

## 4B

## My free time

Student's Book p32–p33

Vocabulary free time activities  
 Grammar Present Simple (*I, you, we, they*):  
 questions and short answers

**QUICK REVIEW** This activity reviews the Present Simple positive and negative. ✍ Write the prompts (*I have ... , I don't have ... , etc.*) on the board. Students work on their own and write four sentences about themselves. Put students into pairs. Students say their sentences to their partner and decide if any are the same, as shown in the example.

### Free time activities

- 1 a** Teach the phrase *free time activities* (things you do when you're not working or studying). Point out that the singular of *activities* is *an activity*. Students do the exercise in pairs. Alternatively, use the pictures to teach the phrases yourself, then use the matching activity for practice. Check answers with the class.

Highlight the different phrases with *go*: *go to concerts, go to the cinema, go shopping, go out with friends*. Point out *the* in *go to the cinema* (not *go to cinema*).

Also highlight the capital letters in *TV* and *DVD* and point out that *TV* stands for *television*.

Point out that we can say *video games* or *computer games*. You can also tell students that we can say *eat out* or *go out to eat*.

go to the cinema 3; go shopping 2; go out with friends 4; play tennis 6; watch TV or DVDs 1; play video games 8; eat out 5

- b CD2 5 PRONUNCIATION** Play the recording. Students listen and practise. Check that students stress the phrases correctly. Note that only the main stress in words and phrases is shown in vocabulary boxes and the Language Summaries. Play the recording again, pausing after each phrase for students to repeat individually.

#### EXTRA IDEA

- If you have a strong class, consider using **Vocabulary Plus 4 Free time activities p170** (Instructions p163) at this stage of the lesson.

- 2 a** Focus students on the example sentences. Point out the preposition *in* in the first sentence (*I play tennis in my free time.*). Use the second sentence to teach the meaning of *a lot* (*I watch TV a lot.*). Students work on their own and write four sentences about their free time using phrases from the lesson. Before they begin, tell the class that these sentences can be positive or negative (*I don't go to concerts*).

- b** Students work in pairs and take turns to say their sentences, making a note of any that are the same. Ask each pair to tell the class any sentences that are the same for both students.

### An online interview

- 3 a** Teach students the words in the vocabulary box, using pictures, mime, synonyms or translation. Note that the aim of this box is to highlight which new words students need in order to understand the text they are about to read.
- b** Focus students on the web page on SB p33 and the photo of rock band Big Noise. Tell the class that the woman's name is Ruby Connor and the man on the far right with the red guitar strap is her brother, Phil.

**CD2 6** Play the recording. Students listen, read and find three things that Ruby and Phil do in their free time. Check answers with the class.

listen to (a lot of rock) music, go out with friends (a lot), watch (a lot of) DVDs, go to concerts, eat out (a lot)

- 4 a** Students do the exercise on their own, as shown in the example.
- b** Students compare answers in pairs. Check answers with the class.

2F 3T 4T 5F 6F 7F 8T

**HELP WITH GRAMMAR** Present Simple (*I, you, we, they*): questions and short answers

- 5 a** ✍ Draw the table on the board and write in the example questions. Go through the following points with the class.

- Use the examples to highlight the word order: question word + *do* + *I/you/we/they* + verb + ... .
- Establish that the auxiliary *do* has no meaning, but is used to make the question form of the Present Simple with *I, you, we* and *they*.
- Also point out that we use the auxiliary *do* with all verbs except *be*. ✍ If necessary, write the following questions with *be* on the board for comparison: *Where am I? Where are you from? Where are we? Where are they from?*

- b** Students do the exercise on their own. Check answers with the class.

- Focus students on the table on the board. ✍ Elicit which words in questions 1 and 2 from **5b** go in each column and complete the table (see the table in **GRAMMAR 4.2** SB p121).

- Use these questions to further highlight the word order in *Wh-* questions. Point out that Present Simple questions are the same for *I, you, we* and *they*.
- Use the second and fourth questions in the table to highlight that we sometimes use a noun after *What ...*: *What music do you like?*, *What food do you like?*, etc.
- You can also teach students the question *What do you do?* = *What's your job?*: A *What do you do?* B *I'm a doctor*.

