

- G** countable / uncountable nouns, *a / an, some / any*
V food and drink
P the letters *ea*

Lesson plan

Food and drink provide the context for looking at the grammar of countable and uncountable nouns and the related use of *a, an, some, and any*. The lesson begins with a quiz which revises food and drink words that have come up so far in Elementary, and Sts then go to the **Vocabulary Bank** to learn more words. Sts then read part of an article where a woman describes why she eats the same thing every time she eats out. This leads into the grammar focus, and Sts go on to practise the new grammar. Sts then listen to four people describing their dinner the previous night. The pronunciation focus looks at the vowel combination *ea*, which can be pronounced in several different ways, and which occurs in many common food words, e.g. *bread, meat, and steak*. In Speaking, Sts tell each other what they ate and drank yesterday, and discuss their eating habits to find out if they are similar or not. Finally, in Writing, Sts describe a memorable meal.

Video material

Grammar – countable / uncountable nouns; *a / an, some / any*

More materials

For teachers

Photocopiables

Grammar countable / uncountable nouns; *a / an, some / any* p.202
 Vocabulary Food p.283 (instructions p.266)
 Communicative Shopping list p.251 (instructions p.220)

For students

Workbook 9A

OPTIONAL LEAD-IN (BOOKS CLOSED) Play *Ten Chances* (see p.34) with the word **RESTAURANT**.
 Then ask Sts *When did you last eat in a restaurant? Who were you with? Did you enjoy it?*

1 VOCABULARY food and drink

- a** Books open. Focus on the instructions and point out that the first answer (*milk*) has been done. Go through the clues, eliciting / explaining any words Sts don't know. Give Sts two minutes, individually or in pairs, to try to write down all words in the quiz. Check answers by getting Sts to spell the words, and write them on the board. Model and drill the pronunciation. Find out with a show of hands how many pairs got all the answers correct.

ANSWERS

- 1 sugar 2 tomatoes, cheese 3 meat, fish 4 mineral water
 5 ice cream 6 potato 7 eggs 8 chocolate 9 sandwich
 10 breakfast, lunch, dinner

- b** Tell Sts to go to **Vocabulary Bank Food and drink** on p.171 and get them to do **a** individually or in pairs. There are more words than usual, but Sts will probably already know some of them.

Vocabulary notes

This is a limited list of food and drink words in order to not overload Sts. If there are any food or drink items which are very common in your Sts' country, you may want to get Sts to add them to the lists.

- 9.1** Now do **b**. Play the audio for Sts to listen and check.

Check answers.

9.1

Food and drink

Breakfast

- 9 bread
 12 butter
 7 cereal
 1 cheese
 6 coffee
 11 eggs
 3 jam
 4 juice
 8 milk
 10 sugar
 2 tea
 5 toast

Lunch or dinner

- 18 fish, for example salmon, tuna
 17 herbs
 15 meat, for example chicken, sausages, steak, ham
 14 oil
 21 pasta
 27 rice
 26 salad
 23 seafood
 28 spices

Vegetables

- 29 carrots
 16 chips
 13 a lettuce
 30 mushrooms
 20 onions
 24 peas
 19 peppers
 22 potatoes
 25 tomatoes

Fruit

- 41 apples
 39 bananas
 35 oranges
 32 a pineapple
 36 strawberries

Desserts

- 43 cake
 38 fruit salad
 33 ice cream

Snacks

- 37 biscuits
 42 chocolate
 34 crisps
 40 nuts
 31 a sandwich
 44 sweets

Then either use the audio to drill the pronunciation of the words, or model and drill them yourself. Give further practice of any words your Sts find difficult to pronounce. Focus on **Activation**. Get Sts to cover the words and use the photos to test themselves or their partner. Tell Sts to go back to the main lesson **9A**.

EXTRA PRACTICE OPTION Use the **9A Vocabulary photocopiable activity**.

- c** Focus on the questions and give Sts time to think about their answers. Elicit / Teach words for any food which is very common in your Sts' country, but is not in the **Vocabulary Bank**.

Put Sts in pairs or small groups to discuss the questions. You could demonstrate by telling Sts what your favourite breakfast is and if there is any food or drink you don't like. Get some feedback from various pairs or groups.

2 GRAMMAR

countable / uncountable nouns,
a / an, some / any

- a** Focus on the instructions. Then focus on the photo and elicit opinions from Sts, but don't tell them if they are right or not.

Then set a time limit for them to read the article and check their answers.

Check answers.

ANSWER

It's unhealthy. She orders it because she likes it.

- b** Focus on the instructions and give Sts time to read the article again and answer the question for each paragraph. Get them to compare with a partner, and then check answers. You may want to explain that a Caesar salad usually consists of lettuce, fried bread, parmesan cheese, and often chicken with a dressing made with anchovies, mustard, and cream or mayonnaise.

ANSWERS

- 1 A Caesar salad and a seafood salad
- 2 Cream and fried bread
- 3 When Spanish restaurants arrived in Britain
- 4 Lettuce, cheese, chicken, and chips

- c** Do this as a whole-class activity and elicit answers from Sts. Tell them if there's anything you always or often order.
- d** Give Sts time to complete the gaps in sentences 1–3. Check answers.

ANSWERS

- 1 a, some 2 a 3 some

- e** Tell Sts to go to **Grammar Bank 9A** on p.148.

Grammar notes

Countable / uncountable nouns

The concept of countable and uncountable nouns shouldn't cause too many problems (unless they do not exist in the Sts' own language), but what may cause confusion is that some words are countable in English, but uncountable in other languages or vice versa.

You may need to give more examples of when a noun can be countable or uncountable. This occurs when we can think of e.g. *a chicken* (a whole chicken) and *chicken* (e.g. chicken pieces).

Other examples: *a beer* (= a can or glass of beer), *beer* (= the liquid in general); *a coffee* (= a cup of coffee), *coffee* (= the drink in general).

a / an, some / any

Sts have already learned the rules for *a / an, some, and any* plus singular and plural countable nouns in **8B**.

Here they learn that *some* can also be used with uncountable nouns to mean 'a quantity of', 'not an exact amount', e.g. *some butter, some milk*.

Sts may find it strange using *some* and *any* with 'singular' words, e.g. *butter*, since they previously used *some* and *any* with plural nouns, and may have translated them in their heads as plural words.

Make sure you point out the exception of using *some* for requests and offers. Sts usually assimilate this rule instinctively through learning set phrases like *Would you like some coffee?*

Focus on the example sentences and play audio **9.2** for Sts to listen and repeat. Then go through the rules with the class. You could point out that a good dictionary will tell Sts if a noun is countable or uncountable.

Focus on the **some in [?]** box and go through it with the class.

Now focus on the exercises for **9A** on p.149. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences in **b**.

ANSWERS

- a** 1 some milk 2 a sandwich 3 some chips
4 a lettuce 5 an egg 6 some carrots 7 some chocolate
8 a cake
- b** 1 any 2 some 3 any 4 some 5 any 6 any 7 some
8 an 9 some 10 a

Tell Sts to go back to the main lesson **9A**.

EXTRA PRACTICE OPTION Use the **9A Grammar** photocopiable activity.

- f**  In this video Sts will see a woman unpacking her shopping. When they have finished watching, they must circle the items they saw.

