

Unit 6 Stages in life



Women chat on the station platform in Winterthur, Switzerland.

FEATURES

70 Changing your life

How one couple left their jobs for a life of adventure

72 World party

Join in some of the world's biggest and most colourful parties

74 Coming of age

A look at how different societies celebrate becoming an adult

78 Steel drums

A video about the steel drums of Trinidad and Tobago

- 1 Work in pairs. The photo shows three generations of people. Which words in the box describe their stage in life?

child teenager young adult adult
middle-aged elderly

- 2 44 Listen to someone talking about the photo. Why does the speaker like the photo?

- 3 Look at these different life events. Answer the questions.

get a pension get your driving licence
go to college or university get married
learn to ride a bicycle leave home
start a family start your career
retire from work buy your first home

- 1 At what age do people in your country do these things?
2 Do you think there is a correct time in your life to do each one?

my life

- THE TRIP OF A LIFETIME ► PLANNING A CELEBRATION ► EVENTS IN THE YEAR ► AN INVITATION
► A DESCRIPTION

6a Changing your life

Vocabulary describing age

- In some countries it is rude to ask the question 'How old are you?' Is it rude to ask this question in your country? What does it depend on?
- We use the phrases in B to talk about general age, e.g. *He's in his mid-twenties*. Match the ages in A with the phrases in B. Which words on page 69 also describe these ages?

A 25 14 83 39 53

B early teens mid-twenties fifties
late thirties early eighties

- Work in pairs. Think of five people you both know (e.g. the leader of your country, a famous celebrity). What age do you think they are?

Reading

- Read the article on page 71 about Rich and Amanda. What was their stage in life when they left their jobs? Why did they decide to leave?
- Read the article again and answer the questions.
 - Did they do anything fun at the weekends?
 - What did they realize they wanted to do?
 - Why did they buy a campervan?
 - Where did they plan to travel to by container ship?
 - What did colleagues find difficult to understand?
 - What did friends think they were crazy to do?
 - What did Rich and Amanda start to do after they left home?

Grammar to + infinitive

► TO + INFINITIVE

- We intend to leave our jobs.*
- Let's buy a campervan to travel in.*
- It's difficult to understand your decision.*

For further information and practice, see page 166.

- Look at the grammar box. Match the sentences (1–3) with the different forms (a–c).
 - a verb + to + infinitive
 - an adjective + to + infinitive
 - to + infinitive explains the purpose of an action



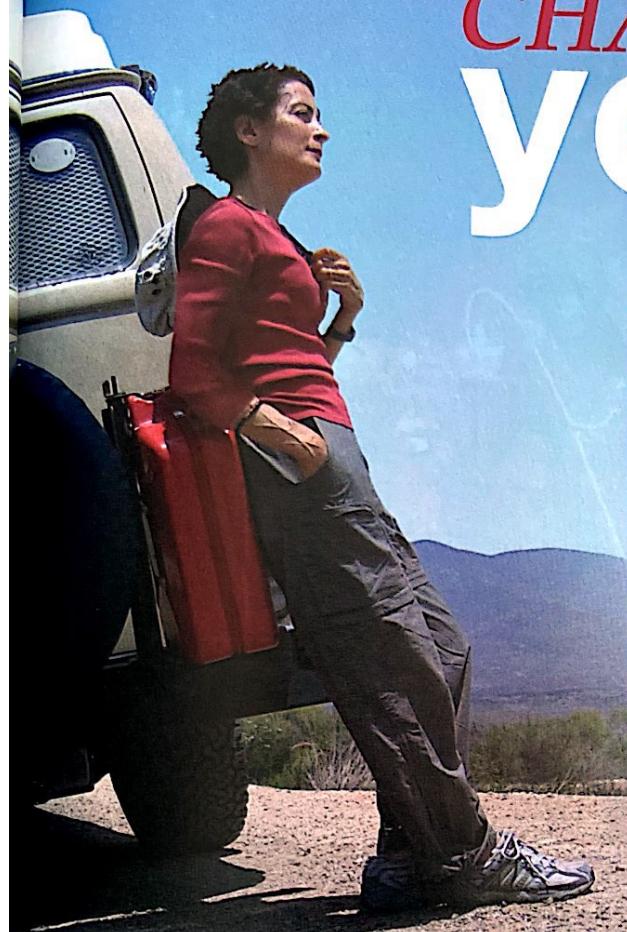
- Read about three people's future plans. Choose the correct options to complete the three texts. What is each person's stage in life?

'One day I plan ¹go / to go to university, but this year I'm working in a supermarket ²earn / to earn some money. Then I'd ³like / to like to travel round the world for six months.'

'I'm so happy ⁴retire / to retire! Some people tell me I should ⁵relax / to relax at this stage in my life, but I don't want ⁶sit / to sit at home doing nothing.'

'These days it's really difficult ⁷buy / to buy a house. Me and my husband can't ⁸afford / to afford one, so we're living with his parents and saving money ⁹buy / to buy a place of our own. It's hard ¹⁰don't feel / not to feel unhappy about it.'

