

### 1 Rearrange the letters to make words for people of different ages.

- |               |       |                      |       |
|---------------|-------|----------------------|-------|
| 1 trapne      | ..... | 5 vtyiuersi tunsted  | ..... |
| 2 gouny tudla | ..... | 6 ledimd-dega person | ..... |
| 3 agretene    | ..... | 7 dilhc              | ..... |
| 4 speernino   | ..... | 8 yabb               | ..... |

### 2 Label the photos with the words from Exercise 1.

1 .....  
2 .....  
3 .....

4 .....  
5 .....

6 .....  
7 ..... and  
8 .....

### 3 Look at the photo below. Describe the people in Emily's family using the words from Exercise 1. Write your answer in your notebook.



### 4 Complete the phrases with the words in the box.

- get (x3)   go (x2)   have   leave   retire   start   vote
- |   |       |                |    |       |                   |
|---|-------|----------------|----|-------|-------------------|
| 1 | get   | a job          | 9  | ..... | on a first date   |
| 2 | ..... | married        | 10 | ..... | a driving licence |
| 3 | ..... | in an election |    |       |                   |
| 4 | ..... | from your job  |    |       |                   |
| 5 | ..... | school         |    |       |                   |
| 6 | ..... | home           |    |       |                   |
| 7 | ..... | to university  |    |       |                   |
| 8 | ..... | children       |    |       |                   |

### 5 Complete the instant messages with words and phrases from Exercise 4.

Hey Jin! It's my 16th birthday tomorrow, and I can't wait – I can get my (1) .....!

Hi Franca! Awesome! In my country we can't drive until we're 18 ☹️.

That's the same age as when we leave (2) ..... and go to (3) ..... I can't wait to go – it'll be so cool to be independent.

Yes, and when I finish, I can (4) ..... and earn some money at last!

Yeah! Do you want to (5) ..... though? I want three or maybe four!

You're crazy! I only want one! I just want to work hard so I can (6) ..... early, maybe at 50.

50?! And then what? Maybe I can come to visit you 😊.

Find specific information

1 Complete the tips with the words in the box.

REMEMBER HOW TO ...

find specific information

all information start words

- Don't read (1) \_\_\_\_\_ the text.
- Are there headings? Use them to find the (2) \_\_\_\_\_ you need.
- Read the (3) \_\_\_\_\_ of each paragraph. Does it have the information you need? If not, read the next paragraph.
- Look for (4) \_\_\_\_\_ connected to the information you need.

2 Look at the photos, title and headings of the text below. Choose the answer you think is correct.

The text is about two *similar* / *different* places to get married.

3 Look at the table and read the information in it. Then, read the text and complete the table.

Place	Number of marriages each year	Main reasons it's popular	Unusual things people do there
Las Vegas	2,000,000+	cheap and can (2) _____ immediately	dress up as Elvis or (5) _____ characters
Gretna Green	(1) _____	long tradition, very (3) _____ and beautiful, and lots of (4) _____ where you can get married	marry in the famous (6) _____

A DAY TO REMEMBER?



Home

Memories

A pretty village with a lot of history

Gretna Green in Scotland is a very popular place to get married. Each year there are over 5,000 weddings there. Why do so many people choose to get married in this tiny place?

Well, traditionally it's because of geography. If you travel from England to Scotland, it's the first village across the Scottish border. Differences in marriage rules between England and Scotland were the reason for its popularity in the past, because you could marry at a younger age.

So why is Gretna Green still such a popular place to get married? Firstly, it has a long tradition of weddings, so it's a very romantic place. There are also lots of places to get married and to celebrate. One famous place to get married is in the historic blacksmith's shop. Finally, it's also a very beautiful place – as you can see from the photo!

\*a blacksmith is a person who makes shoes for horses

Anything goes in this city

Las Vegas couldn't be more different to Gretna Green, but it's an even more popular place to get married. Each year over two million couples choose to get married there!

Las Vegas is in the middle of the desert in Nevada, USA, but people still travel from all over the world to get married in this city. The main reason it's so popular is that it's easy and cheap to get married there. In many places in the USA, couples have to wait to get married, but in Las Vegas, they can get married immediately.

It's also a fun place to get married as many places let you dress up in costumes\* for the wedding. Some people choose a Hawaiian style; others dress up as Elvis or as characters from *Star Trek*! In Las Vegas, anything is possible!

