

Overview

Lead-in	Vocabulary: Discussing excessive behaviour
7.1	Can do: Describe food and different attitudes to food Grammar: Quantifiers with countable and uncountable nouns Vocabulary: Food and cooking Speaking and Pronunciation: Intonation: questions How to... give and check instructions Reading: Super Size Me
7.2	Can do: Explain a problem and request a solution Grammar: Passives Vocabulary: Verb phrases about shopping Speaking and Pronunciation: Stress: emphasis (2) How to... complain about goods and services Listening: Top prices at auctions
7.3	Can do: Talk about luxuries and necessities Grammar: <i>have/get something done</i> Vocabulary: Excess Reading: Pet heaven?
Vocabulary	Prefixes
Communication	Can do: Communicate clearly in a restaurant, shop and hairdresser's
Writing bank	Explain a problem and request action How to... explain a problem and request action
Extra activities	ActiveTeach and ActiveBook

CEFR Can do objectives

- 7.1 Describe food and different attitudes to food
7.2 Explain a problem and request a solution
7.3 Talk about luxuries and necessities
Communication Communicate clearly in a restaurant, shop and hairdresser's
Writing bank Explain a problem and request action

CEFR Portfolio ideas

- a) Prepare a menu for a restaurant which only serves healthy options. Plan starters, main courses, desserts and drinks. Include details of how each dish is prepared and served.
b) Prepare a catalogue entry for an auction. The entry should be for an imagined piece of memorabilia which belonged/was used by a famous person. Describe the item and give details of who it belonged to.
c) You have an important exam in two weeks. Prepare a study timetable for your wall. Give yourself daily and weekly targets and identify treats/rewards you will give yourself if you meet these targets.

Lead-in

OPTIONAL WARMER

Teach the word *junkie* (an addict, usually a drug addict) and the suffix *-holic/aholic* (most commonly used in *alcoholic* – someone who is dependent on/addicted to alcohol). Explain that we use both terms to describe addictive behaviour. Elicit commonly used colloquial expressions which use these terms and write them on the board (e.g. *a chocoholic* – someone who loves and eats too much chocolate); *a workaholic* (someone who is obsessed with work); *a shopaholic* (someone who spends lots of time and money shopping, often on things that they don't really need); *an exercise junkie* (someone who spends a great deal of time in the gym and on other forms of exercise); *a diet junkie* (someone who tries out new diets to lose weight on a regular basis); *a coffee junkie* (someone who drinks a lot of coffee), etc. Ss discuss how common/healthy these behaviours are in relation to themselves and society in general.

1 ► Ss discuss the questions in pairs.

2a ► Read the questions through with the class. Ss then work in pairs and discuss the meaning of the underlined words. Encourage them to use dictionaries to help with the meaning, word stress and pronunciation of the words. Get feedback from the whole class.

Answers

- extravagant* = spending or costing a lot of money, especially more than is necessary or more than you can actually afford
- excessive* = much more than is reasonable or necessary
- luxury* = something expensive that you do not need but you buy for pleasure and enjoyment
- extra-large* = very large
- spoilt* = when someone (usually a child) is rude and behaves badly because they have always been given what they want and been allowed to do what they want
- overpriced* = when something is more expensive than it should be
- far-fetched* = extremely unlikely to be true or to happen
- spending spree* = a short period of time when you do a lot of spending

b ► Ss ask and answer the questions with a partner. Ss report back on how many/which of their answers were similar to their partner's during whole-class feedback.

EXTEND THE LEAD-IN

Ss discuss how much/many of the following things they would consider excessive: *hours of TV viewing for children; baths/showers a day; husbands/wives in one lifetime; children in one family; cars for one person; holiday homes for one family; the salary for the prime minister of a large country; guests at a seated dinner party; the price of a wedding dress/suit*. Get feedback from the whole class.

7.1 Food for thought

In this lesson, Ss read an article about the film *Super Size Me* and another similar food experiment. They listen to someone describing how to make their favourite dish and discuss how to prepare a favourite dish of their own.

Reading

Super Size Me, made in 2003, is a film which documents Morgan Spurlock's one-month existence on fast food and its disastrous consequences. In the film, Spurlock eats three McDonald's meals a day, every day, for a month. He only eats food from McDonald's and every time an employee asks if he would like to 'super size' the meal, he agrees. Spurlock knew the experiment was extremely unhealthy but his intention was to show people what this kind of diet can do to you. The film could represent your life: in 30 days you see what could happen to you over 20 or 30 years of over-consumption.