**c** Students do the exercise on their own or in pairs. Check answers with the class.

- **Answers** Do you like London? Yes, I do. No, I don't. Do you go to concerts? Yes, we do. No, we don't. Do they like Chinese food? Yes, they do. No, they don't.
- Highlight the word order in the *yes/no* questions: *Do + I/you/we/they + verb + ...*
- Point out that we use *do* or *don't* in the short answers, but we don't repeat the verb: *Yes, I do.* not *Yes, I like.* or *Yes, I do like.*

- 6 a** Go through the example with the class. Point out that all the questions are about Ruby and Phil Connor. Students do the exercise on their own. Check answers with the class. You can point out that in question 4 *do* is both the auxiliary and the main verb.

2 Do ... have 3 Do ... like 4 do ... do 5 Do ... go  
 6 Do ... go 7 Do ... like 8 Do ... eat

**b** Students do the exercise in pairs. You can ask students to cover the interview before they begin. Remind students to use the correct short answers where appropriate. They can check their answers on the web page about Ruby and Phil Connor if necessary. Check answers with the class.

1 In Camden, in London. 2 No, they don't. 3 No, they don't. 4 They listen to music, go out with friends, watch DVDs, go to concerts and eat out. 5 Yes, they do. 6 No, they don't. 7 Yes, they do. 8 Yes, they do.

## HELP WITH LISTENING

Questions with *do you*

This *Help with Listening* section helps students to understand Present Simple questions with *do you ... ?*.


- 7 a** **CD2** 7 Focus students on sentences 1–4. Play the recording. Students listen, read and notice how we say *do you* in Present Simple questions. Highlight the pronunciation of *do you* /dəjə/ and point out that these words are usually pronounced in their weak forms in natural spoken English.

While it is not essential for students at this level to use the weak form themselves, it is important that they understand it when they are asked questions in the Present Simple.

Note that *do you* can also be pronounced /djə/ or /dʒə/, but we rarely use the strong form /du: ju:/. The alternative weak form /djə/ is practised in **face2face** Second edition Elementary.

**b** **CD2** 8 Play the recording (SB p109). Students listen and write the questions. Play the recording again if necessary, pausing after each sentence to give students time to write.

**c** Students compare questions in pairs and check if they are the same.

 Check answers by eliciting each question and writing it on the board. You can leave these questions on the board so that they can be used in **8b**.

Encourage students to use weak forms when speaking and highlight them when appropriate in future classes.

1 Do you go to the cinema? 2 What food do you like? 3 Where do you go shopping? 4 Do you play video games?

**8 a** **CD2** 9 **PRONUNCIATION** Play the recording (SB p109). Students listen and practise. Encourage students to copy the pronunciation of *do you*. Play the recording again, pausing after each question and short answer for students to repeat individually.

**b** Put students into pairs, student A and student B. Student As ask the questions in **7a**. Student Bs ask the questions in **7b** that are on the board. Remind students to give their own answers.

Avoid doing any whole-class feedback at the end of the activity, as this would require *he* and *she* forms of the Present Simple. These forms are taught in unit 5.

## Get ready ... Get it right!

**9** Put students into new pairs, student A and student B. If possible, put students in pairs with somebody they don't know very well. Student As turn to SB p86 and student Bs turn to SB p91. Check they are all looking at the correct exercise.

**a** Focus students on the examples. Students do the exercise on their own.

Avoid checking the questions with the whole class so that students don't hear the questions that they are about to be asked.

**Student A** 2 Do you watch a lot of DVDs?  
 3 Do you live in a house or a flat? 4 Do you like Italian food? 5 Do you have an old computer?

**Student B** b Do you play tennis or football?  
 c Do you work in an office? d Do you like Chinese food? e Do you have a new mobile phone?

**b** Students work with their partner. Student A asks questions 1–5. Remind student Bs to use *Yes, I do.* or *No, I don't.* when answering the questions.

**c** Students swap roles so that student B asks questions a–e.  
 Again, avoid doing any class feedback on the answers themselves, as this would require students to use *he* and *she* forms of the Present Simple. Instead, students can ask you one question each. Give your own answers if possible.

## EXTRA IDEA

- After students have written the questions in **a**, they guess whether their partner is going to answer *yes* or *no* to each question. When students ask their questions in **b** and **c**, they check how many of their guesses are correct. At the end of the activity, ask if any students guessed all five answers correctly.

## WRITING

Students imagine they are famous rock stars and write a short interview with a journalist, similar to the Big Noise interview on SB p33. They can add photos or illustrations if they wish.