CHANGING your life



▶ 45

Rich and Amanda Ligato were professional people with successful careers. Every week, they worked hard. They always intended to do something fun and exciting at the weekend but, in the end, there was never time. One day they asked themselves, 'Is this all there is?'

They realized that they wanted to stop working and to go travelling. Or, as Rich said, 'to buy our freedom'. But first they needed to save some money. Every month they lived on Rich's salary and saved Amanda's. Then they bought a campervan to travel from the bottom of South America to Brazil, and from there they hoped to get to Africa on a container ship.

Colleagues at work found it difficult to understand their decision. Even their closest friends thought they were crazy to go on this kind of journey, but finally, the day came. They left their home and started to live their dream.

- 8 Look at the correct options in Exercise 7. Which options use *to* + infinitive? Match them to the uses (a–c) in Exercise 6.

- 9 Match the beginnings of the sentences (1–6) with the endings (a–f).

- 1 One day I intend to
 - 2 I want to take a year off
 - 3 I'd be
 - 4 In the future, I'd like to learn
 - 5 When I get older, I
 - 6 These days, it's difficult
- a hope to spend more time with my family.
 - b happy to live in another country.
 - c buy my own house.
 - d not to take work home.
 - e to play a musical instrument.
 - f to travel overseas.

10 Pronunciation /tə/

- ▶ 46 Listen to the sentences from Exercise 9. Is *to* pronounced /tu:/ or /tə/? Listen again and repeat.

- 11 Write your own sentences using the sentence beginnings (1–6) in Exercise 9. Then work in pairs. Read out your sentences and compare your ideas.

1 One day I intend to start my own business.

Speaking my life

- 12 Work in groups. You plan to take six months off from your job or your studies and have the trip of a lifetime! Discuss the following questions and make notes about your plans. You can use the world map on pages 6–7 to help your planning.

- Which countries and continents do you plan to visit?
- Why do you want to visit these places?
- What type of transport do you intend to use?
- What do you hope to do in each place that you visit?
- What do you think will be easy to do on the trip? What do you think will be difficult to do?

- 13 Present your 'trip of a lifetime' to the rest of the class. We plan to visit parts of Asia. First of all, we want to visit Vietnam to see its beautiful and ancient places ...

