

7A Takeaways

FOOD

READING & VOCABULARY // Nationalities

1 Match these takeaways with the photos.

Chinese fish and chips Indian pizza



2 a Work in pairs.

Which food in exercise 1 do you think is the UK's favourite takeaway?

b Quickly read the news story. Check your answer to exercise 2a and write the top four takeaways in the UK.

3 a Find eight nationalities in the news story. Match them with these countries.

- China (Swire)
- England
- India
- Italy
- Mexico
- Thailand
- the US
- Turkey

b Listen and check your answers. Then listen and repeat the nationalities.

4 Read the news story again. Are these sentences true or false? Correct the false sentences.

- You eat takeaway food at a restaurant.
- Most people use their phone when they order a takeaway.
- Tamsin likes American takeaway food.
- Louis eats Indian takeaway food.
- Louis thinks takeaways are bad for you.

5 Work in pairs. Answer the questions.

- Which takeaway food in exercise 1 is popular in your country?
- Which food in the news story do you like? Which food is new for you?
- Do you eat takeaways? How do you order them?

▶ p105 Language studio: Nationalities

GRAMMAR // Adverbs of frequency

6 a Look at the sentences. Then choose the correct option to complete the rule.

- We sometimes walk to the restaurant.
 - I never eat takeaways. They aren't good for you.
 - I often make Indian food. I love it!
- We put adverbs of frequency (sometimes, etc) before / after the verb.

b Complete the table with the adverbs of frequency in the examples (a-c). Listen and check. Then listen again and repeat.

100%	always
80%	usually
60%	_____
30%	_____
0%	_____

7 Complete the sentences with the correct adverb of frequency from exercise 6b. Use all the adverbs.

- We usually order a takeaway on Fridays. It's easy after a busy week.
- I don't like coffee. I _____ drink it.
- My brother _____ has lunch at a Chinese restaurant. He eats there every day.
- We _____ speak English at work, but not often.
- I _____ eat with my family. We have lunch together four or five days a week.

8 a Use an adverb of frequency from exercise 6b to make sentences that are true for you.

- I eat Chinese food.
- I put milk in my coffee.
- In my country, people buy food and eat it in the street.
- I watch American football on TV.
- The teacher speaks our language in class.
- I get up at 10 am.

b Compare your answers with a partner.

I often eat Chinese food. And you?
I sometimes eat Chinese food.

▶ p113 Language studio: Adverbs of frequency

SPEAKING & WRITING

9 Do a class survey in pairs or groups. Follow these instructions.

- Ask these questions to your partner or the other people in your group. Write your answers in a table.

- Which sentence is true for you?
A I never eat takeaways.
B I sometimes eat takeaways.
C I often eat takeaways.
- What's your favourite takeaway?

NAME	QUESTION 1	QUESTION 2
Me	C	Chinese
Gabriel	B	Italian
Helen		

- Ask the questions to other students in the class. Write their answers.
- When you finish, write a report together about takeaway food habits in the class. Use this example to help you.

OUR TAKEAWAY FOOD HABITS
Number of students in the class: 15
3 people never eat takeaways.
10 people ...

Our favourite takeaways
1 Chinese – 6 people
2 ...

- Read other pairs' or groups' reports. Is their information the same?

NEWS

Takeaways in the UK

By Alex Gibson

It's Friday, it's 6 o'clock. You're at home and you don't want to cook. What do you do? Order a takeaway!

But what takeaways do we order? Chinese food is our favourite takeaway. Indian food is second, pizza is third, and fish and chips are fourth. Here's the top 10:

- | | |
|----------------|-----------------|
| 1 _____ (35%) | 6 Italian (4%) |
| 2 _____ (24%) | 7 Burgers (3%) |
| 3 _____ (13%) | 8 Thai (2%) |
| 4 _____ (7%) | 9 Mexican (1%) |
| 5 English (4%) | 10 Turkish (1%) |

How do we usually order takeaways?

We sometimes walk to the restaurant (30%), and some people (18%) use an app. But most people (56%) call the restaurant.

Comments (2)

Tamsin (19)
Why are burgers number 7? I always order American food with my friends!

Louis (52)
I never eat takeaways. They aren't good for you. But I often make Indian food. I love it!