OPTIONAL WARMER

Elicit what we usually mean by *fast food* in English-speaking countries and write suggestions on the board (e.g. takeaway restaurants; American-style fast-food restaurants; sandwich bars; ready-made dinners bought in the supermarket and re-heated in the oven). Add typical fast-food choices in Ss' own countries/cultures to the list. Ss discuss which they consider to be the healthiest/least healthy form of fast food and which they like best/least.

1 ► Ss look at the photo and discuss the questions in pairs. Get feedback from the whole class. Elicit in what circumstances and how often Ss have fast-food meals.

2a ► Ss look at the two questions, then read the article to find the answers. Ss compare answers with a partner.

Answers

- There were two experiments. One was where Morgan Spurlock ate three McDonald's meals every day for a month. He also had to agree to 'super size' the meal each time an employee asked if he wanted to. In the second experiment, scientists compared the behaviour of rats who were fed a high-fat diet for ten days with rats who were fed a low-fat diet over the same period.
- Similar results – in both experiments, the high-fat diets high led to severe health damage.

b ► Ss read the article again and work in pairs to explain what each of the phrases means. Remind them to look at the phrases in context and use any clues they can to work out the meaning.

Answers

- a much larger amount
- eat/drink a lot of food containing high levels of fat
- getting fatter and heavier was one bad consequence of the experiment – but there were others too
- a way of quickly predicting what your future life will be like
- consequences which will happen quickly as opposed to long-term effects, where it takes much longer to see the consequences
- bring about more damage

c ► Ss discuss the questions in pairs. Get feedback from various Ss.

Grammar | quantifiers

OPTIONAL LEAD-IN

Write these sentences on the board.

1 *I had a delicious burger/meat yesterday.*

2 *I had some delicious burger/meat yesterday.*

Ask Ss to work in pairs and to decide which of the alternatives in each sentence is correct and why.

- (1 *burger* because it is countable and therefore, we use *a*;
2 *meat* because it is uncountable and therefore, we use *some*)

3 ► Ss look at the four sentences and then answer the questions about the underlined nouns. Ss compare answers with a partner.

Answers

- meals* = countable
 - food* = uncountable
 - (*a black*) *coffee* = countable
 - coffee* = uncountable
- Coffee* can be both countable and uncountable. You can say *a coffee* or *two coffees* when you are talking about cups of coffee. You can say *some coffee* when you are talking about coffee in general and are not saying exactly how much.
- (Suggested answers)
Countable nouns: *banana*
Uncountable nouns: *salt, bread, fruit*
Nouns which can be both: *chocolate, cake, chicken*

► Explain to Ss that for nouns which can be both countable and uncountable, the meaning is slightly different in each case.

► Ask Ss what the difference is between *I bought some chickens* and *I bought some chicken*. (*Chickens* is countable in the first sentence and means 'whole chickens'. We can count the chickens. You could say *I bought two/three chickens*. *Chicken* in the second sentence is uncountable and means the type of meat in general. We do not necessarily mean a whole chicken, and it cannot be used in the plural form *chickens*.)

OPTIONAL EXTENSION

Put Ss in pairs. They discuss the difference in meaning between the following pairs of sentences.

- 1a *I like two sugars in my tea.* (*spoons/cubes of sugar*)
 1b *I like sugar in my tea.* (*sugar in general*)
 2a *I ate a chocolate.* (*a separate chocolate in a box of chocolates*)
 2b *I ate some chocolate.* (*chocolate in general*)
 3a *I need a room to study in.* (*a separate room with four walls in a house*)
 3b *I need room to study in.* (*space in general, not necessarily in a separate room*)
 4a *I found some grey hairs this morning.* (*single grey hairs on your head*)
 4b *I have grey hair.* (*your hair in general*)

4a ► Explain that *some* can be used with both countable and uncountable nouns but there are many other quantifiers too. Some quantifiers can be used with both countable and uncountable nouns and some with either countable or uncountable nouns only. Ss look at the underlined quantifiers in the Active grammar box and match them with the rules. Ss compare answers with a partner.

Active grammar

- A a large number of, many, a few
 B a great deal of, a little, much, a piece of, a bit of

► Focus Ss on the Reference section on page 103.

b ► Ss look at the quantifiers in the Active grammar box again and categorise them according to the groups given. Ss check answers with a partner, then as a whole class.

Active grammar

- a a large number of, a lot of, a great deal of, many, much, lots of
 b a little, a few
 c some, a bit of, a piece of, any

c ► Ss work in pairs. They discuss the use of *few/a few* and *little/a little* in the four examples.