## FURTHER PRACTICE

**Ph** Class Activity 4B Find two people p137  
 (Instructions p118)

**Ph** Vocabulary Plus 4 Free time activities p170  
 (Instructions p163)

Extra Practice 4B SB p100

Self-study DVD-ROM Lesson 4B

Workbook Lesson 4B p19

## ▶ REAL 4C WORLD

## Buying things

Student's Book p34–p35

Vocabulary things to buy;  
*this, that, these, those*  
 Real World in a shop

**QUICK REVIEW** This activity reviews Present Simple *yes/no* questions with *you*. Check students remember the meaning of *both*. Students do the activity in pairs, as shown in the examples. At the end of the activity, ask a few pairs to tell the class one or two things they both do.

### Things to buy

- 1 a** Focus students on pictures 1–10. Students do the exercise in pairs. Check answers with the class. Check students understand *a birthday* and teach the phrase *Happy birthday!* as shown on the card (picture 7).

a newspaper 4; a map 3; a postcard 5; a birthday card 7; a box of chocolates 10; tissues 2; sweets 9; batteries 8; chewing gum 6

## EXTRA IDEA

- If you have a class of complete beginners, consider teaching these words yourself by bringing the items to the class. Hold up each item in turn and tell students the word in English. You can then use the matching activity in **1a** for practice.

**b CD2 ▶ 10 PRONUNCIATION** Play the recording. Students listen and practise. Check they stress the words correctly and highlight the pronunciation of *birthday* /'bɜːθdeɪ/, *chocolates* /'tʃɒkləts/ and *tissues* /'tɪʒuːz/.

Point out that *batteries* /'bætɪrɪz/ is usually pronounced as two syllables, not three. Note that the stress on *magazine* can also be on the first syllable. Point out that the plural of *box* is *boxes* and that the singular of *batteries* is *a battery*.

**c** Students do the activity in pairs.

### HELP WITH VOCABULARY

*this, that, these, those*

- 2** Focus students on photos A–D and the *How much ... ?* questions in the speech bubbles. Ask where the people are (in a shop). Check students remember *a customer* and *an assistant*. Point out that the things each customer wants to buy are highlighted with a red arrow on the photos. Students work on their own or in pairs and write the words in bold in the questions in the table.
- While they are working, draw the blank table on the board.
  - Check answers with the class and highlight the following points.

- Focus students on the table on the board. Check students understand *here* and *there*. Elicit which words go in each column and complete the table.

	here ↓	there →
singular	this	that
plural	these	those

- Point out that we use *this/these* for something close to us and *that/those* for something further away.
- Check students understand that we use *this/that* for singular nouns and *these/those* for plural nouns.
- Point out that *this, that, these* and *those* go before a noun: *How much is this map?*, *These bags are beautiful.*, etc.

- 3** **CD2** **11 PRONUNCIATION** Focus students on the example drill. Play the recording (SB p109). Students listen and practise. Highlight the /ɪ/ sound in *this* /ðɪs/ and the /iː/ sound in *these* /ðiːz/, which students studied in the *Help with Pronunciation* section in unit 2. Repeat the drill if necessary.

- 4** Students do the exercise on their own, then compare answers in pairs. Check answers with the class.

1 these 2 That 3 those 4 this

## Anything else?

- 5** **a** Ask students to close their books. Tell the class that they are going to watch or listen to two conversations in a shop.

**VIDEO** **4** **CD2** **12** Play the video or audio recording. Students listen and write down what the two customers buy. Note that all the Real World videos can be found on the **Teacher's DVD** at the back of this book.

Students can compare answers in pairs. Check answers with the class.

**Customer 1** a map (of London), batteries, sweets

**Customer 2** two birthday cards, a big box of chocolates

- b** Ask students to open their books again. Give students time to read the conversations. Avoid dealing with any new language at this stage. Play the video or audio recording again. Students watch or listen and write the prices in the conversations. Students compare answers in pairs. Check answers with the class.

1 £5.75 2 £2.99  
 3 £9.34 4 £1.79  
 5 £8.75 6 £12.33

## REAL WORLD In a shop

- 6** **a** Focus students on the conversations. Point out that the language in brackets can change, depending on what the customer buys.

Students do the exercise on their own by referring to the conversations in **5b**.

Check answers with the class.