my life

▶ THE TRIP OF A LIFETIME

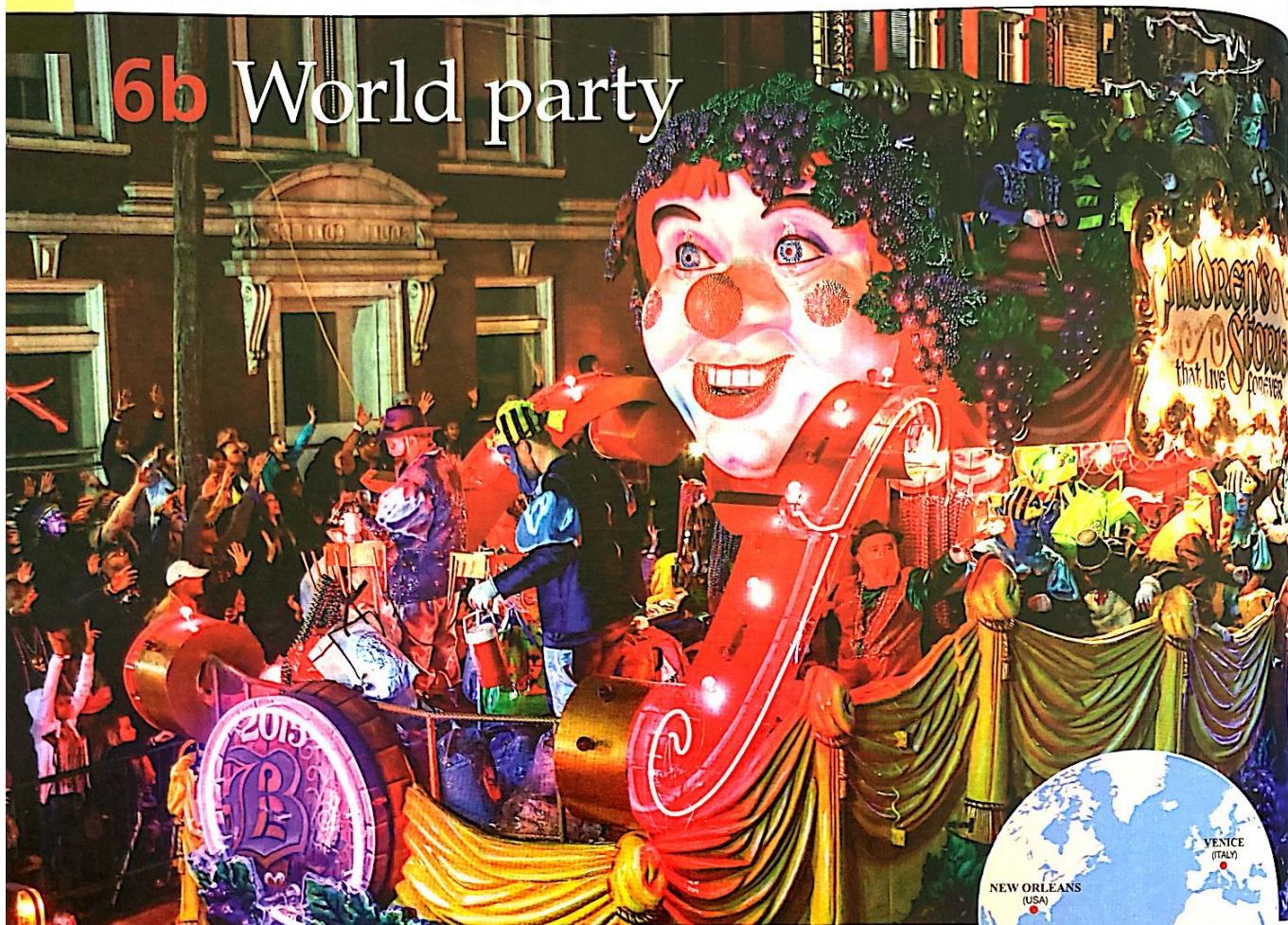
▶ PLANNING A CELEBRATION

▶ EVENTS IN THE YEAR

▶ AN INVITATION

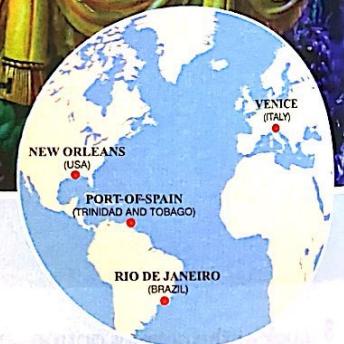
▶ A DESCRIPTION

6b World party



WORLD PARTY 47

People in different countries celebrate Mardi Gras with live music, costumes, fireworks, parades and lots of good food. The most famous celebrations are in New Orleans, Venice, Rio de Janeiro and Port-of-Spain.



New Orleans, USA

Small parties for Mardi Gras began in the 1700s. By the 1800s they were huge events with masks, costumes and jazz bands. Visitors also have to try 'king cake' with its gold, purple and green decorations.

Venice, Italy

Mardi Gras is called Carnevale in this beautiful city. The first celebrations were in the 11th century and it is still a big celebration today. Visitors to the city can enjoy the costumes, candles and fireworks at night from a gondola in Venice's canals.

Rio de Janeiro, Brazil

The world-famous parades started in the mid-1800s, with decorated floats and thousands of people dancing to samba. People eat a famous meat and bean stew called feijoada.

Port-of-Spain, Trinidad

The French arrived here in the 18th century and brought Mardi Gras with them. Nowadays, everyone enjoys the parties and concerts with the famous steel drums playing from morning to midnight.

Reading and vocabulary celebrations

- 1 Which events do you celebrate in your country? When do you have parties?

When a child is born, everyone in the family comes to a big party.

- 2 Look at the first paragraph of the article. Why is the article called *World party*?

- 3 Read the article. Match the sentences (1–6) with the four places in the article.

- 1 There were no Mardi Gras celebrations here before the mid-1800s.
- 2 It has the oldest celebration.
- 3 One type of food is decorated with different colours.
- 4 One type of musical instrument is especially important.
- 5 One type of music is especially important.
- 6 People can travel to the party on a type of boat.

4 Find words in the article for these pictures.



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____

5 Work in groups. Describe your favourite festival or celebration in your country. Answer these questions.

- When and why did it begin?
- Is there any special food?
- Do people wear special costumes or masks?
- Do people walk round the streets or ride on floats?
- Do you have fireworks in the evenings?
- Is music important? What kind of music is there?

Listening

6 **48** Listen to a report about one of the celebrations in the article. Which celebration is it about?

7 **48** Listen again. Answer the questions with *Yes*, *No* or *Don't know* (if the news report doesn't say).

- 1 Are a lot of people going to come?
- 2 Is the woman riding on the float on her own?
- 3 Is she wearing her mask when the interview starts?
- 4 Does she think she'll have a good time?

Grammar future forms

FUTURE FORMS

- 1 *Are you going to be in the parade this afternoon?*
- 2 *Everyone is meeting at the float at six fifteen.*
- 3 Interviewer: *Do you have a mask?*
Lorette: *Sure. Here it is. I'll put it on.*

For further information and practice, see page 166.

8 Look at the grammar box. Answer these questions.

- a Which sentences (1–3) use these future forms: the present continuous, *will + infinitive*, *be going to + infinitive*.
- b Which sentence is about a general plan or future intention? (It was decided before the conversation.)
- c Which sentence is about a decision at the time of speaking?
- d Which sentence is about an arrangement for a fixed time, made before the conversation?

9 Choose the correct option in these sentences.

- 1 A: Did Geoff email the times of the parade?
B: I don't know. *I'll check / I'm checking* my inbox right away.
- 2 *You'll / You're going to visit New Orleans!* When did you decide that?
- 3 A: Hey, this costume would look great on you.
B: Maybe. *I'm trying / I'll try* it on.
- 4 One day when I'm older, *I'm visiting / I'm going to visit* Venice.
- 5 A: What time *will we meet / are we meeting* everyone for the parade?
B: At two in the main square.
- 6 A: What *are we going to give / will we give* Mark for a present?
B: We planned to give him a new shirt and tie.
- 7 A: What time *will you leave / are you leaving?*
B: Straight after the firework display. I need to go to bed early tonight.