\*a costume is clothes you wear to look like someone else



GO BEYOND

What's the perfect place to get married in your country? Find information about it. Note down some facts, download some photos and tell your class.

.....

.....

# GRAMMAR 1 Present tenses review

## >>> Talk about present actions

### 1 Complete the grammar tables.

#### Present simple

Positive			
I/We/You/They		go out every Saturday with friends.	
He/(1) _____		wants a party this year.	
Negative			
I/We/You/They	(2) _____	dress up for special occasions.	
(3) _____/She	does not/doesn't	want to go to the school disco on Friday.	
Questions and short answers			
(4) _____	I/we/you/they	celebrate special occasions?	(5) _____, I/you/we/they do. No, I/you/we/they don't.
Does	he/she	like parties?	Yes, he/she (6) _____. No, he/she doesn't.

#### Present continuous

Positive		
I am (7) (_____)		writing an invitation.
He/She is ('s)		having a party right now.
We/You/They are (8) (_____)		celebrating with Rita.
Negative		
I am not ('m not)		doing anything special today.
He/She is not (9) (_____)		having a party right now.
We/You/They are not (aren't)		doing their homework.
Yes/No questions and short answers		
Am I	laughing in the photo?	No, I'm not.
Are you/we/they	dancing?	Yes, I/you/we/they (10) _____. No, I/you/we/they aren't.
(11) _____ he/she	cutting the cake?	Yes, he/she is. No, he/she (12) _____.
Wh- questions		
What (13) _____ you celebrating?		I'm celebrating my birthday.
(14) _____ is he writing an invitation?		Because he's having a party.

### 2 Match the uses of the present tenses (1–6) to the sentences (a–f).

- |   |       |  |
|---|-------|--|
| 1 to talk about habits and routines   | ..... | a I think that parties are quite boring.                               |
| 2 to talk about things that are happening around now with expressions like <i>today</i> and <i>nowadays</i>   | ..... | b My friend always organises a party on her birthday.                  |
| 3 to talk about things that are generally true  | ..... | c I'm waiting to take my driving test at the moment, and I'm sweating! |
| 4 to talk about how often we do things with adverbs and expressions of frequency like <i>never</i>  | ..... | d Weddings are getting more and more expensive these days.             |
| 5 with state verbs (verbs that express mental states and opinions, eg <i>think</i> , <i>understand</i> ) that are not usually used in the continuous form | ..... | e My dad goes to work by train.  |
| 6 to talk about things that are happening now with expressions like <i>right now</i> , etc  | ..... | f Smartphones cost a lot of money.                                     |



**3 > Choose the correct option to complete the sentences.**

- In my country, people usually *are retiring* / **retire** when they're in their 60s.
- My sister *makes* / **'s making** a big cake for my parents' wedding anniversary right now!
- My parents often *are organising* / **organise** a big party for my birthday.
- The children *are watching* / **watch** a film on television at the moment.
- I *'m never wearing* / **never wear** black clothes because they're boring.
- When my parents are away, we *stay* / **'re staying** at our aunt Betty's house.

**4 a > Complete the table with the words in the box.**

celebrate dance do enjoy know  
like need paint prepare remember  
think want

State verbs	Active verbs

**b > Add two more verbs to each column of the table.**

**5 >> Find and correct the mistakes.**

- Are you needing some help with that project? .....
- He doesn't want to study physics next year because he's thinking it's boring. ....
- Freddie isn't wanting to go to university when he finishes school. ....
- I save money to go on holiday next year. ....
- Jess gets ready to go out at the moment. ....
- How often are you visiting your grandparents? .....

**6 >> Complete the sentences with the correct present form of the verb in brackets.**

- My dad \_\_\_\_\_ (know) a lot about cars.
- Jane speaks French, but she \_\_\_\_\_ (not speak) Italian.
- I \_\_\_\_\_ (enjoy) the party. Thanks for inviting me!
- I \_\_\_\_\_ (do) some exercise every day after school.
- Let's have a coffee. I \_\_\_\_\_ (not study) at the moment.
- Billy must work harder. His English \_\_\_\_\_ (not improve)!

