

Overview

Lead-in	Vocabulary: Places in town
3.1	Can do: Order snacks in a café Grammar: Possessive 's: singular and plural Vocabulary: Snacks and drinks Speaking and Pronunciation: /v/ How to... order food and drink Reading: Cafés around the world
3.2	Can do: Understand shop signs Grammar: Position of adjectives Vocabulary: Adjectives Speaking and Pronunciation: /əv/ Reading: Signs
3.3	Can do: Ask for and give prices Grammar: <i>this, that, these, those</i> Vocabulary: Prices Colours Speaking and Pronunciation: How to... ask for prices and pay for things Listening: In a shop
Communication	Have a short phone call with a friend How to... greet a friend
Writing bank	Write short, simple sentences about a product How to... spell noun plurals
Extra resources	ActiveTeach and ActiveBook

CEFR Can do objectives

- 3.1 Order snacks in a café
- 3.2 Understand shop signs
- 3.3 Ask for and give prices
- Communication** Have a short phone call with a friend
- Writing bank** Write short, simple sentences about a product

CEFR Portfolio ideas

- a) Work in pairs. Write a dialogue in a café. Student A is the waiter and Student B is the customer. Make a video of the dialogue.
- b) Find pictures of English signs on the Internet or take photos of English signs with your phone or camera. What do the signs mean? Make a quiz with your signs and test other students. Do they know what the signs mean?
- c) Write a dialogue in a shop. Student A is the shop assistant and Student B is the customer. What is the shop? What do you want to buy? How much is it?

Lead-in

OPTIONAL WARMER

Write the word *town* on the board and elicit the meaning. Elicit examples of towns. Then draw a house and say '*In a town there are houses and...*' Elicit from Ss any other places they may know in a town, e.g. *cinema, theatre, café*. If you have a strong class, you might like to divide the class into teams to make up lists of places in a town. Then share these with the whole class. You may not be able to elicit meanings of these places at this time but they might be able to mime the places or draw them on the board.

1a ▶ 1.36 Check the meaning of *stress*. Play recording 1.36 for Ss to underline the stress. Get feedback from the whole class.

Answers

bank bus stop café car park cashpoint
chemist cinema clothes shop deli park
petrol station restaurant shoe shop
train station or station supermarket

b ▶ 1.36 Play the recording again and, after each word or phrase, Ss repeat, first as a whole class and then individually.

2 ▶ Draw Ss' attention to the photos and symbols. Do *bank* (F) as an example by eliciting the answer. Ss then do the activity themselves and check their answers with a partner. Get feedback from the whole class.

Answers

- A shoe shop
- B deli
- C (train) station
- D chemist
- E supermarket
- F bank
- G car park
- H bus stop
- I restaurant
- J cashpoint
- K café
- L cinema
- M clothes shop
- N park
- O petrol station

3 ► Model the activity with a student. Ss then take it in turns to be Student A and Student B. As they do this, go round the class monitoring and take notes of any issues for feedback.

EXTEND THE LEAD-IN

Encourage Ss to come up to the board and draw icons for any other places in town. The rest of the class can guess what the icons represent.

4 ► Check the meaning of *find*. Do not give or elicit the meaning of the other words in the activity. Let Ss attempt the activity themselves. Ss then check their answers with a partner before checking the answers with the whole class. Be prepared to accept some unusual answers (e.g. *You can find shoes in a park*).

If Ss are unable to answer some of the questions because they don't know the meanings of the words, then try and elicit the meaning. Put Ss in pairs to ask each other the questions, e.g. A: *Where can you find cheese?* B: *In a deli*. Go round the class monitoring and take note of any problems for feedback.

Answers

- 2 in a supermarket, restaurant or café
- 3 in a bank, cashpoint or a petrol station
- 4 in a supermarket, restaurant, café, cinema or petrol station
- 5 in a chemist or supermarket
- 6 in a cinema or supermarket
- 7 in a car park or petrol station
- 8 in a shoe shop or supermarket

EXTEND THE LEAD-IN

Elicit other things that can be found in any of the places from ex. 2. Put any new ones on the board, e.g. *cheese, petrol, a bus, a dog*.

