

Overview

Lead-in	Vocabulary: Activities with <i>do, go</i> and <i>play</i>
7.1	Can do: Make suggestions Grammar: Object pronouns Vocabulary: Verbs of like and dislike Speaking and Pronunciation: How to... make suggestions <i>/aɪ/, /eɪ/</i> Listening: A bad day
7.2	Can do: Talk about abilities Grammar: <i>can/can't</i> Vocabulary: Abilities Speaking and Pronunciation: <i>can/can't</i> Reading: Amazing abilities
7.3	Can do: Say dates Grammar: <i>in, at, on</i> Vocabulary: Months Ordinal numbers and dates Speaking and Pronunciation: How to... write and say dates Listening: Booking tickets
Communication	Order food in a restaurant
Writing bank	Use common phrases to complete a simple email invitation How to... use common email phrases
Extra resources	ActiveTeach and ActiveBook

CEFR Can do objectives

7.1 Make suggestions

7.2 Talk about abilities

7.3 Say dates

Communication Order food in a restaurant**Writing bank** Use common phrases to complete a simple email invitation

CEFR Portfolio ideas

- You are talking to a friend on the Internet. You see your friend every weekend and you make suggestions of things to do next weekend. Write a dialogue.
- You saw a job you want on the Internet. Write a letter to the company to apply for the job. Say what job it is and tell them the things you can do.
- Draw a timeline for the next month or year. Write important dates on the timeline, e.g. weddings, birthdays, graduations etc. Then write a paragraph about the dates. Say when they are and why are they important.

Lead-in

OPTIONAL WARMER

Give out a slip of paper to each student. Write *What do you like doing?* On the board, give an example, e.g. *I like surfing the Internet.* Ask Ss to write two things they like doing on their paper. Don't worry if Ss don't know the verb that goes with their activity at this stage. Collect the papers. Pick one and read it out. Ss have to guess which student it is. Ss should try and make sentences with their guess, e.g. *Lisa likes listening to music.* Make a note of any incorrect uses of verb + activity collocations for later.

- 1 ▶ 2.13 Elicit from Ss what they can see in each photo. Encourage them to describe the activity. Play recording 2.13. Ss listen and match the speaker to the photo.

Answers

Speaker 1 D
Speaker 2 A
Speaker 3 C
Speaker 4 B

- 2 ▶ Ss match four words in the box to the photos before checking their answers with a partner. Get feedback from the whole class. Elicit the meaning of the other activities, through mime if necessary.

Answers

A chess
B exercise
C football
D cycling

- 3a ▶ Tell Ss to look at the three word maps in ex. 3a. Elicit what the words in the circles are (verbs). Tell Ss that these verbs go with the activities in ex. 2.

Ss then complete the word maps with the words from ex. 2. Ss check their answers with a partner. Then get feedback from the whole class but do not confirm the answers at this stage.

Answers

do exercise, puzzles
go to a gallery, for a walk, cycling
play football, tennis

- b ▶ 2.14 Play recording 2.14 for Ss to check their answers. Get feedback from the whole class. Then play the recording again and, after each phrase, Ss repeat; first as a whole class and then individually.

C ▶ In groups of three or four, Ss try to add more words to each word map. If Ss have problems with this, you can let them use a bilingual dictionary. Get feedback from the whole class by making three columns on the board for the three verbs.

Each group comes up to the board and writes their activities in the correct column. Then practise saying them with the whole class.

EXTEND THE LEAD-IN

Go back to the warmer activity and put the incorrect statements that you made note of on the board. Elicit the corrections from the class.

4 ▶ Put the Ss into groups of three or four. Tell Ss they are going to use the collocations that they have learnt to talk about themselves. Model the example from the Ss. Quickly elicit all the time adverbials they have learnt and what they mean.

In their groups, Ss take it in turns to make sentences similar to the example. Groups should keep going round until they have used all the activities they have learnt in the lesson.

Get feedback by asking a student from each group to tell the class about another person in their group.

EXTEND THE LEAD-IN

Ss write a short paragraph about what activities they do, like and dislike. They should also write what they want to do.