**7 >>> Use the prompts to make questions for the answers.**

- A:** *Do you like Indian food* ..... ?  
(like / Indian food)  
**B:** Yes, I love Indian food!
- A:** ..... ?  
(what / do)  
**B:** At the moment I'm writing an email to my friend.
- A:** ..... ?  
(brother / play / football)  
**B:** Yes, he plays every Saturday.
- A:** ..... ?  
(your dad / drive to work)  
**B:** No, he takes the train.
- A:** ..... ?  
(where / Ant and Sue / go)  
**B:** I don't know. Perhaps to the cafeteria?
- A:** ..... ?  
(like / your present)  
**B:** Yes, it's lovely. Thanks!

**8 >>> For A-D below, choose the correct option. Then for 1-5, rearrange the words to make sentences.**

- Tom:** Hello ... Mark? Hi, it's Tom. Can you (A)  *talking* / **talk**?
- Mark:** (1) moment / I'm / at / cycling / work / to / the / .  
*I'm cycling to work at the moment.*
- Tom:** Really? I didn't know you (B)  *are cycling* / **cycle** to work.
- Mark:** (2) I / there / every / cycle / day / .
- .....
- Tom:** Good for you!
- Mark:** (3) you / want / something / me / ask / to / Do / ?
- .....
- Tom:** Sort of.
- Mark:** (4) So ... calling / you / are / why / ?
- .....
- Tom:** I (C)  *want* / **'m wanting** a lift to work.
- Mark:** (5) don't / I / work / to / drive / car / my / .
- .....
- Tom:** I know. You (D)  *cycle* / **'re cycling**.
- Mark:** So ... ?
- Tom:** See you at work!

# LISTENING

## Recognise informal speech

### 1 Rewrite these informal forms in formal language.

Example:

- 1 sorta = *sort of*
- 2 kinda = \_\_\_\_\_
- 3 dunno = \_\_\_\_\_
- 4 yeah = \_\_\_\_\_
- 5 ya = \_\_\_\_\_
- 6 gonna = \_\_\_\_\_
- 7 stuff = \_\_\_\_\_
- 8 What d'ya mean? = \_\_\_\_\_

### 2 **01** Look at the photos and listen to the conversation. Tick (✓) the things Mark plans to take with him.



### 3 **01** Listen again and complete the sentences with the correct information.

- 1 Mark's going to \_\_\_\_\_.
- 2 He's staying there for \_\_\_\_\_.
- 3 It's Rafa's \_\_\_\_\_.
- 4 Mark's flight is leaving at \_\_\_\_\_.
- 5 Mark's taking a couple of \_\_\_\_\_.
- 6 The month is \_\_\_\_\_.
- 7 Mr Green thinks Mark needs \_\_\_\_\_.
- 8 On Monday, there's \_\_\_\_\_.

### 4 Complete the tips with the words in the box.

#### REMEMBER HOW TO ...

recognise informal speech

can't doesn't gotta sorta um

- Listen for informal forms (*dunno, kinda*, (1) \_\_\_\_\_ and (2) \_\_\_\_\_).
- Listen for contractions (*don't, what d'ya mean?*, (3) \_\_\_\_\_ and (4) \_\_\_\_\_).
- Listen for fillers ((5) \_\_\_\_\_, *you know* and *hey*).

### 5 Decide if the sentences from the conversation are formal (F) or informal (I). Then rewrite the informal sentences in a formal way.

- 1 Excuse me, Mr Green, can I ask you a question? \_\_\_\_\_
- 2 What d'ya mean? \_\_\_\_\_
- 3 But yes, I imagine it can get fairly cold. \_\_\_\_\_
- 4 I dunno. \_\_\_\_\_
- 5 So, when're you off? \_\_\_\_\_

### 6 a **02** Complete the sentences from the conversation with the correct words. Then listen and check your answers.

- 1 \_\_\_\_\_ Mark! Why are you smiling?
- 2 \_\_\_\_\_, but it's, you know, a special occasion.
- 3 I'm \_\_\_\_\_ looking forward to it.
- 4 Do you have, you know, your passport and all your \_\_\_\_\_? Is your suitcase packed?
- 5 I \_\_\_\_\_. I think it's a bit cold there at the moment.

