

5

Edible *Teacher's notes*

Warm up

Ask the students to think about their favourite dish and explain what the ingredients are and, if possible, how to make it to the class. Extend the discussion to typical dishes from their country or countries.

Reading & Speaking (SB page 40)

1

- Go through the questions with the class and explain any unknown vocabulary. You may like to point out that *chocoholic* is a made-up word for someone who is addicted to chocolate. The form of the term *alcoholic*, someone who is addicted to alcohol, is often used to form similar words for other addictions. Students may also have come across *workaholic* to describe someone who works too hard.
- Put the students into pairs, but ask them to work individually at first to guess how they think their partner would answer the questions. Don't let them compare notes at this stage.
- When the students have decided on their answers for all their questions, let them discuss them with their partners to see if they guessed correctly. In a class feedback session, find out who the chocoholics of the class are.

2  2.01

- Go through the statements with the class and ask the students to decide whether they think they are true or false. Don't confirm or deny any answers at this stage, but encourage discussion.
- Play the recording for the students to check their answers. Then, in a class feedback session, find out if they were surprised by any of these.

- 1 True
- 2 True
- 3 True
- 4 True
- 5 False (A little chocolate can make a dog sick. A lot of chocolate can kill it.)
- 6 False (The Swiss consume more chocolate.)
- 7 True
- 8 False (Chocolate contains very little caffeine.)
- 9 True
- 10 True

 2.01

Number 1. A little chocolate each day is good for your health. Chocolate contains antioxidants which help to protect the body against cancer. It also contains several minerals and some protein. In fact, one bar of chocolate contains more protein than a banana, so this statement is true.

Number 2. White chocolate doesn't contain any cocoa, so this statement is true.

Number 3. Chocolate contains chemicals that produce the same reaction in the body as falling in love, so this statement is true.

Number 4. The healthy part of chocolate is the cocoa, and dark chocolate has at least 50–70% cocoa. On the other hand, a lot of commercial milk chocolate bars have hardly any cocoa in them at all, so this statement is true.

Number 5. A little chocolate can make a dog sick. A lot of chocolate can kill it, so this statement is false.

Number 6. Americans consume a lot of chocolate, but per capita, the Swiss consume more. The Swiss consume ten kilograms per person per year, so this statement is false.

Number 7 is true.

Number 8. Chocolate contains much less caffeine than coffee, so this statement is false.

Number 9 is true.

Number 10 is true. In fact, they used a lot of chocolate sauce because the scene took seven days to shoot.

Cultural notes

Psycho /ˈsaɪkəʊ/ (1960)

Psycho is one of film director Alfred Hitchcock's most famous films. It tells the story of a young woman who steals some money, and while escaping, stops at the Bates Motel, where she meets psychotic killer Norman Bates.

3

- Focus the students' attention on the example and explain or get them to identify that *chocolate* takes a singular verb (*is*) whereas *chips* takes a plural verb (*are*), and that *chocolate* is an uncountable noun, whereas *chips* can be counted.

- If the students point out that you can also count *chocolates*, focus their attention on the two photos on this page. One shows *chocolates*, the other *chocolate*. When you talk about individual chocolates, as in the items in a box of chocolates in the top photo, they can be counted. When you're talking about the substance, as in the bottom photo, *chocolate* is uncountable. The example sentence is about chocolate in general, i.e. chocolate the substance, so the noun and verb are singular.
- Point out that all the words in the box, including *chip* are singular. The students must decide whether each item is countable or not. If it is, they must use a plural form and plural verb as in *Chips are good for you*. As the students write their new statements, go round checking the everyone is using singular/plural forms appropriately. Then check their answers.
- Put the students into pairs to discuss the statements and decide which ones they agree with.

is: fish, fruit, milk, salt, sleep, sugar, travel, work
are: chips, crisps, vegetables, vitamins

Grammar (SB page 41)

Nouns and quantity expressions

1

Go through the statements with the class and ask them to complete them. Then ask them to suggest some more examples of countable and uncountable nouns.