3.1 Café culture

Cairo is the capital city of Egypt and is the largest city in Africa. Seven million people live there. It is famous for the Pyramids.

Bangkok is the capital of Thailand. Nine million people live there. It is famous for the Grand Palace. It is one of the most expensive cities in Asia.

Melbourne is the capital city of the state of Victoria in Australia. It is the second largest city in Australia. Four million people live there.

Turkish coffee is a strong coffee in a small pot. It is made by adding very fine coffee and sugar to water and heating the water, stirring all the time. It is drunk without milk in small cups.

Prawn salad is salad with prawns (red shellfish from the sea) with celery, mayonnaise and lemon juice.

Reading

In this lesson, Ss read about different cafés in different cultures. Ss learn how to use possessive 's with singular and plural nouns, words for different snack and drinks and the pronunciation of the /b/ sound. They also practise how to order food and drink.

OPTIONAL WARMER

Put Ss into pairs. Each pair chooses a place in town to mime. Each pair performs the mime and Ss have to guess where the place is. However, they must answer by saying *In an X, you can find Y*, e.g. *In a deli you can find cheese*. Try to finish with the pair who chooses to mime a café and then elicit as many possible things that you can find in a café.

1a ► Look at the photos with the whole class. Elicit what Ss can see in each photo. Get feedback from the whole class on which country each photo is of. Do not confirm the answers yet.

Answers

- A – Australia
- B – Egypt
- C – Thailand

b ► Ss read the texts and check their answers. Get feedback from the whole class.

2a ► Check the meaning of *stall, owner* and *snack*. At this stage, do not check the meaning of any other words. Ss fill in the table and then check their answers with a partner. Get feedback from the whole class. Then check the meaning of *sugar, customer, prawn* and *spicy*.

Answers			
	Al Samadi	Leonardo's	Kulap's food stall
Owner	Madu	Leonardo	Kulap
City	Cairo, Egypt	Melbourne, Australia	Bangkok, Thailand
Favourite snack/drink	Turkish coffee	prawn salad and chocolate cake	spicy chicken

b ► Ss work in pairs and take it in turns to talk about one of the cafés. Make sure Ss take note of the structures provided. You may like to drill them first before Ss start doing the activity. As Ss do this, go round the class monitoring and take notes for the feedback session. Then randomly ask Ss to describe the cafés.

c ► Give Ss a few minutes to prepare and help with any vocabulary for their favourite snack/drink. Then put Ss into pairs. Make sure the Ss use the same structures from ex. 2b. Now move Ss around so that each person is with a different partner and repeat the activity. As Ss share their information, go round the class monitoring and take notes of any problems to discuss in the feedback session. In the feedback sessions, get Ss to tell you what one of their partners said.

Grammar | possessive 's: singular and plural

3a ► Write 's on the board. Tell Ss to look at the text about Al Samadi café and underline any examples of 's and s'. Give Ss some time to do this and then get feedback from the whole class. Write the answers on the board.

Answers
Madu's café, It's in Cairo, customers' favourite drink

b ► Ss complete the Active grammar box and then check their answers with a partner. Get feedback from the whole class by getting Ss to read out the information in the grammar box. Do not confirm the answers at this stage.

Tell Ss to turn to the Reference on page 37 and check their answers. Highlight the positioning of the apostrophe in both the singular and plural forms. Also make sure Ss have understood the Remember! note.

Active grammar

This is Madu's café
The customers' favourite
Snacks are prawn salad and chocolate cake

4 ► Write *Amun is his friend* and *Amun is Madu's friend* on the board. Underline *his* in the first sentence and *Madu's* in the second and explain that Amun is the friend of *Madu*.

Ss do the activity and then check their answers with a partner. Get feedback from the whole class. For question 7, you can either say nothing or explain that if the plural does not end in s, you put the apostrophe before the s.

Answers

- 3 Where is your parents' restaurant?
- 4 What's your father's favourite drink?
- 5 Ruth's mobile is on the table.
- 6 Who is Jay's daughter?
- 7 The children's pizza isn't ready.
- 8 It's the boys' favourite snack.