Play the video once for Sts to watch the woman unpacking her shopping.

Now tell them, individually or in pairs, to circle the items in the list that the woman bought.

Play the video again for them to check. Don't check answers yet.

VIDEO See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

- g** Focus on the instructions and example. Now check answers to **f** by eliciting a sentence using *a, some, or any* for each item on the list.

ANSWERS

She bought a cake. She bought some carrots. She bought some cheese. She bought a chicken. She bought some eggs. She didn't buy any fish. She bought a lettuce. She didn't buy any onions. She bought some orange juice. She bought some pasta. She didn't buy a pineapple. She bought some potatoes. She bought a red pepper. She didn't buy any rice. She bought some sausages. She didn't buy any strawberries.

3 LISTENING

hypothesizing from photos to tune in to listening

- a** Focus on the photos and the instructions and explain what a *hashtag* is (= a word or phrase with the symbol # in front of it, included in some messages on social media). You might want to pre-teach *takeaway* (= food that you buy at a restaurant that sells hot food you can take and eat somewhere else) and *foodie* (= a person who is very interested in cooking and eating different kinds of food, who often posts photos of food on social media).

Put Sts in pairs and get them to match the photos to 1–4.

- b**  **9.3** Point out the **Glossary**. Now play the audio for Sts to listen and check.

Check answers, and get Sts to say what they can see in the photos. You may want to explain / translate *turkey* and the difference between *mashed potatoes* and *roast potatoes*.

ANSWERS

1 B 2 C 3 D 4 A

9.3

(script in Student Book on p.130)

- 1 This is for my foodie friends. In case you thought lettuce was only for salads, here I'm cooking it in some butter with an onion. Then I add some mushrooms, chicken, fresh tomatoes, and some other things – not sure yet. Lettuce is also great in soups, or you can grill it and serve it with blue cheese.
- 2 We didn't feel like cooking last night, and anyway we didn't have any food in the house, so we decided to order some takeaway salads from our wonderful local pizzeria. They were all very good, but my favourite was a chicken salad, a bit like a Caesar salad, with carrots, tomatoes, peppers, lettuce, and some pieces of fried bread.
- 3 Dinner last night at a restaurant in Piccadilly, called NOPI. We had lots of different sharing plates. I loved everything, especially this dish called *shakshuka*, which is North African, and it's basically eggs in a tomato sauce, but the mixture of herbs and spices makes it just fantastic. And the bread we had to dip in the sauce was wonderful, too. Go there. Soon.
- 4 OK, this is it! Our Thanksgiving dinner. All the usual things, turkey with cranberry sauce, roast potatoes, mashed potatoes, lots of vegetables, and more...and more... We thought about going to a restaurant this year, maybe having seafood, but then we decided, no, we like home-made and traditional, so we stayed at home and cooked together. So how was yours?

- c Focus on the task. Tell Sts they are going to listen to the audio again, and this time they need to decide which speaker talks about what. Make sure Sts understand all the lexis, e.g. *ingredients*.

Play the audio for Sts to listen and complete the task.

Check answers.

ANSWERS

Speaker 2 a good restaurant near their house

Speaker 4 cooking with other people

Speaker 1 ways of preparing something

Speaker 3 a dish with two main ingredients

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on p.130, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

- d Focus on the questions and put Sts in small groups or pairs to discuss the questions.
Get some feedback. You could tell Sts your answers, too.

4 PRONUNCIATION the letters ea

Pronunciation notes

The combination of vowels *e* + *a* has different possible pronunciations, several of which seem quite irregular to Sts, e.g. *great* /*ɡreɪt*/. In this exercise, we focus on common examples of this spelling occurring in food words.

- a Focus on the words in the list and elicit that they all have the vowels *ea*, but that the pronunciation is not the same. Now focus on the sound pictures and elicit the three words and sounds (*tree* /i:/, *egg* /e/, *train* /eɪ/).
Get Sts, in pairs, to put the words in the correct columns. Encourage them to say the words aloud to help them.

- b **9.4** Play the audio once for Sts to listen and check.
Check answers.

9.4

tree /i:/ eat, ice cream, meat, peas, tea

egg /e/ bread, breakfast

train /eɪ/ steak

EXTRA SUPPORT Play the audio again, pausing after each word (or group of words) for Sts to repeat.

Sts now practise saying the words.

Elicit that the most common pronunciation is /i:/, but they will need to learn unusual ones, e.g. *steak*, by heart.

EXTRA CHALLENGE On the board, write some more words with *ea* that Sts know, and that have one of these three pronunciations for Sts to put in the columns, e.g. *repeat*, *easy*, *headphones*, *read* (/e/ and /i:/), *great*, *mean*, *please*, *speak*. You may want to point out that the letters *ear* have a different pronunciation from *ea* + other consonants, and is either /ɪə/, e.g. *hear*, or /eə/, e.g. *wear*. Sts saw this in **8B**.

- c **9.5** Focus on the instructions and make sure Sts understand what they have to do.
Play the audio, pausing after each definition to give Sts time to write the word.
Get Sts to compare with a partner, and then check answers.

ANSWERS

1 healthy 2 weather 3 meal 4 sea 5 easy 6 cheap
7 break 8 great

9.5

- 1 An adjective you can use to describe food. It means that it's good for you.
- 2 For example, sun, rain, wind, and fog. This is very important for farmers when they are growing food.
- 3 For example, breakfast, lunch, or dinner.
- 4 Some fish live in rivers, but most fish live here.
- 5 The opposite of difficult.
- 6 The opposite of expensive.
- 7 A short pause when you stop and rest, and maybe have a coffee or something to eat.
- 8 Another word for *very good*.

5 SPEAKING

- a Tell Sts to make a food diary for yesterday, i.e. write down what they had to eat and drink. They can use the **Vocabulary Bank Food and drink** on p.171 to help them. Monitor and help with any new words they need, but try not to overdo new vocabulary. Encourage Sts to use more general food words, e.g. *meat*, *fish*, *vegetables*, rather than words (e.g. *lamb*, *hake*, *aubergines*, etc.) which they probably won't know. Tell them to write *a* / *an* or *some* with each word, and to group them under meals.
If they have used the **Vocabulary Bank**, tell Sts to go back to the main lesson **9A**.
- b You could demonstrate the activity by telling Sts what you had yesterday, where you had it, and who made it. In pairs, Sts tell each other their answers. Monitor and help with pronunciation, and correct mistakes with *a* / *an* or *some*.
Get some feedback. Did anyone have a very similar meal to their partner?

- c Focus on the questions and make sure Sts understand all the lexis.
Put Sts in pairs to ask and answer the questions.
Monitor and help.
Get feedback from some pairs.

6 WRITING describing a memorable meal

Tell Sts to go to **Writing Bank 9** on p.123.

- a Give Sts time to read the text and answer the question.
Ask some students to share their answers.
Deal with any new vocabulary. Model and drill the pronunciation of any tricky words.
- b Get Sts to read the description again and answer questions 1–8.
Get Sts to compare with a partner, and then check answers.

ANSWERS

- 1 It was about five years ago in Florence.
- 2 The writer was with their husband.
- 3 It was a small, traditional Italian restaurant.
- 4 It was very busy, and there was no menu.
- 5 They ordered mixed salad and Florentine steak.
- 6 The mixed salad was amazing, and the steak was delicious.
- 7 It was €25 for two people.
- 8 It was memorable because the restaurant was small, but the food was fantastic and very cheap.