LESSON SUMMARY

Students read about takeaway habits in the UK. Then they take part in a survey on takeaway habits and write a report summarising their results.

LESSON OBJECTIVES

VOCABULARY Nationalities

GRAMMAR Adverbs of frequency

OUTCOME Do a survey about takeaway food and write a report

LESSON PATHWAY

Read a news story about takeaways in the UK

Learn vocabulary to describe nationalities

Study adverbs of frequency

Practise saying adverbs of frequency

Do a survey about takeaway food

Write a report about the takeaway habits of the class

PREPARATION

Prepare an image of American football for exercise 8 if you think your learners won't be familiar with it.



READING & VOCABULARY // Nationalities

1 To generate interest, direct students to the images and ask them what they can see. Use the images to explain *takeaway*. Explain that *takeaway* comes from the verb *to take away*, which means to buy food in a restaurant to eat at home. We often use *a takeaway* to talk about a takeaway meal or a type of takeaway food, eg *Let's get an Indian takeaway*. Do the exercise with the class. Check understanding of *nationalities*.

2 For **part a**, monitor and encourage students to explain their ideas. Remind them of useful phrases *I think ...* and *I don't think ...*. Monitor and help with vocabulary. Elicit their ideas in feedback and go over any useful vocabulary that came up while you monitored.

For **part b**, encourage students to read quickly by setting a short time limit of one or two minutes. Encourage them to focus on checking their answers, rather than understanding every word. Ask them to compare their answers in pairs. Check with the class who predicted the answer correctly.

- 3 For **part a**, point out the example, then ask students to work individually.

  62 For **part b**, play the audio for students to check their answers and write the countries and nationalities on the board.

Now play the audio again and ask students to repeat. Highlight the change in word stress for *China*, *Chinese* and *Italy*, *Italian*.

- 4 Check understanding of *order* and *bad for you*. Now ask students to complete the exercise individually and compare their answers in pairs. Check answers with the class and ask students to explain where the answer is in the text.
- 5 If the students are from the same country, you can ask them to talk about their family or friends for question 1. You can use this speaking activity as a way to assess how much students can use adverbs of frequency. Monitor as students share their answers and notice their use or non-use of adverbs as well as any errors. You can focus on these in feedback to exercise 6. In feedback, ask some students to share what they found out about their partner.



There is further practice of vocabulary related to nationalities in the Language studio on p105. There are extra activities based on this text in the e-book+.

ANSWERS

- 1 A fish and chips B Indian C pizza D Chinese
 2a The UK's favourite takeaway is Chinese food.
 2b 1 Chinese food 2 Indian food 3 pizza
 4 fish and chips
 3a 1 Chinese 2 English 3 Indian 4 Italian
 5 Mexican 6 Thai 7 American 8 Turkish
 4 1F You eat takeaway food at home.
 2T 3T 4F He doesn't eat Indian takeaway food.
 He makes it. 5T

GRAMMAR // Adverbs of frequency

- 6 For **part a**, direct students to the sentences a–c and elicit the adverbs and check the position.

  63 Ask students to complete **part b** individually and compare with a partner. Play the audio for them to check. Play it again and ask them to repeat. Correct errors in pronunciation. Students might need help with *usually* and the initial vowel of *always*. Point out that *often* can be pronounced /'ɒftən/ or /'ɒfən/. Make it clear that with the exception of *always* and *never*, the percentages used here are guides only, and not to be understood literally. *Sometimes*, for example, could be anywhere between 20% and 40%. The frequency of the adverbs relative to one another is what students need to focus on.

- 7 Refer students to the example then ask them to complete the exercise individually and compare in pairs. Check answers with the class and elicit the reason for each adverb.
- 8 For **part a**, do your own example of one sentence with the class to demonstrate the task. Remind students of the position of the adverbs. Check students understand *American football*. For **part b**, refer students to the speech bubbles. Monitor as students complete the activity in pairs and encourage stronger students to ask each other follow-up questions like *Why?* to make the activity more challenging. In feedback, elicit what students learned about each other.

There is further information about adverbs of frequency in the Language studio on p113.