### b What presents would you buy for a friend's 16th birthday?

### 7 Decide if these sentences are correct (C) or incorrect (I).

- 1 Mark's happy because he passed his maths test. \_\_\_\_\_
- 2 At the moment it's hot and sunny in the UK. \_\_\_\_\_
- 3 Mark needs to get up early tomorrow morning. \_\_\_\_\_
- 4 Gemma thinks he's planning to take the wrong clothes. \_\_\_\_\_
- 5 Mark's ready for the test on Monday. \_\_\_\_\_
- 6 Mark's an organised person. \_\_\_\_\_

## Adjectives for describing objects

### 1 Complete the sentences with the correct adjectives.

- This T-shirt is cool when it's hot because it's made of *c o t t o n*.
- Samira lives in a very big house. In fact it's e\_\_\_\_\_.
- My jewellery box isn't round. It's s\_\_\_\_\_.
- This toy is worth a lot of money. It's very v\_\_\_\_\_.
- These new garden chairs are just made of p\_\_\_\_\_, but they're very comfortable.
- There is a lot of red, green and blue in the poster. It's c\_\_\_\_\_.
- Helen's new dog is very small. It's t\_\_\_\_\_.
- I love your necklace – it's such an u\_\_\_\_\_ design.

### 2 Look at the photos. Then write the vowels (a, e, i, o, u) to complete each adjective.



1 v a l u a b l e



2 \_ s \_ f \_ l



3 \_ n t \_ q \_



4 l d -  
f \_ s h \_ n \_ d



5 s p \_ c \_ l



6 c \_ l \_ r f \_ l

### 3 Complete the sentences with the adjectives in brackets in the correct order.

- My friends have got a(n) amazing wooden (wooden / amazing) table in their living room.
- The actress lives in a(n) \_\_\_\_\_ (white / old) house on the edge of our village.
- Katy's bought a \_\_\_\_\_ (silver / tiny) phone.
- We're having a meal in a \_\_\_\_\_ (traditional / small) restaurant.
- You can't wear that \_\_\_\_\_ (old / cotton) T-shirt!
- In the photo my mum's wearing a \_\_\_\_\_ (long / pink) skirt.

## WORDS & BEYOND

### 4 a Match the words in Column A to the definitions in Column B.

Column A	Column B
second-hand	a child's toy that looks like a small person or baby
doll	exactly the same as something else
wooden	the paper/plastic that covers a new product before it's opened or used
identical	made out of wood
packaging	used / not new

### b Complete the text with the words in the box.

doll identical packaging second-hand wooden

My favourite present was a beautiful (1) \_\_\_\_\_ that my grandma gave me for my seventh birthday. It wasn't new – my grandma bought it at a (2) \_\_\_\_\_ shop in the town where she lives. It's actually very old and is (3) \_\_\_\_\_, not plastic like the ones today are. What makes it really special is that it's (4) \_\_\_\_\_ to one that my grandma had as a child when she was young. I remember how excited I was when I opened the (5) \_\_\_\_\_ to find it inside. I called her Ella after my grandma. I still have her too!

### 5 Complete the sentences with the words in the box.

ceremony city-offices diving stuff

- Our city offices are tiny – it's really embarrassing when customers come to visit.
- It was a small \_\_\_\_\_ – just close friends and family, but it was the perfect wedding day for my sister.
- Moving out of Mum and Dad's is going to take me ages – I've collected so much \_\_\_\_\_ in my room over the years.
- Would I like to go \_\_\_\_\_ with you off the coast of Northern Australia? You bet!

# GRAMMAR 2 Past tenses review

## >>> Talk about past actions

### 1 Complete the grammar tables.

#### Past simple

Positive		
I/You/He/She/It/(1) _____/They		enjoyed the party.
Negative		
I/You/He/She/It/We/They	(2) _____	have a good time at the festival.
Yes/No questions		
(3) _____	I/you/he/she/it/we/they	go out at the weekend?

#### Past continuous

Positive		
I/He/She	was	dancing all evening.
We/You/They	(4) _____	celebrating her birthday.
Negative		
I/He/She	(5) _____	wearing a coat.
We/You/They	weren't	having a good time.
Yes/No questions and short answers		
Was I/he/she	playing loud music?	Yes, I/he/she was. No, I/he/she (6) _____ .
(7) _____ we/you/they	talking to lots of people?	Yes, we/you/they were. No, we/you/they weren't.
Wh- questions		
What (8) _____ they doing?		They were listening to the radio.
Where was he (9) _____ ?		He was going to college.