- c Focus on the **Writing in paragraphs** box and go through it with the class.
Give Sts time to find 1–4 in the paragraphs in the text.
Check answers.

ANSWERS

1 C 2 D 3 B 4 A

- d Individually or in pairs, Sts complete the table with adjectives from the description.
Check answers.

ANSWERS

The restaurant: small, traditional, Italian, busy

The salad: large, amazing

The steak: delicious, big

- e Go through the instructions and make sure Sts understand what they have to do.
Make sure Sts are making notes and not writing full sentences.
- f Get Sts to do the writing in class or set it for homework.
- g Remind Sts to check their texts for mistakes, e.g. with capital letters or spelling, and the use of paragraphs.

G quantifiers: *how much / how many, a lot of*, etc.

V food containers

P /ʃ/ and /s/

Lesson plan

This lesson continues the theme of food and focuses on sugar and salt, which were both known at different times in history as 'white gold'. The lesson begins with a vocabulary focus on containers, e.g. *packet* and *tin*. The context for the grammar presentation is the amount of sugar and salt that there is in some common food items. Sts learn about quantifiers, e.g. *much* and *a lot of*, and asking about quantity, e.g. *How much sugar is there in dark chocolate?* Pronunciation looks at two sounds, /ʃ/ and /s/. The reading text *Fascinating facts about sugar and salt* is based on several recent articles and studies. The lesson ends with Sts interviewing each other, using a questionnaire to find out how much salt and sugar they eat every day.

Video material

Grammar – quantifiers

Pronunciation – /ʃ/ and /s/

More materials

For teachers

Photocopiables

Grammar quantifiers: *how much / how many, a lot of*, etc. p.203

Communicative *How much / many* board game p.252 (instructions p.220)

For students

Workbook 9B

OPTIONAL LEAD-IN (BOOKS CLOSED) Revise food and countability by playing the *Long sentence* game (see **Optional lead-in for 8C** on p.122). You begin by saying *In my fridge there's* (e.g. *some milk*). Sts continue, remembering what the previous people have said, then adding an item of their own. Make sure they use *a, an, or some* before the food word.

1 VOCABULARY food containers

- a** 9.6 Books open. Focus on the pictures and explain that they are all containers which are often used for food. Then tell Sts to match the words and pictures. Play the audio for Sts to listen and check. Check answers.

9.6

- 4 a bottle
5 a box
7 a can
3 a carton

- 6 a jar
1 a packet
2 a tin

Play the audio again, pausing for Sts to listen and repeat.

- b** Sts have to make their own phrases using a container from **a** and a word from the list. Point out that the first one (*a packet of biscuits*) has been done for them. Tell Sts to think about how they buy these things in their country. Get Sts to compare their ideas with a partner, and then check answers.

POSSIBLE ANSWERS

a box of biscuits / a tin of biscuits
a carton of cereal / a packet of cereal / a box of cereal
a bottle of Coke / a can of Coke
a packet of crisps
a jar of jam
a bottle of milk / a carton of milk
a packet of salt / a box of salt
a packet of sugar
a tin of tuna

EXTRA IDEA You could take this opportunity to remind Sts of linking. Elicit / Explain that when one word ends in a consonant sound and the next word begins with a vowel sound, the two words are pronounced as one. All the containers in **a** end with a consonant sound and *of* begins with a vowel sound, so the two words get run together, e.g. *a box of* = /ə bɒksəv/.

2 GRAMMAR quantifiers

- a** Focus on the pictures of food items, and give Sts time to think about how much sugar and salt is in each item and number them 0 (no sugar / salt) to 3 (a lot of sugar / salt).
- b** In this video Sts will find out some information about the amount of sugar and salt in some food items. Before playing the video, you might want to check that Sts know what a *teaspoon* is (= a small spoon for putting sugar into tea and other drinks) – a level teaspoon of sugar weighs about 4.2 g. You could also tell Sts that a small bar of chocolate is approximately 42 g and a small packet of crisps is approximately 25 g. Play the video for Sts to watch and check their answers to **a**.

Check answers. Find out with a show of hands how many Sts guessed all the answers correctly.

ANSWERS

Sugar

an apple: 2
an egg: 0
a small bar of dark chocolate: 1
a can of Coke: 3

Salt

a slice of white bread: 3
a bottle of olive oil: 0
a packet of crisps: 2
a bottle of mineral water: 1

Now ask the question to the class.

ANSWER

The healthy amounts of sugar and salt for men and women are:
Sugar: women 24 g (6 tsp), men 36 g (9 tsp)
Salt: men and women 6 g



We all know that too much sugar and salt isn't good for us. But do we really know how much sugar and salt are in some of the things we eat and drink every day?

Let's start with sugar. According to the American Heart Association, the maximum healthy limit for a woman is twenty-four grams of sugar a day. That's just six teaspoons. For a man it is no more than thirty-six grams, which is nine teaspoons.

Here we have an egg, a can of Coke, a small bar of dark chocolate, and an apple. How much sugar do you think they contain?

One of them has thirty-five grams of sugar. That's eleven grams more than the healthy limit for a woman in a day. Which one do you think it is? Yes, it's the can of Coke. A can of Coke has approximately thirty-five grams of sugar. That is a lot.

And which has no sugar at all? Of course, it's the egg.

So what about the other two? Which do you think has more sugar, the chocolate or the apple? Surprisingly, it's the apple. The apple has approximately twenty-three grams of sugar. That's quite a lot. But it's fructose, a natural sugar. And remember that fruit is also good for you, as it contains vitamin C.

The chocolate bar only has a little sugar, just ten grams. But remember, it's dark chocolate, and it's only a small bar.

What about salt? How much salt can we eat in a day? This time it's the same for men and women. The answer is no more than six grams.

Here we have a small packet of crisps, a bottle of olive oil, a bottle of mineral water, and a piece of bread.

So how much salt do they contain? Which one has a lot of salt, and which one has none?

You may be surprised to hear that the one with a lot of salt is the piece of white bread. It has approximately nought point five grams. And which one has no salt at all? No, it's not the mineral water, it's the olive oil. It contains no salt at all, and as part of a Mediterranean diet, it's very healthy.

So, what about the other two? Well, a small packet of crisps has approximately nought point three four grams of salt.

And lastly, there is a little salt in the mineral water. Just nought point nought nought two three grams.

So, when you're shopping, how do you know what to buy to make sure it doesn't have too much sugar or salt? The answer is, always check the list of ingredients, and remember what your daily limit is.

VIDEO See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

c Focus on the pictures of the spoons and make sure Sts understand the expressions for quantities from *none* to *a lot*. Highlight that *quite a lot* = a medium quantity, between a lot and a little.

Now focus on the questions and remind Sts that the question is *How much...?*, not *How many...?*, because *sugar* and *salt* are uncountable.

Individually or in pairs, Sts see if they can remember the quantities of sugar and salt in the items in 1–4.

You could play the video again or just elicit the answers from the class.

ANSWERS

1 a lot 2 quite a lot 3 a little 4 none

d Tell Sts to go to **Grammar Bank 9B** on p.148.