OPTIONAL EXTENSION

Collect objects from Ss in the class and put them on the table. Pick up the objects one by one and elicit from Ss, e.g. *It's Bea's pen*. Then do the same again but get them to write it down. This task highlights the difference between *It is* and possessive 's.

Vocabulary | snacks and drinks

5 ► 1.37 Tell Ss to look at the pictures and, in pairs, check which ones they already know. Then play recording 1.37 and, after each phrase, Ss repeat; first as a whole class and then individually.

In pairs, Ss then brainstorm any other snacks and drinks they know. Get feedback from the whole class and write the new snacks and drinks on the board. Check the whole class understand the meaning of each item.

OPTIONAL EXTENSION

Ss take it in turns to come to the board and draw a snack or drink. Ss shout out what they think it is.

6a ► 1.38 Play recording 1.38. Ss check their answers with a partner. Get feedback but do not confirm the answers yet.

Answers

- 1 chocolate cake and coffee with milk
- 2 a cheese sandwich and sparkling water
- 3 a chicken roll and orange juice

b ► 1.38 Play the recording again to allow Ss to check their answers and then get feedback from the whole class.

Pronunciation | /ɒ/

7a ► 1.39 Play recording 1.39 while Ss read. Elicit the sound in blue. Give Ss a chance to pronounce the words but do not correct at this stage.

b ► 1.39 Play the recording again and after each word, Ss repeat; first as a whole class and then individually.

8a ► Ss complete the activity and then check their answers with a partner. Get feedback but do not confirm any answers yet.

Answers

- 1 What's the restaurant's name?
- 2 It's not Jon's cheese roll.
- 3 Is the chocolate cake in the coffee shop good?

b ▶  1.40 Play recording 1.40. Ss check their answers and then get feedback from the whole class. Make sure Ss are aware that the letter doesn't have to be *o* to have the /ɒ/ sound. You may like to drill the sentences when feedback is completed.

OPTIONAL EXTENSION

In pairs, Ss make a list of ten words with the /ɒ/ sound. They then compare their list with another pair. Get feedback from the whole class.

Speaking

9a ▶  1.41 Read through the How to... box and get two Ss to read the dialogue, but do not correct any errors. Then play recording 1.41 and, after each sentence, Ss repeat; first as a whole class and then individually.

If Ss have trouble, you can use backchaining (say the last word in the sentence and get Ss to repeat. Then get them to say the last two words. Build up the sentence, adding an extra word until Ss are saying the whole sentence).

b ▶ Put Ss in pairs (A and B). Make sure books are closed and ask Ss to recreate the dialogue. Go round the class monitoring and take note of any issues for the feedback session. Then choose one or two pairs to do the dialogue in front of the class.

c ▶ Change the pairs. Ss take it in turns to be A and B and recreate the dialogue with different food and drink. Then change the pairs and repeat. Again, walk around the class monitoring and take note of any issues for the feedback session.

OPTIONAL EXTENSION

In groups of three, Ss prepare their own café and menu. Then each group visits another group's café and orders their meal. One person from each group is the waiter.

3.2 Sorry, we're closed.

In this lesson, Ss look at shop signs and listen to dialogues about different everyday events. They learn about adjectives and their opposites and the position of adjectives in sentences.

OPTIONAL WARMER

Act out a dialogue similar to the one at the café from the previous lesson. Take the role of the waiter and choose a student to be the customer. After giving them their drink, encourage Ss to ask *Is it good?* Write *good* on the board and then write *bad* on the board. Check they understand the meaning and then encourage Ss to think of other adjectives and put them on board. Encourage Ss to say something with their adjective. Tell Ss that today we are looking at adjectives.

Vocabulary | adjectives

1 ▶ Ss do the activity and then check their answers in pairs. At the start of the feedback session, get Ss to read out the signs before giving their answer. Elicit other possible signs that Ss know, e.g. *No entry*, *Silence please*, *Sale* etc.