Answers

few and *little* (without *a*) are used in a rather negative way, meaning not as many/much as you expected or wanted
a few and *a little* are used in a more positive way.

5 ► Ss complete the sentences with the correct word/phrase. Ss compare answers with a partner.

Answers

- | | |
|------------|-------------------|
| 1 many | 6 lots |
| 2 a little | 7 a great deal of |
| 3 much | 8 bit |
| 4 piece | 9 a few |
| 5 some | 10 lot |

6a ► Ss identify the two correct sentences and find and correct the mistakes in the other six.

Answers

- 1 a lot of time
 2 How much sugar / How many sugars
 3 ✓
 4 a bit of cake
 5 How many much fruit
 6 ✓
 7 a large number great deal of money / large amount of money
 8 a few some new furniture

b ► Ss take turns to ask and answer the questions from exercise 6a in pairs.

Vocabulary | food and cooking

OPTIONAL LEAD-IN

Write the following headings on the board: *fish/meat; fruit/vegetables; dairy; carbohydrates; drinks*. Ask Ss to list all the things they ate/drank over the previous day according to the headings. Ss then compare their lists in pairs. They tell each other whether they prepared/chose the food themselves. Get feedback from the whole class. Ask: *What type of food did you eat most?*

7a ► Ss work in pairs and put the words in the box in the correct place in the mind map. Encourage them to use dictionaries to help if necessary. Get feedback from the whole class. Help with the meaning and pronunciation of these words.

Answers

Food: beef, peach, cabbage, parsley
 Ways of cooking: bake, scramble, fry, roast, boil, grill
 Kitchen equipment: saucepan, oven, cooker, frying pan, wooden spoon, plate
 Taste: sweet, bitter, salty, sour, savoury

b ▶ Ss work with a partner and discuss the difference between the pairs of words.

Answers

- 1 a cook = a person who cooks.
a cooker = the machine you use for cooking.
- 2 a vegetable = a food like carrot, potato.
a vegetarian = a person who does not eat meat.
- 3 a recipe = instructions about how to cook something.
a dish = the thing you make (e.g. beef stroganoff).
- 4 rare = cooked only a little (usually for meat, especially steak).
raw = not cooked at all.
- 5 to stir = to mix slowly.
to beat = to mix quickly.
- 6 to slice = to cut into thin pieces.
to chop = to cut into small squares.
to grate = to use a grater to make very small pieces of food (e.g. cheese or carrots).

c ▶ Ss add at least two more words to each group of words in the mind map with a partner. Pool suggestions on the board during whole class feedback, making sure Ss understand all the words.

Suggested answers


Food: chicken, apple
Ways of cooking: simmer, peel
Kitchen equipment: casserole dish, baking tray
Taste: dry, moist

8 ▶ Ss choose the correct alternatives.

Answers


- | | |
|---------|---------------|
| 1 raw | 6 boil |
| 2 stir | 7 dish |
| 3 salty | 8 cooker |
| 4 chop | 9 roast |
| 5 sweet | 10 vegetarian |

Pronunciation | intonation: questions

9 ▶  2.14 Play the recording. Ss listen and decide whether they would like the meal described or not.

OPTIONAL VARIATION

Explain that Ss will listen to the recording twice: the first time just to get the general idea and the second time to focus on the language used in more detail. Write the four questions from exercise 10a on the board. Explain that these are asked during the recording. Play the recording. Ss listen and find the answers to the questions. (1 her grandma's pancake recipe as a special meal for some friends. 2 pancakes and spinach are layered, covered in sauce and baked in the oven. 3 Yes. 4 Yes.) Get feedback from the whole class. Ask: *Would you like to eat this pancake dish? Why/Why not?*

10a ▶  2.14 Play the recording. Ss listen to the four questions and identify which of the two question types mentioned they are. Ss compare answers with a partner.

Answers

Questions 1 and 2 use question words (*What/How*) and are asking for specific information. (Other question words are *Who, where, when, why, which, whose*).
Questions 3 and 4 use *Yes/No* questions and are just checking information. Question words are not used in these types of question.

b ▶ Ask Ss to listen to the four questions again and decide whether the intonation goes up or down in each one. Play the recording again. Ss listen and then repeat the questions.

▶ Point out that the intonation rises at the end for questions 1 and 2 which use question words and are asking for specific information; the intonation falls at the end for questions 3 and 4 which are *Yes/No* questions used to check information.

▶ Focus Ss' attention on the section on Intonation in the Pronunciation bank on page 161.