7.1 A bad day

Jackie Chan is an actor, director, producer, comedian and screenwriter from Hong Kong. After starring in Chinese martial arts films, he became famous in Hollywood too. He always performs his own stunts, even though he is still making martial arts films in his late fifties.

Clint Eastwood has been a successful Hollywood actor, director and producer since the 1960s. He became famous for starring in cowboy films known as spaghetti westerns (because they were produced and directed by Italians). Since then, he has won five Oscars and six more nominations. He is also involved in politics.


In this lesson, Ss listen to the dialogues of two people having a very bad day. Through this context, Ss learn about object pronouns and how to make suggestions. Ss also learn verbs of like and dislike.

OPTIONAL WARMER

Write *like* and *don't like* on the board. Ss make a list of three things that they think the teacher likes and doesn't like. Ss then ask *Do you like...?* Give the answer and put them under the correct word. Then elicit the sentences from the Ss and elicit how much they think you like them – 5 means like a lot, 0 means dislike a lot. When you have completed this, leave it on the board to come back to later.

Listening

1a ▶ Tell Ss to look at the pictures and put them in the correct order. Then get feedback from the whole class by eliciting what Ss can see in the pictures as they order them. Do not confirm any answers at this stage.

b ▶  2.15 Play recording 2.15 for Ss to check their answers. Get feedback from the whole class.

Answers

E, D, A, C, B

C ▶ Read through the questions with the whole class, making sure Ss understand them. Play the recording again. Ss write their answers and then check them with a partner. Get feedback from the whole class and elicit why dialogue 5 was different (Eddie and Jo were happy).

Answers

Dialogue 1

- 1 in a café
- 2 they don't know what to do
- 3 to go to an art gallery

Dialogue 2

- 1 at the art gallery
- 2 Eddie doesn't like the paintings
- 3 to go to the cinema

Dialogue 3

- 1 at the cinema
- 2 Jo thinks vampire films are silly
- 3 to go and have dinner

Dialogue 4

- 1 at a restaurant
- 2 they are fully booked
- 3 to rent a DVD and watch it at home

Dialogue 5

- 1 at home
- 2 no problem
- 3 to stay in next time

2 ▶ Tell Ss to make sentences about Jo and Eddie using the pictures and the information in ex. 1. Model the example with the Ss.

OPTIONAL VARIATION

Ss work in pairs to write sentences for each picture, using the model as an example of how to write. Pairs then join with another pair and compare what they have written. Then get feedback from the whole class.

Vocabulary | verbs of like and dislike

3 ▶ Ss do the activity and then check their answers with a partner. Get feedback from the whole class. Elicit which verbs mean *like* (*love, like, quite like*) and which mean *dislike* (*not like, hate*). Finally elicit which one means neither like nor dislike (*not mind*).

Answers

- | | |
|--------------|-------------|
| ☺☺☺ love | ☹ not mind |
| ☺☺ like | ☹☹ not like |
| ☺ quite like | ☹☹☹ hate |

4a ▶ Using the information from ex. 3, Ss write true sentences about Jo and Eddie. Ss can then check their sentences with a partner but do not get class feedback at this stage.

b ▶ Tell Ss to turn to pages 139–140 to check their answers with the audioscript. Then get feedback from the whole class.

Answers

- 2 Jo doesn't like modern art.
- 3 Jo loves Jackie Chan.
- 4 Eddie likes watching vampire films.
- 5 Eddie loves watching films and eating pizza.
- 6 Eddie loves Clint Eastwood.

OPTIONAL EXTENSION

Return to the sentences you made about activities you like and dislike. Elicit sentences from the Ss, using the different words for like and dislike.


5a ▶ In pairs, Ss give their opinion about the things mentioned in ex. 4a. Model the first sentence. You may also give some more information in your opinion. As they give their opinion, go round the class monitoring and take note of any problems or issues to discuss during the feedback session.

b ▶ Ask Ss to look at the activities on page 69 (this can also include the other activities you added to the list) and ask Ss to repeat the activity they did in 5a. Again, go round the class monitoring and take note of any problems or issues to discuss during the feedback session.