Suggested Answers

- A a café
- B a food stall
- C a shop
- D a clothes shop
- E a café/food stall
- F a car park
- G a (clothes) shop

2a ▶ Check Ss understand the meaning of *opposite*. Look at the example with the Ss. Check that Ss understand all the adjectives in the list. Ss complete the activity and then check their answers with a partner. Get feedback from the whole class. Do not confirm any answers yet.

Answers

- 2 closed
- 3 cold
- 4 cheap
- 5 good
- 6 new
- 7 big

b ▶  1.42 Play the recording for Ss to check their answers. Get feedback from the whole class. You may like to drill the adjectives to make sure the pronunciation is correct. Then Ss close their books. Say an adjective and elicit the opposite from individual Ss.

OPTIONAL EXTENSION

Use the adjectives from ex. 2a to make sentences and elicit the correct opposite adjective, e.g. *This dress is (expensive, cheap)*.

3 ▶ Give Ss a few minutes to find the only three adjectives that have not been used. Get feedback from the whole class and make sure Ss understand they do not have opposites.

Check the meaning of the three adjectives and encourage Ss to think of other signs that would use these adjectives.

Answers
fresh, free, nice

4 ▶ Read through the Lifelong learning box with the Ss. Elicit the opposite of the word *hard*. Then ask Ss to identify the pronunciation and the example sentence.

Now is a good time to mention that a starter monolingual dictionary is better than a bilingual dictionary as a bilingual dictionary will not give you the same amount of information for every word.

OPTIONAL EXTENSION

Providing you have enough starter monolingual dictionaries, put Ss into groups and allocate the same number of adjectives from ex. 2a to each group. Ss check if the information is correct. Then get Ss to read out each of the entries. Other Ss have to guess which adjective it is. If you do not have enough dictionaries, you could copy the entries and hand them out to the groups.

Pronunciation | /əʊ/

5a ▶  1.43 Play recording 1.43 while Ss read. Elicit the sound in blue. Give Ss a chance to pronounce the words but do not correct at this stage.

b ▶  1.43 Play the recording again and after each word, Ss repeat; first as a whole class and then individually.

6a ▶ Ss complete the activity and then check their answers with a partner. Get feedback from the class but do not confirm any answers.

Answers
1 Hello. Is your hotel open?
2 'So, are you Joe?' 'No, I'm Toby.'
3 'What's the hotel's number?' 'It's 09 double 0 485235.'

b ▶  1.44 Play recording 1.44 to allow Ss to check their answers and then get feedback from the whole class. You may like to drill the sentences when feedback is completed.

OPTIONAL EXTENSION

In pairs, Ss make a list of five words with the sound /əʊ/. They then compare their list with another pair. Get feedback from the whole class.

7a ▶ Make sure Ss understand they should only use adjectives from ex. 2a. Ss complete the activity and then compare their answers. Get feedback from the whole class but do not confirm the answers at this stage.

Answers
1 open, closed
2 big, small
3 expensive, fast
4 new, old

b ▶  1.45 Play recording 1.45 for Ss to check their answers. Get feedback from the whole class.

8 ▶ Ss practise the dialogues in pairs. Go round the class monitoring and check for any problems to discuss in the feedback session.

OPTIONAL EXTENSION

Give your Ss the chance, in pairs, to create dialogues similar to those in ex. 7a. They have to include two adjectives. Ss then act them out in front of the class.

Grammar | position of adjectives

OPTIONAL GRAMMAR LEAD-IN

Make sure Ss' books are closed. Write one of the words below on different slips of paper and give one word to each student. Ss mingle and find the other students they need to make a sentence. When all the Ss have come together, elicit the sentences and ask the Ss where the adjective is in the sentence. With smaller classes you can do this more than once or give Ss more than one word.
The shop is closed. It's an expensive car. It's very fast. It's a big sale. The food is very good.

9 ▶ Read the Active grammar box with the whole class. Ss fill in the blanks with examples from ex. 7a. Ss check their answers with a partner and then check the Reference section on page 37. Then get feedback from the rest of the class.

Active grammar

Is this shop open?
I'm Pete's old girlfriend.
And it's very fast.