10 Pronunciation contracted forms

49 Listen to sentences 1–4 in Exercise 9. Notice how the contracted forms are pronounced. Listen again and repeat.

11 Complete the sentences with a future form of the verb.

- 1 At the end of this year I _____ (leave) my job and write a book.
- 2 What time _____ we _____ (meet) everyone today?
- 3 A: My car won't start and I've got a meeting at nine!
B: Don't worry. I _____ (take) you in my car.
- 4 Next year I _____ (do) more exercise, but I'm not sure what kind of exercise.
- 5 The lesson _____ (start) half an hour later tonight, at eight o'clock.
- 6 We also need to get more food and drink for the party, so I _____ (buy) that.

Speaking

12 Work in groups. Imagine your town is going to be five hundred years old. Have a town meeting to plan and prepare the celebration. Discuss this list. Decide what you would like to do and who is in charge of organizing each thing.

- type of celebration
 - type of food
 - type of music
 - type of place
 - date and time
 - anything else
- A: *So we're going to have a party with fireworks! I'll buy the fireworks. What about the food?*
B: *I'll buy the food!*

13 Present your final plans to the whole class. Explain what you are going to do.

my life

► THE TRIP OF A LIFETIME ► PLANNING A CELEBRATION ► EVENTS IN THE YEAR ► AN INVITATION

6c Coming of age

Reading

- ## 1 Discuss these questions.

- 1 At what age can people legally do these things in your country?

- drive a car get married buy cigarettes
leave school buy fireworks
open a bank account

2 At what age do you think teenagers become adults?
3 Do you have special celebrations in your country for young people as they become adults?

- 2** Look at the photos and the title of the web page on page 75. What do you think the expression 'coming of age' means? Read the introduction and check your ideas.

- 3** Read the three posts about different coming-of-age ceremonies. Are these sentences true (T) or false (F)?

- 1 The celebration of *Quinceañera* is common in many different countries.
 - 2 The writer thinks the Spanish introduced coming-of-age celebrations to South America.
 - 3 The Hamar bridegroom's family must pay money to the wife's family.
 - 4 In Hamar culture, when the husband dies, the wife gives her cows to the younger brothers.
 - 5 In Japan, you have more legal rights when you are twenty.
 - 6 The attitudes of some young people to *Seijin-no-Hi* in Japan are changing.

- 4** These pairs of words are on the web page. Match the words with the definitions (a–b).

- 1 country / culture
 - a the way a group of people do things
culture
 - b an area of land with its own government
country
 - 2 celebration / ceremony
 - a a social event such as a party
 - b a traditional and formal event on a special day
 - 3 bride / groom
 - a the man at a wedding
 - b the woman at a wedding
 - 4 legal rights / social traditions
 - a what the law allows you to do
 - b activities based on the past

Critical thinking analysing the writer's view

- 5** The three posts on the web page are by different writers. Match the posts with these three ways of looking at the topic (a–c). Underline the words that help you decide.

- a Historical view: The writer includes information about the past.
 - b Social view: The writer includes information about society and how it is changing.
 - c Economic view: The writer includes information about money.

- ## **6** Work in pairs and compare your ideas.

Word focus *get*

- 7** Look at the web page again and find four examples of the word *get*. Match them with these meanings.

become receive start

- 8** Read the description of a wedding. Match the uses of *get* (1–7) with the meanings (a–g).

Once the couple ¹**get** engaged, people start to ²**get ready** for the big day! On the morning of the wedding, everyone ³**gets up** early. Family and friends sometimes have to travel long distances but it's always a great chance for everyone to ⁴**get together** again. After the main ceremony, the couple ⁵**get** a lot of presents. Nowadays, many couples go abroad on their honeymoon so they leave to ⁶**get** their plane. When they ⁷**get back**, they move into their new home.

- | | | | |
|---|--------------------|---|---------------|
| a | become | e | receive |
| b | catch | f | return |
| c | meet and socialize | g | start the day |
| d | prepare | | |

Speaking my life

- 9** Choose one of these events and make notes about what happens in your country on this day. Then work in pairs. Describe the day to your partner. Try to use the word *get* three times in your description.

a birthday	a religious day or period
New Year's day	your country's national day
Valentine's day	another special occasion

COMING of AGE

For some people, the age when you become an adult is the age you learn to drive or leave your parents' home. It can also be when you get married, buy a house and have children. Or perhaps it's when you leave school and get a job. Different cultures have their own ideas and their own celebrations to symbolize coming of age.