Speaking

11 ▶ Ask Ss to look at the How to... box. Play the recording again. Ss listen and complete the sentences. Ss compare answers with a partner.

Answers

First, you make ...
Then, you fry ...
Finally, you bake ...
... make sure it's not too thick.
... be careful not to put too much ...
The important thing is ...
Is that because there are ...
So you mean you pour ...
So it sounds like there are ...

12a ▶ Give Ss a few minutes to think of their favourite dish under the headings given.

b ▶ Put Ss in small groups and take turns to describe the dish to each other. Encourage Ss to ask for and give further details as they discuss the different dishes.

OPTIONAL EXTENSION

Ask Ss to write a recipe of the dish they talked about, including a list of ingredients and instructions. Ss collect their recipes together and make a 'Class Recipe Book'.

7.2 Buy, buy, buy

In this lesson, Ss listen to part of a radio programme about the extraordinary things people buy and the very high prices they pay at auctions, both at traditional auction houses and online. Ss listen to a conversation where a customer is complaining about damaged goods and then practise making and responding to complaints themselves.


Listening

Two of the most famous auction houses operating internationally are Sotheby's (established in London in 1744) and Christie's (established in London in 1766). People go to look, to bid and perhaps to buy a range of different items, especially collectable art, furniture and jewellery. Nowadays, however, traditional auctions also need to compete with online auctions like eBay, which was founded by Pierre Omidyar in 1995. It started small, and has now become a massive success with over 125 million users, buying and selling an endless array of different products. Buyers and sellers are brought together quickly and easily: sellers can list items for sale, buyers can bid for items of interest and all eBay users can browse through listed items in a fully automated way.

OPTIONAL WARMER

Elicit different kinds of shops and write them on the board (e.g. *bookshop; clothes shop; second-hand shop; arts and crafts shop; record store; outdoor market*, etc.). Ss discuss the following questions in small groups.
What is your favourite kind of shop to browse in?
Do you prefer to shop alone or with someone else? Why?
Do you like shopping online? Why/Why not?
What do you do if you decide afterwards that you don't like something you've bought?

1 ▶ Ss look at the photos with a partner and discuss the questions. Get feedback from the whole class. Don't confirm any answers at this point.

2 ▶  2.15 Tell Ss that they are going to listen to part of a radio programme. Explain that they will hear the recording twice. The first time, they will listen for the general idea. The second time, they will listen for more detailed information. Play the recording. Ss listen and answer the questions. Then they compare answers with a partner.

Answers

- the sculpture; the comic; the *Star Wars* figures; Marilyn Monroe's dress; the glove. Each of these things was sold at auction (either traditionally or on eBay).
- Some of Elvis Presley's hair, leftover toast from Justin Timberlake, a used tissue from Scarlett Johansson.

3 ▶ Ss read through the statements. Play the recording again. Ss listen and choose the correct option for each statement. Then Ss compare answers with a partner.

Answers

- | | | | |
|---|-----------------|---|---------|
| 1 | \$104.3 million | 6 | know |
| 2 | don't know | 7 | 1958 |
| 3 | 1938 | 8 | a fan |
| 4 | one | 9 | \$5,300 |
| 5 | one | | |

4 ▶ Ss discuss the questions in small groups.

OPTIONAL EXTENSION

If your Ss have access to the Internet, they could do some research for a mini-project. Put Ss in pairs. Give each pair a different topic: e.g. *clothes; music; paintings; stamps; books; furniture; cars; historical figures; the British royal family; religious figures*. Each pair must find out some interesting facts relating to collections of items/sales of individual items on their topic and prepare a short presentation for the class.

Vocabulary | verb phrases about shopping

5 ▶ Ss work in pairs and discuss the difference in meaning between the underlined verb phrase in each pair of sentences. Encourage them to look at the context and try to work out the meaning.

Answers

- to bid for something* = to make an offer to buy something at an auction
 - to haggle for something* = to negotiate with the seller over the price of something especially in a market
- to get a bargain* = to pay a lower than usual price for something
 - to get a discount* = to pay less than the original price because the seller lowers the price
- to get a refund* = to take something back to a shop and get your money back
 - to get a receipt* = to get a piece of paper from the shop to prove you bought something
- to be able to afford something* = to have enough money to pay for something
 - to be worth it* = for something to be the value of what you paid for it

6a ▶ Ss rewrite the sentences using one of the verb phrases from exercise 5. Ss compare answers with a partner.

