

3 FOOD FOR LIFE

Objectives

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|------------|--|
| FUNCTIONS | apologising; talking about food; ordering a meal |
| GRAMMAR | countable and uncountable nouns; <i>a/an, some, any; How much / many; a lot of / lots of; too and (not) enough</i> |
| VOCABULARY | food and drink; adjectives to talk about food; expressions with <i>have got</i> |


Student's Book page 30–31

READING

- 1 If you're using an interactive whiteboard (IWB), the first part of this exercise would best be done as a heads-up activity with the whole class. Nominate students to name food and drink items from the picture, then come to the front and point to them on the screen. Do the second part of the exercise as a competition. Set a time limit of two minutes. The person who writes the most food and drink items in English wins. You may like to introduce a rule whereby students deduct a point for each incorrect item included (not food or drink or not English), then calculate the scores. The competition could also be done in pairs or small groups to promote collaboration between students, with each group nominating one student to be the list-keeper. You might also like to build up a wordlist on the board for students to copy or refer to in subsequent activities. Practise the pronunciation of more challenging items by asking students to repeat the word after you, first all together as a class, then nominate one or two students to repeat, individually.
- 2 Review adverbs of frequency from Unit 1 by drawing a scale on the board from 0% to 100%, then pointing to various points along it and eliciting the appropriate adverbs. Check/clarify: *breakfast, lunch and dinner* by writing *8 am, 1 pm* and *7 pm* on the board, and asking students to match them to the meals. Give students two or three minutes to write their sentences. Ask for volunteers to read out a sentence to the class. After each one, ask for a quick show of hands to see how many other students share their habits.

Optional extension

Ask students to take a photo of their breakfast or dinner and bring this into the next class for a quick review. In pairs, students show their photos to each other, and try to work out from the picture what their partner's meal consisted of.

- 3 The photos show *honey, a watermelon and an avocado*. Insist on students using *What's ... in English?* to input these. Ask students: *Are these words similar in your language?* Check/clarify: *vitamins, healthy and skin* before giving students a minute or two to discuss the questions in pairs and make notes. Elicit their ideas in whole-class feedback and write them on the board.
- 4  1.32 As an initial reading task, students could read the text quickly to see which of the food items they suggested for each question in Exercise 3, if any, are mentioned in the article. Conduct feedback on this, checking items off on the board as you go. Next, ask students to try and match the statement halves before they read, then check their ideas against the text. Students underline the key information in the text that supports their choices. Alternatively, students could read the half statements, underline key words then scan the text for similar words and read the text around those words more carefully to see which option a–g is the best answer. Remind students that answers appear in the same order in the text as in the questions. Students compare answers in pairs before you check with the whole class. During feedback, ask students to justify their answers by referring to the text.

Answers

1 g 2 a 3 c 4 b 5 d 6 f


- 5 **SPEAKING** Students discuss in pairs and agree on the three statements which aren't true. Monitor their discussions, and make a note of any pairs who made a real effort to speak in English throughout their exchanges, then at the end of the activity, praise them. Nominate pairs to say which statements they think are not true, encouraging the rest of the class to react. Ask for a final show of hands by asking: *Who thinks statement [1] is not true?* before confirming answers.

Answers

Statements 2, 4 and 5 are not true.

THINK VALUES

Food and health

- 1 This exercise is closely modelled on Reading and  Writing Part 3 of the Cambridge English: Key exam. Students choose the answers then compare their ideas in pairs. Conduct feedback by nominating one pair to read the question and another pair to respond

using the appropriate phrase. The rest of the class listens and corrects answers, as appropriate.

Answers

1 A 2 B 3 C 4 C 5 A

- 2 **SPEAKING** Demonstrate the task by nominating a strong student to offer an opinion on the person in number 1, using the stems provided. Allow two or three minutes for students to discuss in pairs. Tell them to try to reach an agreement on each person. Monitor and praise those making an effort to expand on and justify their answers. Avoid error correction unless it really impedes comprehension. The focus here is on fluency and development of the whole learner, not on controlled language practice.