10 ▶ Ss do the activity individually and then check their answers with a partner. Get feedback from the whole class.

Answers
2 Your computer is really slow.
3 My iPod is new.
4 The chemist isn't open.
5 Is he Jen's new husband?
6 Can I have a small salad, please?

11 ▶ Look at the cartoons one by one with the whole class. Elicit what they can see in each cartoon. Tell Ss they are going to write sentences for each cartoon using *very* and *really* and the adjective given. Look at the example and check they understand.

Ss complete the activity and then check their answers with a partner. Then get feedback from the whole class. Try and elicit more sentences using different adjectives.

Answers

- 1 b It's a very/really slow car.
- 2 a My hotel is very/really expensive.
b It's a very/really expensive hotel.
- 3 a Is it a very/really good book?
b Is your book really/very good?

Speaking

12a ▶ Ss look at the five objects and choose an adjective to describe them. It might be a good idea to write down these adjectives so you can check spelling. Go round and check Ss answers individually before moving on to the next exercise.

b ▶ Ss work in pairs and describe their objects, using their list of adjectives and the example sentence. Tell Ss to take notes as they will be telling other people later about what they heard. Then change the pairs and do the activity again. While they are doing this, go round the class monitoring and take note of any problems for the feedback session.

c ▶ Get feedback from the whole class by asking Ss to tell the class about the last person they spoke with. Make sure Ss change the information to match the example, i.e. Instead of saying *the flat is big* they should say *Elena's flat is big*. Pay particular attention to the use of possessive 's.

OPTIONAL EXTENSION

Ss tell each other about places in town using adjectives, e.g. *The cinema is very old but very cheap.*

3.3 How much is that?

In this lesson, Ss listen to a man and woman buying things and learn about prices. Ss learn how to use *this*, *that*, *these* and *those*, colours and how to ask for and give prices.

OPTIONAL WARMER

Before the class, cut out or print some pictures of things you could have bought. Try to find pictures that use as many adjectives as possible from ex. 2a in 3.2. In class, tell the Ss that you went shopping last week and bought some things. Show them the pictures and elicit sentences with adjectives that describe what you bought. When completed, keep the pictures as you may use them again later.

Vocabulary | prices

1a ▶ Before starting, you might like to revise numbers. Put up a variety of numbers between 1 and 1,000 on the board and elicit how to say them. Do not confirm any answers at this stage but leave them on the board. Then give Ss some time to complete the activity before checking their answers with a partner. Do not get feedback at this stage.

Answers

- 1 B
- 2 A
- 3 D
- 4 E
- 5 F
- 6 C

b ▶  1.46 Play recording 1.46 for Ss to check their answers. Get feedback from the whole class.

c ▶  1.46 Play the recording again and after each sentence, Ss repeat; first as a whole class and then individually.

OPTIONAL EXTENSION

Go back to the numbers that you wrote on the board and convert them into prices. Then elicit the prices from the whole class.

2 ▶  1.47 Play recording 1.47. Ss match what they hear with the prices. Ss check their answers with a partner. Get feedback from the whole class. Then make sure Ss understand when to say the currency and when to say the smaller denomination, e.g. *seventeen pounds ninety-nine*. Play the recording again and get Ss to repeat the prices; first as a whole class and then individually.

Answers

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

3 ► Put Ss into pairs. Each student writes down five prices. Ss take it in turns to read out their prices and their partner writes them down. Ss then check how many they got right and then repeat the activity with the roles reversed. As Ss do this, go round the class monitoring and take note of any problems for discussion in the feedback session.

OPTIONAL VARIATION

Ask Ss to use the pictures on the board (from the warmer) and give prices to each one. Ss then, in pairs, read out the prices for their partner to write down. The partner then guesses which object has which price.

Listening

4a ►  1.48 Play recording 1.48. Ss listen and write down what the people buy. Get feedback from the whole class. You should only play the listening again if it is clear that Ss are having difficulties.

Answers

- 1 a blue umbrella
- 2 Three yellow 'Birds of Paradise' flowers and a box of chocolates

b ►  1.48 Play the recording again. Ss listen and write the prices of things. Get feedback from the whole class.