5

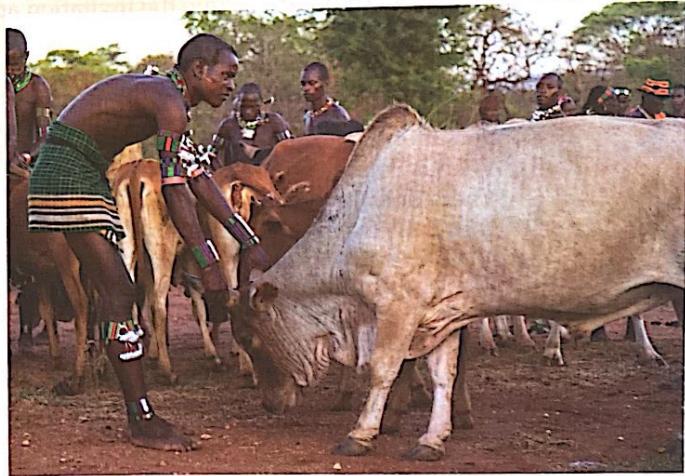
Quinceañera

In Latin-American cultures, *Quinceañera* is a well-known celebration for girls around their fifteenth birthday. Many people believe the celebration started when the Spanish first came to parts of the Caribbean, Central America and South America. Of course, ancient tribes like the Inca, Maya and the Aztecs probably had their own coming-of-age ceremonies already, but the Spanish changed these to include European features such as the *Quinceañera* waltz, which was introduced in the 19th century by Emperor Maximilian and his wife Carlota. This waltz between the teenage girl and her father symbolizes her coming of age.



Cattle jumping

The whole economy of the Hamar tribe in southern Ethiopia is based on traditional farming. The importance of farming is seen in the coming-of-age ceremony in Hamar culture. As part of the celebration, young men must jump over a line of fifteen cows. They have to do this before they can marry. After that, the man's family chooses a wife and they have to pay the bride's family about thirty goats and twenty cows. Sometimes the man will have to pay the family back over his whole life. Because of the costs involved, Hamar men are usually in their mid-thirties and the women aged about seventeen when they marry. As a result, the husband often dies many years before his wife, and traditionally, she then gets financial control over the husband's younger brothers' money (if the parents are also dead) and all their cattle.



Seijin-no-Hi

The second Monday of January is a public holiday in Japan. It's a day when all twenty-year-olds are supposed to celebrate their coming of age. It's called *Seijin-no-Hi* and the young men and women wear formal clothes and attend ceremonies. Twenty is an important age in Japanese society because you get several adult legal rights, such as voting in elections. However, in recent years, the number of young people celebrating *Seijin-no-Hi* has decreased. This is partly because of Japan's low birth rate, but maybe it's also because it's too expensive and modern twenty-year-olds are less interested in these kinds of social traditions.



economy (n) /ɪ'kɒnəmi/ the system of money and business in a society
 feature (n) /fi:tʃə(r)/ a quality or important part of something
 symbolize (v) /'sɪmbəlaɪz/ represent
 tribe (n) /traib/ a group of people who live far away from towns and cities and share the same language and culture
 waltz (n) /wɔ:lz/ a traditional and formal dance

6d An invitation

Speaking

- 1 Which of these events are very formal? Which are less formal?

an end-of-course party an engagement party
 a barbecue with family and friends
 a leaving party for a work colleague
 your grandfather's ninetieth birthday party
 going out for dinner with a work client

Real life inviting, accepting and declining

- 2 ► 51 Listen to two conversations. Answer the questions.

Conversation 1

- 1 What event does Ian invite Abdullah to?
- 2 Why does Abdullah decline the invitation at first?
- 3 How does Ian convince Abdullah to come?
- 4 Does Abdullah need to get anything?

Conversation 2

- 5 When is Sally leaving?
- 6 Where does Joanna invite Sally?
- 7 Does Sally accept the invitation?
- 8 Do you think this conversation is more or less formal than conversation 1? Why?

- 3 ► 51 Look at the expressions for inviting, accepting and declining. Listen to the conversations again. Tick the expressions the speakers use.

INVITING, ACCEPTING and DECLINING

Less formal

Inviting

- | | |
|---------------------|---|
| Do you want to ...? | Would you like to come ...? |
| How about -ing? | I'd like to invite you to / take you to ... |
| Why don't you ...? | |

More formal

Accepting

- | | |
|------------------------------|--------------------------|
| It sounds great/nice. | I'd like that very much. |
| Thanks, that would be great. | That would be wonderful. |
| OK. | I'd love to. |

Declining

- | | |
|-----------------|---|
| Thanks, but ... | I'd like/love to, but I'm afraid I ... |
| Sorry, I can't. | |
| I'm ... | It's very nice of you to ask, but I ... |



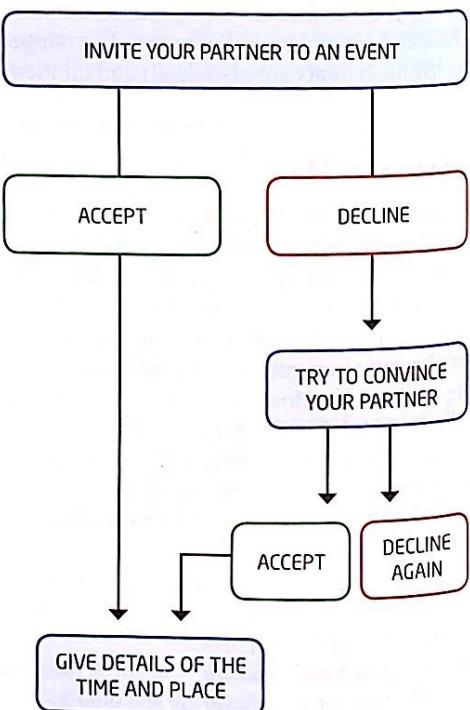
4 Pronunciation emphasizing words

- a ► 52 Listen to these sentences. Underline the word with the main stress.