ANSWERS

- 6a 1 before
 6b 1 often 2 sometimes 3 never
 7 1 usually 2 never 3 always 4 sometimes
 5 often
 8a 1 I (adverb) eat Chinese food.
 2 I (adverb) put milk in my coffee.
 3 In my country, people (adverb) buy food and eat it in the street.
 4 I (adverb) watch American football on TV.
 5 The teacher (adverb) speaks our language in class.
 6 I (adverb) get up at 10 am.

SPEAKING & WRITING

- 9 Whether students do the survey in pairs or groups will depend on the class size. In smaller classes, pairs could each interview half of the class. In bigger classes, groups of three or four could interview a third or a quarter of the class each. To ensure students understand what to do, model the activity at each stage of the task. If you want to make the survey more challenging for your class, get students to ask each other about how they order takeaways and to include the answers in their report.

There is further practice on p33 of the Workbook. Use the Cyber Homework for 7A as extra practice for your class.

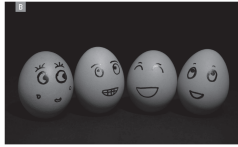
LESSON TRANSCRIPTS

62 7A, exercise 3b

1 Chinese 2 English 3 Indian 4 Italian 5 Mexican 6 Thai
 7 American 8 Turkish

63 7A, exercise 6b

100% always 80% usually 60% often 30% sometimes 0% never



b Work with a different student. Talk about your first partner's answers.

Does Claudia like swimming?
Yes, she does. / No, she doesn't.

▶ p113 Language studio: like, love, hate + -ing
PAIRWORK 7B What's my sentence?

VIDEO // Studio Mix



9 In the REACT! video, the people see a question and then react to three different things. Watch or listen. What's the question? What three things do they talk about?

10 Watch the video again. Complete the table. Write ✓ (love), ✓ (like), X (don't like) and XX (hate).

	Silvia	John	Anne
shopping			
dancing			
playing video games			

11 Work in pairs. Who says these things - Silvia (S), John (J) or Anne (A)? Watch the video again to check your answers.

- 1 I always buy things online. S J A
- 2 I go shopping a lot. S J A
- 3 Everybody likes dancing, right? S J A
- 4 They say I'm dangerous! S J A
- 5 I like dancing. Not a lot, but I like it. S J A
- 6 No way! S J A

SPEAKING

12 a Work in a group of three. Prepare a REACT! video. Think of five activities and write each one on a piece of paper. Use exercise 2 and the video for ideas, but think of at least one different activity.

b Work with another group. Show the group your activities one by one. The people in the other group say what they think about each activity.

6 Complete the sentences with love, like, don't like, hate and the -ing form of the verbs in (brackets).

- 1 I _____ in my free time. (read)
- 2 The teacher _____ homework. (correct)
- 3 In my family we _____ lunch together at the weekend. (have)
- 4 My best friend _____ for food. (shop)
- 5 I _____ tennis. (play)
- 6 My classmates _____ on their phones before class. (chat)

7 Write questions with like.

- 1 you / swim? Do you like swimming?
- 2 what games / you / play? What games do you like playing?
- 3 what / you / do / after dinner?
- 4 you / make / new friends?
- 5 who / you / talk to?
- 6 you / get up / late?
- 7 what sports / you and your friends / watch / ?
- 8 you / have / a lot of homework?

8 a Work in pairs. Ask and answer the questions in exercise 7. Write your partner's answers.

Do you like swimming?
Yes, I do. / No, I don't.

4 Work in pairs. Talk about the free-time activities.

I like meeting friends. Me too.
I think playing video games is OK.
Really? I think it's boring.

▶ p105 Language studio: Free-time activities

GRAMMAR // like, love, hate + -ing

5 Look at the sentences. Then complete the rules.

- a) I love playing video games.
- b) She doesn't like dancing.
- c) Do you like shopping?
Yes, I do. / No, I don't.

We can use other verbs after like, love and hate.

Add! _____ to the second verb.

Spelling
play _____
dance _____
shop _____

VOCABULARY // Free-time activities

1 Match the emojis with their meanings.

- 1 😊 a) It's OK.
- 2 😍 b) I love it.
- 3 😞 c) I don't like it.
- 4 😡 d) I hate it.
- 5 😏 e) I like it.