Optional extension

Project work: Students work in groups of three to prepare an information poster (or a web page) for a typical breakfast, lunch and dinner in their country and in an English-speaking country of their choice. They can do research on the Internet, and write short illustrated descriptions of the dishes. They could also evaluate the food and drink from the point of view of healthiness, providing a score and a short explanation. (For example: *fried egg* = 3 – lots of energy, but high in cholesterol; *fresh orange juice* = 5 – lots of vitamins and fibre). Students could either present their posters to the whole class, or you could display them around the classroom for students to view before they vote on the best one.

Student's Book page 32–33

VOCABULARY

Food and drink

- 1 **1.33** Put students in pairs or small groups to label the pictures. If you use an IWB, nominate students to label the items on the board. If there's no IWB in your class, ask students to write numbered answers on the board. This will facilitate a later focus on spelling. Ask the rest of the class to check and correct answers, as appropriate. Don't play an active role here, just allow students to negotiate their answers until they are happy with them. Play the audio for students to check. Also, ask students to check spelling at this point. Drill pronunciation by asking students to listen and repeat, first, all together, then nominate students to repeat individually.

Answers

1 carrots 2 cake 3 peppers 4 yoghurt
5 omelette 6 chilli con carne 7 coffee
8 beans 9 curry 10 salad

- 2 **SPEAKING** In pairs, students talk to find three things their partner likes and three things he/she doesn't like. The concrete aim of talking in English in order to find three things their partner likes / doesn't like should motivate students to talk. Monitor and provide any vocabulary students need to complete the task. Praise those who make a real effort not to slip into L1. Elicit feedback from one or two pairs asking: *Which three things does your partner like?*

Which three things doesn't your partner like? Encourage reactions from the rest of the class: *Do you like ... too? Do you not like ... too?*

Optional extension

Put students into AB pairs. A closes his/her book. B points to items on page 32 at random and A names them. After a couple of minutes, swap roles so A tests B on the vocabulary.

Workbook page 30

GRAMMAR

Countable and uncountable nouns

- 1 Students look at the sentences and complete the rule in pairs before you check all answers with the whole class.

Rule

1 countable 2 uncountable

- 2 Do the first item (*carrot*) together as a class. Point at it, either on the IWB or in your book, and ask: *Is this countable or uncountable?* (countable). Check answers as a class. To vary the pace of the lesson, conduct feedback by asking students to stand up if a word is uncountable, and sit down if it is countable. Encourage students to race to be the first to be in the correct position. Space permitting, you could ask all students to stand up behind their chairs and jump left for uncountable and right for countable.

Answers

Countable: carrots, peppers, beans, omelette
Uncountable: cake, yoghurt, chilli con carne, coffee, curry, salad

Fast finishers

Students categorise all of the other food words they have encountered so far in this unit into countable and uncountable nouns.

a/an, some, any

- 3 Students complete the sentences then compare answers in pairs before you check with the whole class. Ensure students have put *an* before apple in number 2 and check that they are clear on the rule that *an* is used instead of *a* before a noun which begins with a vowel sound.

Answers

1 some, some 2 an, a 3 some 4 any 5 any

Next, students complete the rule. During feedback, elicit that we can only use the indefinite article before singular countable nouns. Uncountable nouns never take *a/an*.

Rule

1 singular 2 plural 3 negative

- 4 Students complete the gaps individually. Monitor and provide support as necessary. Also gently remind students to refer back to the rules and review any incorrect answers you spot while monitoring. Students compare answers in pairs before you check with the whole class.

Answers

- 1 some/any,- 2 some, some 3 some 4 any
5 an 6 some/any

Language note

Some uncountable nouns may be used as countable to refer to one serving, for example, *I'll have a coffee and two teas, please* or *yoghurts are over there, in aisle seven*. We also refer to *whole cakes* as countable nouns. There is no need to introduce these points at this level, but students may have queries about this.