- Answers** 2 much 3 have 4 else 5 all 6 are 7 lot
- Check students understand the new words and phrases: *Yes, they're over there.*, *They're (£1.79) each.* and *Here you are.*
- Point out that we say *Thanks a lot.* or *Thanks very much.* Also remind students of other ways to say thank you: *Thanks.*, *Thank you.* and *Thank you very much.* You can point out that *Thanks* is more informal than *Thank you.*

- b** Students do the exercise on their own. Check answers with the class.

- Answers** 1 Do you have any (maps of London)? 2 Can I have (these cards and that box of chocolates), please? 3 How much is (this map)? How much are (these birthday cards)?
- Check students understand the phrases *Do you have ... ?*, *Can I have ... ?* and *How much ... ?*. Point out that we use *Can I have ... ?* to ask for things.
- We suggest that at this stage of the course you teach *any* as part of the phrase *Do you have any ... ?* and point out that *any* is followed by a plural noun (*maps*, etc.). Note that *alan*, *some* and *any* are studied in unit 6.

- 7** **CD2** **13 PRONUNCIATION** Play the recording (SB p109). Students listen and practise the sentences in the flow chart in **6a**. Encourage students to copy the polite intonation and highlight the pronunciation of *London* /'lʌndən/. If necessary, play the recording again, pausing after each sentence for students to repeat individually.

- 8** Students practise the conversations in **5b** in pairs, taking turns to be the customer. Encourage the customers to use polite intonation when asking for things. While they are working, monitor and correct students' pronunciation as necessary.

### EXTRA IDEA

- Ask each pair to choose one of the conversations from **5b**. Students decide who is the customer and who is the assistant. Students practise the conversation until they can remember it. Ask students to close their books and practise the conversation again. Ask two or three pairs to role-play their conversations for the class.

- 9** Students work in the same pairs. Student As turn to SB p88 and student Bs turn to SB p93. Check they are all looking at the correct exercise.

**a** Pre-teach *spend (money)*. Ask students to look at photos a–d. Allow students time to read the information about their roles and point out the prompts in the box.

Students role-play the conversation in their pairs. Student A in each pair starts the conversation by saying *Excuse me. Do you have any batteries?*

**b** Students swap roles so that student B in each pair is the customer and student A is the sales assistant. Again, draw students' attention to the prompts in the box before they begin.

At the end of the activity, ask students how much they spent (student A: £17.90, student B: £12.50).

- 10 a** Students do the activity in new pairs. Encourage students to use vocabulary from **1a** and phrases from **6a** in their conversations. While they are working, check their conversations for accuracy and correct any mistakes you hear.

**b** Students practise their conversations until they have memorised them.

**c** Put two pairs together so that they are working in groups of four. Pairs then take turns to role-play their conversations. Students listen to the other pair's conversation and find out what the customer buys and how much he or she spends. Students can ask the other pair to repeat the conversation if necessary. Finally, ask two or three pairs to role-play their conversations for the class.

#### FURTHER PRACTICE

**Ph** Class Activity 4C Shopping bingo p138  
 (Instructions p118)

Extra Practice 4C SB p100

Self-study DVD-ROM Lesson 4C

Workbook Lesson 4C p21

## VOCABULARY 4D AND SKILLS

### What time is it?

Student's Book p36–p37

Vocabulary days of the week; time words  
 Real World telling the time; talking about the time

Skills Reading and Listening: days and times

**QUICK REVIEW** This activity reviews things to buy. Students do the first part of the activity on their own. They can write things that are in the shop in lesson 4C, or their own ideas. Put students into pairs. Students complete the activity with their partner.

- 1 a** **CD2** ▶ **14 PRONUNCIATION** Focus students on the days of the week. Play the recording. Students listen and practise. Alternatively, model and drill the days yourself. Point out that *Wednesday* /'wenzdeɪ/ is two syllables, not three. Also point out that the stress on each day is on the first syllable.

**b** Students do the exercise in pairs, as shown in the speech bubbles.

**c** Students do the exercise in the same pairs. Check answers with the class. Model and drill *today*, *tomorrow* and *the weekend*. Note that *weekend* can be stressed on either the first or the second syllable.

- 2 a** Students do the exercise in pairs. Alternatively, teach the words yourself first and use this exercise for practice.

**b** **CD2** ▶ **15** Play the recording. Students listen and check their answers.

**PRONUNCIATION** Play the recording again. Students listen and practise. Highlight the pronunciation of *minute* /'mɪnɪt/ and the silent *h* in *hour* /aʊə/.