2 Match these free-time activities with the photos (A-H) at the top of the page.

- chatting on the phone dancing
- going to the cinema meeting friends
- playing video games reading
- shopping watching TV

3 a Listen and repeat the words with an /f/ and /v/ sound.

- 1 /f/ free time, friends, phone
- 2 /v/ video games, TV, love

b Listen and repeat all the activities.

LESSON SUMMARY



LIVING

In this lesson, students watch a video of people reacting to questions, then they prepare their own reaction videos.

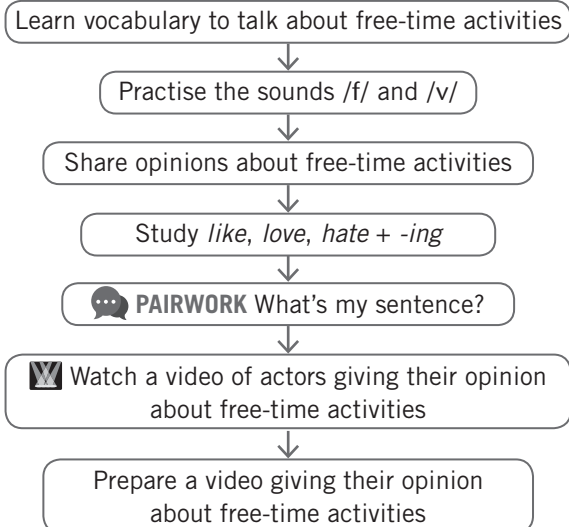
LESSON OBJECTIVES

VOCABULARY Free-time activities

GRAMMAR like, love, hate + -ing

OUTCOME Say what you like and dislike

LESSON PATHWAY







PREPARATION

- If possible, prepare some small pieces of blank paper for students to write activities on in exercise 12.
- Students can use mobile video recording devices to create their videos in exercise 12.

VOCABULARY // Free-time activities

- 1 Direct students to the emojis and ask: *Do you use emojis when you send messages?* Now ask students to complete the exercise in pairs. In feedback, check the difference between *don't like* and *hate*. You can also point out the need for the object pronoun *it* when using the verbs *like, love, hate*. See the Watch Out box below for more ideas on how to do this.

WATCH OUT Like, love and hate are transitive verbs and need a direct object. Depending on your learners' first languages, they might make errors and say things like *I like* rather than *I like it*. To help them, after exercise 1, write an example on the board and use it to highlight the need for the object and object pronoun, eg
A: *Do you like studying?*
B: *Yes / No, I like / love / don't like / hate it.*
If you hear students making errors with the form during the lesson, go back to the example on the board and use them to prompt self-correction.

- 2 Do the first photo as an example with the class, then ask them to complete the task in pairs. Go over the answers with the class.
- P** 3 Start by writing the two phonemes /f/ and /v/ on the board and modelling them. Ask students to look at your mouth as you model the sounds and highlight the position of your lips and teeth. Point out how these consonants have the same mouth shape, with the positioning of the top teeth on the lower lip, but that one is voiced (/v/) and the other unvoiced (/f/). Drill the phonemes.
-   64 Now play the audio for **part a** and ask them to listen and repeat.
-   65 For **part b**, play the audio and ask students to repeat all the activities.
- 4 Tell students to read the speech bubbles. Ask a pair to model the task for the class with their own ideas. Monitor as students complete the task and make a note of errors with the use of the target vocabulary.

There is further practice of vocabulary to talk about free-time activities in the Language studio on p105.

ANSWERS

- 1 1b 2e 3a 4c 5d
 2 A watching TV B meeting friends C reading
 D playing video games E chatting on the phone
 F shopping G dancing H going to the cinema

GRAMMAR // *like, love, hate + -ing*

- 5 Ask students to complete the exercise individually, then go over the answers with the class. If you are teaching a monolingual group and you speak their L1, you could compare their language to English here.
- 6 Do your own example for the first sentence. Point out that students should write sentences that are true for them. Monitor and prompt self-correction of any errors.

EXTRA ACTIVITY Ask students to write the sentences in exercise 6 in their own language on a new page in their notebook. Tell them not to write the English with the translations. At the end of the class, ask them to return to their L1 sentences and try to translate them back into English without looking at the original sentences. Monitor as they translate back into English and make a note of errors. Go over the most common errors with the class. Now ask students to compare all their translations with the original sentences they wrote and notice and correct any errors.