Answers

- offer to pay for = bid
- cheap, good things = bargains
- money off the real price = a discount
- haven't got enough money = can't afford it
- my money back = a refund
- try and negotiate a lower price = haggle
- too expensive = not worth it
- the paper they give you when I buy something = a receipt

b ▶ Ss talk about which of the sentences are true for them. Encourage Ss to ask for and give further details during the discussion.

Grammar | passives

7a ▶ Ss look at the example sentences in the Active grammar box and answer the questions in pairs. Get feedback from the whole class on question 1. Don't ask for any feedback on question 2 at this point.

Answers

- 1 Active: *bought*
Passive: *was bought*

b ▶ Ss check their answers to question 2 by reading the rules of meaning A and B in the box. Explain that we would choose the passive voice in 1 because we do not know who performed the action, and in 2 because the focus is on the action of buying Michael Jackson's glove (not who bought it), and so this is put at the beginning of the sentence.

▶ Focus Ss' attention on the Reference section on page 103.

8a ▶ Ask Ss to look at the audioscript on page 170 and find examples of the passive voice. Ss compare answers with a partner.

Answers

the sculpture *was sold* at auction
the winning bid *was made* ...
one of the helmets ... *was found* ... and *bought* ...
huge sums of money *have been paid* ...
\$1,300,000 *was paid* ...
one of Michael Jackson's gloves ... *was bought* ...
it *will now be displayed* ...
a clump of Elvis Presley's hair ... *was cut*
it *was sold*
it *was bought* by a fan

b ▶ Remind Ss how to form the passive voice by using a particular form of the verb to be followed by the past participle. Ss read the rule about forming the passive in the Active grammar box and complete the sentences with the correct passive form of the verb in brackets. Ss compare answers with a partner.

Answers

- 1 is being cleaned
- 2 was found
- 3 was being displayed
- 4 have been bought
- 5 had been published
- 6 will be paid
- 7 is going to be opened
- 8 can be bought


9 ▶ Ss look at the spoken sentences, then rewrite them to make them more formal, written sentences. They must begin each sentence as indicated and use the passive as required. Ss look at the example given so that they are clear about what to do. Ss compare answers with a partner.

Suggested answers

- 1 ... are going to get higher bids at next month's auction.
- 2 ... has been bought by an anonymous buyer.
- 3 ... was bought for over \$104 million in an auction.
- 4 ... will be sold for even higher prices.
- 5 ... was worn by Ursula Andress in the James Bond film *Dr No* was sold in 2001.
- 6 ... was bought for \$61,000 by the American, Robert Earl, co-founder of Planet Hollywood.
- 7 ... was composed, was bought by the singer George Michael.

Speaking

10 ▶ Read through the four situations with the class. Ss discuss with a partner what they would do in each situation and why. Get feedback from the whole class. Find out how many Ss feel similarly about the situations. Encourage them to give reasons.

11 ▶  2.16 Ask Ss to read through the questions. Play the recording. Ss listen and answer the questions. Ss compare answers with a partner.

Answers


- 1 situation 2
- 2 irritated but resigned
- 3 to collect the damaged TV the following Thursday and send a replacement as soon as possible

12 ▶ Ss focus on the sentences in the How to... box. Play the recording again. Ss listen and complete the gaps. Ss compare answers with a partner.

Answers

I'd just like to complain ...
You promised that delivery ...
Oh, I'm terribly sorry ...
I can only give my apologies ...
I do apologise for that
I'm not prepared to accept damaged goods.
I'd be grateful if you could ...
We'll send someone to pick up the faulty TV ...
I'll send out a replacement
I can assure you ...

Pronunciation | stress: emphasis (2)

13 ▶  2.17 Explain to Ss that they are going to hear two versions of the same conversation. Focus Ss' attention on the underlined part of the audioscript on page 170. Play the recording. Ss listen to the two versions. Ask: *Which is the more effective way to complain? Why?*

Answers

The speakers in version 2 stress key words (e.g. Woman: *complain, promised, two weeks, acceptable*; Man: *terribly sorry, little later, apologies*) to give emphasis to what they are saying. There is also a higher range of intonation in version 2. This has the effect of making the speaker sound confident, assertive and sure of themselves. Version 1 is spoken in a rather flat, emotionless way.

▶ Focus Ss' attention on the Pronunciation bank on page 161.

14 ▶ Put Ss in pairs (A and B). They choose one of the situations in exercise 10. Ss A take on the role of customer making a complaint; Ss B take on the role of employee, responding to the complaint. Encourage Ss to use the language from the How to... box. When they have finished the roleplay, Ss choose a second situation and change roles. Ask some of the pairs to perform their role plays for the class.