Answers

- 1 a blue umbrella = £6.50
- 2 3 yellow 'Birds of Paradise' flowers = €20, box of chocolates = €4.99.

5a ► Check that Ss understand that the dialogues in the How to... box are about asking for prices and paying for things. Get Ss to act out the dialogues in pairs.

Then give each pair two prices from ex. 2. Ss then redo their dialogues with the new prices they have been given. In each activity, go round the class monitoring and checking for problems for the feedback session.

b ► Tell Ss to close their books. Get Ss to repeat the dialogues from memory. Again, go round the class monitoring and take notes and then, in the feedback session, ask different pairs to reenact the dialogues for the whole class. Alternatively, appoint one student to write the dialogues on the board while the rest of the class dictates the dialogues from memory to the board writer.

Grammar | *this, that, these, those*

OPTIONAL GRAMMAR LEAD-IN

Put a pile of pens on the table and ask a student to come to the table and show the difference between *this* and *that*. Follow this up by asking the student the questions *What's this/that?* Then ask another student to show the difference between *these* and *those* and ask the questions *What are these/those?* Continue doing this with other objects in the class until you are sure the whole class has understood and can use the words.

6 ► The examples here are taken from the listening in ex. 4a. Ss look at the words in the box and then add them to sentences 1–4. Ss check answers with a partner and then check their answers in the audioscript on page 136. Get feedback from the whole class.

Answers

- 1 umbrella
- 2 that
- 3 flowers
- 4 chocolates

7a ► Tell Ss to look at the Active grammar box and the pictures. Refer them to the example. Then ask them to complete the three blanks with *these, that* and *those*. Ss check their answers with a partner by checking the reference on page 37.

Active grammar

that umbrella
these chocolates
those flowers

b ►  1.49 Play recording 1.49 for Ss to check their answers. Then get feedback from the whole class. You may also want to drill the sentences. Read through the note carefully and then drill the question form by pointing at the pictures, asking the questions and then eliciting the answers.

8 ► Ss do the activity and then check their answers with a partner. Get feedback from the whole class.

Answers

- 1 that
- 2 These
- 3 This
- 4 That
- 5 those
- 6 This

Vocabulary | colours

9a ▶  1.50 Play recording 1.50 and, after each colour, Ss repeat; first as a whole class and then individually.

OPTIONAL EXTENSION

Point at things in the room and ask Ss to tell you the colour of them. At this stage, do not use the question *What colour is...?* Ask just by pointing.

b ▶ Tell Ss to look at the example and get them to listen and repeat the question. Tell Ss they can also ask the shorter form *What colour is this?/What colour is that?* You can check this by getting Ss to ask such questions about things in the classroom. Ss then take it in turns to be A and B and ask questions about the two pictures in ex. 4.

Speaking

10a ▶ Put Ss into pairs (A and B). Tell A that they are customers and to read the instructions for A. Tell B they are shop assistants and to read the instructions for B and look at the flower shop on page 113.

Check the Ss understand. Make sure B knows they have to decide on prices before the dialogue begins. Model the dialogue with a student and then tell the pairs to do their dialogues themselves.

b ▶ Ss swap roles. B makes new prices and then repeats the task. As they do both tasks, go round the class monitoring and take note of any problems to go over in the feedback session.

OPTIONAL VARIATION

Rather than using the flower shop, Ss create a shop of their choice and make up a price list of what they sell. This makes the task more interesting and more challenging.

SAMPLE UNIT

3 Communication

In this lesson, Ss listen to a short telephone conversation and learn how to have a short phone call with a friend.

OPTIONAL WARMER

Give each student a piece of paper with two telephone numbers on. Tell them that one is their own and one is somebody else's in the class. Ss mingle in the class, go up to another student and 'ring them' as in a phone call. They say *Is that* and say the number on the paper. If it is, the partner responds *Yes it is*. If it isn't, they say *Sorry, wrong number*. When Ss have found the right number, they write down the name of the student whose number it is.