6a ▶ Ask Ss to think back to the dialogues between Jo and Eddie. Then tell them to look at the How to... box. Read out the sentences yourself with the blank to help prompt Ss' memory. Ss fill in the blanks and then check their answers with a partner. Do not check at this stage.

Answers

- 1 we
- 2 don't
- 3 Let's

b ▶  2.16 Play recording 2.16. Ss listen and check their answers. Get feedback from the whole class. Play the recording again and, after each sentence, Ss repeat; first as a whole class and then individually.

OPTIONAL EXTENSION

Do a chain drill with Ss changing the destination or things to do, e.g.


S1: *Shall we go to a restaurant?*

S2: *Yes, OK. Why don't we go to the cinema?*


S3: *OK. That sounds nice. Let's go and play football, etc.*

7 ▶ Put Ss into pairs. Ss make and respond to suggestions using the phrases in the box. When they have finished, they can make more suggestions of their own. As they do this, go round the class monitoring and take note of any good issues to discuss during the feedback session.

Pronunciation | /aɪ/ and /eɪ/

8a ▶  2.17 Play recording 2.17 and, after each word, Ss repeat; first as a whole class and then individually. When you have finished /aɪ/, drill the sound and the words as a class again. Do the same when you have finished /eɪ/.

b ▶ Ss underline and circle the words which use /aɪ/ and /eɪ/. Ss then check their answers with a partner. Do not check as a whole class at this stage.

c ▶  2.18 Play recording 2.18. Ss listen and check their answers. Get feedback from the whole class. Then play the recording again with Ss repeating the words, first as a whole class and then individually.

Answers

- 1 I like taking photos and writing my blog.
- 2 I hate cycling in town at night.
- 3 I sometimes play tennis at eight in the morning.

OPTIONAL EXTENSION

In pairs, Ss find words that include /eɪ/ and /aɪ/. Check them as a whole class.

Grammar | object pronouns

OPTIONAL GRAMMAR LEAD-IN

Revise subject pronouns. Write: _____ love playing tennis and point to yourself, eliciting *I*. Then ask: *Who loves playing tennis?* Elicit the sentence *You love playing tennis*. Do the same with *he/she, we, you, and they*, writing sentences on the board.

9a ▶ Read the instructions and check Ss understand. Look at the example and try to elicit who and what *me* and *it* refer to (Jo and chocolate cake). Ss then complete the activity and compare answers with a partner. Get feedback from the whole class.

Answers

- 1 Jo, chocolate cake
- 2 the paintings
- 3 Louise del Monte
- 4 signs
- 5 Clint Eastwood

b ▶ Tell Ss to look at the Active grammar box. Tell Ss to use the answers from ex. 9a to complete the table. Then tell Ss to turn to the Reference on page 77 to check their answers. Get feedback from the whole class. Look at the examples that show questions and negatives. Drill them both as a whole class and individually.

Active grammar

I	<u>me</u>
you	you
he	<u>him</u>
she	<u>her</u>
it	<u>it</u>
you	you
we	us
they	<u>them</u>

10a ▶ Ss look at the pictures and then fill in the blanks with the correct object pronoun. Ss then check their answers with a partner before getting feedback from the whole class.

Answers

- | | | |
|------|-------|--------|
| 1 me | 3 him | 5 you |
| 2 it | 4 her | 6 them |

b ▶ Ss complete the sentences with the correct object pronoun and then check their answers with a partner. When getting feedback, elicit what the object pronouns refer to (i.e. 1 big cities, 2 you and me, 3 Eva, 4 Niko, 5 chess).

Answers

- | | |
|--------|-------|
| 1 them | 3 her |
| 2 us | 4 him |
| | 5 it |

OPTIONAL EXTENSION

Ss make sentences using object pronouns about people and things in the class, e.g. *I love drinking it (coffee)*. Ss have to guess what the object pronouns refer to. Only allow a maximum of three (or another number, depending on the size of your class) of each object pronoun.