OPTIONAL EXTENSION

Put Ss in small groups. Ask them the following questions.
What kind of things are you most likely to complain about?
What kind of things (if any) do you tend not to complain about, even when you are dissatisfied with goods or services you have received?
Do you prefer to complain in writing, by phone or in person? Why?
Who do you complain to?

7.3 It's a dog's life

In this lesson, Ss read a magazine article about how some people overindulge their pets and they discuss their own reactions and attitudes to pets. They also discuss the necessities and luxuries of life.

Reading

OPTIONAL WARMER

Elicit different breeds of dog (e.g. *poodle, terrier, spaniel, German shepherd, Irish wolfhound, labrador*). Teach the word *mongrel* (mixed breed). If possible, show pictures of different types of dog, especially a Yorkshire terrier, which is mentioned in the article.

Ss work in pairs and tell each other which breeds of dog are popular in their country and which type of dog they like best and why.

1 ▶ Ss look at the photos and discuss the questions in pairs. Get feedback from the whole class. Ask: *What would you say about the owners of the dogs in the photos?*

2 ▶ Ss read the article quickly (you might like to give Ss a two-minute time limit) and answer the question. Remind them not to try to understand everything at this stage but just to focus on the one question. Explain that they will have an opportunity to read the article more slowly afterwards. Ss compare answers with a partner.

Answers

The dog in the bed, the dog with the necklace and the terrier (in the coat) are mentioned in the text. The poodle in the hair salon is not mentioned.

3a ▶ Read the four statements through with the class. Ss then read the first paragraph again and decide if the statements are true, false or not given. Ask Ss to correct the false statements. Ss compare answers with a partner.

Answers

1 T	3 NG
2 F (40%)	4 T

b ▶ Ss read the rest of the article and decide whether the descriptions apply to one of the pets mentioned and, if so, to which ones. Explain that some of the descriptions apply to more than one of the pets. Encourage Ss to highlight the part of the article which tells them the answers. Ss compare answers with a partner.

▶ Useful vocabulary from the article will be dealt with in exercise 8.

Answers

1 Pixie	5 Pixie/Beauty
2 Beauty/Mignon	6 Mignon
3 Pixie	7 none
4 none	8 Beauty

4 ▶ Ss discuss the questions in pairs. Get feedback from the whole class. Compare different attitudes to pets in different countries.

OPTIONAL EXTENSION

Put Ss in small groups. They make a list of five advantages (e.g. guard-dog; company for an older person) and five disadvantages (e.g. taking it on holidays; barking at night) of having a dog. Get feedback from the whole class and pool all the suggestions on the board. Put Ss in pairs (A and B) and ask them to roleplay the following situation: *A and B are flatmates/family members. A wants to get a dog; B does not want to get a dog.* They try to find a solution in the roleplay.

Grammar | *have/get something done*

OPTIONAL LEAD-IN

Write these sentences on the board.

- 1 *Claudette washed Mignon's hair.*
- 2 *Claudette had Mignon's hair washed.*

Ask Ss to discuss this question in pairs: *What is the difference in meaning (if any) between them?*

- (1: Claudette washed Mignon's hair herself;
- 2: Claudette arranged/paid for Mignon's hair to be washed by someone else)

5a ▶ Ss complete the examples in the Active grammar box using *had*, *have* and *gets*. Then ask them to check their answers in the text on page 98. Ss compare answers with a partner.

Active grammar

- 1 have
- 2 had
- 3 gets

b ▶ Ss complete the rule.

Active grammar

Form: *have (or get) + object + past participle*

c ▶ Ss look at the rule and answer the question. Ss compare answers with a partner.

Active grammar

by the hairdresser

d ▶ Ss to work in pairs again and to look at rules B and C in the box. Ss match each rule (B and C) with the correct example 4–6. Ss compare answers with a partner.

Active grammar

B 4 and 5

C 6

▶ Explain that Rule B usually applies when something bad happens to someone or to their possessions, something they didn't want to happen, which was done by someone or something else. It is used in informal English (*I got my leg broken playing football; They had their roof damaged by a falling tree*) to describe unpleasant things, caused by someone or something else. When used to talk about something unpleasant or unwanted, this use is quite similar to the passive. However, when we are talking about pleasant things or things that you arranged to happen, Rule A usually applies (*I had flowers delivered to my house*).

▶ Focus Ss' attention on the Reference section on page 103.