1a ▶  1.51 Ss cover the dialogue. Tell Ss to look at the photo. Ask them what they see in the photo. Ss then close their books and you write the questions on the board. Read through the questions with the class and then play recording 1.51. Get feedback from the whole class. Do not confirm the answers yet. Let Ss look at the dialogue and check their own answers. Check the meaning of *iced coffee*.

Answers

- 1 in Spring Park
- 2 iced coffee
- 3 Marrakesh, Morocco

b ▶  1.51 Give Ss time to read the dialogue and to fill in the gaps. Let Ss check with a partner but do not do class feedback at this stage. Play the recording again. Ss correct or confirm their gaps. Then do class feedback.

Answers

- 1 nice
- 2 hot
- 3 cold
- 4 OK
- 5 Bye

2a ▶  1.52 Check the meaning of *greet*. Play recording 1.52 while Ss read the How to... box. After each sentence, Ss repeat; first as a whole class and then individually.

b ▶ Model the example dialogue with a student. Then put Ss in pairs to greet each other. Get feedback from the whole class.

OPTIONAL VARIATION

Rather than working in pairs, Ss can mingle as a whole class and greet different people.

3a ▶ In pairs, Ss take it in turns to be Nicklas and Magda and practise the dialogue. Go round the class monitoring and take note of any problems for the feedback session.

b ▶ Ss either cover the dialogue in 1a or close their books. Either write the prompts on the board or have a handout prepared with the prompts on. Change the student pairs so that they are not with the same student from the previous task.

Ss now use the prompts to recreate the same dialogue in ex. 1a again. When they have completed it first time around, Ss change roles and repeat the dialogue. Go round the class monitoring and take note of issues for the feedback session.

4 ▶ In pairs, Ss write their own dialogue. Make sure Ss know to change names, places and adjectives in the dialogue. When the dialogues have been written, pairs swap their dialogues with another pair, who then act them out.

3 Review and practice

1 ►

Answers

- 3 It's Fred's sandwich.
- 4 It's my customers' favourite snack.
- 5 They're Claudia's parents.
- 6 They're my brothers' friends.
- 7 She's Kimiko's mother.
- 8 They're my friends' cousins.

2 ►

Answers

- 3 I
- 4 I
- 5 P
- 6 P

3 ►

Answers

- 2 It's an expensive computer.
- 3 They aren't very big.
- 4 Are your sandwiches fresh?
- 5 That's a very old phone.
- 6 This is a nice restaurant.

4 ►

Answers

- 2 Those are nice cars.
- 3 Are these your bags?
- 4 They aren't Sabine's brothers.
- 5 Where are those pens?
- 6 Are those new books?

5 ►

Answers

- 2 these
- 3 that
- 4 those

6 ►

Answers

- 2 a piece of chocolate cake
- 3 an orange juice
- 4 a prawn salad
- 5 a sparkling water
- 6 a cheese sandwich

7 ►

Answers

- 2 open
- 3 small
- 4 old
- 5 expensive
- 6 hot

3 Writing bank

1 ► Ss make a list of what they buy online and then check in pairs. Get feedback from the whole class.

2 ► Check the meaning of *bargain*. Ss look at the website. Model the example sentence. Ss then write their own sentences. Get feedback from the whole class.

Suggested Answers

The coffee machine is a bargain. It's useful and cheap.
The knives are a bargain. They are sharp and cheap.

3 ► Ss complete the reviews with one of the three words.

Answers

- 1 coffee machine
- 2 glasses
- 3 knives
- 4 knives
- 5 coffee machine
- 6 glasses
- 7 knives

4a ► Ss read then complete the How to ... box with words from the website.

Answers

- a glass → glasses
- b knife → knives
- c dictionary → dictionaries

5 ► Ss correct the sentences before checking their answers with a partner. Get feedback from the whole class.

Answers

- 1 Elena and Kim are babies.
- 2 Rodrigo and Juan are good boys.
- 3 Those are my brushes.
- 4 These are English dictionaries.
- 5 Are these your keys?

6 ► Read the model with the whole class. Ss then write their own online reviews. Put all the reviews on the wall for the class to read and then decide which item they would like to buy.