Speaking

11 ▶ Tell Ss to turn to page 118 and look at the table there. Make sure Ss understand what is required from each row (the first three refer to verb collocations, whilst the last three refer to people and things).

Give Ss a few minutes to fill in their own boxes. They do not have to fill in every single space but they should fill in at least two of each row. They can take out football and golf if they are not true. Then put Ss into groups of three or four.

Model the example with a student. Ss then take it in turns to make a sentence, to which the other students reply according to the example given. As they do this, go round the class monitoring and take note of any problems or good examples to discuss during the feedback session.

Get feedback from the whole class by asking Ss to report on someone else and give their own opinion, e.g. *Ali loves Plan B but I don't like him*.

7.2 Amazing abilities


In this lesson, Ss read an article about people who have amazing abilities. They learn about *can/can't* and vocabulary of abilities.

Vocabulary | abilities

1a ► Tell Ss to look at the pictures. Elicit what they can see in each picture. Then ask Ss to match the verbs and phrases in the box to the pictures. Do not do class feedback at this stage.

Answers

- 1 talk to animals
- 2 use a computer
- 3 dance
- 4 cook
- 5 write computer programs
- 6 speak French
- 7 play the piano
- 8 drive
- 9 sing


b ►  2.19 Play recording 2.19 for Ss to check their answers. Get feedback from the whole class. Play the recording again and, after each phrase, Ss repeat; first as a whole class and then individually.

OPTIONAL EXTENSION

Ss stay in pairs and brainstorm other abilities that people have, e.g. *riding horses, painting, being a DJ*. Share these with the rest of the class, helping Ss to understand any useful words.

2 ► Put Ss in pairs. Read through the instructions with the Ss and model the example. Give Ss a minute to share their sentences and then change pairs. Do this three times. As they speak, go round the class monitoring and take note of any problems or interesting things to discuss during the feedback session. Then get Ss to tell you about someone they spoke to.

Reading

3 ►  2.20 Read the instructions with the Ss and check the meaning of *false*. Play recording 2.20 and tell Ss to read along in the book. Then check the answers with the whole class. Elicit from Ss why they think the story is false. Do not check any of the vocabulary with Ss at this stage.

Answer
Text 3

4 ► Check Ss understand the difference between *false* and *not given*. Ss read the texts again and decide whether the sentences are true, false or not given. Ss check their answers with a partner and make sure they know why something is false. Then get feedback from the whole class. After feedback, check the meaning of *kiss, nose* and *twins*.

Answers

- | | |
|------|------|
| 1 T | 4 NG |
| 2 T | 5 T |
| 3 NG | 6 F |

5 ► Ask the whole class the question in ex. 5 and model the example. Then give the Ss one minute to think. Ss then tell a partner their sentence. Get Ss to correct any mistakes. Then ask each individual student to give their answer.

Grammar | *can / can't*

OPTIONAL GRAMMAR LEAD-IN

Draw a table on the board with three columns and six rows. At the top of column two, put a tick and at the top of column three a cross. Then write five phrases, e.g. *can swim* and mark either the tick or the cross box if you can or can't do them. Then model the sentences. Then get Ss to do their own table, but at this stage do not get them to make the sentences.

6a ► Tell Ss to look back at the text and underline all of the examples of *can* and *can't*. Do not, at this stage, explain its meaning. Elicit all the sentences from the Ss.

Answers

Text 1
Can people really talk to animals?
Kevin Richardson can.
Perhaps he can't talk...
...he can understand them
He can look into their eyes...
Text 2
Can you use a computer?
Ling Din Wen can...
He can write computer programs.
Everyone can do it.
Text 3
They can speak over...
The twins can't speak...

b ► Ss use the examples they underlined to complete the Active grammar box. Ss then check their answers with a partner before turning to the Reference on page 77 to do a final check. Get feedback from the whole class. Drill the sentences in the reference; first as a whole class and then individually. Make sure Ss understand the meaning of *ability*.

Active grammar

- + Kevin can talk to lions.
- They can't speak Chinese.
- ? Can you write computer programs?
Yes, I can.
No, I can't.
What languages can they speak?

