

01 FAMILY AND FRIENDS



UNIT OVERVIEW

The main aims of this unit are to learn **how to ask and respond to common questions, describe people and talk about how often you do things**. Students are also introduced to the idea of **recognising collocations**. The main grammar aims are the **present simple** tense to talk about habits and permanent states, and expressions of **similarity and contrast**.



Next class Make photocopies of **1A** p. 128.



VOCABULARY People you know

Aim

To revise nouns used for people and lead in to *Listening*.

Step 1 Ask students to look at the words in A and put them into three categories: male; female or either. They could do this in pairs or individually, then check in pairs. Check with the whole group. Model, drill and ask concept questions where necessary. With the female / male words, elicit their male / female counterparts.

Answers

Male	Female	Either
brother	actress	cousin
businessman	aunt	colleague
dad	housewife	flatmate
uncle	gran	friend
waiter	sister	teenager
boyfriend		nurse
		lawyer
		retired
		neighbour

Answers for M/F equivalents

Brother–sister; businessman–businesswoman; dad–mum; uncle–aunt; waiter–waitress; boyfriend–girlfriend; actress–actor; housewife–house–husband; gran–gramp (granny–grandad, grandma–grandpa)

Step 2 Put students in pairs and ask them to tell each other about six friends or family members, as in the example in exercise B. Model by telling students about two or three people in your life first. Conduct feedback by asking a few students who their partners told them about.

Step 3 Put students in new pairs or threes and ask them to look at the adjectives in C and try to help each other with meanings. If they have problems, ask them to look at the *Vocabulary Builder* on pp. 2–3. Ask them to discuss the questions in C. Conduct brief feedback.

Step 4 Ask students to choose individually eight words from this part of the unit which were new or not very familiar to them (as in D). Ask them to write them in their vocabulary books with a translation in their own language. Or, if you prefer not to use translation, ask them to write a definition, give an example or draw a picture. Put them in pairs to compare their word lists and help each other with new words.

LISTENING

Aim

To give practice in listening for gist and specific information and to provide a context for the grammar (question formation).

Step 1 Tell students they are going to hear a conversation between two friends, Laura and Maya. Ask them to look at the photo as they listen and try to identify the people in the photo. Play the recording. Check in pairs then check with the whole group.

Answers

Anna from Poland, Maya's brother.

1.1

I = Laura M = Maya

- L: Maya
M: Hi Laura. Sorry I'm a bit late.
L: That's OK.
M: How long have you been here?
L: Oh, not long. Ten minutes.
M: Sorry. The traffic was bad.
L: Are you looking for something?
M: Another chair. Oh ... there's one.
L: So who else is coming?
M: My friend Anna from Poland.
L: Oh yeah? How do you know her?
M: I met her on an exchange trip.
L: When did you do that?
M: Year 10 at school. Here. I've got a picture of her on my mobile. She's the girl in the middle.
L: Oh, wow! She's very pretty.

8 OUTCOMES

M: Yeah.
 L: So is she just visiting?
 M: No, she's studying here. She's really clever as well as being pretty and she's good at sport! Some people are so lucky!
 L: Yeah. So who's the guy? Is that her boyfriend?
 M: No! That's my brother!
 L: Really? You don't look very similar.
 M: I know. He's quite dark – but look at the nose and mouth.
 L: Let me see. Yeah, I guess. So what does he do?
 M: He's a nurse. He lives in the States.
 L: Really? Why did he go there?
 M: He's married and his wife's from there.
 L: Really? How old is he?
 M: 24.
 L: OK. That's quite young.
 M: I guess.
 L: Do you get on well?
 M: Yes, we're quite close. He's very caring – and generous too. Obviously, I don't see him very often now. Actually, the last time I saw him was when I took this photo. It was over a year ago, but we email and talk on the phone quite a lot.
 L: Do you have any other brothers or sisters?
 M: Yeah – a younger sister.
 L: Is that the other girl in the picture?
 M: No, she's a friend from my Spanish class.
 A: Maya!
 M: Anna! How are you? We saved you a seat. Anna – I don't think you know my friend Laura. She's a friend from work. Laura this is Anna.
 A: Nice to meet you.
 L: Hi – I've heard a lot about you.

Step 2 Put students in pairs. Ask them to look at the questions in B and complete them by putting the correct question word / phrase at the beginning of each one. Then play the recording again for them to check.

Answers

- 1 How long have you been here?
- 2 How do you know her?
- 3 When did you do that?
- 4 Is she just visiting?
- 5 What does he do?
- 6 Why did he go there?
- 7 How old is he?
- 8 Do you get on well?

Step 3 Tell students that the answers in exercise B are wrong. In the same pairs, ask them to correct the answers. They can then look at the audioscript on page 162 to check. Check as a class (the answers are underlined in the audioscript 1.1).

LANGUAGE PATTERNS

Aim

To draw students' attention to patterns with *from* to talk about how we know someone.

Step 1 Ask students to look at the sentences in the box and notice the similarities = *from* + place.

Step 2 Ask students to translate these sentences into their own language. In monolingual classes ask students to compare their translations. In multilingual classes ask students to work in pairs and tell each other if the sentences were easy to translate and whether they were able to translate them word for word. Why / Why not?

Step 3 Ask students to cover the English translations and translate the sentences back into English using their translations. Then ask them to compare their translations in pairs against the book.

Alternatively If you prefer not to use translation, ask students to notice the pattern. Concept check any areas of difficulty and elicit a few more examples. If you have time, write the examples on the board and tick them if correct. If the sentences are wrong ask the students to correct them or correct them yourself.

GRAMMAR Question formation

Aim

To present question forms in the present simple and continuous, the past simple and present perfect simple.

Step 1 Ask students to look back at the questions in Listening B. Elicit examples of the four different tenses and check the form/word order for the question in each tense. Or write an example of a question in each tense on the board and use the examples to highlight form and elicit the name of the tense. Either ask students to read the examples in the box or read the examples out to them yourself.

Step 2 Ask students to look at A and put the words in the correct order to form questions. Check in pairs then check with the whole group.

Answers

- 1 Where do you live?
- 2 Do you know anyone in the class?
- 3 How long have you known him?
- 4 Why are you studying English?
- 5 Have you studied in this school before?
- 6 Are you enjoying the class?
- 7 Did you have a nice weekend?
- 8 What did you do?

Step 3 Ask students to listen to the next recording and pause so they can repeat each question after they hear it. Model and drill. Then get students to ask and answer the questions in open pairs.

1.2

- 1: Where do you live?
- 2: Do you know anyone in this class?
- 3: How long have you known him?
- 4: Why are you studying English?
- 5: Have you studied in this school before?
- 6: Are you enjoying the class?
- 7: Did you have a nice weekend?
- 8: What do you do?

Step 4 Put students in closed pairs and tell them to take turns asking each other the questions in B and answering. They could note down the answers and report back to the rest of the class at the end. Direct them to the grammar reference on page 136 if they still seem unsure.



1A see Teacher's notes p. 120.

DEVELOPING CONVERSATIONS

Responding naturally

Aim

To show how we respond naturally to questions, and give practice.