1 Countable 2 Uncountable

Language notes

Grammar: countable nouns / uncountable nouns

- Countable nouns are the names of individual objects, people or ideas which can be counted. Countable nouns have plurals (*shop, shops*).
- Uncountable or mass nouns are the names of materials, liquids, collections without clear boundaries, which aren't seen as separate objects, e.g. *water, weather, air*. Uncountable nouns don't have plurals (~~*weathers*~~).

2

- If the issue of *chocolate* being both countable and uncountable didn't come up in the previous section, explain when it can be countable and when uncountable, using the pictures on this page and on the previous one. Explain that even in a bar, chocolate is still a substance rather than an individual item and that if you wanted to count it, you would have to say *two bars of chocolate* or *two chocolate bars*, rather than *two chocolates*.
- Ask the students to look at the other items in the box and decide which of those can sometimes be countable and sometimes uncountable.

Uncountable + occasionally countable: beers, cakes, coffees, salads, whiskies, yoghurts

Language note

Grammar: nouns that are both countable and uncountable

Certain food items can be both countable and uncountable with a difference of meaning, e.g. *beer, cake, cereal, cheese, chicken, chocolate, coffee, fish, meat, whisky, yoghurt*. In some cases this is because you can divide the item and eat it in pieces. This includes *cake, lettuce* and *cucumber*. In other cases it is a shorter way of making a sentence, particularly when referring to liquids. For example *Two whiskies / Two beers / Two coffees* (instead of *Two glasses of whisky, two glasses of beer, two cups of coffee*).

3

- Focus the students' attention on the information in the margin on quantity expressions. Point out that some of the expressions can be used with both countable and uncountable nouns, but that some are specific to one or the other.
- Read the example question with the class and point out, or get the students identify, that you use *How many?* in questions with countable nouns and *How much?* in questions with uncountable nouns.
- Ask the students to work individually to complete the remaining questions. Tell them not to worry about the answers just yet.
- Check that everyone has formed the questions correctly before looking at the example again with the class and pointing out that *a little* cannot be the answer to the first question because *friends* is countable and *a little* can only be used with uncountable nouns. Ask the students to choose the answers which are not possible for the remaining questions.
- After checking their answers, ask the students to underline the answers that are true for them. Then ask them to work in pairs and take turns asking and answering the questions.

a) many; ~~A little~~ d) many; ~~Too much~~
 b) much; ~~A lot of~~ e) much; ~~Not many~~
 c) many; ~~So much~~ f) much; ~~Lots of~~

Language notes

Grammar: How much/many ...?

When enquiring about the quantity of chocolate remaining in the bar on page 41, the question would probably be *How much chocolate is there?* The chocolate in the bar can't be counted. The same question for the individual chocolates from a box would be *How many chocolates are there?* because the chocolates can be counted.

Vocabulary: quantity expressions

- You can use *some* with plural countable nouns: *some restaurants*. Other words commonly used with, or referring to, countable nouns are: *none*, (*not*) *any*, (*a*) *few*, *several*, *many*, *a lot*, *lots*, *plenty*.
- You can use *some* with uncountable nouns: *some water*. Other words commonly used with, or referring to, uncountable nouns are: *none*, (*not*) *any*, (*a*) *little*, *a bit*, *much*, *a lot*, *lots*, *plenty*.

Vocabulary: little

Generally speaking, if a student makes a mistake with a quantity expression, they'll still be understood. If, for example, one of your students says *Bill Gates has many money*, although the sentence is grammatically incorrect, the meaning is clear. The word *little* presents a bigger problem: if used with a countable noun, *little* refers to the size of the noun; if used with an uncountable noun, it refers to the quantity. This can produce problems with meaning. It's therefore important that the teacher is aware that sentences like *There were little people at the party* are probably grammatically rather than politically incorrect, the desired sentence being *There were few people at the party*, or, more naturally *There weren't many people at the party*.

