples from



as

WRITING | An informal email

Beginning your email

- Start with a friendly greeting, e.g. Hi there, .../¹ Hey
- Mention your last contact with the other person, e.g. Long time no see. /² _____
- Mention the message you are replying to, e.g. Thanks for the invitation./³ _____

Sounding informal

- Write in a chatty style.
- Use short, simple sentences.
- Choose informal words and expressions, e.g. What do you reckon? NOT What do you think? /⁴ _____ NOT Would you like to ...?
- Use !, emojis 😊 and abbreviations (btw = by the way/⁵ _____ = thanks).
- Use contractions, e.g. How's ...? instead of How is ...?/⁶ _____ NOT I cannot ...
- Leave out words like pronouns (usually I), and the verb to be, e.g. Great to see you ... NOT It was great to see you .../⁷ _____ NOT I'm not sure about ...

Ending your email

- Give a reason for ending your message, e.g. Got to do my homework now./⁸ _____
- Send greetings or refer to future contact, e.g. Give my love to Eman. or See you on Saturday. or Give me a call next week./⁹ _____
- End with CU soon/¹⁰ _____

- 5 Put lines a-g in order to make Dalia's reply.

- a You could wear white trainers and a silver dress and I could wear black trainers and a gold dress.
- b Let me know. Homework time now.
- c I have a suggestion for a matching outfit for the two of us.
- d Love, Dalia
- e Hey Huda,
- f And this weekend it's my garden dinner!
- g How RU doing? Just back from the gym. Last weekend was great, wasn't it?

- 6 Complete Huda's next message to Dalia with phrases from the box.

Do you fancy ... Can't wait for ... How's it going? I'm off to sort something out CU soon Hi there Hoping you can help.

¹ Hi there.

² _____ Been to the gym AGAIN? Stop making me feel lazy 😊. ³ _____ next week's dinner.

I love your suggestion! Matching outfits – how cute! ⁴ _____ coming over later? My mum has a suitcase full of old clothes. I think we might find dresses there. Bring your black trainers! Anyway, let me know, and we'll ⁵ _____.

Got to visit my grandma. I made her some cupcakes. Can't wait to surprise her! ⁶ _____ Huda

- 7 SPEAKING Imagine you are also going to Dalia's dinner. Choose an outfit and accessories for yourself and describe them.

- 8 WRITING TASK Reply to Huda's email. Tell her about your outfit for the dinner.

- Use the Graphic Organiser to help you plan your writing.

I can write an informal email giving news or opinions.

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1**LESSON 20****20****LISTENING (SB)**

SB: pages 12-13

**الحل****Exercise 4.****Answers**

- 2 Great to see you Saturday night. 3 Got your invitation ...
4 Do you fancy ... 5 thx 6 Can't 7 Not sure about
8 Right, I'm off to make some dinner. 9 Message me later.
10 Bye 4 now

Exercise 5.**Answers**

- 1e 2g 3f 4c 5a 6b 7d

Exercise 6.**Answers**

- 2 How's it going? 3 Can't wait for 4 Do you fancy
5 sort something out 6 CU soon

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