### 2 >>> Choose the correct option to complete the sentences.

- When I woke up this morning, it *was poured* / *was pouring* with rain.
- Mandy and I *prepared* / *were preparing* sandwiches for the party when I dropped the butter on the floor.
- We got a taxi because we *didn't want* / *weren't wanting* to be late to the party.
- While I *waited* / *was waiting* for the band to start, I saw Tom.
- When I *gave* / *was giving* Helen her present, she immediately unwrapped it.
- By 10 o'clock, everyone *danced* / *was dancing*.

### 3 >>> Complete the phone call with the correct form of the verb in brackets.

- A:** Hi. I *called* earlier. *Were* you *watching* (watch) TV?  
**B:** No, I (1) \_\_\_\_\_ (not watch) TV! I (2) \_\_\_\_\_ (work) on the project, and I (3) \_\_\_\_\_ (listen) to some music at the same time.  
**A:** (4) \_\_\_\_\_ you \_\_\_\_\_ (get) my email about asking Jane to help with the project?  
**B:** No, I didn't. When (5) \_\_\_\_\_ you \_\_\_\_\_ (send) it?  
**A:** I (6) \_\_\_\_\_ (send) it this afternoon.  
**B:** No. My computer (7) \_\_\_\_\_ (not work) this afternoon. It's OK now. I'll check. But I think that's a good idea.  
**A:** While I (8) \_\_\_\_\_ (work) on the project I (9) \_\_\_\_\_ (notice) a couple of mistakes. I (10) \_\_\_\_\_ (not change) anything, but we can talk about them tomorrow.  
**B:** That's cool. Speak tomorrow!

### 4 >>> Complete the email with the correct form of the verbs in the box.

be buy come dance fall  
hurt listen speak visit

Hi Ania,  
 I'm having a great time in Mexico!  
 I'm glad I (1) \_\_\_\_\_ to your advice and (2) \_\_\_\_\_ a Spanish phrasebook. I definitely need to practise my Spanish as I can't understand anybody! While I (3) \_\_\_\_\_ the market yesterday, I (4) \_\_\_\_\_ to one of the shopkeepers in Spanish, and she didn't understand me at all! Fortunately Rosalia was there to help! Rosalia's quinceañera last night (5) \_\_\_\_\_ amazing. About 60 people (6) \_\_\_\_\_ . Unfortunately while I (7) \_\_\_\_\_ I (8) \_\_\_\_\_ over and (9) \_\_\_\_\_ my leg! That was the end of my dancing ...  
 I'm coming home tomorrow – and I've got you a present. 😊  
 See you soon,

Kasia



**>>> Make and react to invitations**

**1** **▶03** Look at the photos and listen to four short conversations. Match the conversations to the photos.



**2** **▶03** Choose the correct word(s) to complete the conversations. Then listen again and check your answers.

- 1 **A:** Hi! Pete and I are going to the cinema tonight. Would you like to come?  
**B:** I'm sorry, (1) *but I can't come* / *I'm free*. I'm going to a party with Rostam.  
**A:** (2) *Great!* / *That's too bad*. Another time!

- 2 **A:** Hi Mac. I'm having a barbecue on the beach for our class.  
**B:** (3) *Sorry.* / *Great!* When is it?  
**A:** It's on Saturday evening. Can you come?  
**B:** (4) *I'm sorry, I can't.* / *Sure, I'd love to.* I'm free that evening.
- 3 **A:** Jack and I are going on a day trip to London next Saturday. Would you like to come with us?  
**B:** (5) *That sounds brilliant.* / *I'm sorry.* I'd love to. Thanks for inviting me.
- 4 **A:** Hi Sami. I'm inviting some people out for a pizza tonight. Are you free?  
**B:** Sorry. (6) *I'd love to come, but I can't.* / *I'd love to.* I'm going to a concert with my brother.

**3** Decide if the phrases are used to accept (A) or refuse (R) invitations.

- 1 I'd love to come, but I can't. ....  
 2 Sure. That sounds great. ....  
 3 Yes, I'd love to. Thanks for inviting me. ....  
 4 I'm sorry, but I can't come. ....