Grammar notes

a lot of

In positive sentences native speakers normally use *a lot of* for big quantities. It is also possible to use *a lot of* in negatives and questions, although it is more common to use *much / many*.

We use *a lot* (NOT *a lot of*) in short answers or when we don't give the noun, e.g. *I eat a lot of chocolate*, but *I eat a lot*.

In colloquial English, people often use *lots of* as an alternative to *a lot of*. It's useful for Sts to recognize both forms, but at this level, we only include *a lot of* in the

Grammar Bank exercises.

much / many

Much and *many* are used mainly in negative sentences and questions. *Many* is also sometimes used in positive sentences in formal English, e.g. *Many people live in houses in the UK*. However, *much* is not normally used in positive sentences, e.g. NOT *British people drink much tea*.

Tell Sts to think of *much* as singular and *many* as plural to help them to remember which one to use.

Focus on the example sentences and play audio 9.7 for Sts to listen and repeat. Then go through the rules with the class.

Focus on the ***a lot of and lots of*** box and go through it with the class.

Now focus on the exercises for **9B** on p.149. Sts do the exercises individually or in pairs.

Check answers, getting Sts to read the full sentences.

In **a** sentence 4, elicit / explain the difference between *some chocolate* (a bar, some pieces, etc.) and *chocolates* (individual sweets covered in chocolate).

ANSWERS

a 1 How much 2 How many 3 How much 4 How many
5 How much 6 How much 7 How many 8 How many
9 How much 10 How many

b 1 a lot of 2 A little 3 much 4 Quite a lot 5 a lot of
6 not much 7 many 8 None 9 a little 10 much, any

Tell Sts to go back to the main lesson **9B**.

EXTRA PRACTICE OPTION Use the **9B Grammar photocopiable activity**.

e Focus on the instructions. Elicit / Explain the meaning of the question *How about you?* and check Sts can remember the meaning of *fast food*.

Put Sts in pairs, **A** and **B**. Demonstrate the activity by saying how much you eat of one of the things in the list. Then turn to a student and ask *How about you?*

A should start by saying how much fish he / she eats, give extra information, and ask **B**. They then swap roles.

Get some feedback from various pairs. Find out if pairs have a similar diet, or if they found out something surprising about their partner's eating habits.

3 PRONUNCIATION /f/ and /s/

Pronunciation notes

/f/

sh and *-tion* are always pronounced /f/, e.g. *shop*, *station*.

c before *iou* and *ia* is usually /f/, e.g. *delicious*, *special*.

/s/

c before *e* and *i* is pronounced /s/, e.g. *city*, *centre* (*c* before other vowels is usually /k/).

s at the beginning of a word is always /s/. The only two exceptions are *sure* /ʃʊə/ and *sugar* /'ʃʊgə/.

s in the middle of a word or at the end is sometimes /s/ and sometimes /z/.

See **Sound Bank** p.175.

- a**  Focus on the sound pictures and elicit the two words and sounds (*shower* /ʃ/ and *snake* /s/).
Play the video and get Sts to watch and repeat the sounds and words. Highlight the different mouth positions for the two sounds.



See sounds and words in Student Book on p.74

Now play the video again for Sts to listen and repeat.

VIDEO See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

- b**  **9.8** Sts should say each word aloud and then put it in the correct row in **a**.
Get Sts to compare with a partner, then play the audio for them to check.
Check answers, and elicit when *c* is pronounced /s/ (before *e* and *i* although *ci* can sometimes be /ʃ/).

 9.8

shower /ʃ/ sugar, fish, delicious, fresh, information, reception, shopping, special, sure
snake /s/ salt, sweets, centre, cereal, cinema, crisps, rice, salad, science

Now play the audio, pausing after each word for Sts to repeat.

- c**  **9.9** Focus on the conversation. Play the audio once and get Sts to listen and read.

 9.9

See conversation in Student Book on p.74

Then play the audio again, pausing after each sentence for Sts to listen and repeat.

Now get Sts to practise it in pairs. Monitor, helping and correcting.

Finally, you could get one pair to 'perform' for the rest of the class.

4 READING categorizing information

- a** Tell Sts they are going to read an article entitled *Fascinating facts about sugar and salt*. Elicit / Explain the meaning of *fascinating* (= very interesting). Model and drill pronunciation.
In pairs, Sts read the article and complete the gaps with *sugar* or *salt*.
b  **9.10** Play the audio for Sts to listen and check.
Check answers. Don't ask Sts about the facts at this stage, as they will be discussing them later.

ANSWERS

1 Salt 2 sugar 3 Salt 4 sugar 5 salt 6 sugar 7 sugar
8 Salt 9 sugar 10 salt 11 salt 12 sugar

 9.10

See text in Student Book on p.75 and answer key

- c** Tell Sts to read the article again and find the highlighted verbs. In pairs, they should try to guess the meaning and pronunciation of the verbs.

Check answers, either explaining in English or translating into Sts' L1. Model and drill the pronunciation, and get Sts to underline the stressed syllable in each verb.

ANSWERS

behave /bɪ'heɪv/ = to do things in a way that people think is correct or polite

collect /kə'lekt/ = to bring together things that are the same in some way, to study or enjoy them

remove /rɪ'mu:v/ = to make something disappear

last /lɑːst/ = to continue for a period of time

introduce /ɪntrə'djuːs/ = to bring in something new

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

- d** Do this as a whole-class activity.

5 SPEAKING

- a** Focus on the questionnaire about sugar and salt. Give Sts a few minutes to complete the gaps with *How much* or *How many*.

Check answers by going through the questions, making sure Sts understand all the lexis, e.g. *spoon* and *add*.

ANSWERS

1 How many 2 How many 3 How much 4 How many
6 How much 7 How much 8 How many

- b** You could demonstrate the activity by getting Sts to interview you first. Answer the questions, giving a bit of extra information where you can, as a model for Sts, e.g. *I don't have sugar in my coffee; I hate fizzy drinks*.
Sts interview each other in pairs. When they have finished, they should tell each other if they need to eat less sugar or salt. If you didn't teach it earlier, you may want to teach Sts the phrase *too much*.
Get some feedback from individual Sts about their partner.

G comparative adjectives: *bigger, more dangerous*, etc.

V high numbers

P /ə/, sentence stress

Lesson plan

The context of this lesson is general knowledge quizzes, through which comparative adjectives are presented and practised, and high numbers introduced. The lesson starts with a vocabulary focus on numbers greater than 100. In Listening, Sts decide if they think some statements are true or false, and then listen to a contestant answering the questions on a quiz show. The quiz questions lead into the grammar focus on comparative adjectives and a pronunciation focus on stress in comparative sentences, and the sound /ə/ in *than* and in *-er* endings. This is followed by Speaking, where Sts put the grammar and high numbers into practice and role-play taking part in a quiz show. The lesson finishes with a reading text about pub quizzes in the UK.

Video material

Vocabulary – high numbers

More materials

For teachers

Photocopiables

Grammar comparative adjectives p.204

Vocabulary Guess the number p.284 (instructions p.266)

Communicative Guess the comparative p.253 (instructions p.221)

For students

Workbook 9C

OPTIONAL LEAD-IN (BOOKS CLOSED) Revise numbers up to 100 by writing some sums on the board and eliciting answers from the class.