Vocabulary: not enough / too much/many

- not enough* suggests you have less than you need of something.
I don't have enough petrol = I need more petrol.
It can be used with both countable and uncountable nouns.
- too much/many* suggests you have more than you need of something.
I have too much homework = I want less homework.
I have too many things to do today = I want fewer things to do today.
When used with uncountable nouns, you use *too much*. With countable nouns you use *too many*.

4 Grammar Extra 5

Ask the students to turn to *Grammar Extra 5* on page 134 of the Student's Book. Here they'll find an explanation of the grammar they've been studying and further exercises to practise it.

1

- | | |
|--------------------|-------------------|
| a) – advice U | m) an orange C |
| b) an aubergine C | n) – progress U |
| c) – baggage U | o) – rice U |
| d) – furniture U | p) – spaghetti U |
| e) – hair U | q) a suggestion C |
| f) – homework U | r) – traffic U |
| g) – information U | s) – travel U |
| h) – jeans P | t) – trousers P |
| i) – justice | u) – underpants P |
| j) – knowledge U | v) a user C |
| k) – luck U | w) – veal U |
| l) – machinery U | x) – weather U |

3

- a) watch b) jacket c) comb d) fridge
e) idea f) house g) book h) interview

4

beer, coffee, Coke, tea, whisky, yoghurt

5

- a) ~~some~~ b) ~~a few~~ c) ~~A little~~ d) ~~much~~
e) ~~so much~~ f) ~~some~~ g) ~~any~~ h) ~~some~~

Vocabulary (SB page 41)

1

- Focus the students' attention back on the chocolate photos. Remind them that individual chocolates are countable but that liquid chocolate, or chocolate in a block, is uncountable. Then point out the example in this exercise and explain that there is a way to count uncountable things and that is to use expressions like *a bar of* or *two bottles of*. Point out that the photo on the right could be described simply as *chocolate* or as *a bar of chocolate*.
- Ask the students to try to match the remaining collocations.

1 and 2

- a) 2: a bar of chocolate / soap
b) 6: a bowl of fruit / sugar (+ cereal / grapes / rice / soup / spaghetti)
c) 5: a box of chocolates / matches (+ cereal / tissues / tools)
d) 1: a bunch of bananas / flowers (+ grapes / keys)
e) 4: a jar of honey / instant coffee (+ marmalade / raspberry jam)
f) 3: a packet of cigarettes / crisps (+ biscuits / cereal / rice / seeds / soup / spaghetti / tea / tissues)

Language notes

Vocabulary: containers

- It's sometimes possible to 'package' an uncountable noun and make it countable, e.g. *three bottles of water*, *two pieces of steak*.
- Note that in different countries, food items can be sold in different packaging. So, for example, biscuits are often sold in boxes in the United States, whereas in the UK packets of biscuits are more common.
- Other common UK household containers are:
carton (of milk, orange juice)
can (of cola, beer)
tube (of toothpaste, cheese spread)
tin (of tuna, tomatoes)

2

- Pairwork. Ask the students to work together to add the words to the correct lists to make more collocations
- Check answers with the class before asking the students to discuss their own consumption or use of the items.

See answers in Exercise 1.

Speaking (SB page 42)

1

Go through the sentence endings with the class and make sure everyone understands them. Then ask the students to work individually and in silence to add names to the sentences.

2

- Focus the students' attention on the example question. With weaker classes, ask the students to form all the questions they'll need to ask to check their ideas. If your classroom layout allows, ask the students to mingle and ask questions of the people whose names they put in their sentences to see if they guessed correctly.
- In a class feedback session, find out what information about eating habits and preferences they found out about.

Vocabulary & Pronunciation

(SB page 42)

1

- Focus the students' attention on the photo. Ask them to identify as many items of food in it as they can. As they call out words, write them in a spidergram on the board. Put the word *food* in the centre with lines out to *fruit*, *vegetables*, *meat* and *dairy products*. As students identify items in the photo, ask them to say which category they should go in.
- When you've exhausted the possibilities of the photo, allow them to add any other food words they know.