OPTIONAL EXTENSION

Refer Ss to the table they made in the lead-in. In pairs, Ss ask and answer questions using their tables and fill in their partner's responses, e.g. *Can you swim? Yes I can.* Ss then change pairs and report to their partner about their first partner and themselves, e.g. *Paula can swim but I can't.*

7 ▶ Ss complete the story using *can* or *can't* and the correct verb in the gaps. Ss then check their answers with a partner. Get feedback from the whole class.

Answers


- 1 can sing
- 2 can play
- 3 can't dance
- 4 can use
- 5 can't write
- 6 can't use
- 7 can't understand

8 ▶ Before Ss do the activity, model number 1 and the answer. Ss then complete the activity by making the questions and then giving the correct answers according to the texts and the text in ex. 7. Ss then compare their answers with a partner. Get feedback from the whole class.

Answers

- 2 Can the lions understand Kevin?
No, they can't.
- 3 Can Ding Wen use a computer?
Yes, he can.
- 4 Can he write computer programs?
Yes, he can.
- 5 Can Olga and Inna speak Japanese?
No, they can't.
- 6 Can Inna use a computer?
No, she can't.

Pronunciation | *can* and *can't*


9a ▶  2.21 Read the instructions and then tell Ss to look at sentence 1. Play just sentence 1 and ask Ss if they heard the stress on the words. Play recording 2.21 for Ss to do the same thing with the remaining three sentences. Get feedback from the whole class.

Answers

- 2 I can play the piano.
- 3 They can't sing.
- 4 You can't use a computer.

b ▶ Play the recording again and, after each sentence, Ss repeat; first as a whole class and then individually. Emphasise the difference in the vowel sound of both words.

c ▶ In pairs, Ss read the text in ex. 7 to each other. Then, in class feedback, choose different Ss at random to read each part.

10 ▶  2.22 Play recording 2.22 and get Ss to tick whether they hear *can* or *can't*. Get feedback from the whole class.

Answers

	can	can't
1	✓	X
2	X	✓
3	X	✓
4	✓	X
5	✓	X
6	X	✓

Speaking

11 ▶ Put Ss in pairs. Model the example with a student and then ask Ss to take it in turns to ask each other as many questions as they can in two minutes. Tell Ss that they should take notes of each answer.

As they do the activity, go round the class monitoring and take note of any errors in structure or pronunciation to discuss during the feedback session. Get feedback from the whole class by each student telling the class about their partner.

12 ▶ Divide Ss into groups of five or six and get them to look at the photo of a personal assistant. In their groups, Ss ask each other questions to find out who has the most relevant skills.

As they do the activity, go round the class monitoring and take note of any errors in structure or pronunciation to discuss during the feedback session.

Then each group presents their candidate and explains why they chose him or her, e.g. *She can speak French.* The whole class votes for the best candidate in the class.

OPTIONAL EXTENSION

Write *Who can...?* on the board. Give every student a piece of paper. They should write the question forms and then add five activities or skills below, e.g. *speak Chinese, play chess.* Tell Ss that they are now going to walk round the class finding people who can do any of the things they have written down. Elicit the question they are going to ask, i.e. *Can you...?* Get feedback from the class at the end of the activity, finding out who can do what.

7.3 It's sold out!

The Marriage of Figaro is an opera by the Austrian composer Wolfgang Amadeus Mozart (1756–1791). In his short life, he wrote more than 600 musical works, many of which are still popular today.

Aida, which is set in Ancient Egypt, is an opera written by Giuseppe Verdi (1813–1901). He is also famous for the operas *Rigoletto* and *La Traviata*.

In this lesson, Ss listen to people making telephone bookings for shows. Ss learn the use of *in*, *at* and *on*. They also learn about months, using ordinal numbers and dates. They also learn how to write and say dates.

OPTIONAL WARMER

Write some important dates on the board, either important for yourself or maybe famous ones. Elicit what these dates are. Ss then write a date on the board and other Ss have to guess why the date is important. Don't worry if Ss make mistakes when guessing as the idea is to lock the topic of dates in their heads. If Ss attempt to say the dates, don't stop them and don't correct if they get it wrong.