**4** **▶04** Number the sentences in order to make a conversation. Then listen and check your answers.

- Asha:** We're thinking of having it after school tomorrow at 4pm. Can you come then?   
**Hamish:** That sounds like fun. I'd love to. When is the meal?   
**Asha:** Great. Let's meet at the Sushi House on Wednesday at 4pm. Don't be late!   
**Hamish:** Sure, Wednesday sounds great.   
**Asha:** That's OK. We can have it on Wednesday. Are you free then?   
**Hamish:** Oh, sorry. I'd love to, but I have to look after my little brother tomorrow afternoon.   
**Asha:** Hi Hamish, Jana and I are trying to organise a surprise birthday meal for Tina. Would you like to come?

**5 a** **PRONOUNCE** Circle all the words in the box which have the /e/ sound. Underline the words which have the /ɜ:/ sound.

first friend get Net pensioner person  
 twenty university work

**b** Add two extra words with the /e/ sound and two with the /ɜ:/ sound to the box.

/e/ .....  
 /ɜ:/ .....



**>>> Make a writing plan**

**1 Complete the tips with the words in the box.**

**REMEMBER HOW TO ...**

make a writing plan

heading(s) note(s) question(s)

- Write a (1) \_\_\_\_\_ for each paragraph summarising its content.
- Write short (2) \_\_\_\_\_ for each paragraph.
- Make (3) \_\_\_\_\_ of the answers to your questions.

**2 Read the task below and then number the paragraph headings in the correct order.**

**Task:** Your school website wants articles from students about their most special day. Write about your most special day for the website.

**My Special Day**

- A Paragraph \_\_\_\_\_ Why it was special for me
- B Paragraph \_\_\_\_\_ What my special day was
- C Paragraph \_\_\_\_\_ A detailed description of my special day

**3 Add the paragraphs from Exercise 2 to the questions below.**

Paragraph 2 : What happened? Who was there? What did you do? What other details are there?  
 \_\_\_\_\_ : What, where and when was it?  
 \_\_\_\_\_ : Why was it special? What do you remember about it?

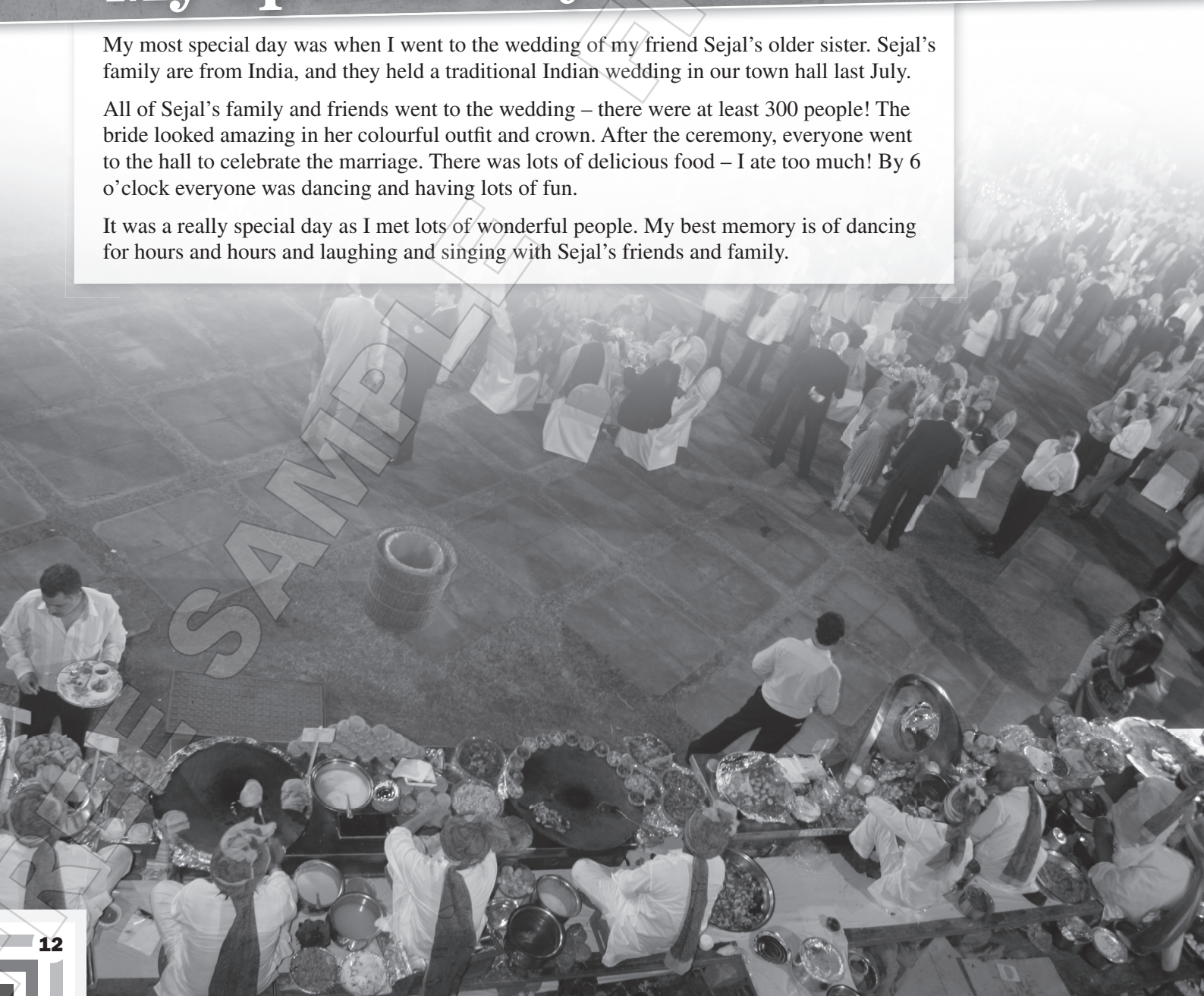
**4 Read the article. Has the writer used everything in her Writing plan?**