- 7 Point out the two examples and remind students of the difference between *Yes / No* and open questions. Now ask students to work individually. Monitor and prompt self-correction of any errors. Ask fast finishers to write one or two more questions to ask their partner using *like*.
- 8 For **part a**, remind students of the different ways to answer *Yes / No* and open questions. Refer students to the speech bubbles. Demonstrate the activity with one or two students to model the task. Remind students to keep a note of their partner's answers. If your class are strong, encourage them to ask follow up questions and give reasons for their answers. Demonstrate this with a strong learner. This will give them a chance to recycle adjectives from Lesson 6B. Monitor as students work in pairs and make a note of examples of good language and errors. Go over these after students have finished speaking.
- For **part b**, remind students about third person present simple questions and short answers using the speech bubbles. Ask one pair to do an example to model the task for the class.

There is more information about *like, love, hate + -ing* in the Language studio on p113.



PAIRWORK 7B What's my sentence?



If students can't use the app, you can make black-and-white copies of the activity on p138, or download it in from e-zone and print it in black and white or colour.



In this pairwork task, students have sentences they have to mime (act out without speaking) and make their partner say. The sentences include *like / love / hate + -ing*. Which pair can finish first?

Demonstrate the activity with a student to model the task and then monitor to listen for examples of good language and errors. Go over these after students have finished.

ANSWERS

- 5 1 ing 2 dancing 3 shopping
 6 1 love / like / don't like / hate reading
 2 loves / likes / doesn't like / hates correcting
 3 love / like / don't like / hate having
 4 loves / likes / doesn't like / hates shopping
 5 love / like / don't like / hate playing
 6 love / like / don't like / hate chatting
- 7 1 Do you like swimming?
 2 What games do you like playing?
 3 What do you like doing after dinner?
 4 Do you like making new friends?
 5 Who do you like talking to?
 6 Do you like getting up late?
 7 What sports do you and your friends like watching?
 8 Do you like having lots of homework?

VIDEO // Studio Mix

- 9  22  66 Explain the meaning of *react* and refer to the title of the lesson. Now play the video and ask students to make a note of their answers. Ask them to compare in pairs. Replay the video if necessary.
- 10 Ask students to copy the table into their notebook. Check they understand the exercise. Play the video again and ask them to complete the activity and compare their answers with a partner.
- 11 Give students time to read through the exercise and ask them to try to remember the answers.

LISTENING TIP Sometimes students find it hard to complete detailed tasks while they are listening or watching a recording. Help them by pausing the recording at regular intervals and giving them time to make notes or write down the answer.

Now play the video again and pause when appropriate as students check their answers.

For variety, instead of checking answers with the class, you can ask them to look at the video transcript on p121 to confirm what they understood. You can then replay the video again and ask students to listen and read to help them understand more.

There are extra activities based on this audio in the e-book+.

ANSWERS

- 9 The question is *What do you like doing in your free time?*
They talk about shopping, dancing and playing video games.
- 10
- | | Silvia | John | Anne |
|---------------------|--------|------|------|
| shopping | XX | X | ✓✓ |
| dancing | ✓✓ | ✓ | ✓ |
| playing video games | XX | X | ✓ |
- 11 1S 2J 3S 4J 5A 6S

SPEAKING

- 12 Tell students they are going to prepare REACT! videos like the one they watched. Ask them to read the instructions for **part a** and check they understand. If you have prepared pieces of paper, distribute them now. Ask them to rehearse their videos. Monitor and make a note of good language and errors. Go over these after students have finished preparing.

If your students have brought mobile video recording devices, they can use them to record their videos now. For **part b**, put groups together to show each other their activities or videos. If you are using videos, ask the viewing group to make a note of activities while they are watching. Then ask them to say what they think of each activity.

There is further practice on p34 of the Workbook. Use the Cyber Homework for 7B as extra practice for your class.

LESSON TRANSCRIPTS

22 66 7B, exercise 9

REACT! What do you like doing in your free time?

Shopping

Silvia: I hate shopping. It's boring. I always buy things online. Always.

John: I have a family so ... I go shopping a lot. But no, I don't like it.

Anne: I love it. I love meeting friends at the shops. We talk, we shop, it's great.