Step 1 Read out the box, checking as you read. Then ask students to look at the conversation in A and cross out all the unnecessary words in the answers to make them sound more natural. Do the first example with them.

Step 2 Check in pairs then play the recording for them to check. Check with the whole group.

1.3

- A: Where are you from?
 B: The Czech Republic.
 A: Have you got any brothers or sisters?
 B: Yes. Two brothers and six sisters.
 A: Are you the oldest?
 B: No. I'm in the middle.
 A: Do you see your grandparents much?
 B: No, not much. They live in a different city.
 A: Do you get on with your brother?
 B: No, not really. He's quite annoying.
 A: Where did you meet your girlfriend?
 B: At university. We were in the same class.
 A: Do you like sport?
 B: No, I hate it, but I walk a lot to keep fit.

CONVERSATION PRACTICE

Aim

To give freer practice of the target language.

Step 1 Tell students they are going to have a similar conversation to the one in *Listening*. Ask them individually to draw simple pictures of three people they know, or use photos of them on their mobile phones if they have them.

Step 2 In pairs ask students to take turns telling each other about their pictures. They should start by asking *Who's that?* and continue with at least four questions about each person. Model one example with a strong student. Monitor and note down errors in target language for a correction slot at the end.

Tip With a weaker class, you might like to direct students to *Listening B* for ideas on the kind of questions to ask. Or elicit some examples of these questions and write them on the board before they start.



pp. 10–11



Next class Make photocopies of **1B** p. 129.



SPEAKING

Aim

To give fluency practice, to personalise and to lead in to the reading.

Step 1 Ask students individually to look at the questions in A and think about how they would answer them. They could make a few notes. Then put students in small groups to discuss their answers to the questions. Conduct brief feedback.

Tip In multilingual groups, try to mix the nationalities as far as possible.

READING

Aim

To introduce the idea of collocations (words which frequently go together to form phrases).

Step 1 Ask students what they know about The Netherlands and Japan. If possible, get students to find the countries on a map. (You could use the world map in File 6 page 157 if you don't have a map in the classroom.) Ask them to look at the pictures, identify the country and describe the pictures.

Note The Netherlands, also called Holland, is in Western Europe and is known for its liberal laws. The capital is Amsterdam and both the nationality and the language are Dutch. Japan, in East Asia, is known for its traditional values and healthy lifestyle. The capital is Tokyo and both the nationality and the language are Japanese.

Step 2 Ask students to read the article quickly, ignoring the words in bold and answer the questions in A. Check in pairs, then with the whole group.

Answers

- 1 Netherlands: Lots of parks and facilities; most mothers don't go out to work; not much pressure; families open and communicative; Japan: Large number of retired people; healthy diet; exercise; plenty to do
- 2 he eats well, keeps fit, is a happy patient person and also keeps busy

Step 3 Ask students to read the box, or read it out to them and check they understand. Elicit more examples of different types of collocation about children or home.

Step 4 Ask students to try to complete the phrases in B from memory, then look back at the words in bold in the article to check. Check in pairs then check with the whole group.

Answers

- 1 a recent report
- 2 put pressure on someone
- 3 liberal parents
- 4 cause arguments
- 5 spend time with someone
- 6 a long life
- 7 fresh fish
- 8 go swimming

Step 5 Ask students to identify which four phrases are verb + noun and which four are adjective + noun. Check in pairs then check with the whole group.

Answers

verb + noun (2, 4, 5, 8) adjective + noun (1, 3, 6, 7)

Step 6 Put students in pairs to discuss the questions in D. Conduct brief feedback.

GRAMMAR The present simple

Aim

To revise the present simple to talk about regular occurrences / habits and permanent states.

Step 1 Write the examples on the board and ask students which tense this is and how we form the affirmative including third person (*I live / She lives in Madrid*);

negative (*I don't / She doesn't live in Madrid*), and questions (*Do you / Does she live in Madrid?*). Elicit some adverbs of frequency by asking students how often they do things. Then ask them to read the box and check their understanding.

Step 2 Ask students to look at the questions in A and complete them using the words in brackets. Check in pairs then with the whole group.

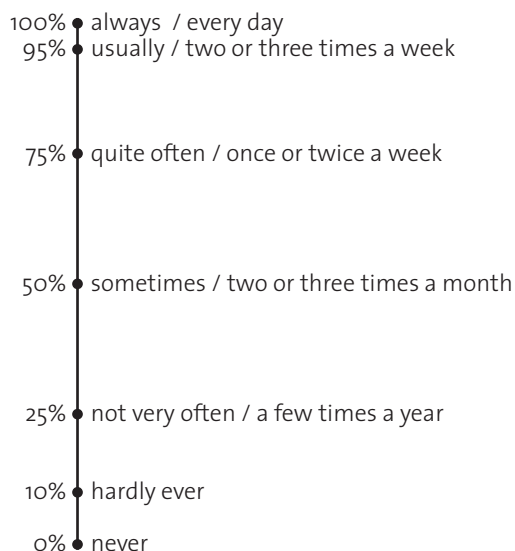
Answers

- 1 Are any of your brothers and sisters married?
- 2 Who are you closest to in your family?
- 3 Where are your parents from originally?
- 4 Do you get on well with your parents?
- 5 Do you like studying?
- 6 Does anyone in your family speak good English?
- 7 Does anyone you know live abroad?
- 8 Do you speak any other languages?

Step 3 Put students in pairs and tell them to take turns to ask and answer the questions in A. Monitor and correct mistakes in target language.

Step 4 Ask students to look at the words and phrases in C, then put them in new pairs and tell them to ask each other the questions. They should choose from the words and phrases in the box to answer. Model with a strong student, then in open pairs, before putting students in closed pairs to continue. Monitor and note down errors in target language for a correction slot at the end. Direct students to the grammar reference on page 137 if they still seem unsure.

Frequency graph



1B see Teacher's notes p. 120.



pp. 12–13

SPEAKING

Aim

To give fluency practice and lead in to the *Listening*.

Step 1 Lead in by writing this question on the board: *What makes us the people we are?* Ask students to discuss this as a class and feed in / check vocabulary: *experiences* = things that have happened to you; *treat* = behave in a certain way to someone; *genes* = parts of cells in animals and humans which control their characteristics; *heart disease* = serious illness of the heart; *criminal behaviour* = acting in an illegal way.

Step 2 Ask students to read the text in A, then in small groups ask them to discuss the questions. Conduct brief feedback.

LISTENING

Aim

To give practice in listening for gist and specific information.

Step 1 Lead in by asking students to look at the people in the pictures and describe them briefly. Tell them they are going to hear three of them talking about the genes *(versus)* childhood / upbringing debate. Put them in pairs to discuss why these people might be interested in this subject and what they might say about it.

Step 2 Ask students to listen and decide whether each speaker thinks their character is shaped more by genes or childhood / background. Play the recording. Check in pairs, then with the whole group. Ask students if anything surprises them about the speakers' opinions.