- 1 I'd love to.
- 2 That would be wonderful.
- 3 It's very nice of you to ask.
- 4 I'd like to, but I'm afraid I'm busy.

- b ► 52 Listen again and repeat the sentences with the same sentence stress.

- 5 Work in pairs. Take turns to invite each other to different formal and informal events from Exercise 1. Think about how formal you need to be. Practise accepting and declining.

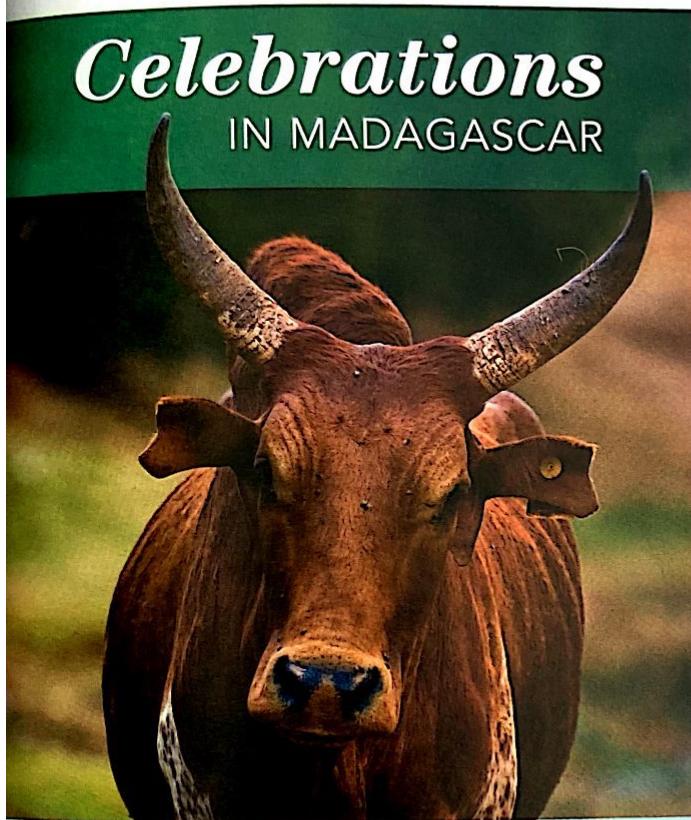


6e A wedding in Madagascar

Writing a description

- 1 Read this post from a travel blog. Which of the things in the box does the writer describe?

food and meals clothes festivals and ceremonies
 nature and geographical features people
 towns, cities and buildings transport



I was staying in Madagascar with a family and they invited me to their daughter's wedding. On the big day, I arrived outside an **enormous** tent. There was a zebu (a type of cow) at the entrance and it looked **miserable**. Inside the tent, there were **beautiful** decorations and over 300 excited relatives and guests were waiting for the bride and groom to arrive. The women wore **colourful** dresses. The older men wore **smart** suits but the younger men were less formally dressed. I even saw jeans and T-shirts. Finally, the ceremony began with some very long and sometimes **dull** speeches. But the crowd listened politely and sometimes they laughed and applauded. Finally, it was dinner and I suddenly realized what the zebu was for. We ate from **massive** plates of meat. I felt sad for the zebu but the meat was the best part of the ceremony! It was **delicious**!

2 Writing skill descriptive adjectives

- a When you write about places or special events, it's important to use interesting and very descriptive adjectives. Match the highlighted adjectives in the travel blog with these less descriptive adjectives (1–4).

- 1 big enormous , _____
- 2 unhappy unpleasant , _____
- 3 nice beautiful , _____
- 4 boring boring _____

► WORDBUILDING synonyms

Some words have the same meaning, or a similar meaning. These are called **synonyms**.
old = ancient, big = huge, boring = dull
 Using synonyms can improve a description and make it more interesting to read.

For further practice, see Workbook page 51.

- b Work in pairs. Improve these sentences with more descriptive adjectives. You can use words from Exercise 2 or your own ideas.

- | | |
|-----------|---------|
| beautiful | ancient |
|-----------|---------|
- 1 Venice is a **nice** city with lots of **old** buildings.
 - 2 In the USA, you can buy **big** burgers.
 - 3 The parade was a bit **boring** after a while.
 - 4 The crowd was happy because the **nice** fireworks started.
 - 5 All the costumes were **nice**.
 - 6 I was very **sad** to leave Paris.
 - 7 I tried sushi for the first time and it was **really good**.
 - 8 The view of the mountains was **nice**.

- c Work in pairs. Look at the topics in Exercise 1. Think of two or three interesting adjectives for each one. Use a dictionary to help you. Then work with another pair and compare your adjectives.