2  2.02

- Students discuss the various food items listed and decide what the colours represent. Ask them to check any words they don't know in their dictionaries. Point out that peppers, tomatoes, olives and aubergines are technically fruit but are generally thought of as vegetables.
- Play the recording and ask the students to listen and repeat the words. Play it a second time for them to mark the stressed syllables. Then ask them what is different about the last word in each row.

red = meat
purple = fish and seafood
orange = fruit
green = vegetables

- a) veal cod limes trout beans tuna
b) leeks plums hake figs prawns peaches
c) turkey olives mussels melons
mushrooms sardines
d) garlic cherries lobster onions
grapefruits courgettes
e) peppers bacon salmon spinach
mangos cauliflower
f) sausages lettuces cabbages oranges
radishes potatoes
g) aubergines strawberries cucumbers
celery raspberries tomatoes

The last word has a different stress pattern.

 2.02

- a) *veal cod limes trout beans tuna*
b) *leeks plums hake figs prawns peaches*
c) *turkey olives mussels melons*
mushrooms sardines
d) *garlic cherries lobster onions*
grapefruits courgettes
e) *peppers bacon salmon spinach*
mangoes cauliflower
f) *sausages lettuce cabbages oranges*
radishes potatoes
g) *aubergines strawberries cucumbers*
celery raspberries tomatoes

3

- Go through the items in the box and point out the pronunciation of *draught*. Read the example to the class and explain that all the words in the box are contrasts with the words in the questions.
- Ask the students to complete the questions.
- Check answers before getting the students to take turns asking and answering the questions to find out each other's food preferences. Ask if any pairs had exactly the same preferences.

- a) cooked b) heavy c) white d) frozen
e) weak f) mild g) draught h) sweet

Listening (SB page 43)

Warm up

Tell the class about the most unusual thing you have ever eaten. Describe the texture and the taste and say whether you enjoyed it and whether you would eat it again. Ask if anyone else has eaten this thing and whether anyone would consider eating it.

1

- Focus the students' attention on the photos and ask if anyone has ever eaten any of these things. If they have, get them to tell the class about it and to describe the taste and the texture.
- Then ask the students to say what they think each thing would taste like. You could draw their attention to the list of words in Exercise 2 if they need help with words to describe taste and texture.

Cultural note

A Mars Bar is a popular chocolate bar in the UK. In some places, particularly in fish and chip shops in Scotland, it's possible to buy them deep-fried, that is dipped in batter (a mixture of milk, flour and eggs) and fried in a pan of oil.

2 2.03

- Tell the students that they're going to hear someone who's eaten all these things describing the taste. First, draw their attention to the columns, which explain how the items were cooked and that describe the taste and texture of these things. Explain any new words.
- Play the recording for the students to match the dishes with the descriptions. Play it again if necessary. Then check answers with the class.

a) 5 b) 4 c) 2 d) 1 e) 6 f) 3

2.03 (I = Interviewer; M = Mark)

- I: Mark, you've tasted some of the more unusual dishes from around the world. Can you tell us about them and what they taste like?
- M: Yes, well, I've just come back from China where I ate cobra for the first time.
- I: Cobra? I imagine it tastes fishy.
- M: No, not at all. In fact tastes meaty, like chicken. It was a little tough and chewy, but delicious.
- I: Really? I find that hard to imagine.
- M: And before that I was in Thailand. I ate lots of fried grasshoppers there. They're really crisp and tasty.
- I: Hm. I'm not sure I'd like to eat insects.
- M: Well, that's because you're not used to them. In many parts of the world insects are a good source of protein and minerals. Last time I was in Indonesia, I had a feast of insects. In fact, for one meal, the main course was roasted cockroaches.
- I: What did that taste like?
- M: Well, they're crunchy on the outside, and on the inside there's a rich liquid which tastes quite sweet and fruity.
- I: What other insects have you eaten?