Answers

- 1 Trent – identical twin, mainly genes (in this case it's genes that makes them different)
- 2 Angela – adopted, mainly upbringing
- 3 Justinia – biologist, mainly upbringing

1.4

1 Trent Simons

People think identical twins have the same tastes and personalities, but my brother and I are very different: I'm keen on sport and I'm really fit and active; he hardly ever does anything. I'm confident, I go out, I'm captain of the football team, but he's really quiet. He has friends, but they're a bit strange and they always play video games together. We're probably different because we go to different schools and my parents don't treat us as 'the twins', you know, as one person. Apart from our appearance, I think the only thing that is genetic is having poor sight. But then he wears thick glasses and I wear contact lenses!

2 Angela Martinez

Being adopted, I occasionally wonder where my character comes from. I get good grades at school and people say Chinese are good students and very determined. But then so are my adoptive parents. My dad's clever and mum has a clothes shop in Madrid. I've learnt lots from them. Also I want to be a doctor like my uncle and I know I have to study to do that. I sometimes get frustrated if things go bad and I get really angry. Both my parents are very calm and patient – they never shout. Maybe my anger is because of my genes – but my gran says it's because I have no brothers or sisters and my parents are too liberal!

3 Justinia Lewis

Being a biologist, I obviously think genes are important – it's how evolution works. However, genes are only a small part of who we are: we humans share 30% of our genes with bananas and 98% with chimpanzees. Genes play a part in heart disease and other illnesses, but having a healthy lifestyle is more important and we learn that behaviour from our parents. Now I'm pregnant, I think about my character and my childhood. Neither of my parents are scientists, but they both read a lot and they talked to me about lots of different things. Also, none of us in our family are neat and tidy. I tell my husband it's genetic and that's why I don't put things away, but it's not true.

Step 3 Ask students to look at the questions in C. Put them in pairs and ask them to try to remember whether they are true or false. Then play the recording again for them to check. Check with the whole group.

Answers

1 T 2 T 3 F 4 T 5 T 6 F 7 T 8 T 9 F 10 T

Step 4 Ask students to look at the audioscript on page 162 and choose four new words they want to remember. Ask them to notice which words go with them. Ask them to record their chosen words and any useful collocations in their vocabulary book with a translation or definition. Put them in pairs to compare and help each other.

Step 5 Put students in small groups to discuss the questions in E. Conduct brief feedback at the end.

NATIVE SPEAKER ENGLISH *Keen on*

Ask students if they remember how Trent says he likes sport = *I'm keen on sport*. Read out the box and check students understand that *keen on* is followed by a noun or *-ing* form. Elicit a few more examples from them on what they are (*not*) *keen on*.

GRAMMAR Similarities and contrasts

Aim

To introduce ways of talking about similarities and differences between people.

Step 1 Ask students to read the examples from *Listening* in the box. Elicit examples from them about their own families or friends, using *both, neither, all, none, no-one, whereas* and *but*.

Note *None* and *neither* can be followed by either a singular or plural verb. It is considered more standard to use a singular verb, but it often sounds more natural to use a plural one.

Step 2 Ask students to work in pairs and give them five minutes to find as many similarities and differences between them as they can. They should note down their ideas.

Step 3 Ask each pair to join another pair and tell each other about their similarities and differences, using *both, neither, but, whereas*. Monitor and correct where necessary.

Step 4 Ask the groups to report to the class on similarities and differences between their groups, using *all, none* and *no one*. Correct mistakes in target language. Direct students to the grammar reference on page 137 if they still seem unsure.

VOCABULARY Character and habits

Aim

To introduce vocabulary to talk about personality and behaviour.

Step 1 Ask students to look at sentences 1–8 and a–h and find matching pairs. Do the first one with them. Check in pairs then check with the whole group. Make sure students understand and can pronounce all the adjectives.

Answers

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

Step 2 Put students in pairs and ask them to test each other. They should take turns to close their books, while their partner reads out a sentence from a–h and they try to remember the matching adjectives from 1–8. Then swap and repeat.

PRONUNCIATION *and*

Aim

To draw students' attention to the weak form of *and*, especially in expressions like *neat and tidy*.

Step 1 Read out the box and model and drill some examples, drawing students' attention to the weak form. Ask students to listen and repeat the word pairs. Play the recording.

1.5

- 1 neat and tidy
- 2 calm and patient
- 3 kind and caring
- 4 open and friendly
- 5 fit and healthy
- 6 the cooking and cleaning
- 7 salt and pepper
- 8 try and help
- 9 go and see
- 10 scream and shout

Step 2 Put students in pairs and ask them to write down all the pairs of words they remember. They could test each other by saying *neat and ...*? Tell them to look at the audioscript on page 162 to check.

SPEAKING

Aim

To give fluency practice and round off the unit.

Step 1 Ask students to think about how they are similar to and different from people in their family. Ask them to look at the questions and think about how they would answer them. When ready, put students in small groups to discuss. Monitor and note down errors for a correction slot at the end.

02 SHOPS



UNIT OVERVIEW

The main aims of this unit are to learn how to **talk about shops and things you buy**, to **make offers and ask for permission**, and to **make and respond to compliments**. Students also learn how to **understand newspaper headlines**. The main **grammar aims** are the **past simple**, **comparatives** and **passives**.



Next class Make photocopies of 2A p. 130.



VOCABULARY

Aim

To revise items commonly bought and to practise adjectives to describe them.

Step 1 Ask students what kind of things they enjoy buying. Then ask them to look at the pictures and label them with the words in the box. Check in pairs then check with the whole group. Model and drill the words.

Answers

Picture 1: he's wearing a T-shirt and holding a camera

Picture 2: he's wearing a suit and tie, white shirt, nice watch, with a mobile

Picture 3: she's wearing a skirt, top, coat and hat, she has a laptop

Step 2 Put students in pairs and ask them to discuss the questions in B. Conduct brief feedback.

Step 3 Ask students to read the sentences in C and try to guess the meaning of the words in bold from the context, and then to translate them into their own language. Ask them to look at the *Vocabulary Builder* on page 6 to check. Model and drill for pronunciation and elicit the stress.

Answers

Good quality, last, reliable, wide selection, shut, thick, uncomfortable, complicated, bright, good value, smart, doesn't suit me, neat

Step 4 Ask students to look at the questions in D and think about how they would answer them. Put them in small groups to discuss their answers. Conduct brief feedback.

NATIVE SPEAKER ENGLISH *cool*

Ask students to read the box or read it aloud to them. Elicit a few more examples from them by asking who or what they think is *cool* or *uncool* and why.

LISTENING

Aim

To give practice in listening for specific information and lead in to the grammar (past simple).

Step 1 Tell students they are going to hear a conversation between three friends, Keira, Claire and Dan, about shopping. Ask them to listen and make notes on what each person bought, where they bought it and what each item is like. Check *second-hand* = previously owned by someone else. You could put a table on the board for them to copy and complete. Play the recording. Check in pairs then check with the whole group. Play the recording again if necessary.

Answers

	What	Where	What item is like
Speaker 1	camera	Jessops in town	nice, light, simple
Speaker 2	earrings	second-hand shop	lovely, old
Speaker 3	jacket	same shop	thick and warm, great

2.1

K = Keira, C = Claire, D = Dan

K: Did you have a nice weekend?