1 VOCABULARY high numbers

- a** Books open. Focus on the lesson title and elicit / explain the meaning.

Put Sts in pairs and give them a few minutes to answer the three quiz questions. If they don't know the answers, tell them to guess. Tell Sts at this point just to answer *a*, *b*, or *c* rather than trying to say the long numbers.

- b** **9.11** Tell Sts they are going to hear a contestant on the radio quiz show answering the three questions. Play the audio for Sts to listen and check their answers to **a**. Check answers.

ANSWERS

1 b 2 c 3 a

9.11

(script in Student Book on p.130)

P = presenter, C = contestant

- P** Question one. How many UK episodes were there of the TV quiz *Who Wants to be a Millionaire*? Is it a) sixty-six, b) six hundred and sixty-six, or c) six thousand, six hundred and sixty-six?
- C** The answer is...six hundred and sixty-six. There were six hundred and sixty-six UK episodes of the TV quiz *Who Wants to be a Millionaire*?
- P** Question two. How many pubs in the UK have a quiz night? Is it a) two hundred, b) two thousand, or c) twenty thousand?
- C** The answer is...twenty thousand. Twenty thousand pubs in the UK have a quiz night.
- P** Question three. What is the most money in dollars won by one person on TV quiz shows? Is it a) five million, two hundred and twenty-three thousand, four hundred and fourteen, b) fifteen million, two hundred and twenty-three thousand, four hundred and fourteen, or c) fifty million, two hundred and twenty-three thousand, four hundred and fourteen?
- C** The answer is...five million, two hundred and twenty-three thousand, four hundred and fourteen. The most money won by one person on TV quiz shows is five million, two hundred and twenty-three thousand, four hundred and fourteen dollars.

Play the audio again and tell Sts this time to pay attention to how the numbers are said. Pause the audio after each answer and elicit the number from Sts, and write it on the board.

ANSWERS

- 1 six hundred and sixty-six
- 2 twenty thousand
- 3 five million, two hundred and twenty-three thousand, four hundred and fourteen

Vocabulary notes

Highlight:

- as with *hundred*, there is no *s* on *million* or *thousand* after a number, e.g. we say *four million*, NOT *four millions*. However, you may want to explain that we do add an *s* when we want to use *thousands* or *millions* (without a number) to mean 'a lot', e.g. *There were thousands of people at the concert*.
- the use of *and* between hundreds and tens, e.g. *six hundred and fifty*.

- c** Tell Sts to go to **Vocabulary Bank Days and numbers** on p.156.

Focus on **4 High numbers** and get Sts to do **a** individually or in pairs.

- 9.12** Now do **b**. Play the audio for Sts to listen and check.

Check answers.

ANSWERS

200

three hundred and **fifty**

eight hundred **and** seventy-five

1,500

two thousand and **twelve**

five thousand four **hundred** and twenty

25,000

a hundred **thousand**

two million **three** hundred thousand

9.12

4 High numbers

a hundred and five

two hundred

three hundred and fifty

eight hundred and seventy-five

a thousand

one thousand five hundred

two thousand and twelve

five thousand four hundred and twenty

twenty-five thousand

a hundred thousand

a million

two million three hundred thousand

Now either use the audio to drill the pronunciation of the numbers, or model and drill them yourself. Give further practice of any numbers your Sts find difficult to pronounce.

Focus on **Activation**. Get Sts to cover the words on the right and say the numbers. They could test themselves or their partner.

Tell Sts to go back to the main lesson **9C**.

EXTRA SUPPORT Tell Sts you are going to dictate ten numbers to them and they must write them down, e.g.:

T One: a hundred and ninety-nine

Sts write 199.

1 199 (a hundred and ninety-nine)

2 450 (four hundred and fifty)

3 920 (nine hundred and twenty)

4 1,300 (one thousand three hundred)

5 3,437 (three thousand four hundred and thirty-seven)

6 7,700 (seven thousand seven hundred)

7 50,000 (fifty thousand)

8 120,000 (a hundred and twenty thousand)

9 40,000,000 (forty million)

10 2,600,000 (two million six hundred thousand)

EXTRA PRACTICE Use the **9C Vocabulary** photocopiable activity.

d  In this video Sts are going to hear six general knowledge quiz questions that have numbers as answers. When they have seen all six questions, Sts can confer.

Put Sts in teams (pairs or small groups) and tell them to write down their answers individually as they watch. Highlight that the idea is for them to guess the answer – they are not expected to know it!

Play the video and pause it after the six questions at 01:26, as indicated on the screen.

Give Sts time to compare and discuss their answers, and decide on an answer.

When time is up, play the video again from the beginning, pausing after each question to elicit answers from the teams. Write their guesses on the board, but don't tell them if they are right or not.

Then play the rest of the video for Sts to check the answers. The team whose answer is closest to the real answer gets a point. At the end, find out which team was the winner.



1 How many different sports were there in the twenty twenty-four Olympic Games?

2 How many politicians are there in the British parliament?

3 How far is it in kilometres from New York to San Francisco?

4 How high in metres is Mount Qomolangma (Everest)?

5 How many different kinds of birds are there in the world?

6 How many people in the world speak Spanish as their first language?

1 thirty-two

2 six hundred and fifty

3 about four thousand five hundred

4 eight thousand eight hundred and forty-nine metres

5 about ten thousand

6 about four hundred and eighty-three million

VIDEO See p.20–1 for a list of suggestions for different ways to exploit videos in the classroom.

EXTRA CHALLENGE Get Sts to write out the numbers in words as well, and then elicit both versions of the numbers onto the board.

2 LISTENING understanding instructions, focusing on reasons

a  **9.13** Focus on the task. Tell Sts that they are going to listen to another quiz show called *Quiz Night*, and give them a few minutes to read questions 1–4. Make sure all the questions are clear – check, for example, that Sts know *How long* (= How much time), *contestant*, *to win*, and *to lose*.

Play the audio twice.

Get Sts to compare with a partner, and then check answers.

ANSWERS

1 Ten seconds

2 **a** £100 **b** £200 **c** £400 **d** £12,800

3 All the money

4 Phone a friend

9.13

(script in Student Book on p.130)

P = presenter, E = Eddie

P Good evening. Welcome to *Quiz Night*. Tonight's show comes from Manchester. And our first contestant is Eddie from Manchester. Hi, Eddie. Are you nervous?

E No, not really. I think I'm, er, well prepared.

P Well, let's hope so. The rules are the same as always. I'm going to read you some sentences, and you have ten seconds to say if the sentence is true or false. If you get the first answer right, you win one hundred pounds. Then for each correct answer, you double your money, so if you get the second answer right, you win two hundred pounds, and for the third correct answer, you win four hundred pounds. For eight correct answers, you win twelve thousand eight hundred pounds. But if you get an answer wrong, you lose all the money. Remember, you can also phone a friend, so if you're not sure about one of the answers, you can phone your friend to help you. Is that OK, Eddie?

E Yeah, OK.

b Focus on the pictures and elicit *wolf*, *lion*, *elephant*, *panda*, *Stonehenge*, and *the Pyramids*. Write the new words on the board, and model and drill pronunciation.

Focus on sentences 1–8 in *Quiz Night*. Elicit / Teach that the sentences are comparing two things, e.g. the first one

is comparing a wolf and a lion, using the adjective *loud*. Highlight that the *-er* ending means *more*.