# My special day

My most special day was when I went to the wedding of my friend Sejal's older sister. Sejal's family are from India, and they held a traditional Indian wedding in our town hall last July.

All of Sejal's family and friends went to the wedding – there were at least 300 people! The bride looked amazing in her colourful outfit and crown. After the ceremony, everyone went to the hall to celebrate the marriage. There was lots of delicious food – I ate too much! By 6 o'clock everyone was dancing and having lots of fun.

It was a really special day as I met lots of wonderful people. My best memory is of dancing for hours and hours and laughing and singing with Sejal's friends and family.



5 Now think about your own special day. Answer the questions in Exercise 3 and use the Writing plan to help you prepare.

**WRITING PLAN**

Paragraph 1: .....

Paragraph 2 : .....

Paragraph 3: .....

Remember to ...

- 1 divide your article into clear paragraphs.
- 2 use correct grammatical structures.
- 3 use correct spelling and punctuation.

**WRITE AND CHECK**

6 Write your answer. Then, check your writing and tick (✓) 1–3 in the Writing plan.

[Large empty box for writing the answer]

**Collaborate to organise a group activity**

1 Read the conversation between Talia and her friends. What event are they organising? What things do they need to organise?

19:30

**Talia:** So guys, Ms Talbot asked me to get a group of us to organise the end-of-term party. I've decided we can have it at the new Spanish restaurant. OK? We need to find out who is coming first of all. And we need to phone the restaurant to book a table and tell them what menu we'd like. I thought it would be nice if we brought some decorations like balloons too. Oh, yes, and we need to think about music – the restaurant has a CD player, but we need to bring our own CDs.

**Lucas:** I've got a great idea for music.

**Talia:** I've just told you about the music!

**Lucas:** I thought we could get a Spanish band to play?

**Talia:** Sorry, Lucas, but it's easier if we just bring our own CDs. Now, there are two different menus. We can choose the menu with starter and main course, or the one with main course and dessert.

**Sal:** How do we decide?

**Talia:** I don't like desserts, so let's go with the one with a starter.

**Lucas:** OK, I guess. Is that it, then?

**Talia:** Pretty much. So if the rest of you can choose some of the tasks to organise, that'd be great. It doesn't matter which ones you choose.

**Amir:** OK.

**Lucas:** What about you?

**Talia:** I'm the organiser, so I don't really have time to take on any of the big tasks.

**GET ORGANISED**

2 Which sentences say how the group worked together? Tick (✓) them.

- 1 a Everyone's ideas were listened to.
- b One person gave most of the ideas.
- 2 a Everybody was given a specific job.
- b Most people didn't have a specific job.
- 3 a The group voted on decisions.
- b One person made all the decisions.
- 4 a Everyone was given an equal share of the work.
- b There was not an equal share of the work.

3 In your notebook, write some advice for the group on how to work better together. Make a list of six suggestions.