C: Yeah, it was good.

K: What did you do?

C: Oh, nothing much. I went for a walk with some friends round Sutton Park yesterday.

K: Oh, nice. It was a lovely clear day.

C: Yeah. It was a bit cold, but it was great. I was taking photos with my new camera.

K: That one? Let's have a look. Wow! That's really neat. Where did you get it?

C: In Jessops in town. I'm really pleased with it. It's really good quality and it's got quite a few different functions.

K: Really? Is it complicated to use?

C: No, not really. There are a few things I don't know yet, but it's OK.

K: Yeah. Well, the pictures look good and it's nice and light as well.

C: Hmm, yeah. It's cool, isn't it? Anyway, what about you two? Did you do anything?

D: Yeah, we went shopping.

C: Oh OK. Did you buy anything nice?

K: Well, I got these earrings.

C: They're lovely! They look quite old.

K: Yeah they are. I got them in a second-hand shop near here. They've got all kinds of things there – books, CDs, clothes. Dan got that jacket there.

C: Really? I love it. It looks really nice and warm.

D: Yeah, it is. It's pure wool and it's nice and thick. And it only cost fifteen pounds.

C: You're joking! That's fantastic. It really suits you as well. It's a great style and colour!

D: Thanks.

C: Did you get any clothes, Keira?

K: No, there were some really nice things, but I didn't find anything that fitted me. Everything was either too big or too small.

Step 2 Put students in pairs and ask them to discuss the questions in B. Conduct brief feedback.

DEVELOPING CONVERSATIONS

Complimenting

Aim

To introduce ways of giving and responding to compliments.

Step 1 Lead in by complimenting some of the students on various accessories and items of clothing, and elicit appropriate replies e.g. *I really like your jacket*. Check *compliment / to pay someone a compliment*. Read out the box and check understanding.

Step 2 Ask students to look at the sentences in A and put the second halves in the correct place. Check in pairs then with the whole group. Model, drill and concept check.

Answers

1 Is it new?

2 It's a really nice design.

3 I'd love one like that.

4 How long have you had it?

5 They look really comfortable.

6 It really suits you.

Step 3 Put students in pairs and ask them to take turns saying a sentence from A and responding appropriately. Model with a strong student, then in open pairs, before continuing in closed pairs. Remind students to use exaggerated intonation (with a wide voice range) to sound more natural and make it more fun. Monitor and correct mistakes in target language.

GRAMMAR The past simple

Aim

To revise and practise the past simple of regular and irregular verbs and the verb *to be*.

Step 1 Lead in by asking one or two students what they did last night or last weekend. Elicit which tense they are using – or should be using.

Step 2 Read out the box or ask students to read it. Or write examples on the board – including *to be*, negative and question forms – and use these to highlight form and meaning, e.g. *I went to the cinema. What did you do? I didn't go to the park. I was / wasn't at home*. Are we talking about the present or past? (Past.) Is this a single or repeated action? (Usually single but could be both.)

Step 3 Ask students to complete the dialogue. Do the first question with them to demonstrate. Then ask them to continue in pairs. Alternatively, you could check in open pairs before checking as a class. Direct students to the grammar reference on page 138 if they still seem unsure.

Answers

A: Did you do anything yesterday?

B: Yes, we went round the market in Rye.

A: Oh, yes. Did you buy anything nice?

B: No, I wanted to get something for my parents, but I didn't see anything I liked. Carol got a nice top, though.

A: Is that the one you're wearing?

C: Yeah, and it wasn't very expensive either. It only cost 20 euros.

A: Really? That's really good value. Did they have any others like that?

C: Not exactly the same, but they had lots of nice things.



2A see Teacher's notes p. 120.

CONVERSATION PRACTICE

Aim

To give freer practice.

Step 1 Tell students they are going to have a conversation similar to the one in *Grammar*. Put students in pairs and ask them to practise conversations, as in the example. Tell them to continue the conversation by asking more questions. Model with a strong student, then in open pairs, before continuing in closed pairs. Monitor and correct mistakes in target language.

Step 2 Put students in small groups and get them to compliment each other on their clothes / accessories, using *I like your ... / That's a nice ... / Those ... are really nice*. They should respond appropriately and also say when / where they bought the item. Monitor and note down errors in target language for a correction slot at the end.

Alternatively Conduct this as a 'mingle'. Get all students to stand up and walk around, paying each other compliments and responding. Monitor and make sure all students always have someone to talk to (they can talk in threes if you have an odd number).



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LISTENING

Aim

To give practice in listening for specific information and detail.

Step 1 Put students in pairs / threes and ask them to look at the pictures and guess what the people are saying. Tell them they are going to hear five conversations. They should number the pictures in the order in which they hear the conversations that match. Play the recording. Check in pairs, then with the whole group.

Answers

1a 2d 3b 4e 5c

2.2

Conversation 1

A: Is that all you have?

B: Yeah, it is.

A: Well, do you want to go first?

B: Are you sure?

A: Of course. I have lots of things.

B: Great. Thanks.

Conversation 2

C: Would you like it wrapped?

D: Um ... what's the paper like?

C: It's this green paper.

D: Hmm, it's a bit plain. Do you have anything a bit prettier? It's a special present.

C: Well, there's quite a big selection in the stationery department. Do you want to choose something and bring it here and I'll wrap it for you?

D: Really? You don't mind?

C: Of course not.

D: Thanks.

Conversation 3

E: Yes sir. How can I help you?

F: I bought this the other day and it's damaged. When I got it home and took it out of the box, I found the button was loose and it's damaged here. Look, you see?

E: Are you sure you didn't drop it or anything?

F: No, of course not!

E: It's just that this kind of damage doesn't happen unless you do something. It's not a manufacturing fault.

F: Honestly, when I got home I took it out of the box and it was already damaged.

E: Have you got a receipt and the box?

F: I didn't bring the box. I've got the receipt, though.

Conversation 4

G: Is there anyone serving here?

H: Yes, but I don't think you can pay here.

G: That's OK. I just want to find out if they have something in stock.

H: Well, there was a guy here and he said he would be back in a minute, but that was ten minutes ago.

G: Oh right.

H: It's typical! The service is always terrible here.

G: Hmm.

H: Hatton's is better really. Their service is much more reliable and their things are generally better quality.

G: Really? Well, why didn't you go there?

H: Well, I do normally, but I saw in the window they had a sale here.

G: Ah!

H: There he is! About time!

I: Sorry.

H: That's OK.

Conversation 5

J: Excuse me. Do you have one of these in a smaller size? This one's a bit big.

K: I'm afraid not. That's why they're at a reduced price.

J: Never mind, Timmy. You'll grow into it.

L: But I don't like it.

J: Don't be silly. You look lovely. It really suits you.

Step 2 Put students in pairs and ask them to try to identify which conversation the questions in C are from and what the answers were. Play the recording again for them to check.