(how) much / (how) many / a lot of / lots of

- 5 Students study the eight examples and work out the rules. Ask them to compare their ideas in pairs before you check answers with the whole class. Note that it is possible to use *many* in positive sentences, particularly in written or more formal contexts. Since *a lot of / lots of* is much more frequently used in spoken English, the rule has been deliberately simplified to avoid overcomplication at this level.

Rule

- 1 countable 2 uncountable 3 nouns

- 6 Do number one as a whole class. Ask: *Are apples countable or uncountable?* (countable); *Should I circle much or many?* (many). Students complete the exercise individually then compare answers in pairs before you check with the whole class. Encourage students to notice that *time*, and *homework* are uncountable in English. Ask if the same is true in L1. Students then do the matching task individually, then compare answers in pairs before you check with the class. If you're short on time, set this second task as homework.

Answers

- 1 many b 2 much e 3 many f 4 many a
5 much c 6 a lot of d

Workbook page 28 and page 123



Be aware of common errors related to *much* and *many*, go to Get it right on Student's Book page 122.

LISTENING

- 1 1.34 Ask students to try to work out the meaning of *starters*, *side dishes* and *desserts* by looking at the things listed under each of these headings. Concept check by eliciting more typical examples of each. Students work in pairs to complete the menu. Monitor to gauge common errors. Before you play the audio for students to check answers, tell them that they are going to hear a waiter explaining what's on the menu. Pause during the recording as appropriate, particularly perhaps where students will need to make corrections.

Answers

- 1 tomato 2 spinach and mushroom 3 chicken
4 chips 5 onion rings 6 cheesecake
7 fruit 8 hot chocolate

Audio Script Track 1.34

Welcome to the Blues Café. We've got some delicious starters today. There are two soups, tomato and mushroom soup, there's a spinach and mushroom omelette, and we've got a ham and cheese omelette. Our lunch specials are steak, grilled chicken or pasta with tomatoes. For side dishes there's chips, onion rings, and a mixed salad. And last but not least, our wonderful desserts, yoghurt and strawberries, vanilla and chocolate ice cream, and there's also cheesecake. And if you want something to drink, we've got hot chocolate, mineral water, fruit juices, and tea and coffee.

Optional extension

To clarify meaning of any unfamiliar vocabulary from the menu, you could ask students to use their mobile devices or the classroom IWB to find images of them.

- 2 1.35 Explain that students are going to hear a conversation in the Blues café between a boy (Sam) and a girl (Jane). Before you play the audio encourage prediction by asking students: *Who do you think eats more; the boy or the girl?* Students listen and check.

Answer

Jane eats more.

For the next stage, instruct students to mark *J* (for Jane) or *S* (for Sam) next to each menu item mentioned. Play the audio again. Students compare answers in pairs before completing the sentences. Check answers as a class.

Answers

- 1 spinach and mushroom omelette, the pasta with tomatoes, an orange juice and the vanilla and chocolate ice cream
2 a mixed salad, some mineral water and some tea
3 a starter or a dessert

Audio Script Track 1.35

Waiter Hello, I'm your waiter. My name's Jonathan. Can I help you?

Jane We'd like something to eat.

Waiter OK, here's the menu.

Jane Thanks.

Waiter What would you like to drink?

Jane An orange juice for me.

Sam And for me, some mineral water.

Waiter All right. I'll be right back.

Jane I'm just so hungry. Aren't you?

Sam Not really. Just a bit.

Waiter All right. Here's your juice, and a bottle of mineral water.

Jane Thanks.

Waiter So what can I get you?

Jane I'd like the spinach and mushroom omelette, and the pasta with tomatoes.

Waiter One spinach and mushroom omelette and the pasta. And for you?

Sam Hmm. A mixed salad, please.

Waiter Alright. Would you like a starter?