Dancing

Silvia: Of course! Everybody likes dancing, right? I go dancing every weekend.

John: I like dancing. But my friends don't like dancing near me. They say I'm ... dangerous!

Anne: Yeah. I like dancing. Not a lot, but I like it.

Playing video games

Silvia: No way! Video games are really, really, really boring.

John: I don't like them. But my son loves video games and we sometimes play a football game together.

Anne: I like playing video games. I sometimes play online with friends after work.

GET READY

- 1 23 Watch the video intro. Why is Friday important for Liam?

WATCH

- 2 24 Watch the 101 video. What ideas do Logan, Grace and Omar have? Complete the ideas with one word.
- Buy a _____ after work.
 - Go to a _____ after work.
 - Eat _____ at work.
- 3 Which two ideas do they choose? Why don't they choose the other one? Watch the 101 video again if necessary.



Omar: Let's get a present.
 Grace: Good idea. But what? Do you have any ideas?
 Logan: Let's buy a book. He likes reading.
 Grace: OK. And why don't we go to a restaurant after work?
 Logan: It's a nice idea, but I'm busy on Friday evening.
 Grace: How about lunchtime?
 Logan: I don't know. We only have one hour.
 Omar: I know! How about eating here?
 Logan: That's a good idea.
 Grace: Why don't we get pizzas? He loves pizzas.
 Logan: Great. Everybody loves pizzas.

STUDY

- 4 a Choose the correct option to complete the phrases. Then read the conversation to check your answers.

Ask for suggestions	
Do you have / having any ideas?	
Make a suggestion	
Let's buy / buying a book.	
Why don't we go / going to a restaurant?	
How about lunchtime?	
How about 'eat / eating here?	
Say yes to a suggestion	
Good idea.	It's a nice idea, but ...
OK.	I don't know.
That's a good idea.	
Say no to a suggestion	

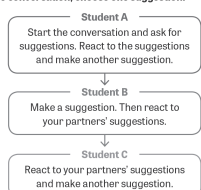
- b 25 Watch the 101 useful phrases video and repeat the phrases.
- 5 a 67 Listen to some of the phrases again. Which word does the speaker stress most? Why?
 b Listen again and repeat the phrases. Stress one word more than the others.

SPOKEN ENGLISH

I know!
 We can say *I know!* when we have an idea or suggestion.
I know! Let's get a present.

PRACTISE

- 6 Work in groups of three (A, B and C). The next class is your teacher's last day at school. Prepare a conversation like the one in the video. At the end of the conversation, choose one suggestion.



When you are ready, use the videoscope to present your conversation to other students. Do they like the suggestion you choose?

GET READY

- 1 If possible, start the lesson with a still from the video with Logan, Grace and Omar. Ask students questions to generate interest, eg *Where are they? Are they friends?*

- 23 Now play the video intro. Ask students to compare their answers in pairs and check with the class.

ANSWERS

- 1 It's his last day at work.

WATCH

- 2 24 To help prepare students for the video, ask students to look at items 1–3 and elicit some ideas for them from the class.

Now play the video and ask them to complete the exercise. Replay the video if necessary.

- 3 Ask students to try to remember the answers in pairs. If you play the video again, you could ask students to say *stop* when they hear each of the answers.

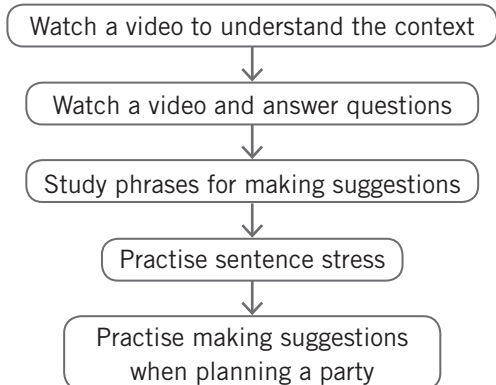
ANSWERS

- 2 1 present / book 2 restaurant 3 pizza
 3 They choose buy a present / book and get a takeaway for lunch.
 They don't choose the restaurant because Logan is busy on Friday evening, and they only have one hour for lunch.

LESSON SUMMARY

Students watch a video of people making suggestions when planning a party, then they practise conversations planning a party.