Answers

- a Conversation 3 – No, of course not.
- b Conversation 5 – I'm afraid not.
- c Conversation 2 – Well, there's quite a big selection in the stationery department.
- d Conversation 1 – Are you sure?
- e Conversation 4 – Yes, but I don't think you can pay here.

Step 3 Put students in pairs and ask them to answer the questions in D. Then tell them to look at the audioscript on page 163 to check their answers. (Note: change the question for Conversation 4 to *Why is the second customer unhappy?*)

Answers

- 1 he has lots of things
- 2 to wrap the present
- 3 a camera
- 4 The customer thinks the service is terrible.
- 5 She thinks it suits her son and it's reduced.

Step 4 Ask students to look at the questions in E and think about how they would answer them. Put them in small groups to discuss. Conduct brief feedback.

LANGUAGE PATTERNS

Aim

To draw students' attention to patterns with *the other day / week*.

Step 1 Ask students to look at the sentences in the box and notice the similarities (*the other day / week*). Check they understand that this is fairly informal and refers to recent – but not very specific – time.

Step 2 Ask students to translate these sentences into their own language. In monolingual classes ask students to compare their translations. In multilingual classes ask students to work in pairs and tell each other if the sentences were easy to translate and whether they were able to translate them word for word.

Step 3 Ask students to cover the English translations and translate the sentences back into English using their translations. Then ask them to compare their translations in pairs against the book.

Alternatively If you prefer not to use translation, ask students to notice the patterns. Concept check any areas of difficulty and elicit a few more examples. If time, write the examples on the board and tick them if correct. If the sentences are wrong, ask the students to correct them or correct them yourself.

DEVELOPING CONVERSATIONS

Making offers and checking

Aim

To introduce ways of making offers and checking things are OK and to give practice.

Step 1 Lead in by eliciting examples of offers from *Listening*: e.g. *Do you want to go first?* How does the speaker check this is OK? By asking, *Are you sure?* Then read out the examples in the box or ask students to read them. Model some example four-line conversations with a strong student, then model in open pairs, starting with *Do you want me to open the window?*

Step 2 Put students in pairs and ask them to practise similar conversations, using the sentences in A as starters. Monitor and correct where necessary.

GRAMMAR Comparatives

Aim

To revise and practise basic comparative forms, including short and long adjectives / adverbs and adverbs of degree (*a bit, much*).

Step 1 Elicit some examples of comparatives by showing / drawing pictures or asking two students to stand up and the others to describe differences, e.g. *Juan's taller than Kristina*. Then ask students to read the box, or read it out to them. Write a range of examples on the board and use them to highlight form and meaning.

Step 2 Ask students to complete the sentences in A, using the comparative form of the adjective in brackets. Do the first example with them. Check in pairs then with the whole group.

Answers

- | | |
|-----------|-------------------------------------|
| 1 smaller | 5 better, longer |
| 2 easier | 6 brighter, more colourful |
| 3 bigger | 7 more comfortable, more practical, |
| 4 smarter | lighter, more easily |

Step 3 In small groups ask students to discuss what they think the speakers are talking about in each of the sentences in A.

Suggested answers

- | | |
|---------------------------------------|---------------------------|
| 1 shoes | 5 chair or table |
| 2 computer or camera | 6 anything, could be item |
| 3 shirt or jacket | of clothing |
| 4 scruffy clothes / jeans and T-shirt | 7 pushchair or pram |

Step 4 Ask students to test each other. Give them time to look again at the follow-up questions and try to memorise them. They should then take turns to close their books, while their partner reads out the first sentence in each of the examples 1–7. They should try to say the follow-up question. Then swap. Direct them to the grammar reference on page 138 if they still seem unsure.

Step 5 Elicit ways of making negative comparatives by eliciting the opposite of *more = less*. Ask what's another way of saying *smaller?* (*Not as big.*) Then read out the box.

Step 6 Tell students they're going to disagree with the statements in D. Read out the example and then model some answers with a strong student, e.g. 2 *They may be more comfortable but they're not as smart.* Then continue in open pairs. Put students in closed pairs to practise the conversations in D. Monitor and correct mistakes in target language.

SPEAKING

Aim

To give fluency practice of the target language.

Step 1 Put students in small groups and ask them to think of examples of the shops and brands in A. Or elicit these from the whole group and write them on the board.

Step 2 Ask students individually to decide which shops and brands they prefer. Tell them to make a list of reasons using comparatives and their own experience. Tell them to read the example in B. They should make some notes but not write out the whole paragraph.

Step 3 Put students in small groups to discuss. Monitor and note down errors in target language for a correction slot at the end.



pp. 18–19



Next class Make photocopies of 2B p. 131.



READING

Aim

To give practice in predicting, guessing from context, and reading for gist and detail.

Step 1 Put students in pairs and ask them to look at the headlines and try to guess the meaning of the highlighted words and predict what the articles are about.

Tip Bring along a real newspaper and show students, eliciting *article* and *headline*. Elicit the features of headlines (short, words missing, often in present tense).

Step 2 Put students in groups of four and ask them to form A and B pairs. Pair A should read File 12 on page 158 and pair B should read File 22 on page 161. In pairs, they should try to answer the questions in B as they read and match their article with one of the headlines in A.

Answers

Text 1: **a** Macau **b** tourists **c** because it was part of their tour **d** they wanted to see historic buildings rather than shops **e** no one was hurt (not stated)

Text 2: **a** London **b** shoppers **c** because a new shop was opening and there were rumours of a sale **d** they were fighting to get in first **e** two people were hurt

Step 3 Ask students, in the same pairs, to discuss and try to help each other with any vocabulary they are not sure about in their article. Tell them to check their ideas in the *Vocabulary Builder* on pp. 7–8.

Step 4 Put students in new AB pairs and ask them to close their books and re-tell their stories. They should then compare them and discuss their reactions.

Step 5 Ask students, in the same pairs, to look at the collocations from both articles and complete each one with the correct word from the box.

Answers

1 crowd	4 injury	7 discount
2 temple	5 coach	8 mixture
3 rumour	6 item	

Step 7 Put students in small groups to discuss the questions in G. Do the first one with them, you might like to prompt them to talk about architectural styles. Conduct brief feedback at the end.

LISTENING

Aim

To give practice in predicting, listening for gist and responding to text.

Step 1 Tell students they are going to listen to a podcast about the two stories they read. Check they understand *podcast* = a digital audio file that can be listened to on a computer or digital music player (e.g. iPod).

Step 2 Put students in pairs and ask them to predict which of the people in the stories they read about the podcaster will have more sympathy with. Play the recording for them to check their ideas.

Answer

More sympathy with people in story two.

2.3

There were two stories about fights connected with shopping this week – one to annoy the anti-shopper and one to make them happy. The first was the riot at the opening of the *Primark* store in London. How stupid can people be? It amazes me that people will wait for hours outside a shop because they think they will get a coat or T-shirt five pounds cheaper. Then they injure each other by pushing and fighting to get a coat or T-shirt that they probably didn't need anyway. Even when the shoppers discovered there were actually no discounts, they still bought things.