Get Sts to read the sentences in pairs and decide whether they are true or false. Don't check answers yet.

- c **9.14** Tell Sts they are now going to hear Eddie doing the quiz. They should listen and check their answers to **b**. Play the audio and get Sts to check their answers in pairs. Check answers.

ANSWERS

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

9.14

(script in Student Book on p.130)

P = presenter, E = Eddie, M = Mia

- P** OK, Eddie, first question for one hundred pounds. A wolf can make a louder noise than a lion. True or false?
E A wolf can make a louder noise than a lion. Er, false, I'd say.
P Correct. Wolves make a sound of approximately ninety decibels when they howl, whereas a lion's roar is about one hundred and fourteen decibels. Now, for two hundred pounds, Stonehenge, the stone circle in the south-west of England, is older than the Pyramids of Giza in Egypt. True or false?
E Er, I think it's true.
P Correct. It's true. The construction of Stonehenge began about five thousand years ago, but the construction of the pyramids actually began about four hundred and fifty years later. Next, for four hundred pounds, the island of Cuba is bigger than the island of Iceland.
E I think it's true. Cuba is much bigger than people think. So yes, it's true.
P Correct, though it's not by much. Cuba is about one hundred and nine thousand square metres and Iceland is one hundred and three thousand square metres. Next, for eight hundred pounds, Ireland is wetter than Brazil. True or false?
E Ireland is wetter than Brazil. Er, false. I know it rains a lot in Ireland, but Brazil has rainforests, so I'm sure it rains more there.
P Correct. The average rainfall in Brazil is one thousand seven hundred and sixty-one millimetres a year, and in Ireland it's only one thousand one hundred and eighteen. Well, I say only, but it's still quite a lot! Well done, Eddie, that's four correct answers so far. Next, for one thousand six hundred pounds, a baby elephant is heavier than an adult panda. True or false?
E Er, true. No, er, false. Er, I'm not sure.
P Do you want to phone a friend?
E No, I think it's true. I know baby pandas are tiny, and maybe even full-grown ones aren't as heavy as we might think. I'm saying it's true.
P Correct. A newborn baby elephant can weigh as much as one hundred and twenty kilograms, but an adult panda never weighs more than one hundred and thirteen kilograms. OK, for three thousand two hundred pounds, life in New York is more expensive than life in Paris.
E Er, true. I'm pretty sure New York is more expensive.
P Correct. New York is usually in the top five in the list of expensive cities to live in, along with Zurich and Singapore. Paris is still expensive of course, but it's a lot cheaper than New York at the moment. OK, Eddie, now question seven, for six thousand four hundred pounds – the mountain K-two is more difficult to climb than Mount Kilimanjaro. True or false?
E Er, I think that's true. I know K-two is incredibly dangerous.
P Well done, Eddie. Twenty-five per cent of the people who climb K-two die, usually on the way down, but fewer than 1% of the people who climb Kilimanjaro die. And finally, the last question. Be very careful, Eddie. If you get it right, you win twelve thousand eight hundred pounds, but if you get it wrong, you get nothing. Are you ready?

- E** Yes, ready.
P OK, for twelve thousand eight hundred pounds, white chocolate is better for you than milk chocolate.
E Er...er...
P I need your answer, Eddie.
E I think it's true, but I'm not sure. I want to phone a friend.
P Right, Eddie. So, who do you want to call?
E Er, my dad, Brian.
P OK, then. Hello, is that Brian?
M No, it's Mia.
P Er, I'm phoning from *Quiz Night*. Is Brian there?
M Dad's not here. I'm Eddie's sister. I can help.
P OK, Mia, Eddie needs some help. You have thirty seconds, Eddie. Here she is.
E OK...Hi, Mia, listen...
M Hi, Eddie.
E It's the last question in the quiz. 'White chocolate is better for you than milk chocolate'. I think it's true.
M Er, OK, I'm sure there's more sugar in white chocolate. I think it's false.
E Um, I don't think so. I think white chocolate is healthier.
M I'm right on this one, Eddie.
E OK, um, really difficult, I can't decide.
P Time's up, I'm afraid. OK, Eddie. So, true or false?
E Er, oh, I don't know, I don't think she's right. I'm going to say true.
P Final answer?
E Final answer. True.
P I'm sorry, Eddie, it's false. In one hundred grams of white chocolate, there is fifty-nine grams of sugar, in milk chocolate it's fifty-two grams. Eddie, you had six thousand four hundred pounds, but now you go home with...nothing.

Find out if any pairs got all the answers correct. Now ask how much money Eddie wins.

ANSWER

He doesn't win any money.

- d** Tell Sts to listen again and write down why the answers are true or false. They must also write the important numbers they hear in the answers.
 Play the audio, pausing after each answer to give Sts time to write. Play the audio again if necessary.
 Check answers.

ANSWERS

- 1 F – Wolves make a sound of approximately **90** decibels when they howl, whereas a lion's roar is about **114** decibels.
- 2 T – The construction of Stonehenge began about **5,000** years ago, but the construction of the pyramids actually began about **450** years later.
- 3 T – Cuba is about **109,000** sqm and Iceland is **103,000** sqm.
- 4 F – The average rainfall in Brazil is **1,761** mm a year, and in Ireland it's only **1,118** mm.
- 5 T – A newborn baby elephant can weigh as much as **120** kg, but an adult panda never weighs more than **113** kg.
- 6 T – New York is usually in the top **5** in the list of expensive cities to live in.
- 7 T – **25%** of the people who try to climb K2 die, but fewer than **1%** of the people who try to climb Kilimanjaro die.
- 8 F – There is **59** g of sugar in **100** g of white chocolate and **52** g in milk chocolate.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the scripts on p.130, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

3 GRAMMAR & PRONUNCIATION

comparative adjectives, /ə/, sentence stress

- a** Focus on the instructions. Give Sts time to answer the questions in pairs.
Check answers.

ANSWERS

1 -er 2 Because you double the final *g*. 3 Change *y* to *i* and add -er. 4 more 5 better 6 than

- b** Tell Sts to go to **Grammar Bank 9C** on p.148.

Grammar notes

There are clear rules governing the formation of comparative adjectives.

In one-syllable adjectives, a final -w after a vowel doesn't count as a consonant, and is not doubled, e.g. *new*, *newer*. Depending on your Sts' L1, they may try to use *that* instead of *than* after comparative adjectives.

Focus on the example sentences and play audio 9.15 for Sts to listen and repeat. Then go through the rules with the class.

Now focus on the exercises for **9C** on p.149. Sts do the exercises individually or in pairs.

Check answers. Get Sts to spell the -er adjectives in **a** and write them on the board. In **b**, get them to read the full sentences.

ANSWERS

- a** 1 higher 2 dirtier 3 more important 4 later 5 lower
6 more bored 7 wetter 8 more modern 9 more comfortable 10 happier
b 1 cheaper, than 2 easier, than 3 more tired, than
4 busier than 5 better than 6 more interesting than
7 further, than 8 shorter than 9 worse than
10 more difficult than

Tell Sts to go back to the main lesson **9C**.

EXTRA PRACTICE OPTION Use the **9C Grammar** photocopiable activity.