Sam Ah ... erm ... No, thanks. Just the salad.

Waiter All right. We're closing in half an hour. Do you want a dessert too?

Jane Oh, yes. Let me see. Oh, I know. The vanilla and chocolate ice cream, please.

Waiter Excellent. And what would you like for dessert?

Sam No dessert for me, thank you. But I'll have some tea later.

Waiter Alright. Thanks very much. I'll be right back.

Half an hour later.

Sam Can we have the bill, please?

Waiter Of course. Did you like your meal?

Jane It was delicious.

Waiter I'm glad you liked it. And the salad?

Sam Yeah, erm ... it was OK.

Waiter OK, that's £28 then.

Sam Is the tip included?

Waiter Yes, it is. We include 10% service charge.

Sam Thank you. Here you are.

Waiter Thanks very much.

Both Thank you. Bye.

Waiter Bye.

Jane Sam?

Sam Yes. What is it?

Jane Is there a problem? You don't seem very happy.

Sam Well, it's just ... erm.


Jane What is it?

Sam I'm ... really hungry.

Jane You're not!

Sam Yes, I am.

Jane But you ...

- 3  1.35 Ask students to try and complete the sentences from memory. Either play the audio for students to check their answers or project the audio script onto the IWB and nominate students to highlight the target sentences on the screen.

Answers

1 We'd 2 menu 3 drink 4 some 5 get 6 bill

- 4 **SPEAKING** Put students in groups of three. Each student chooses his/her meal, then students write the dialogue as a group. Monitor to make sure all students are on task and to help with any unfamiliar vocabulary. Allow six to eight minutes for preparation before groups practise performing their dialogues. Encourage students to speak naturally, and look at their scripts only when they get stuck. You could even elicit various feelings and encourage students to take on different roles, for example, an angry waiter or a hungry customer. Make a note of any outstanding efforts to praise at the end of the activity. Help students self-correct any mistakes that hinder comprehension, but avoid too much error correction in this fluency activity. Ask for volunteers to perform in front of the class, while the rest of the students make notes on what each person orders. (Don't forget to check answers after each performance.)

Optional extension

Ask students to use their mobile phones or digital cameras to take a photo of an English-language menu from a local restaurant – or if they can't find one, download an English restaurant menu from the Internet. Check/clarify any useful food vocabulary. You can then repeat the role-play from Exercise 4 using the menus your students found, to revise and practise phrases for ordering a meal.

THINK SELF-ESTEEM**Being happy**

- 1 Ask students to read the statements, and underline any unfamiliar vocabulary. Monitor to gauge which words or phrases students don't know and clarify these with the class. Wherever possible, ask a student to explain or illustrate a word before you do it yourself. Give students a minute or two to decide about the statements.
- 2 **SPEAKING** Students discuss their ideas in pairs. Remind them that there are no correct answers. Monitor to ensure that students are on task and using English. Avoid error correction, unless it impedes comprehension. The focus of this task is on developing the whole learner and on generating an open discussion of students' own ideas and experiences, not on practice of structures or lexis. As there are sensitive issues involved in discussing this topic, make sure that discussions don't get too personal or uncomfortable for learners.

Optional extension

Ask pairs to agree of the ideas about being happy they think on which is the most important. It doesn't matter if students can't reach an agreement: the attempt to do so should, in itself, generate interesting discussion.

Optional extension

Ask students to find a quote from a book or from the Internet that they feel best summarises what happiness is. Posts from friends on social media may be a good starting point. Encourage them to post something about the topic in English on their preferred social network, and see how many 'likes' and comments they receive. Alternatively, put up a large A3 sheet of paper on the wall entitled *Happiness*, and ask students to stick their quotes to it. Ask the rest of the class to add comments around the quotes.

PRONUNCIATION

For practice of vowel sounds: /ɪ/ and /i:/, go to Student's Book page 122.