M: While I was in Africa, I ate caterpillars. They boil them and dry them in the sun, so they taste a bit dry and bland. But they're really good for you.

I: Oh.

M: One of my favourite insects to eat is ants. Did you know that in Colombia, some cinemas serve roasted, chocolate-covered ants instead of popcorn?

I: Really? What are they like?

M: Sweet and crisp – like popcorn.

I: Oh.

M: What about you? Have you ever eaten anything unusual?

I: Well, I'm not as adventurous as you, and I haven't travelled much. But the strangest, and, I must say, the most revolting thing I've ever eaten was in Scotland recently. It was deep-fried Mars Bar.

M: What? You mean, like fish and chips – Mars bar and chips.

I: That's right. Greasy and horribly sweet. Disgusting!

Extra activities

- Put the students into groups. One student thinks of a type of food and the others have to ask yes/no questions to find out what it is. For example, *Is it sweet? Do you fry it?* Students have a maximum of ten questions to find out what the food is. If they succeed, they get a point. If not, the person who chose the food gets a point.
- Ask the students to think of the most disgusting food combinations they possibly can. For example, chocolate-covered oysters in a spicy custard sauce. The class then vote on the most disgusting dish.

3

Put the students into pairs to discuss the questions. Ask them to report back to the class on what they found out.

Vocabulary & Speaking (SB page 43)

1

Remind the students of the words for ways of cooking food that they met in the previous section. Then go through the taste and texture words in the table, making sure that students can tell the difference. Texture has to do with the way something feels or looks, taste is simply how the tongue perceives it. Ask them to complete the table with taste and texture words from the previous section.

Ways of cooking food: boil, grill, bake, fry (deep-fry), roast

Ways of describing taste: bitter, salty, spicy, bland, sweet, fruity, disgusting, tasty, meaty, delicious

Ways of describing texture: creamy, dry, crunchy, greasy, crisp, tough, chewy

2

Pairwork. Go through the example sentences with the class, then ask students in pairs to take turns to describe one of the food items or guess what's being described.

3

Pairwork. Students take turns to describe their best and worst meals. Encourage them to report back to the class on what they found out.

Reading (SB page 44)

1

Ask the students if they know who Emma Bunton is. (See note below.) Ask them to skim the text quickly to find out the answers to the two questions. Then ask them to read the article more carefully. Point out that this is an interview and she uses quite a lot of slang. However, much of this is explained in the glossary.

Favourite food: the classics – shepherd's pie, roast dinners, spaghetti bolognese
Food she didn't like: peas

Cultural notes

Emma Bunton /emə 'bʌntən/ (born 1976)

Emma Bunton is an English pop singer, songwriter and actor. She is also a member of the 1990s girl group the Spice Girls in which, as the youngest, she was known as Baby Spice.

Shepherd's pie /ʃepədz paɪ/

A dish of minced lamb covered with mashed potato and topped with melted cheese. The same dish but made with minced beef is called a 'Cottage pie'.

Roast dinners

Roast dinners are the traditional meals that British people eat on Sundays. They consist of roast meat (beef, lamb, chicken or pork), potatoes and vegetables. Yorkshire pudding (which is made from flour, milk and eggs) is also traditionally served with roast beef. The meal is popular throughout Britain and Ireland, and also in Canada and Australia.

Spaghetti bolognese /spə'geti bɒlə'neɪz/

Spaghetti bolognese is the name used in Britain to describe a pasta dish which originally came from Bologna in northern Italy. The traditional dish is served with tagliatelle rather than spaghetti, and is served with a meat sauce (ragu alla Bolognese). This sauce is made with beef, pancetta, onions, carrots, celery, tomatoes and white wine. It's cooked very slowly.

2

Students decide which of the statements are true and which false. When checking answers, encourage the students to correct the false statements.

- a) False. (Her mother would 'try' to cook well. Her father was a great cook.)
- b) True.
- c) True.
- d) True.
- e) False. (Restaurants were a treat.)
- f) True.
- g) True.
- h) False. (On Saturdays they ate from trays in front of the TV.)
- i) True.
- j) True.