The second story was about a group of Chinese tourists in Macau. They started a mini riot because the tour guides were trying to take them to too many shops and they didn't want to buy anything. I can totally understand how the tourists felt. When I go into my city centre, I often think there are too many shops. There are 30 shops that just sell shoes! There are five that just sell socks! Of course, the Chinese group wanted to go and see the sights instead of going shopping – they were on holiday after all! When you go on holiday, you want to relax. You want to do something *different*, like go to the beach or visit beautiful buildings – temples and cathedrals, museums and galleries. Why does anyone want to travel a long way to buy things you can almost certainly buy in your own country anyway?

Step 3 Ask students in the same pairs to talk about whether they agree or disagree with the podcaster and why. Conduct brief feedback at the end.

GRAMMAR Passives

Aim

To introduce / revise passive forms.

Step 1 Ask students to look at the sentences in A, *Who called the police in each sentence?* (1 managers, 2 angry tourists). *Which verb is the passive?* (*were called*). Elicit the information in the box and / or read it out. Check that students understand.

Step 2 Ask students to look back at the articles from *Reading* and find more examples of passive forms and underline them. Check in pairs then with the whole group.

Suggested answers

text 1 (File 12): were paid, were called, were locked, were arrested, text 2 (File 22): were injured, were opened, were taken

Step 3 Ask students to look at the picture and say what they think is happening. Then ask them to read the text quickly, ignoring the grammar practice for the moment. Check overall understanding by asking what they found out about Primark.

Step 4 Ask students to choose the correct verb form – either active or passive – to complete the story. Check in pairs then with the whole group. Direct students to the grammar reference on page 139 if they still seem unsure.

Answers

- | | |
|-------------------|-------------------|
| 1 sells | 6 were paid |
| 2 was established | 7 were used |
| 3 operates | 8 were introduced |
| 4 are supplied | 9 was accused |
| 5 discovered | 10 charges |

Step 5 Put students in small groups to discuss the questions in D. Conduct brief feedback.

PRONUNCIATION

Aim

To focus on contractions and weak forms of the verb *to be* in passive forms.

Step 1 Read out the box to students and check they understand. Ask them to look at the sentences in A and say them to each other in pairs, paying attention to weak forms and contractions.

Step 2 Ask them to listen and check the pronunciation. They could repeat after each sentence.

2.4

- 1 I am not paid very well.
- 2 It is sold in most shops.
- 3 They are supplied by a firm in India.
- 4 We were charged 100 euros for it.
- 5 Luckily, no-one was injured.

SPEAKING

Aim

To give writing and speaking practice.

Step 1 Ask students to look at the headlines from *Reading*. Is the verb *to be* included? (No.) Why? (Because headlines are short and some words are understood.) Tell them to read the information box or read it out to them.

Step 2 Put students in pairs and ask what each headline in A means and what they think each article is about. Check their ideas.

Suggested answers

- 1 A man stole 10 kilos of bananas from a supermarket and was arrested by the police.
- 2 A woman slipped on a wet floor in a changing room and sued the shop for \$20,000.
- 3 A woman called 999 and asked the ambulance service to help her carry her shopping.

Step 3 Ask students individually to choose one of the headlines and write a short news report (60–80 words) about it. Monitor and correct as they write, especially their use of passive forms.

Step 4 If time, put students in small groups to tell each other their stories.



2B see Teacher's notes p. 120.



UNIT OVERVIEW

The main aims of this unit are to learn how to **describe restaurants, meals and food**, to **order and pay in restaurants** and to **make and respond to suggestions**. The main grammar aims are using the **present perfect simple** to talk about past experience, using **too and enough**, and **offers, requests and ways of asking for and giving permission**.



Next class Make photocopies of 3A p. 132.



SPEAKING

Aim

To lead in to the topic / unit and give fluency practice.

Step 1 Ask students to look at the pictures and describe the restaurants. Then ask them to look at the questions in A and think about how they would answer them. Check they understand all the vocabulary in the word box.

Step 2 Put students in small groups of three or four, and ask them to discuss the questions in A. Ask them to note any similarities or differences within their group. Conduct brief feedback by asking a member of each group to report back on any similarities.

VOCABULARY Restaurants

Aim

To introduce words and phrases about restaurants and give practice.

Step 1 Lead in by asking students about what kind of restaurants they like. Ask them to look at the words in the box and choose the correct pairs of words to complete sentences 1–8. Do the first example with them. (The first time I went there, the food was *delicious*, but I went there again recently and it was *disgusting*!) Tell them to look in the *Vocabulary Builder* on page 10 if they need help. Check in pairs then check with the whole group.

Answers

- 1 delicious + disgusting
- 2 money + portions
- 3 service + staff
- 4 busy + seat
- 5 dishes + choose
- 6 choice + options
- 7 place + do
- 8 terrace + view

Step 2 Ask students individually to look again at the sentences in A and underline any words or expressions that describe two restaurants they know. Then put students in pairs to tell each other about them, using as much of the language as they can, as in the example. Conduct brief feedback.

LISTENING

Aim

To give practice in listening for specific information and taking notes.

Step 1 Tell students they are going to listen to two friends deciding where to eat. Ask them to look at the table in A and make notes on what they hear about each of the places as they listen. Play the recording. Check in pairs then check with the whole group.

Answers

the Thai restaurant	nearby, spicy food
the steak restaurant	near department store
Sofra	Turkish, good selection, delicious food, busy

3.1

- A: Are you hungry?
B: Yeah, a bit.
A: Do you want to get something to eat?
B: I'd love to, yeah. Where are you thinking of going?
A: Well, there's a really nice Thai place just down the road. Do you know it?
B: I've seen it, but I've never eaten there. I don't really feel like spicy food today, though, so ...
A: OK. No problem. I'm happy to go somewhere else.
B: There's a great steak restaurant near the big department store in the centre of town. How about that?
A: To be honest, I don't really like red meat.
B: Well, we could go to Sofra instead. Have you been there?
A: No. I've never heard of it. Where is it?
B: It's about fifteen minutes' walk from here. It's just round the corner from the bus station.
A: Oh, OK. And what kind of restaurant is it?
B: It's Turkish. It's really good. I go there almost every week.
A: Really?
B: Yeah, the food's delicious – and they've got a really good selection of dishes, so there's plenty to choose from.
A: Oh, it sounds great.
B: Yeah. The only problem is that it gets really busy. Sometimes you have to wait to get a table, so maybe we should phone and book.
A: Yeah. That's probably a good idea.

Step 2 Ask students to look at the words / phrases in B and decide which conversation each one applies to. Ask them to compare their ideas in pairs then play the recording again for them to check. Check with the whole group.

Answers

spicy food = Thai place
big department store = near steak restaurant
red meat = steak restaurant
the bus station = near Turkish restaurant
dishes = Sofra has a good selection
phone = they should phone to book at Sofra

Step 3 Put students in pairs or threes to discuss the questions in C. Conduct brief feedback.

DEVELOPING CONVERSATIONS

Suggestions

Aim

To show how we make and respond to suggestions and give practice.