Vocabulary | months

1 ▶ Look at the posters as a whole class. Elicit the meaning of *opera*, *concert*, *musical* and *play*. Look at the question and the model answer. Drill the answer, first as a class and individually.

Then get each student to give their answer. You may ask why, but expect simple answers, e.g. *I like opera*. Then get feedback from the whole class, getting example answers for each step of the process.


2a ▶ Check the meaning of *month*. Refer Ss to the list in ex. 2 and tell Ss to complete the list with months from the posters. Ss then check their answers with a partner, but do not get class feedback at this stage.

Answers

- 2 February
- 3 March
- 6 June
- 9 September
- 10 October

OPTIONAL VARIATION

Before referring to the list in ex. 2, write the numbers 1–12 on the board and elicit the months of the year in the Ss' L1.

b ▶  2.23 Play recording 2.23 for Ss to check their answers. Check the answers with the whole class.

c ▶ Check Ss remember the sound /ə/ and that it is used when something is not stressed. Play the recording again for them to mark the stress and check which five months use /ə/.

Then play the recording again. After each month, Ss repeat; first as a whole class and then individually. When you have finished, give Ss another minute to check their answers and then get feedback from the whole class for the answers to ex. 2c.

Answers


January, February, March, April, May, June, July, August, September, October, November, December

months with /ə/ – April, July, August, September, October, November, December

3 ▶ Read through the Lifelong learning box with the Ss. Then tell Ss to write the twelve months on a piece of paper or in their notebooks. Get them to fill in birthdays that are important to them. Get feedback from the whole class. Try and elicit other important dates you might use.

4 ▶ Put Ss in pairs to ask and answer the two questions. Ss should try and give reasons for their answers, e.g. *My favourite month is July. It is very hot in July*. Get feedback from the whole class, including reasons.

Listening

5a ▶  2.24 Read through the instructions with the Ss. Check the meaning of *bookings*. Play recording 2.24 and check the answers with the whole class.

Answers

Customer 1 – The High Life
Customer 2 – The 51st State

b ▶ Check the meaning of the categories in the table. Then play the recording again. Ss check their answers with a partner. Then get feedback from the whole class.

Answers

	Customer 1	Customer 2
Month	October	June
Doors open	7 o'clock	6:30 pm
Time of performance	7:45 pm	7:30 pm
Ticket price	£42.50	£21.50


Vocabulary | ordinal numbers and dates

6a ▶ Tell Ss to look at the numbers and elicit what they are (ordinal numbers). Then tell Ss to fill in the gaps with the ordinal numbers. Ss check their answers with a partner. Get feedback from the whole class.

Tell Ss to look at the exercise again and elicit why three is different (it uses *rd*, *third*) and then elicit what other numbers are different (1, 2 and 21). Elicit what all other numbers use (*th*).

Answers

1 st first	2 nd <u>second</u>	3 rd <u>third</u>
4 th fourth	5 th <u>fifth</u>	6 th <u>sixth</u>
7 th <u>seventh</u>	8 th <u>eighth</u>	9 th ninth
10 th tenth	11 th <u>eleventh</u>	12 th <u>twelfth</u>
13 th thirteenth	14 th <u>fourteenth</u>	15 th <u>fifteenth</u>
16 th <u>sixteenth</u>	17 th seventeenth	18 th <u>eighteenth</u>
19 th <u>nineteenth</u>	20 th <u>twentieth</u>	21 st twenty-first

b ▶  2.25 Play recording 2.25 and, after each ordinal number, Ss repeat; first as a whole class and then individually. Pay special attention to the *-th* endings.

7a ▶ Tell Ss to look at the How to... box. Read through the box and drill the dates; first as a whole class and then individually. Then elicit the dates given in the posters.

b ▶ Model the example sentences before giving Ss a minute to write three dates. Then put Ss in pairs to tell each other why the dates are important. As they do the activity, go round the class monitoring and take note of any errors in structure or pronunciation to discuss during the feedback sessions.

