

Celebrate good times

IN THIS LESSON, YOU:

- plan a celebration with friends
- learn about different ways of celebrating things
- practise listening to people organizing a celebration
- suggest alternative times and places to meet

VOCABULARY Celebrating

- 1 Work in pairs. Read the sentences and check you understand the words in bold. Then discuss the questions.
- I had a small **get-together** at home with some friends.
 - I **went clubbing** with a bunch of friends.
 - I **treated myself** to a day in a spa.
 - I had a **weekend break** in Prague.
 - We hired a **venue** in town and got a kids' **entertainer** in.
 - I wasn't really **up for** going out, so I just had a quiet night in.
 - A bunch of us rented a **karaoke booth** for the night.
 - My boyfriend took me out for a romantic dinner in this **posh** restaurant.
 - I had a **big do** with about 150 people.
 - A friend **threw a surprise party** for me.
- Which of these things have you done to celebrate something?
 - When? What were you celebrating?
 - Which things would you not do to celebrate? Why not?
 - Can you think of three other ways of celebrating?

- 2 **P** **▶** Listen to the words and phrases from Exercise 1 and practise saying them on their own and in a longer phrase. Which words / phrases do you find hard to say? Practise saying them again.

LISTENING

- 3 **▶** Listen to three friends planning a celebration. Answer the questions.
- Why are they going out to celebrate this Friday?
 - What do you hear about: Equinox? Rico's? Guanabara?
 - What time do they agree to meet?
- 4 **▶** Work in pairs. Complete the sentences from the conversation, using two words in each gap. Contractions (*it's, she's, etc.*) count as one word here. Listen again to check your answers.
- So _____ go out and celebrate on Friday, then?
 - I'd be _____ that as well. Do you have anywhere _____?
 - I thought that Equinox might _____.
 - I _____ the music they play and besides, it's _____ my kind of crowd there.
 - Well, personally, I'd _____ to get something to eat at some point, if that's _____ with you?
 - Rico's is always a _____.
 - Yeah, whatever. _____.
 - I'm working till six and it'd be nice if I could go home first, so could we _____ eight?

GRAMMAR

The future perfect

We use the future perfect to show the point in the future by which something will (or won't) be complete.

By four o'clock on Friday, we'll have finished every single one.

Could we make it eight? I'll have had time to get changed and freshen up a bit by then.

Don't call me before 12. I won't have had time to prepare otherwise.

Will you have finished the meeting by two?

- 5 Work in pairs. Look at the examples in the Grammar box and answer these questions.

- How is the future perfect formed?
- What references to time can you see?
- Do the actions with the future perfect happen before those times or do they start at those times?

- 6 Complete the sentences with the future perfect form of these verbs. You may need to use a negative form.

be cook eat find leave lose pass process

- It's my grandparents' anniversary next Friday. They _____ married for 50 years!
- I'll order a takeaway for everyone. He said they were going to come straight from work, so they _____ anything.
- It's a shame you're not coming back till next Tuesday. I _____ for Greece by then, so I'll miss you.
- I sent my passport to be renewed ages ago, but apparently it _____ in time for my end-of-year work trip. It's really annoying.
- I'll have my results by the time you visit and hopefully I _____, so we'll be able to go out and celebrate.
- Do you think he _____ some lunch for us when we arrive tomorrow?
- If you're already five kilos lighter, it means the diet's working. Imagine how much more you _____ by the time summer comes around.
- My dad's almost completely bald now – hopefully they _____ a cure for that by the time I'm his age.

- 7 Spend three minutes thinking about how (a) your life and (b) the world will be different in 30 years' time. In pairs, share your ideas. Use the future perfect.

I imagine I'll have started losing my hair by then.

Hopefully, they'll have found a cure for cancer by then.

G See Grammar reference 10A.

DEVELOPING CONVERSATIONS

Arranging to meet

We often suggest alternative times or places to meet using *Can / Could we make it ...?* We also explain why.

A: *So what time do you want to meet? Seven?*

B: *I'm working till six and it'd be nice if I could go home first, so could we make it eight?*

8 Look at the Developing conversations box. Complete B's responses in the conversations (1–5) with the explanations (a–e).

- 1 A: When do you want to meet? Would about nine tomorrow night be OK?
B: Can we make it a bit earlier? _____
 - 2 A: When would you like to meet? Would sometime this week suit you?
B: Could we make it some other time? _____
 - 3 A: What day works for you? Is Friday any good?
B: Could we make it earlier in the week? _____
 - 4 A: Where shall we meet? How about that new café on the other side of the river?
B: Can we make it somewhere more central? _____
 - 5 A: Why don't we meet at Janet's place?
B: Can we make it somewhere nearer mine? _____
- a It's quite awkward to get to, that place.
b I've got a lot on at work at the moment.
c She lives miles away from me.
d It's my girlfriend's birthday that day.
e I need to try and get an early night if I can.

9 Work in pairs. Have conversations. Take turns to ask these questions and to respond by suggesting alternatives and explaining why.

What time do you want to meet? Is ... OK?

Where shall we meet? Would ... suit you?

CONVERSATION PRACTICE

10 Work in groups of three. You're going to have a conversation like the one you heard in Exercise 3. Decide what you're going to celebrate. Then work individually and make notes on the following.

- two ideas for how to celebrate and why
- where exactly you would go

11 M Decide who is going to be Student A, Student B and Student C. Then have your conversation. Follow this guide.