3

- Go through the example with the class, then ask them to change the other sentences to the first person.
- Check answers before asking the students to change the information so that it is true for them.

Grammar (SB page 45)

used to / would

1

- Focus the students' attention on the statements on page 44 and go through the table with them. Point out that in the examples, sentence a) matches description 2 (a state in the past), and sentence b) matches description 1 (a repeated action in the past). Ask them to match the remaining sentences with the descriptions.
- Go through the information about *used to* and *would* in the margin. Draw their attention to the correct form of *used to* in a question (*Did he use to?* not ~~*Did he used to?*~~). Point out that sentence a) could be rewritten with *used to*: *Emma's mother used to be a better cook than her father.* Sentence b) could be rewritten with *used to*: *Her family used to enjoy eating new things,* or with *would*: *Her family would enjoy eating new things* (*enjoy* here is acts as an active verb). Explain that there's nothing wrong with the original sentences, but *used to* and *would* are ways of emphasizing the repeat nature of actions or states in the past. In f) *had* means *ate*, so it acts as an active verb. Also draw the students' attention to descriptions 3 and 4 where *used to* and *would* cannot be used.

- | | | | | | | |
|------|------|------|------|------|------|------|
| a) 2 | b) 1 | c) 3 | d) 4 | e) 1 | f) 1 | g) 1 |
| h) 1 | i) 1 | j) 4 | | | | |

Language notes

Grammar: *used to / would*

- You can use *used to* when you want to talk about past habits or states. It's always followed by the infinitive. It can't be used to talk about (1) something in the past which happened once, or (2) something which is still true. Compare: *We used to live in Singapore (but we don't now).*

(Past state.)

He used to smoke (but he doesn't now). (Past habit.)

We went to France last year. (Single action, so ~~We used to go to France last year.~~ is not possible.)

- The question form is *Did you use to...?* (not *Did you used to...?*)
- You can use *would* to talk about repeated actions in the past. It often suggests a nostalgic reminiscence. *I'd spend hours with my friends by the river.*
- You can't use *would* to talk about past states.
- *would* is often contracted to *'d*.
- This use of *would* is less common in the question form.

2

- Do the first two with the class as examples and then ask the students to decide which sentences can be rewritten with *used to* and which with *would*.
- Check answers before asking the students to rewrite the sentences so that they are true for them.

1 = a), b), d), e), f), g), j)
2 = a), b), f), j)

3 Pairwork

- The pairwork exercise for this unit is on pages 117 and 122 of the Student's Book. Put the students in pairs and tell them who will be Student A, and who will be Student B.
- While they're doing the exercise, go round monitoring and giving help. Take note of any errors which may need particular attention later, and also any examples of good language use, which you can praise in a feedback session.

Cultural note

Nirvana /nɪrˈvɑːnə/

American grunge band active in the late 1980s and early 1990s. In 1994, lead vocalist Kurt Cobain committed suicide, bringing the band to a premature end at the peak of its popularity.

Speaking: anecdote (SB page 45)

For more information about how to set up, monitor and repeat Anecdotes, see page xx in the Introduction.

1 2.04

- Focus the students' attention on the photos of Julio. Explain that they're going to hear him talking about his life when he was a child between the ages of five and ten. Go through the questions with the class. Explain any unknown vocabulary. Point out again the form of *used to* in questions (*Did you use to ...?*).

- Play the recording and ask the students to listen and find which two questions Julio doesn't answer.
- Ask the students to match the questions and answers. Then play the recording again for them to check their answers.

He does not answer questions e) and f).

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

2.04

There were five of us at home when I was growing up – my father, my mother, my brother, my sister and me. My mother did most of the cooking, but we all helped her. Well, sort of helped her. We each had a special job: I used to chop vegetables; my brother helped with the washing up; and my sister set the table. I used to love everything my mother cooked, except for one thing – meat. I didn't like it, and that made life difficult for my mother, because everyone else liked it. So she used to cook meat for everyone else, and a vegetarian meal for me.