Step 1 Read out the box, checking understanding as you read. Ask students what phrases are used to make a suggestion (*how about, we could ...*) and to reject a suggestion (*I don't really feel like ...*). Then ask students to practise conversations using the prompts in A. Tell them to suggest somewhere, their partner should reject it, and they should suggest somewhere else. Model with a strong student then in open pairs, before continuing in closed pairs. Monitor and note down errors in target language for a correction slot at the end.

Step 2 Conduct brief feedback.

GRAMMAR

The present perfect simple

Aim

To focus on the present perfect simple to talk about experiences at an unspecified time in the past.

Step 1 Lead in by asking the students *Have you ever...?* questions about food and restaurants. Ask them which tense they are using, or should be using (present perfect simple). Read out the explanation in the box, checking as you read. Or write the examples on the board and use them to highlight form and meaning. *Have you been there? I've seen it, but I've never eaten there.* Subject + *have / has* + (+ *not*) + past participle. Are we talking about the present or the past? (The past.) Do we know / care about when in the past? (No.)

Step 2 Put students in pairs and ask them to say all three forms of each of the verbs. Check with the whole group.

Alternatively Conduct this as a board race. Put students in two teams and shout out one of the infinitives. One student from each team should run up and write the other two parts on the board. The team which gets the most correct answers wins.

Answers

be was been; become became become; break broke broken; bring brought brought; choose chose chosen; eat ate eaten; forget forgot forgotten; find found found; go went gone; have had had; hear heard heard; leave left left; lose lost lost; read read read; see saw seen; think thought thought; try tried tried; win won won.

Note Check students understand the difference between *been* and *gone*. Both can be past participles of *to be*. *Gone* means the person is still there now (i.e. hasn't come back). *Been* means gone and come back.

Step 3 Ask students to complete the sentences in B with the present perfect form of the verb in brackets. Check in pairs then check with the whole group. Ask students which tense B uses in answers 4 and 5 and why (past simple, because he / she is referring to a specific time in the past.)

Answers

1A have, been	4A Have, found
1B have /'ve tried	5A Have, complained
2A Have, eaten	6A Have, tried
2B have /'ve had	6B have /'ve, heard
3A Have, been	

Direct them to the grammar reference on page 140 if they still seem unsure.

Step 4 Put students in pairs. Tell them to take turns asking the questions in B and giving answers which are true for them. Monitor and correct mistakes in target language.

Step 5 Ask students in the same pairs to write five more *Have you ever ... ?* questions. Put them in new pairs to ask and answer their questions. Conduct brief feedback.

Alternatively You could conduct the last stage as a 'mingle'. Ask students to stand up and walk around and ask different students their questions. They should note down their names and their answers. When they're finished, tell them to sit down and ask them a few things they found out about each other.



3A see Teacher's notes p. 121.

CONVERSATION PRACTICE

Aim

To extend the topic and give further practice.

Step 1 Give students a few minutes to individually think about three places where they like eating and why.

Step 2 Elicit ways of suggesting a restaurant from *Listening and Developing conversations. How about...? Well, we could go to... Well, there's a really nice..., etc.* Put students in pairs and ask them to have similar conversations, using their own ideas from Step 1. They should reject the first one or two suggestions, giving reasons, before reaching an agreement. They should take turns asking, *Are you hungry?* Model with a strong student then in open pairs. Monitor and correct mistakes in target language.



pp. 22–23

SPEAKING

Aim

To give fluency practice and lead in to the Reading.

Step 1 Ask students to look at the questions in A and think about how they would answer them.

Step 2 Put students in small groups and ask them to discuss the questions. Conduct brief feedback.

READING

Aim

To give practice in predicting and reading for specific information.

Step 1 Lead in by asking students what they usually have for breakfast. Then ask them to look at the pictures and label them with the words from the box. Check in pairs then check with the whole group. Model and drill for stress / pronunciation.

Answers

- olives
- flat bread
- boiled egg
- grilled fish
- toast
- honey
- fried egg
- onion
- yoghurt

Step 2 Put students in pairs / threes and ask them to answer the questions in B. Do not check their answers, as they'll be doing this in the next exercise.

Step 3 Direct students to the questions in C. Ask them to read the text and try to answer the questions. Check in pairs, then check with the whole group.

Answers

- South Korea = toast, cereal; Bulgaria = boiled eggs, olives, honey, yoghurt; Costa Rica = rice, fried eggs, Egypt = flat bread, onions; Ireland = fried eggs, toast
- South Korea = traditional breakfast of rice and soup, grilled fish and vegetables; Bulgaria = tea, strong coffee and *kiselo mlyako* (local yoghurt); Costa Rica = plantain, strong coffee; Egypt = pickled vegetables, or nothing; Ireland = white / black pudding, fried mushrooms and tea
- healthy = rice and soup, grilled fish, vegetables, yoghurt, fattening = all fried food; filling = Irish breakfast, fried rice and beans, boiled eggs; spicy = pickled cabbage
- kimchi* = pickled cabbage with chillies, *gallo pinto* = fried rice and beans, *auga dulce* = water with cane sugar juice, *kiselo mlyako* = Bulgarian yoghurt, *plantain* = banana-like fruit, *foul medammes* = broad beans cooked with tomatoes and onions

Step 4 Put students in pairs or small groups and ask them to discuss the questions in D. Conduct brief feedback.

Tip If you have students from any of these countries, you could ask them if this is really what they eat for breakfast.

GRAMMAR *too / not ... enough*

Aim

To introduce or revise *too / not ... enough* and give practice.

Step 1 Ask students to read the box or read it out to them. Write the examples on the board and use them to elicit / highlight form and meaning. Elicit a few more examples about food or restaurants.

Step 2 Ask students to complete the sentences in A, using *too* or *not ... enough* and the correct adjective from the box. Check in pairs, then check with the whole group.

Answers

- 1 It's too hot to eat
- 2 the portions aren't big enough
- 3 the service isn't good enough
- 4 it's too expensive
- 5 it's too fattening
- 6 my steak wasn't cooked enough

Step 3 Put students in pairs / threes and ask them to discuss possible problems with the items in B, using *too / not enough* + adjective. Monitor and correct mistakes in target language and conduct brief feedback at the end.

NATIVE SPEAKER ENGLISH *Grab*

Ask students to look back at the South Korea section of the reading and ask them what they think *grab* means here (= to have something quickly, often on the go). Read out the box, then elicit a few more examples.



pp. 24–25



Next class Make photocopies of 3B p. 133.



SPEAKING

Aim

To extend the topic of restaurants and give fluency practice.

Step 1 Ask students to look at the questions in A and think about how they would answer them.

Step 2 Put students in small groups to discuss the questions. Conduct brief feedback.

VOCABULARY Describing food

Aim

To extend students' vocabulary about food and help them to describe it in more detail.

Step 1 Tell students to look at the table in A. Check they understand that *part of the body* refers to meat here. Ask them to put the words from the box in the correct column. Check in pairs then check with the whole group. Model and drill for pronunciation / stress and concept check by asking for examples.