Student's Book page 34–35

READING

- 1 A recording of this text is available with your digital resources. Ask students to look at the photo, and cover the text. If you're using an IWB, zoom in on the photo, books closed. Ask students: *What do you think the blog page is about?* Accept all suggestions. Ask: *What food can you see?* (chicken); *Does it look good?* (No, it's burnt.) Ask students to read the three questions first to see what information they will need, then skim-read the text very quickly to find the answers. After 30 seconds or so, hide the text if you're using an IWB or ask students to close their books, and try to answer. Ask students to compare their ideas in pairs. Do not confirm or reject any answers at this stage. Play the audio for students to read and listen to check their answers.

Answers

- 1 Probably thirteen. (See the web page address.)
2 Not so good.
3 Her brother Jeremy is cooking dinner tonight and he's a terrible cook.
- 2 Ask students to read the statements first, and underline key words. Students find the answers in the text, underlining the key information that supports their choices. Remind students that answers appear in the same order in the text as in the questions. Monitor their progress, and when most of them have completed their answers, ask them to compare answers in pairs before checking as a whole class. During feedback, ask students to justify their answers by referring to the text.

Answers

- 1 They don't say anything.
- 2 He keeps it for next week's meal.
- 3 Because he loves cooking spaghetti.
- 4 She likes the desserts.
- 5 Because she has to eat her brother's food.

WRITING

Your favourite meal

- 1 Ask students: *Why is Jenny writing this email?* Students read the sentences and phrases to find the answer: She is inviting her friend, Jimmy, for dinner on Friday. Students work in pairs to complete the exercise. Give them about three minutes for this before you check answers as a whole class.

Answers

- 1 i 2 e 3 b 4 d 5 a 6 f 7 h 8 j 9 g 10 c
- 2 Students copy this into their notebooks so that they have a correct record of the target phrases and sentences and, crucially, how they are used.
- 3 Ask students to think about their favourite or least favourite meal, and make notes about what it is, what it's like, when and where they usually eat it, and what they like or don't like about it. Provide any vocabulary students need to do this, or encourage them to look up words in a dictionary. Set the writing itself as homework. In the next class, students swap and read each other's paragraphs in pairs. Discourage students from trying to correct each other's writing. Try to focus them on content. Exemplify this by basing class feedback purely on content too by asking: *What did your partner write about? Did he/she like it? Who wrote about the most interesting meal (positive or negative)?*

Optional extension

Students can use Jenny's email as a model and write an email to a friend, inviting them to a meal and including a description of the meal. Put students in pairs, ask them to email their messages to each other, and encourage the recipients to respond, accepting or rejecting the invitation.

GRAMMAR

too many / too much / (not) enough + noun

- 1 Ask students to complete the sentences from memory, then check back in the blog before they complete the rule. Students compare answers in pairs before you check with the whole class. Check meaning of the different expressions by eliciting the right one for each of the following scenarios: You want half a kilo of potatoes. The assistant gives you a kilo (*too much*). You need three eggs to make an omelette. You've got one egg (*not enough*). The teacher asks two boys to help her in the library. Six boys arrive (*too many*).

Answers

- 1 many 2 much 3 enough 4 enough 5 enough

Rule

- 1 many 2 much 3 countable 4 uncountable nouns
- 2 Students complete the sentences individually, then compare their answers in pairs before you check with the whole class. Elicit the difference in meaning between the two possible solutions for 2.

Mixed-ability

Instruct weaker students to read the sentences first and decide if the speaker wants more or less. Check ideas together. Students then choose their answers.

Answers

1 too many 2 too much / not enough 3 not enough
4 not enough 5 too many 6 too much

too + adjective, (not +) adjective + enough

- 3 Students study the two examples and complete the rules. They then compare answers in pairs before you check with the whole class.

Rule

1 more 2 less

- 4 Students complete the sentences individually, then compare answers in pairs before you check with the whole class. Point out that the two structures can often be used with opposite adjectives to express the same idea.