OPTIONAL EXTENSION

Ss go back to the month lists they made in ex. 3. Ss then add the numbers to the months and then tell their partners why these dates are important.

Grammar | *in, at, on*

OPTIONAL GRAMMAR LEAD-IN

Write three reasons for important dates on the board, e.g. *My birthday...*

My wedding anniversary...

My sister's birthday...

Ask Ss to guess, e.g. *Is it September... Is it the 23rd September?* etc. Then complete the sentences but leave out the preposition, e.g. *My birthday is ____ September, ____ the 15th September.* Add extra information. *It was ____ Saturday ____ 3:00.* Elicit possible answers for the gaps but do not give the right answers yet. Leave these sentences on the board

8a ▶ Tell Ss to look at the three sentences in ex. 8a. Then tell Ss to look at the Active grammar box and fill in the blanks. Check the answers as a whole class.

Tell Ss to look at the Reference on page 77 and drill the sentences; first as a whole class and then individually. Tell Ss that *in* can also be used with specific times of day, e.g. *morning, afternoon* and *evening* whereas *at* is used with *night*.

Active grammar

in + months

on + dates/days

at + times/the beginning/ the end

b ▶ Ss fill in the gaps in the text before checking their answers with a partner. Get feedback from the whole class. Ss then practise the dialogue in pairs.

Answers

- 1 on
- 2 in
- 3 at
- 4 in
- 5 on
- 6 in
- 7 in
- 8 at
- 9 at

OPTIONAL EXTENSION

Go back to the sentences on the board and fill in the gaps. Then ask Ss to write a similar set of sentences. They then check them with a partner and then with the whole class.

Speaking

9 ▶ Go through the conversation flowchart with the whole class, checking the meaning of *sold out*. With weaker classes, you may want to elicit the questions that will be needed.

Put Ss into pairs (A and B). A is the Assistant and B is the Caller. Ss then act out the dialogue. When they have finished, move the A Ss to different pairs and then repeat the dialogue, this time with Bs being the Assistant and As being the Caller. As they do the activity, go round the class monitoring and take note of any errors in structure or pronunciation to discuss during the feedback session.

7 Communication

In this lesson, Ss listen to people ordering food in a restaurant. They practise how to order food and the vocabulary of different types of food.


OPTIONAL WARMER

Write the words *eat* and *drink* on the board. Elicit from Ss where they eat and drink (e.g. home, restaurant, café) and what they eat and drink. Write what they say on the board but do not correct anything. Elicit from students when they go out to eat and drink.

1 ▶ Tell Ss to look at the pictures. Elicit what they can see in each picture. Direct Ss' attention to the words in the box and ask them to match the words with the pictures. Ss then check their answers with a partner. Do not do class feedback to confirm the answers yet.

Answers

- 1 vegetables
- 2 potatoes
- 3 cheese
- 4 beef
- 5 chocolate
- 6 fish
- 7 seafood
- 8 fruit
- 9 rice
- 10 lamb
- 11 pasta
- 12 chicken

b ▶  2.26 Play recording 2.26 for Ss to check their answers. Get feedback from the whole class. Play the recording again and, after each word, Ss repeat; first as a whole class and then individually.


OPTIONAL EXTENSION

Ss stay in pairs and brainstorm other words for food that are not on the board. Share these with the rest of the class, helping Ss to understand any useful words.

2 ▶ Check the meaning of *starter*, *main course* and *dessert*. Ss look at the menu and complete it by using the words from ex. 1a. Ss then check their answers with a partner, but do not get class feedback at this stage.

Answers

- 2 Chicken
- 3 beef
- 4 potatoes
- 5 Seafood
- 6 Lamb
- 7 Chocolate
- 8 Fruit
- 9 Cheese

3 ▶  2.27 Play recording 2.27 for Ss to check their answers. Then get feedback from the whole class. Check the meaning of *chops* and *roast*.

4a ▶ Play the recording again for Ss to put the phrases in the correct order. Ss check their answers with a partner before getting feedback from the whole class.