Teatime was always really important in my house – I think it's because my mother is half English. We'd have tea and cakes at about four o'clock in the afternoon. My mother would invite the neighbours round, and we'd have a tea party! I used to love those times. My father would come home from work at about seven o'clock in the evening, and then we used to have our dinner in the kitchen. Then we would help to clear the table, and we'd be in bed by 8.30. The weekends were a bit different. Every Saturday, we used to go to the restaurant for dinner, and on Sundays we'd have pasta as a treat. My father is of Italian origin, so pasta was his favourite dish. My favourite dish when I was a child was rice and beans – it's a popular dish in Brazil, but nobody makes it like my mum.

2

- Give the students a minute or two to think back and decide what they're going to talk about. Then ask them to look at the questions in Exercise 1 again. Allow them to make notes of what they're going to say and how they're going to say it, but discourage them from writing a paragraph that they can simply read out. Go round, monitoring and giving help.
- Put the students in pairs and ask them to take turns to tell their partner about their life when they were a child. Encourage them to ask each other follow-up questions to get further information.
- Ask some pairs to report back to the class about what they found out.

Useful phrases (SB page 46)

1 2.05

Focus the students' attention on the illustrations, which show two different scenarios in a restaurant. Give the students time to take in what the illustrations show and to identify the differences between them. Play the recording and ask the students which picture best illustrates what they heard. Although neither of the speech bubbles shown in the pictures actually appears in the conversation, the students should be able to recognise from the speakers' intonation, if not the actual words, that the couple in the conversation are rude and unpleasant.

The conversation goes with picture a.

2.05 (Wa = Waiter; M = Man; W = Woman)

Wa: Good afternoon. Do you have a reservation?
 M: Yes. The name's Brown.
 Wa: Oh, yes. Is this table OK for you?
 M: No. We want to sit near the window.
 Wa: Yes, of course. Follow me.
 Wa: Are you ready to order yet?
 W: No. Go away and come back a bit later.
 Wa: Of course. Would you like to order some drinks?
 W: Yes. Two gin and tonics.
 W: Oy! Come here. We want to order now.
 Wa: Very good. What can I get you?
 W: Give me the lamb.
 Wa: OK. And sir?
 M: I want the grilled salmon steak.
 Wa: Would you like to see the dessert menu?
 W: No.
 M: Bring me two coffees and the bill.
 Wa: Certainly. How was your meal?
 W: Good.

Language note

Grammar: Would you like some ...?

Note that in some circumstances it's possible to ask questions using *some* (generally when the speaker is confident of an affirmative response). In the restaurant the waiter asks *Would you like to order some drinks?* (rather than *Would you like any drinks?*) as he is confident of an answer in the affirmative.

2 2.06

- Tell the students that they're now going to hear another version of the conversation. Ask them to make a note of any differences they notice.
- Play the recording and get feedback from the class.

The second version of the conversation is more polite.

2.06 (Wa = Waiter; M = Man; W = Woman)

Wa: Good afternoon. Do you have a reservation?
 M: Yes, a table for two in the name of Brown.
 Wa: Oh yes. Is this table OK for you?
 M: Do you have anything near the window?
 Wa: Yes, of course, follow me.
 Wa: Are you ready to order yet?
 W: Not quite. Could you give us a few more minutes?
 Wa: Of course. Would you like to order some drinks?
 W: Yes, two gin and tonics, please.
 W: Excuse me. We're ready to order now.
 Wa: Very good. What can I get you?
 W: I'll have the lamb, please.
 Wa: OK. And sir?
 M: I'll have the grilled salmon steak.
 Wa: Would you like to see the dessert menu?
 W: No, I'm all right, thank you.
 M: Can we have two coffees and the bill, please.
 Wa: Certainly. How was your meal?
 W: It was lovely, thank you.