Teach students that 30 minutes = *half an hour*, 15 minutes = *quarter of an hour* and 18 months = *a year and a half*.

You can also point out that we say *two and a half hours* not ~~*two hours and a half*~~.

2 a minute 3 an hour 4 a day 5 a week 6 a month

**c** Students do the exercise on their own before checking in pairs. Check answers with the class.

b minutes c hours d week e year f months

- 3 a** Pre-teach *time* and *a clock*. You can also teach students the difference between *a clock* and *a watch*. Students do the exercise in pairs. Check answers with the class. Point out that we can say *quarter past/to ...* or *a quarter past/to ...*.


quarter to seven D; quarter past six B; six o'clock A

**b** Tell students that we can say times in two ways. Students do the exercise with their partner. Check answers with the class.

Also highlight that we can say (a) *quarter past (six)* or (six) *fifteen*, but not ~~*fifteen past (six)*~~.

six thirty C; six forty-five D; six fifteen B

#### EXTRA IDEA

- If you have a class of complete beginners, consider teaching the time yourself first by using a large clock with movable hands.  Alternatively, draw clock faces on the board. You can then use **3** and **4** for practice.

- 4** Students do the exercise on their own or in pairs. Check answers with the class.  
 Tell students that we can also say these times as *six fifteen*, *six twenty-five*, etc. Although this alternative form is probably easier for students to use than the *past/to* form, it is important that they understand both ways of telling the time when they hear them. Point out that we say *six oh five* for 6.05, not *six five* or *six zero five*.  
 You can also highlight that in American English 6.05 = *five after six*, 6.10 = *ten after six*, etc.

2a 3h 4b 5g 6f 7c 8d

- 5** **CD2** ▶ **16 PRONUNCIATION** Play the recording. Students listen and practise the times in **3a** and **4**. Note that the times are recorded in logical order (*six o'clock*, *five past six*, etc.).  
 Highlight the pronunciation of *quarter* /'kɔ:tə/ and *half* /hɑ:f/. Also highlight that we don't pronounce the *t* in *five past* /pɑ:s/ *six*, etc., and that we use the weak form of *to* in *five to* /tə/ *six*, etc.  
 Repeat the drill if necessary, pausing after each time for students to repeat individually.

- 6** **a** **CD2** ▶ **17** Tell students that they are going to listen to five conversations. Play the recording (SB p109). Students listen and write the times.  
**b** Students compare answers in pairs. Play the recording again, pausing after each conversation to check students' answers.

1 twenty to three 2 half past eight 3 six o'clock  
 4 quarter to twelve 5 two thirty

- 7** **a** Focus students on pictures 1 and 2. Students do the exercise on their own.  
**b** **CD2** ▶ **18** Play the recording. Students listen and check their answers.  
**PRONUNCIATION** Play the recording again, pausing after each sentence for students to repeat chorally and individually. Encourage students to copy the polite intonation in the questions.  
 Check students understand that we use *What time is it, please?* to ask the time. Also teach and drill the alternative question *What's the time, please?*, etc.  
 Also point out that we use *at* for times: *It's at half past eight*.  
 Teach students that we use *a.m.* for times 0.00–12.00 and *p.m.* for times 12.00–24.00. Also point out that *a.m.* and *p.m.* are sometimes written without the full stops (*am*, *pm*).

1 **WOMAN** Excuse me. **What time is it, please?**  
**MAN** It's twenty to three.  
 2 **WOMAN** **What time is your English class?**  
**MAN** It's at half past eight.

- 8** Put students into new pairs, student A and student B. Student As turn to SB p89 and student Bs turn to SB p94. Check they are all looking at the correct exercise.

**a** Focus students on the film times. Use the speech bubbles to teach *What time is ... on?* and the response *It's on at ...*. You can point out that we also use these phrases to talk about TV programmes. Students take turns to ask the times of the films and fill in the gaps on the timetable. Students are not allowed to look at their partner's book. While they are working, monitor and correct students' pronunciation if necessary.

**b** Students compare times with their partner and check that they are correct.

- 9** **a** Teach the words in the box, using examples, drawings, translation, etc. Note that the aim of this box is to highlight which new words students need in order to understand the text they are about to read. Model and drill the words with the class, highlighting the pronunciation of *Europe* /'jʊərəp/ and *flight* /flaɪt/.