6 ▶ Ss identify the two correct sentences and find and correct the mistakes in the other six sentences. Ss compare answers with a partner.

Answers

- 1 I've never had my hair ~~dye~~ dyed.
- 2 ✓
- 3 I never ~~have~~ my house decorated – I do it myself.
- 4 I haven't had my eyes ~~testing~~ tested for ages.
- 5 I've got a lot of things to get ~~doing~~ done by this weekend.
- 6 I have some of my clothes dry-cleaned every month.
- 7 ✓
- 8 I'd like to get my photo ~~took~~ taken by a professional photographer.

7 ▶ Read through the questions and the examples with the class. Then Ss discuss the questions in groups. Get feedback from various Ss.

Vocabulary | *excess*

8a ▶ Ss look at the example and compare the meaning of the underlined words.

Answer

a necessity = something you need

a luxury = something pleasant that you like but do not need

b ▶ Explain that they are going to focus on some of the vocabulary from the article on page 98 which relates to excess. First, Ss find the underlined word, then they look at the second example and discuss the meaning with a partner. Get feedback from the whole class. Model pronunciation and word stress, especially the *-ed* and *-t* endings and consonant clusters in *indulge*, *pampered* and *treated*.

Answers

- 1 completely extravagant
- 2 high-quality food
- 3 very expensive, luxurious
- 4 allowed to behave exactly as he or she wants and given everything he or she asks for
- 5 allow yourself (or someone else) to do something for pleasure
- 6 treat yourself well
- 7 to be very generous and kind towards someone
- 8 paid for something nice/special for somebody else

9a ► Ss choose the correct option in each sentence. Ss compare answers with a partner.

Answers

- | | |
|----------------|-----------|
| 1 indulge | 6 treated |
| 2 necessity | 7 pamper |
| 3 spoil | 8 lavish |
| 4 gourmet | 9 luxury |
| 5 over-the-top | 10 spoilt |

b ► Ss discuss which of the sentences are true about themselves with a partner. Get feedback from one or two Ss. Ask them to say a sentence that they completely agreed/disagreed with and elicit whether other Ss feel the same way.

Speaking

10a ► Focus Ss' attention on the Lifelong learning box. Ss look at the three ways of keeping yourself motivated and focused when studying. They think of an example for each with a partner.

Suggested answers

- a plan of what to study each day for next week
- 'I will read an article from an English newspaper over the weekend.'
- 'I will take a break when I finish and have a bar of chocolate and a coffee.'

b ► Ss discuss the questions in pairs. Get feedback from the whole class.

OPTIONAL EXTENSION

Write the following headings on the board.
Where (library, kitchen table, bedroom)?
When (morning, late at night, before class)?
Noise (radio in background, complete silence)
How long (regular short bursts or long periods of study)?
Interruptions (phone, TV programmes)
Deadlines (in advance, at the last minute, ask for extensions)
 Put Ss in small groups and ask them to compare their personal study habits and preferences.

11 ► Ss take turns to answer the questions in the quiz with a partner. Get feedback from the whole class. Find out how different/similar Ss are to each other.


OPTIONAL EXTENSION

Put Ss in small groups. Ask them whether the following topics related to animals are necessities or luxuries for humans: *zoos; testing products on animals; eating meat; pets; trained dogs and other animals.*

7 Vocabulary | Prefixes

OPTIONAL WARMER

Write the items a–c from exercise 1 on the board. Ask Ss, in pairs, to think of one example for each situation (e.g. a = someone talking loudly on a mobile on a bus).

1a ►  2.18 Play the recording. Ss listen and match the people with the correct item. Ss compare answers with a partner.

Answers

- a 1
b 3
c 2

b ► Play the recording again. Ss listen and make brief notes about each story.

c ► Ss take turns to retell each story, using their notes from exercise 1b.

2a ► Ask Ss to look at definitions and at the audioscript on page 170. Explain that they are going to focus on prefixes. They find a word in the audioscript to match each definition. Ss compare answers with a partner.

Answers

- a unusual
b extra-large
c monotonous
- a oversleep (overslept)
b underestimate(d)
c ex-boss
- a retrain
b bilingual
c multinational

b ► Ss look at the words from exercise 2a again and write the appropriate prefixes in the table. Ss compare answers with a partner.