Mixed-ability

Ask weaker students to circle the adjective in each sentence and think of its opposite. They should compare their ideas in pairs before they go on to complete the sentences.

Answers

1 too boring 2 not cheap enough 3 too cold
4 not big enough 5 too slow

- 5 Ask students to read the text quickly first to get the gist. To focus them, ask: *Does the writer like holidays in the UK or in Italy?* (Italy). Elicit reasons. Next, students work individually to complete the paragraph. If you're short on time, set this as homework. Students compare answers in pairs before you check with the whole class.

Answers

1 too 2 not... enough 3 too 4 too 5 too

Fast finishers

Students write similar sentences with *too* and *enough* about holidays or food in their own country.

Workbook page 29 and page 123



Be aware of common errors related to *too* + adjective and (*not*) + adjective + *enough*, go to Get it right on Student's Book page 123.

VOCABULARY**Adjectives to talk about food**

- 1 Focus students on the photos and the four adjectives and ask: *What do they have in common?* (The way we prepare food). Students label the photos. If you're

using an IWB, check answers by asking a different student to write each adjective on the screen for the others to check, confirm or correct as necessary. If you're not using an IWB, ask students to read out their answers, encouraging the rest of the class to confirm or correct them.

Answers

A grilled B roast C fried D boiled

- 2 Students order the adjectives, then compare ideas in pairs before you check answers with the whole class by drawing a scale on the board and nominating students to say where each of the adjectives should be on the scale. Read out the words with exaggerated stress for the more extreme adjectives (*horrible*, *delicious*), and ask students to repeat them, paying special attention to the stress on the second syllable in *delicious*. Make sure the syllable isn't pronounced long when it's stressed.

Answers

delicious nice (a bit) boring horrible

Optional extension

Elicit further adjectives that students know to give opinions about food (for example: *fantastic*, *amazing*, *awful*, *bad*, *terrible*), then ask them to write these in the right places on the scale as well. Ask students to copy the scale and words into their notebooks so that they have a written record.

- 3 **SPEAKING** Give students 30 seconds or so to consider their answers, then put them in pairs to talk about them. Encourage them to use adjectives from Exercise 2 to explain their preferences. To give them a reason to listen to each other, ask students to make a note of the adjectives their partner uses together with the name of the dishes they mention. Monitor students' use of adjectives, and make a note of any pronunciation issues to practise at the end of the activity. Avoid error correction during this fluency activity. Nominate one or two students to report back to the class on their partner's preferences.

Optional extension

Give pairs two minutes to brainstorm other dishes that are typically served roast, grilled, fried or boiled. Elicit suggestions from the class, and record any useful vocabulary for students to copy.

- 4 In whole class, elicit L1 translations for each word. You may also like to point out that while *yummy* and *tasty* are synonyms, *yummy* is very informal. Students work in pairs to write two types of food for each adjective, to share what they wrote. Ask the rest of the class if they agree or disagree. Pairs could do an additional categorisation of adjectives into positive, negative and neutral, to increase memorability.

Suggested answers

positive: fresh, tasty, yummy
negative: fatty, disgusting
neutral: spicy, savoury, sweet, salty

Fast finishers

Students write sentences about the different types of foods mentioned, using adjectives from Exercise 2. For example: *Sardines are salty but I think they're delicious.*

Workbook page 30

Optional extension

You could ask students to role-play the story in groups of four. You could either ask students to memorise the lines from the story and imitate the intonation, or you could ask them to re-tell the story using their own words as much as they can. They can use their camera-equipped mobile phones as props. Invite volunteers to perform in front of the class, then vote on the best performance.

Student's Book page 36–37

PHOTOSTORY: episode 2

The picnic

- 1 1.38 Students look at the photos but cover up the dialogues. If you're using an IWB, lead in by showing each photo one by one. Ask: *Who's in the picture? What are they doing? How are they feeling?* Then ask students to read the two gist questions so they know what information to look for. Play the audio for students to listen and read. Students compare answers in pairs before you check with the whole class.