Answers

kind of food	part of body / vegetable	taste / texture	how cooked / eaten
meat	leg	strong	fried
fish	seed	sweet	boiled
vegetable	skin	hard	roasted
fruit	shell	thick	raw
seafood	stone	soft	grilled
herb		mild	
sauce		bitter	
		salty	

Step 2 Ask students to look at the pictures and match them with the descriptions. Elicit what each one is (1 = scallop, 2 = avocado). Ask students if they like them and how they cook / eat them.

Step 3 Ask students to think of four more kinds of food and ways to describe them. Put them in pairs and ask them to take turns to describe their items and guess their partner's. Conduct brief feedback at the end.

LISTENING

Aim

To give practice in predicting, listening for gist and detail.

Step 1 Ask students to look at the menu and tick [✓] the items that look good, put a cross [✗] by items that don't look good and a question mark [?] by items they don't understand.

Step 2 Put students in small groups to discuss their ideas about the menu. Get them to try to explain dishes to each other, and say what they would order and why. Tell them to check any unknown items in the *Vocabulary Builder* on pp. 11–12.

Step 3 Ask students to look at the questions in C and number them in order for a visit to a restaurant. Ask them to check in pairs. Then ask them to think about who would say each one – a waiter / waitress or a customer.

Step 4 Tell students they are going to hear six short conversations in a restaurant. They should listen and check their numbering from Step 3. Check in pairs then check with the whole group.

Answers

7, 8, 6, 3, 5, 2, 1, 10, 9, 4

3.2

C1 = male diner, C2 = female diner, W = waiter

Conversation 1

W: How many people is it?
 C1: There are three of us.
 W: And have you booked?
 C1: No. Is that a problem?
 W: No, but do you mind waiting?
 C1: How long?
 W: Maybe ten or fifteen minutes.
 C2: OK. That's fine.
 C1: Could I change the baby somewhere?
 W: I'm afraid we don't have any special facilities.
 You can use the toilet. It's not very big, though.
 C1: That's OK.
 W: It's just at the end there, down the stairs.

Conversation 2

W: Is this table here OK?
 C1: Yeah, this is fine. Thank you.
 W: Would you like a high chair for the little girl?
 C1: That'd be great. Thanks. He's actually a boy, though!
 W: Oh, I'm so sorry! Anyway, here are your menus. I'll get the chair.

Conversation 3

W: Are you ready to order?
 C1: Not quite. Could you just give us two more minutes?
 W: Yes, of course.
 C2: Right. OK. Could I have the grilled squid for starters, please? And for my main course, I think I'll have the chicken.
 W: And what kind of potatoes would you like?
 C2: Roast potatoes, please.
 W: OK.
 C1: I'll go for the aubergines stuffed with rice for my main course, please. And the country stew? Does it contain any meat? I'm vegetarian.
 W: Yes, sorry. It's got lamb in it. I could ask them to take it out.
 C1: No, it's OK. I'll just have the tomato and avocado salad. And can we get some water as well?
 W: Of course. Sparkling or still?
 C1: Just tap water, please, if possible.
 W: Sure.
 C2: And could we have a small plate for our son? We're going to share our dishes with him.

Conversation 4

C1: Oh, dear – what a mess!
 C2: I'll get the waiter. Oh, excuse me. I'm really sorry, but could you get us a cloth, please? My son's dropped some water on the floor.
 W: Certainly madam. I'll just go and get one.
 C2: Thank you.

Conversation 5

W: Would you like to see the dessert menu?
 C1: I'm OK, thanks. I'm really full, but if you want something.
 C2: No, no. I couldn't eat another thing. It was lovely, though. Could I just have a coffee, please?
 C1: Me too. An espresso.

Conversation 6

C1: Could we have the bill, please?
 W: Yes, of course.
 C1: Great. Thanks.
 C2: That's very reasonable, isn't it? Shall we leave a tip?
 C1: No, look. Service is included.
 C2: Wow. Then that really is good value for money. We should come here again sometime.

Step 5 Put students in pairs and ask them to try to remember the answers to the questions in C. Ask them to work together and note them down. Play the recording again for them to check. Check with the whole group.

Answers (in order they appear on recording)

- 1 No. Is that a problem?
- 2 That'd be great.
- 3 Not quite.
- 4 Yes, sorry. It's got lamb in it.
- 5 Of course. Sparkling or still?
- 6 I'm OK, thanks.
- 7 Me too. An espresso.
- 8 Certainly madam.
- 9 Yes, of course.
- 10 No, look. Service is included.

LANGUAGE PATTERNS

Aim

To draw students' attention to patterns with *mind*.

Step 1 Ask students to look at the sentences in the box and notice the similarities (all use *mind*). Ask students to translate a few of these sentences into their own language. In monolingual classes ask students to compare their translations. In multilingual classes ask students to work in pairs and tell each other if the sentences were easy to translate and whether they were able to translate them word for word.

Step 2 Ask students to cover the English translations and translate the sentences back into English using their translations. Then ask them to compare their translations in pairs against the book.

Alternatively If you prefer not to use translation, ask students to notice the patterns. Concept check any areas of difficulty and elicit a few more examples from the students. Write their examples on the board and tick them if correct. If the sentences are wrong ask the students to correct them or correct them yourself.

GRAMMAR

Offers, requests, permission, suggestions

Aim

To focus on the use of *would*, *could* and *shall* in the context of a restaurant and give practice.

Step 1 Read out the explanation in the box, checking they understand the difference between *would* (for offers), *could* (for permission) and *shall* (for suggestions). Then ask students to look at the sentences in A and complete them with *would*, *could* or *shall*. Do the first one with them. Check in pairs then check with the whole group.

Answers

- 1A Could (request / asking for permission)
- 2A Shall (suggestion)
- 3A Could (request / asking for permission)
- 4A Would (offer)
- 4B Could (request / asking for permission)
- 5A Shall (suggestion)
- 6A Could (request)
- 7A Would (offer)
- 8A Shall (suggestion)

Step 2 Put students in pairs and ask them to practise conversations by using the questions in A and giving their own answers. Model with a strong student, then in open pairs, before continuing in closed pairs. Monitor and correct where necessary.

Step 3 Put students in small groups and get them to think of suitable offers / requests / suggestions for the situations in C. Conduct brief feedback. Direct students to the grammar reference on page 141 if they seem unsure.

Suggested answers

- 1 You could ask the waiter to translate. Would you like a menu in English?
- 2 Could I have the sauce without the tomatoes?
- 3 Shall we do the washing up? Could you pay?
- 4 Could you stop smoking please? Would you like a different table?
- 5 Would you like desert? Shall we have a dessert?

SPEAKING

Aim

To give fluency practice and round off the unit.

Step 1 Tell students they are going to role-play a situation in The Globe Restaurant. Divide them into AB pairs. Ask As to look at the File 2 on page 156 and Bs to look at File 16 on page 159. Give them time to think about what they are going to say. Tell them to look at the rest of the unit and the audioscript on page 164 for ideas and useful expressions. They could make a few notes.

Step 2 When they are ready, ask them to role-play the conversation and try to use as much language from the unit as they can. Monitor and note down errors in target language. Conduct a brief correction slot at the end.

Step 3 If time, ask one or two strong pairs to role-play the situation for the class.



3B see Teacher's notes p. 121.