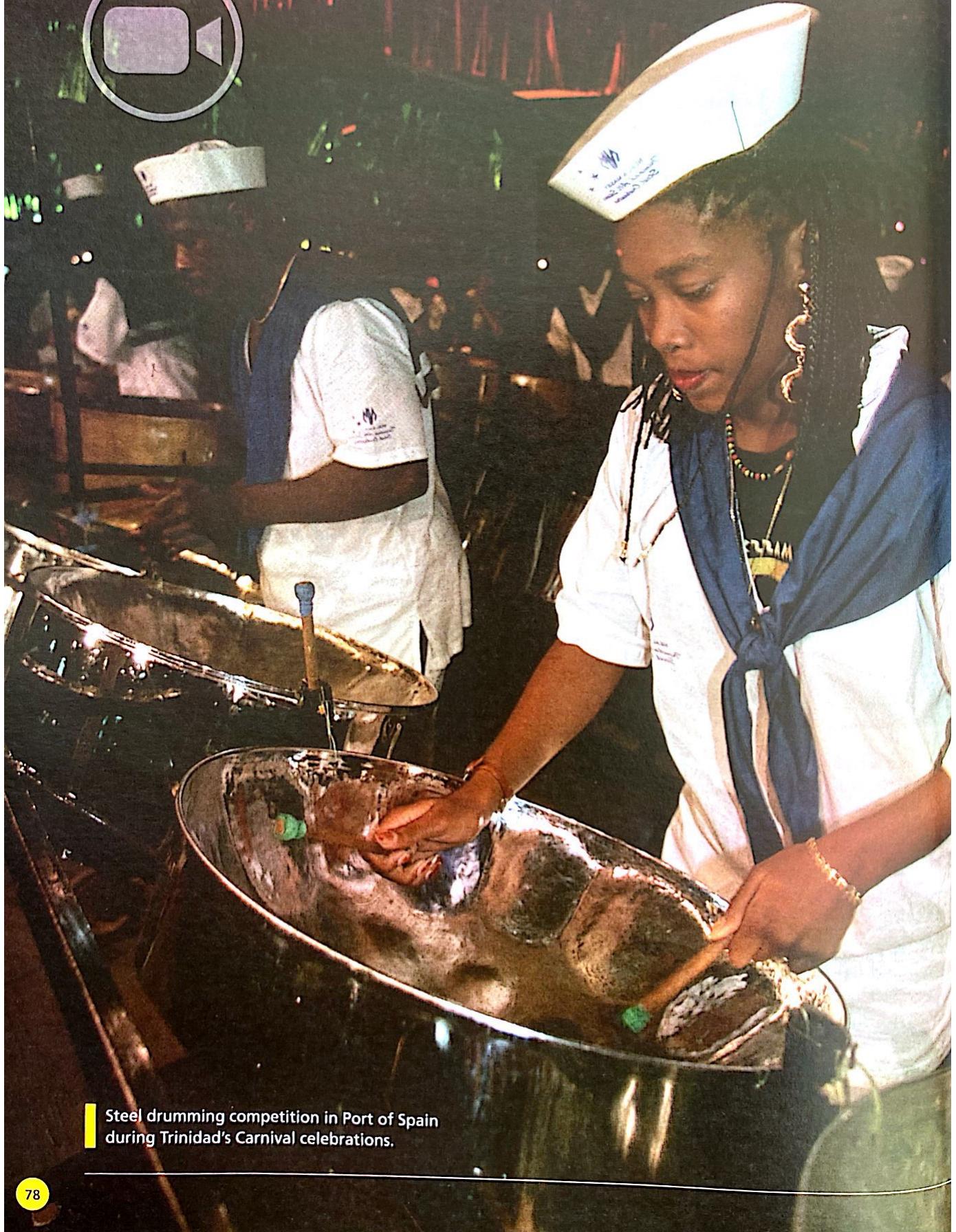
food and meals – delicious, tasty, disgusting

- 3 Choose one of these topics and write a short description (one paragraph) for the travel blog.

- a day you remember from a holiday
- your favourite place in the world
- a special occasion in your life
- a festival or celebration

- 4 Work in pairs. Read your partner's description. Does he/she use interesting adjectives?

6f Steel drums



Steel drumming competition in Port of Spain during Trinidad's Carnival celebrations.

Before you watch

- 1 Look at the photo on page 78 and discuss the questions.

- 1 What kind of musical instrument is the woman playing?
- 2 How important is music in your country?
- 3 Does your country have a traditional type of music and musical instrument?

2 Key vocabulary

Read the sentences. The words in bold are used in the video. Match the words with the definitions (a–e).

- 1 Before you can play a guitar, you have to **tune it**.
 - 2 Young children are **influenced** by their parents.
 - 3 Oil companies store and transport the oil in **drums**.
 - 4 In some countries, smoking is **banned** in public places.
 - 5 The didgeridoo is a long wooden musical instrument and it's **native to** the aboriginal people in Australia.
- a comes from
b affected or changed
c round metal containers
d stopped (by law)
e change the sound of the instrument so it sounds nice

While you watch

- 3 **6.1** Watch the video. Number these things in the order you see them.

- a Beverley and Dove learn to play the drums.
- b A steel band with children and adults playing together.
- c A person runs into the sea.
- d Honey Boy with a drum.
- e People sell food in the market.

- 4 **6.1** Watch the video again and answer the questions.