Answers

Prefixes	Meanings	Examples
mono	none/single	monotonous
bi	twice/two/every two	bilingual
multi	many	multinational
over	more than	oversleep
under	less than	underestimate
ex	former	ex-boss
re	again	retrain
extra	very	extra-large
un	not	unusual

c ► Focus Ss' attention on the hyphens in *ex-boss* and *extra-large*. Read the rule about hyphens through with the class. Ss write one more example for each prefix. Ss compare with a partner, then as a whole class

Possible answers

- 1 monocycle/monopoly
- 2 bimonthly/bilateral
- 3 multicoloured/multimedia
- 4 overspend/overripe
- 5 underage/underperform
- 6 ex-wife/ex-employer
- 7 redo/reboot
- 8 extrasensitive/extra-light
- 9 undecided/unfair

3a ► Ss complete the sentences with a word from the box. Not all the words can be used. Don't ask for feedback at this point.

b ► Ss compare their answers with a partner.

Answers

- 1 biannual
- 2 multi-purpose
- 3 extra-strong
- 4 undercooked
- 5 overworked
- 6 monolingual
- 7 rewrite
- 8 ex-girlfriend

4a ► Ss choose an item in exercise 1a to tell a story about. Ss prepare their stories, using as many words from exercises 2a and 3a as they can.

b ► Ss practise telling their stories in pairs.

7 Communication

In this lesson, Ss listen to dialogues about goods and services provided in a restaurant, a shop and a hairdresser. Ss then practise their own dialogues.

OPTIONAL WARMER

Ask Ss to discuss these questions in pairs.

When did you last go to a restaurant/clothes or shoe shop?

Who did you go with? Where did you go? What did you eat/buy? Was it overpriced or not? Did you get a bargain?

When did you last go to the hairdresser? What did you have done? What did you do while you were waiting/having your hair done? Did you get value for money?

1a ► Ss look at the photos. They complete the word maps in pairs, including as many words as possible related to each place.

b ► Ss compare their word maps with a partner. Get feedback from the whole class. Pool ideas on the board, helping with unfamiliar words.

2 ► Ss look at the sentences and answer the question. Ss compare answers with a partner.

Answers

- a 1, 4, 8
- b 3, 6, 9, 10
- c 2, 5, 7, 11

3a ► Divide the class into As (customer) and Bs (waiter/assistant). Ss A think of two problems for each situation and what action they would like done about it; Ss B think of problems which might cause complaints in each situation and what action they might take to solve the problem.

b ► Put Ss in pairs (A and B). They do the roleplay for the situations they chose in exercise 3a. Get feedback from the whole class. Ask: *Did you find a solution? What was it?*

OPTIONAL EXTENSION

Put Ss in pairs and ask them to prepare a leaflet about how to make complaints about goods or services. Write the following headings on the board to help Ss think or what to write: *who to speak to; tone of voice; gestures; how to behave; what to say*. Ss decide on six tips to include in the leaflet (e.g. *Try not to get angry, It is better to keep calm and polite.*)

7 Review and practice

1 ▶

Answers

- 1 some
- 2 a piece of
- 3 much
- 4 is
- 5 a little
- 6 a few
- 7 a bit of
- 8 some

2 ▶

Answers

- 1 She had new tyres fitted to her car yesterday.
- 2 She had a new cooker delivered yesterday.
- 3 She had her hair cut and had highlights done this morning.
- 4 She's having a carpet fitted in the living room at the moment.
- 5 She's going to have her watch repaired this afternoon.
- 6 She's going to have her eyes tested tomorrow.
- 7 She's going to have her windows cleaned tomorrow.
- 8 She's going to have her coat dry-cleaned tomorrow.

3 ▶

Answers

- 1 is included
- 2 was sent
- 3 will be delivered/are going to be delivered
- 4 is being repaired
- 5 has been opened
- 6 will be caught
- 7 were charged
- 8 had been employed

4 ▶

Answers

- 1 raw
- 2 for
- 3 worth
- 4 treat
- 5 lavish
- 6 refund
- 7 boil
- 8 sweet

5 ▶

Answers

- 1 over
- 2 under
- 3 mono
- 4 re
- 5 bi
- 6 multi
- 7 re
- 8 un

7 Writing bank

1 ▶

Answers

- 1 She didn't receive food and accommodation costs and was given misleading information after her flight from Malaga to London was cancelled due to an airline strike. This resulted in her rebooking a flight for four days later at double the standard price, even though there were cheaper flights available the following day.
- 2 Immediate compensation for the price of the rebooked ticket and for the accommodation and food costs she incurred.
- 3 state the problem; give details; request action

2 ▶ Ss' own answers.

3 ▶

Answers
explain a problem
was told
compensate me

4a/b ▶ Ss prepare and write an email about one of the situations.