- c** 9.16 Focus on the sentence from the quiz. Play the audio once for Sts to hear how -er and than are pronounced, and then check answers. Tell Sts that the final -er is never stressed, e.g. *safer* NOT *safer*.

ANSWERS

The final -er is always pronounced /ə/.
than is pronounced /ðən/.

9.16

See sentence in Student Book on p.77

- d** 9.17 Tell Sts they are going to hear six comparative sentences and they must write them down.
Play the audio, pausing after each sentence to give Sts time to write.
Check answers by eliciting the sentences onto the board.

9.17

- Carrots are sweeter than tomatoes.
- Air travel is safer than train travel.
- London is wetter than Milan.
- A horse is heavier than a car.
- Oranges are healthier than strawberries.
- Istanbul is further north than New York.

- e** Play the audio again, pausing after each sentence for Sts to repeat. Highlight that *is* / *are* and *than* are not stressed.
Play the audio again, pausing after each sentence, and elicit whether the sentence is true or not.

ANSWERS

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

4 SPEAKING

Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Quiz Night, A** on p.108, **B** on p.113.

Go through the instructions with them carefully. They are going to play a slightly simplified version of the game.

Then give Sts time to complete their sentences with comparative adjectives. Before they start, you could quickly check they have the correct comparative forms.

ANSWERS

Student A	Student B
1 smaller	1 older
2 colder	2 smaller
3 older	3 higher
4 shorter	4 bigger
5 more expensive	5 more popular
6 drier	6 larger
7 further	7 warmer
8 hotter	8 busier

Write the amounts of money that they win on the board, e.g. 1 = 100 (pounds or a currency that your Sts are familiar with), 2 = 200, 3 = 400, etc. (up to 12,800), and check Sts can say the numbers correctly. Explain that if you get, for example, question 4 wrong, you continue playing, but you lose the money you had and the prize starts again from 100 pounds.

Sit **A** and **B** face-to-face if possible. **A** reads their sentences to **B**. Monitor and help Sts to get the rhythm right when they read their quiz sentences.

B then reads **A** their sentences.

EXTRA SUPPORT You could do the above activity in groups of four instead of pairs. Divide the class into groups of four and have two **As** and two **Bs** in each group. They prepare their quiz sentences together, and take turns to read them to the other pair.

EXTRA CHALLENGE Encourage **A** to 'play the role' of the presenter. Give Sts a few minutes to look at the script on Student Book p.130 and make a note of any useful language (e.g. *Good evening*).

When both Sts have played the game, get feedback to see who won the most money.

Tell Sts to go back to the main lesson **9C**.

5 READING reading and remembering information

- a** Tell Sts they are now going to read an article about pub quizzes in the UK. Make sure they understand the questions and that they only read the first part. Before they start, you might want to elicit / explain the meaning of *general knowledge*.
Get Sts to compare with a partner, and then check answers.

ANSWERS

- 1 In the 1970s
- 2 More than 20,000
- 3 About 5 or 6
- 4 From 50p to £5 per person
- 5 Nights which aren't usually busy, like Mondays or Tuesdays
- 6 At least 300,000

- b** Focus on the instructions and elicit the meaning of *tips*.
Now focus on A–G and make sure Sts understand them.
Tell Sts to read the tips and complete the gaps with A–G.
Point out that the first one (D) has been done for them.
Check answers.

ANSWERS

2 A 3 C 4 F 5 G 6 E 7 B

Deal with any other new vocabulary. Model and drill the pronunciation of any tricky words.

- c** Put Sts in pairs and get them to discuss the six questions.
You could demonstrate the activity by answering a few questions yourself.
Get some feedback from various pairs.

Practical English going out for dinner
Vocabulary understanding a menu

Lesson plan

In this lesson Sts learn some common vocabulary to help them understand menus and they practise ordering food and drink in a restaurant.

In this episode of *Pictures of you*, Izzy explains to Ben why she left Tensquare School and how she feels about her decision. After going for dinner, Izzy shows Ben some of her photos and tells him that she has applied for a job as photo editor for an online magazine.

Video material

Pictures of you Episode 5

More materials

For teachers

Oxford English Hub

Quick Test 9

File 9 Test

For students

Workbook Practical English 5
Can you remember...? 1–9

THE STORY SO FAR (books closed)

▶ Play the first part of the video – the recap of episode 4 (*Previously*) to remind Sts what happened in the previous episode of *Pictures of you* and ask them some questions about it. You could elicit some of the language Sts learned for asking for directions.

1 IZZY EXPLAINS EVERYTHING

a ▶ Books open. In this section, *Izzy explains everything*, Sts will see Ben and Izzy meeting in the park, and Izzy explains why she left Tensquare School.

Focus on the lesson aims and the title of the lesson, *On Primrose Hill*. Explain that Primrose Hill is a famous hill and park situated in the borough of Camden in north London, near Regent's Park. From the top of the hill there are spectacular views of London.

Focus on the question and the three options. This is a simple, first watch task which Sts can do while enjoying the video and interpreting both dialogue and body language.

Play the video for Sts to watch and choose the correct answer.

Check the answer.

ANSWER

b



I = Izzy, B = Ben

I Sorry I'm late.

B No problem. Are you OK?

I Yeah, I'm fine. Congratulations, Ben. Your show was great. I'm sorry I left like that.

B That's OK.

I No, it's not OK. I don't know why I did that.

B Don't worry. I understand. Andre isn't easy sometimes. Is that why you left the school?

I I didn't really like him as a teacher, but no. Andre wasn't the problem.

B What was the problem?

I I love taking photos, but...when I was at the school, I stopped loving it. I thought it was what I wanted to do, but it wasn't.

B That's too bad.

I Yeah...but it was a good decision. I love photography again. And now I'm in the 'real world'.

B And how is it? The real world?

I I like it. I think I like it. Let's go. Where's the restaurant?

B It's this way. Can I see some of your photos now, please?

I Oh, I don't take many photos these days.

B Yes, you do. You take photos all the time.

I Do I? Do I take photos all the time? Mm? Mm? Smile, please...

b Give Sts time to read the three questions and options.

Play the video again.

Give Sts time to choose the correct options, and then get them to compare with a partner.

Check answers.

ANSWERS

1 c 2 b 3 c

EXTRA SUPPORT If there's time, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

2 GOING OUT FOR DINNER

a Focus on the menu and get Sts to complete the three gaps. Check answers, and model and drill the pronunciation of the words. Focus especially on the stress in *desserts* /dɪ'zɜ:tɪz/ (you could point out that if they stress it on the first syllable, it will sound like *deserts*).

ANSWERS

1 Starters 2 Main courses 3 Desserts

b 9.18 Tell Sts to look at the highlighted words on the menu and, in pairs, to try and guess their meaning.

Check answers, either explaining in English, translating into Sts' L1, or getting Sts to check in their dictionaries or on their phone app.

ANSWERS

courses /kɔ:sɪz/ = the separate parts of a meal

soup /su:p/ = liquid food that you make by cooking things like vegetables or meat in water

grilled /grɪld/ = cooked on metal bars under or over heat

home-made /,həʊm 'meɪd/ = made in your house, not bought in a shop or made in a factory

sauce /sɔ:s/ = a thick liquid that you eat on or with other food
fresh /freʃ/ = made or picked not long ago, and not frozen
gluten-free /glu:tɪn 'fri:/ = not containing gluten (= a sticky substance found in some grains, especially wheat)
service charge /'sɜ:vɪs tʃɑ:dʒ/ = an amount of money that is added to the bill, as an extra charge for the restaurant staff

9.18

See highlighted words in Student Book on p.78

Now play the audio for Sts to listen and repeat the words.