- 1 What are the islands of the Caribbean region famous for?
- 2 When did people invent this musical instrument?
- 3 Why did Trinidad have many oil drums?
- 4 Where did the music come from?
- 5 Do most people here play by reading music?
- 6 What is the name of the person who tunes the drums?
- 7 Who do you find in a 'panyard'?

After you watch

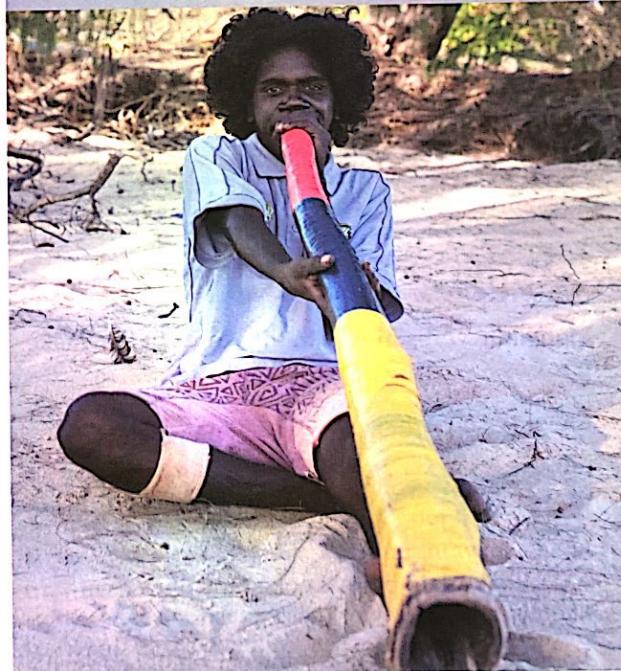
5 Vocabulary in context

- a **6.2** Watch the clips from the video. Choose the correct meaning of the words and phrases.

- b Complete the information about the Australian didgeridoo with these words.

play performers backgrounds goes back escape

The didgeridoo is a musical instrument which 1 _____ about 1,500 years. The instrument is made from a long piece of wood with a hole down the middle. Aborigines of different tribes and 2 _____ play the didgeridoo; they don't read from music but 3 _____ by ear. As you travel around Australia, you can't 4 _____ its famous sound and you'll often see 5 _____ playing the instrument at special Aboriginal celebrations because it's an important symbol of their culture.



- 6 Work in pairs and discuss these questions.

- 1 Musical instruments can be important national and cultural symbols. What are some other important symbols of your country or culture? (e.g. your country's flag)
- 2 Plan a short two-minute video about your country's symbols. Which ones will you show in the video? What will you say about them? (e.g. their history, how they are made, how people use them)
- 3 Present your idea for the video to the class.

UNIT 6 REVIEW AND MEMORY BOOSTER

Grammar

- 1 **» MB** Work in pairs. Look at these sentences about the future. Can you explain the difference in meaning between the different verb forms?

- 1 I'm going to study English at university.
- 2 I think I'll study for my English test next.
- 3 I'm meeting my friend to study English together.
- 4 I plan to study English at university.

- 2 Choose the correct option to complete the sentences.

- 1 We *hope to* / *'re going to* visit my family this weekend, but we aren't sure yet.
- 2 A: I need someone to carry these books for me.
B: I *'m helping* / *'ll help* you!
- 3 It isn't easy *win* / *to win* the lottery.
- 4 A: When *are you going to* / *will you* bring the cake?
B: In a few minutes.
- 5 Rachel *will have* / *is having* a party tonight. She arranged it months ago.

- 3 **» MB** Work in pairs. Tell each other about:

- your plans for this weekend.
- your future career intentions.

I CAN

use *to + infinitive*

use different future forms

Vocabulary

- 4 Match the verbs in A with the words in B to make phrases

A get go buy learn start

B to school your own clothes a family
your first job to drive

- 5 **» MB** Work in pairs. Look at the phrases in Exercise 4 and answer these questions.

- 1 What order do these things normally happen in life?
- 2 Which things have you done?
- 3 What age were you when you did them? (e.g. thirteen or early teens)
- 4 How did you feel at the time?
- 5 When do you plan to do the other ones?

- 6 Complete the text about the Notting Hill Carnival with these words.

costumes decorations drums floats parades



Every year at the end of August, the London neighbourhood of Notting Hill is full of colourful

1 _____ for the biggest carnival in Europe.

Over 40,000 volunteers help by putting up

2 _____ along the streets of West London and welcoming over one million visitors to the party. Many of them make and wear their own

3 _____. The Caribbean community of London started the event in 1966. You'll see many decorated

4 _____ and hear loud music and traditional

steel 5 _____.

I CAN

talk about age and the stages in life

talk about parties and celebrations

Real life

- 7 Look at the sentences (1–4). Replace the words in bold with these phrases.

I'd like you to I'd like to that sounds
would you like

1 Do you want to go for a coffee?

2 Why don't you come with me to the cinema?

3 It's nice of you to ask, but I'm out this evening.

4 Thanks. That'd be great.

- 8 Work in pairs. Invite each other to do something this week. Accept or decline the invitation.

I CAN

invite people and accept or decline invitations