3 2.07

Play the recording for the students to listen and repeat the phrases. After they've done this chorally, ask several students to repeat the phrases individually, and check that everyone is pronouncing them correctly.

2.07

- Excuse me. We're ready to order now.
- Can we have two coffees and the bill, please?
- Yes, a table for two in the name of Brown.
- Yes, two gin and tonics, please.
- I'll have the grilled salmon steak.
- Do you have anything near the window?
- No, I'm all right, thank you.
- I'll have the lamb, please.
- It was lovely, thank you.
- Not quite. Could you give us a few more minutes?

4

- Ask the students to work individually to put the phrases in the correct places in the conversation. Play recording 2.06 for them to check their answers before moving on to the next stage of the exercise.
- Put the students into pairs (or threes) and ask them to practise the conversation, taking turns to be the man, the woman and the waiter.

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

Vocabulary Extra (SB page 47)

Nouns and articles

1

- Focus the students' attention on the table and go through the examples with them. Tell the students to complete the 'noun type' column with the correct option from the box.
- Ask the students to copy the table into their notebooks. Then focus their attention on the list of nouns in the margin and the information about these words. Tell the students to complete the table using these nouns.

Noun type	Singular			Plural	
	no article	with <i>a/an</i>	with <i>the</i>	no article	with <i>the</i>
a) Countable nouns	<i>book</i> child index sheep	<i>a book</i> a child an index a sheep	<i>the book</i> the child the index the sheep	<i>books</i> children indexes sheep	<i>the books</i> the children the indexes the sheep
b) Uncountable nouns	<i>advice</i> behaviour knowledge research	xxx	<i>the advice</i> the behaviour the knowledge the research	xxx	xxx
c) Plural nouns	xxx	xxx	xxx	<i>jeans</i> clothes scissors trousers	<i>the jeans</i> the clothes the scissors the trousers

2

- Ask the students to look in their dictionary to see how it shows whether a noun is countable, uncountable or plural.
- Then ask students to use their dictionaries to classify the nouns in the box and to find out what they all have in common.

They are all uncountable. (In many other languages these are considered countable)

3

Ask the students to read the dictionary entry in the margin. Then focus their attention on the five examples in the entry and ask them to add these examples under the correct heading in the table.

The person or thing has already been mentioned	The person or thing is known about	The person or thing is 'the only one'
She bought me some cake and some coffee, but the cake was stale.	Have you locked the door? I have to look after the children.	The sun was hidden behind a cloud. the best hotel in Paris

4

Ask the students to read through the poem first. Draw their attention to the questions on the right and ask them to complete the poem. Ask a volunteer student to read out the poem aloud to check. Then ask the students what happened to the young lady.

1 a 2 a 3 the 4 the 5 the 6 the
7 the

5

Ask the students to read the note in the margin. Then ask them to cross out *the* in the sentences if it isn't used to refer to people and things in a general way.

- ~~The~~ men are better drivers than ~~the~~ women.
- ~~The~~ life gets harder as you get older.
- ~~The~~ time is more important than ~~the~~ money.
- ~~The~~ women are more careful with money than ~~the~~ men.
- The children are getting fatter: they don't do enough exercise.
- It's impossible to live without ~~the~~ music.

Further practice material

Need more writing practice?

- Workbook page 33
- Writing a letter of complaint.

Need more classroom practice activities?

- Photocopiable resource materials pages 164 to 166
- Grammar:** *Just a minute!*
- Vocabulary:** *Best of the bunch*
- Communication:** *Did you use to ...?*
- Top 10 activities pages xv to xx

Need DVD material?

- DVD – Programme 5: *First date*

Need progress tests?

- Test CD – *Test Unit 5*

Need more on important teaching concepts?

- Key concepts in *New Inside Out* pages xxii to xxxv

Need student self-study practice?

- CD-ROM – Unit 5: *Edible*

Need student CEF self-evaluation?

- CEF Checklists pages xxxvii to xlvii

Need more information and more ideas?

- www.insideout.net