- c Get Sts to cover the menu or close their books. Write on the board *starters, main courses, desserts*. In pairs, see if Sts can remember the two starters, three main courses, and three desserts.

Get feedback, asking the class to say what was on the menu.

EXTRA SUPPORT You could simply elicit the dishes from the whole class.

- d In this part of the video, *Going out for dinner*, Sts will see Ben and Izzy arriving at the restaurant, and going in for dinner.

Focus on the photo and ask *Where are Ben and Izzy?* (At a restaurant), *What are they doing?* (They're ordering their food), *Who is the other person?* (She's the waiter).

Focus on the instructions and tell Sts to look at the menu on p.78 as they listen. They should tick the dishes Ben and Izzy order.

Play the video for Sts to watch and tick the items on the menu.

Get Sts to compare with a partner, and then check answers. Ask *What's Izzy having for a starter?*, etc.

ANSWERS

Ben: soup; mushroom ravioli

Izzy: mozzarella salad; chicken



B = Ben, W = waiter, I = Izzy

B Hello, we have a reservation. The name is Ben Fischer.

W Yes, here we are. A table for two?

B Yes, that's right.

W OK, come this way.

W Are you ready to order?

B Yes, I'll have the soup and the mushroom ravioli, please.

I I'd like the mozzarella salad and then the chicken, please.

B What would you like to drink?

I Just water for me.

B A bottle of mineral water, please.

W Still or sparkling?

B Is sparkling OK?

I Yes, sparkling.

W Perfect.

B Thank you.

I Thank you.

W How was your food?

B It was great, thanks.

I Really delicious.

W Would you like a dessert?

B No, thank you. Could we have the bill, please?

W Of course.

B Thank you.

- e Now focus on the conversation in the chart. Elicit that the **You hear** phrases are said by the waiter, and **You say** is

what the customer says, here Ben and Izzy. These phrases will be useful for Sts if they need to order food in English in a restaurant.

Give Sts a minute to read through the conversation and think what the missing words might be. Then play the video again, and get Sts to complete the gaps.

Get Sts to compare with a partner, and then check answers.

ANSWERS

1 table 2 way 3 order 4 drink 5 Still 6 food 7 dessert

Go through the conversation line by line with Sts, helping them with any words or expressions they don't understand.

Make sure Sts understand the two kinds of mineral water, *still* (= no gas) and *sparkling* (= with gas).

- f In this part of the video, *You say* phrases. Tell Sts they're going to hear the conversation again. They should repeat the phrases when the video pauses. Highlight the different ways of ordering food here:

1 *I'll have the soup and the mushroom ravioli, please.* Point out that *I'll* is the contracted form of *I will* which is the future tense (fully taught in the Pre-intermediate level).

2 *I'd like (= I would like) the mozzarella salad and then the chicken, please.*

Highlight that it's also very common to use *Can* (or *Could*) *I have...?* to order in a restaurant. (Ben uses *Could we have...?* to ask for the bill).

3 *The chicken for me, please.*

Play the video. Encourage them to copy the rhythm and intonation, but Sts shouldn't try to copy Ben's American accent. When Ben pronounces *water* as /'wɔ:ðər/, Sts should use the British English pronunciation of *water* /'wɔ:tə/.



Same as previous video with repeat pauses

Put Sts in groups of three **A, B,** and **C.** **A** is the waiter, and **B** and **C** are Ben and Izzy. Get them to read the conversation aloud and then swap roles.

- g Sts now role-play the conversation. **A** is the waiter. **B** and **C** are customers. Tell **A** to give **B** and **C** one of their books, open on p.78, to use as a menu.

If there's time, get Sts to swap roles. Monitor and help.

When Sts have finished, get feedback to find out what Sts ordered.

EXTRA IDEA Print a menu for Sts to use in the role-play.

3 IZZY HAS SOME NEWS

- a In this part of the video, *Izzy has some news*, Sts will see Izzy and Ben sitting on a bench on Primrose Hill, talking about Izzy's future.

Give Sts time to read the three questions, and make sure they understand them.

Play the video for Sts to watch.

Give Sts time to answer the questions. Play it again if necessary.

Get Sts to compare with a partner, and then check answers.

ANSWERS

- 1 She sent an application for a job (as a photo editor) and got an interview.
- 2 He is very happy. Ben thinks Izzy can do the job well.
- 3 They kiss.



B = Ben, I = Izzy

B It's a beautiful evening.

I Yes, it is. I love it here. I came here a lot with my dad when I was a child.

B Did you live near here?

I Not far. We lived in Camden Town.

B Oh, nice.

I So...do you really want to see my photos now?

B Yes, I do.

I Here. Go ahead. This is my portfolio.

B Wow, these are...really professional. Amazing, Izzy!

I Thanks...You know, there's this job I really want...well, I think I want it...

B What job?

I I want to be a photo editor. I...sent in an application and I got an interview.

B Wow, that's great!

I But...I don't know.

B You don't know, what?

I Well...I've never worked in a job like that before. I'm not sure I'm ready for it.

B Izzy. Your photos are awesome! I think the magazine would be lucky to have you.

I Do you think so?

B Yeah! Of course!

I I think so, too. You can say more nice things about my photos now.

B Ah, yes, ma'am. Ah, wow, look at this one. Now that is amazing! And that one? Incredible! That, now that is just wonderful. Perfection, perfection.

I Thank you, Ben.

- b** Focus on the two questions and make sure Sts understand that they have to try and remember what Izzy and Ben say about the bullet pointed topics.

Put Sts in pairs and get them to say what they can remember about the video *Izzy has some news*.

Play the video again.

Give Sts time to answer the questions, and then get them to compare with their partner.

Check answers.

ANSWERS

What does Izzy say about...?

the park: When she was a child, she came here a lot with her dad. They lived quite near in Camden Town.

the job she wants: Photo editor. She sent an application and got an interview. She isn't sure she's ready for it.

What does Ben say about...?

Izzy's photos: He really likes them ('they're really professional, amazing, awesome')

the job Izzy wants: He thinks she is perfect for the job.

EXTRA SUPPORT If there's time, you could get Sts to watch again with subtitles, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

4 SOCIAL ENGLISH

- a** Focus on the phrases in the chart and go through them with the class.
- Now give Sts time to match a phrase in **A** with a response in **B**. They can do this individually or in pairs.
- b** Play the video for Sts to watch and check.
- Check answers. If you know your Sts' L1, you could get them to translate the phrases.

ANSWERS

1 No problem. 2 Yes, I'm fine. 3 That's OK.

4 Yes, it is. 5 Wow, that's great!

Now play the video again, pausing as necessary, for Sts to watch and repeat.

- c** Focus on the instructions and put Sts in pairs, making sure they understand what they have to do.

Monitor and help. Make sure they swap roles. If there's time, you could get Sts to close their books and respond from memory.

WHAT DO YOU THINK?

Put Sts in pairs and get them to talk about the two questions.

Elicit some feedback from the class.