Answers

- 1 g
- 2 j
- 3 f
- 4 k
- 5 a
- 6 i
- 7 c
- 8 h
- 9 b
- 10 d
- 11 e

b ▶ As a whole class, go through the phrases again and elicit who says each phrase. If Ss have trouble remembering, play the recording again.

Answers

- | | |
|----------|----------|
| a waiter | g woman |
| b waiter | h man |
| c waiter | i woman |
| d waiter | j waiter |
| e woman | k man |
| f waiter | |

5 ▶  2.28 Play recording 2.28 and, after each phrase, Ss repeat; first as a whole class and then individually. Pay special attention to the intonation.

6a ▶ Tell Ss to look at the menu and choose their favourite starter, main course and dessert from the menu.

b ▶ Put Ss into groups of three. Choose one student to be the waiter. Ss then roleplay their dialogues. As they do the activity, go round the class monitoring and take note of any errors in structure or pronunciation to discuss during the feedback session.

OPTIONAL VARIATION

Put Ss into groups of three and label them A, B and C. Tell Cs that they are waiters. Conduct the activity and then ask Cs to change groups. Conduct the activity again with Bs as waiters. Then ask Bs to change groups and ask As to be waiters.

OPTIONAL EXTENSION

In new groups of three, Ss create their own menus and then roleplay their dialogues with their menu.

7 Review and practice

1 ▶

Answers	6 you
2 them	7 us
3 me	8 her
4 him	9 them
5 it	10 him

2 ▶

Answers	
2 He can play the piano.	
3 Can she cook Italian food?	
4 'Can you drive?' 'No, I can't.'	
5 We can sing but we can't dance.	
6 Can you drive?	
7 He's only six, but he can play golf.	
8 'Can your brother swim?' 'Yes, he can.'	

3 ▶

Answers	
2 on	5 in, in
3 on	6 At
4 at	7 on

4 ▶

Answers	
2 play	5 go
3 do	6 do
4 plays	7 play

5 ▶

Answers	
2 My brother doesn't mind listening to my music.	
3 You like singing.	
4 A lot of people hate eating alone.	
5 My friend doesn't like driving.	
6 We quite like playing chess.	

6 ▶

Answers	
2 say: the twenty-second of August write: 22 nd August	
3 say: the eleventh of February write: 11 th February	
4 say: the thirty-first of May write: 31 st May	
5 say: the twenty-eighth of January write: 28 th January	
6 say: the second of April write: 2 nd April	
7 say: the twentieth of July write: 20 th July	
8 say: the third of September write: 3 rd September	

7 Writing bank

1 ▶ Put Ss into pairs. Check the meaning of the different forms of communication and model the example. Ss then look at the different forms of communication and discuss how they make arrangements with friends. Get feedback from the whole class.

2a ▶ Ss read the email and find out what Rebecca wants to celebrate. Get feedback from the whole class.

Answer
the end of exams

b ▶ Ss read the email again and answer the questions, before checking with a partner. Get feedback from the whole class, making sure they have reasons for their answers.

Answers	
1 Rebecca	3 Alana
2 Alana	4 Rebecca

3a ▶ Ss read the How to... box. Drill the phrases; first as a whole class and then individually.

b ▶ Ss look back at Rebecca's email and check which phrases were used from the How to... box. Ss check their answers with a partner before getting feedback from the whole class.

Answers	
I hope you're well.	Let's go...
How are things	Let me know.
Are you free...	Love,
Why don't we...	

4 ▶ Ss complete the email using the phrases from the How to... box. Ss then check their answers with a partner. Get feedback from the whole class.

Answers	
1 are things	5 Let's
2 hope you're well	6 Let me know.
3 you free next	7 Love,
4 Why don't we	

5a ▶ Read through the instructions with the whole class and give Ss a minute or two to write some notes.

b ▶ Ss use the ideas from ex. 5a, the phrases from the How to... box and the text as a model to write their own email to their best friend. When completed, put Ss into pairs (A and B). A gives B their email. B reads the email and gives a reply. B then changes pairs and gives their email to A, who replies. As they do this, go round the class monitoring and take note of any issues for class feedback.