**b** Students read the text about days and times around the world and choose the correct answers.

**c** Students compare answers in pairs.

**d** **CD2** ▶ **19** Play the recording. Students listen and check their answers. Check answers with the class. Finally, ask the class how many answers they got right.

**b** Friday and Saturday **c** 32 **d** morning  
**e** afternoon **f** Friday 13<sup>th</sup> **g** Tuesday 13<sup>th</sup>  
**h** 7 hours **i** 11½ hours **j** Sundays  
**k** Tuesdays **l** Thursdays

#### FURTHER PRACTICE

**Ph** **Class Activity** 4D Time dominoes p139  
 (Instructions p118)

**Extra Practice** 4 SB p100

**Self-study DVD-ROM** Lesson 4D

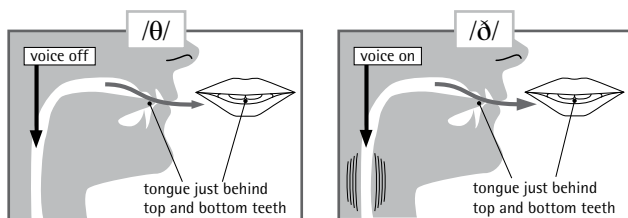
**Workbook** Lesson 4D p22

**Workbook** Reading and Writing Portfolio 4 p58–p59

**Ph** **Progress Test** 4 p183

## HELP WITH PRONUNCIATION /θ/ and /ð/

- 1** Tell students that there are two different ways to pronounce *th*. Focus students on the phonemes /θ/ and /ð/, the pictures and the words.
- CD2** → **20** Play the recording. Students listen to the sounds and the words. Point out that *th* in *three* is pronounced with a /θ/ sound and *th* in *mother* is pronounced with a /ð/ sound.
- Play the recording again. Students listen and practise. If students are having problems producing the sounds, help them with the mouth position for each sound.



Point out that the mouth position is the same for both sounds, with the tip of tongue just between the top and bottom teeth. However, when we say the /θ/ sound, there is no voice from the throat and you can feel the air from your mouth on your hand. When we say the /ð/ sound, there is voice from the throat.

You can ask your students to place their fingers and thumb on their throats. When they say the /ð/ sound, they will feel vibration in the throat.

Another useful tip is to ask them to place their index finger on their lips, as if they were making a *shhh* sound. When saying both *th* sounds, the tip of the tongue should touch the side of the finger.

- 2** **CD2** → **21** Focus students on the boxes. Play the recording. Students listen and notice how we say *th* in both sets of words.
- Play the recording again. Students listen and practise.
- 3** **a** **CD2** → **22** Play the recording. Students listen and read the sentences.
- Play the recording again. Students listen and practise. Repeat the drill if necessary, pausing after each sentence for students to repeat chorally and individually.
- b** Students practise the sentences in pairs. Finally, ask students to say the sentences for the class. If necessary, correct their pronunciation and ask them to say the sentences again.

## continue2learn

Focus students on the **continue2learn** section on SB p37. See p33 of this book for ideas on how to use this section in class.

## Extra Practice 4 SB p100

See p34 for ideas on how to use this section in class.

### 4A

- 1 2 study 3 work 4 have 5 like 6 study 7 live  
 8 have 9 live 10 work
- 2 2 You don't like Mexican food. 3 I don't have a new phone. 4 I'm not from the USA. 5 We aren't musicians. / We're not musicians. 6 We don't live in Australia. 7 Tim and Joe aren't brothers. 8 They don't work in London. 9 She isn't / She's not a sales assistant.

### 4B

- 3 go shopping; watch DVDs; play video games; eat out; watch TV; go to the cinema; go out with friends; play tennis
- 4 2 Do you go to concerts? 3 What music do they like? 4 Where do you live? 5 Do they watch TV a lot? 6 Do you like Chinese food? 7 Do we have a class today? 8 What do you do in your free time?

### 4C

- 5 2 a map 3 sweets 4 batteries 5 a magazine  
 6 a birthday card 7 chewing gum 8 tissues  
 9 a box of chocolates
- 6 2 Do 3 they're 4 are 5 They're 6 these 7 else  
 8 this 9 that's 10 Here 11 Thanks

### 4D

- 7 Sunday 7; Thursday 4; Saturday 6; Friday 5;  
 Tuesday 2; Wednesday 3
- 8 b twenty to four c quarter past seven d half past one e quarter to five f nine o'clock

## Progress Portfolio 4

See p34 for ideas on how to use this section in class.