Answers

Megan has got drinks and Luke has got sandwiches. Olivia is unhappy because she's a vegetarian and all the sandwiches contain meat or fish.

DEVELOPING SPEAKING

- 2 Ask students what they think happens next and ask them to brainstorm possible endings for the story. Students work in groups with one student in each group acting as secretary and taking notes. Conduct whole-class feedback and write students' ideas on the board. Focus on the ideas, not on accuracy – correct errors only if they impede comprehension. Don't give away answers.
- 3 EP1 Play the video for students to watch and check their answers. The notes on the board will help them remember their suggestions. Who guessed correctly?
- 4 Students read the sentences and underline any unfamiliar vocabulary. Monitor to identify any problematic words or phrases and clarify these in whole class. Also encourage students to explain vocabulary where possible, perhaps by miming or giving examples. Students complete the exercise individually, then compare answers in pairs before you check with the whole class. You may also like to replay the video before checking answers.

Mixed-ability

Challenge strong students to go further and correct the statements they think are false.

Answers

1 T 2 F 3 F 4 T 5 F 6 T

PHRASES FOR FLUENCY

- 1 Students work individually to match the definitions and expressions. In weaker classes, you might like to stage this by first instructing students to find and underline the expressions in the story, then check in pairs. Next, students write the name next to the expression of the person who said each one and feed back on this before students match to the definitions. Students compare answers in pairs before you check with the whole class.

Answers

1 Megan a 2 Ryan c 3 Olivia d 4 Luke f 5 Luke b

- 2 Students complete the gaps individually, then compare answers in pairs before you check with the whole class.

Answers

1 what about, a couple of, as well 2 upset with, Actually
3 So what

Optional extension

Disappearing sentences: You'll need to write out the dialogues on the board or IWB for this one. Make AB pairs so that half of the class are A and half are B. Students practise the conversations in their pairs. Cover a small section of the dialogues, beginning from the right-hand side of the screen or board. Students repeat the dialogues in their same AB pairings, trying to remember the whole thing, including the parts they can no longer see. Cover more and more of the dialogues, with students practising at each stage, until eventually nothing is left on the board. Ask for volunteers to perform for the class or have all As and all Bs perform in unison. This activity, involving lots of repetition, is a fun way for students to memorise useful chunks.

WordWise

Expressions with *have got*

- 1 Students complete the sentences individually, then compare answers in pairs before you check with the whole class.

Answers

1 problem 2 no 3 something

- 2 Students complete the sentences individually, then compare in pairs before you check with the class.

Answers

1 a headache 2 an idea 3 time 4 something to do

Workbook page 30


FUNCTIONS

Apologising

- 1 Students match the sentences with the speakers from memory, then compare ideas in pairs. Check answers as a class. Clarify that 3 and 4 are typical responses to 1 and 2.

Answers

1 L 2 L 3 O 4 O

- 2  1.39 Ask: *What did the man do?* Students read the text quickly, ignoring the gaps to find the answer. (He broke the woman's picture.) Play the audio for students to check their answers. You may like to play it again, pausing after each line for students to listen and repeat, practising the pronunciation and intonation.

Answers

1 sorry 2 Don't 3 feel 4 It's

Optional extension

Shadow reading: Students try to speak the lines from the dialogue in time with the audio. This is a great way for students to practise producing features of connected speech such as rhythm and intonation. It's also lots of fun.

- 3 Before students begin, elicit ideas about what might be happening in the scene in open class. Students write in pairs. Monitor to ensure that they're using phrases from Exercise 2. As they act their dialogues out, encourage students to speak naturally from memory, referring back to their script only when they get stuck. Make a note of the most creative or most natural dialogues, and ask these pairs to perform in front of the class. The rest of the class should listen and note down the particular expression used for apologising in each dialogue.