LESSON PATHWAY



STUDY

- 4 Ask students to complete **part a** individually. Monitor and make a note of any common errors. Tell students to check their answers and pay attention to any errors they made. Go over any common errors you noted.

WATCH OUT Point out that it can sound rude to say *No* or *That's not a good idea* in response to a suggestion. The responses for how to say no in the table show that you respect the suggestion, but you don't think it's practical (*It's a nice idea, but ...*) or you have doubts about it (*I don't know*).

- 25 For **part b**, play the video and ask students to repeat.

- 5 67 Play the audio for **part a** and ask students to notice the most stressed word. Write the phrases on the board and elicit and mark the words that are stressed most. If the class are strong, ask them to discuss in pairs why these words are stressed. Check the reasons for the stress with the class. See the pronunciation tip on p86 for more information on this.

PRONUNCIATION TIP Exercise 5 helps learners with sentence stress and prominence. Sentences can have many stressed syllables, but most sentences also have a single prominent syllable or main stress. In English, this usually comes at the end of a sentence or question. This is because the end of the sentence has the most important and new information in the conversation.

To illustrate this more clearly, model the conversation in exercise 5 by just saying the stressed words.

Ideas?

Book.

Restaurant?

Here.

Ask students if they can understand the main idea of the conversation from these words.

Now model the conversation just saying the non-stressed words. Ask students if they can understand the conversation now.

For **part b**, model how to stress one word more than others by starting with this word, then adding the others as you drill. Now play the audio and ask students to repeat.

Refer students to the Spoken English box. Model and drill the pronunciation focussing on the stress and intonation of the phrase.



I know! Let's get a present.

ANSWERS

4a 1 have 2 buy 3 go 4 eating

PRACTISE

- 6 Ask students to read the instructions and check they understand. Monitor and correct pronunciation and help with vocabulary. Encourage students to rely less on their notes and books each time they rehearse the conversation.

If you can't use the videoscape, students can perform their role-play in front of the class.

To finish the lesson, ask students to vote on which group had the best suggestions.

For more information on how to use the videoscape, go to p21.

There is further practice on p35 of the Workbook.

Use the Cyber Homework for 101 7 as extra practice for your class.

LESSON TRANSCRIPTS

▶ 23 101 7, exercise 1

Grace: It's Liam's last day at work on Friday.

Logan: This Friday?

Grace: Yes, this Friday.

Omar: You're right. It is.

▶ 24 101 7, exercise 2

Grace: It's Liam's last day at work on Friday.

Logan: This Friday?

Grace: Yes, this Friday.

Omar: You're right. It is. Let's get a present.

Grace: Good idea. But what? Do you have any ideas?

Logan: Let's buy a book. He likes reading.

Grace: OK. And why don't we go to a restaurant after work?

Logan: It's a nice idea, but I'm busy on Friday evening.

Grace: How about lunchtime?

Logan: I don't know. We only have one hour.

Omar: I know! How about eating here?

Logan: That's a good idea.

Grace: Why don't we get pizzas? He loves pizzas.

Logan: Great. Everybody loves pizzas.

▶ 25 101 7, exercise 4b

Ask for suggestions

Do you have any ideas?

Make a suggestion

Let's buy a book.

Why don't we go to a restaurant?

How about lunchtime?

How about eating here?

Say yes to a suggestion

Good idea.

OK.

That's a good idea.

Say no to a suggestion

It's a nice idea, but ...

I don't know.

▶ 67 101 7, exercise 5

1 **Grace:** Do you have any ideas?

2 **Logan:** Let's buy a book.

3 **Grace:** Why don't we go to a restaurant?

4 **Grace:** How about lunchtime?

5 **Omar:** How about eating here?

Ask students to work through the exercises in pairs.
 Monitor and help with explanations and corrections.
 For more information on the Review sections, see p16.
 For more practice, go to:

- Project 4 on e-zone
- Writing 4 on SB p97
- Workbook pp39–40

PAIRWORK

This pairwork task recycles vocabulary from pp52–62. Ask students to read the relevant instructions (Student A or B) and check they understand the task. Tell students to refer back to the lessons if they need help with remembering language they can use in the task. Demonstrate the task with a confident student and then ask pairs to complete the task. Monitor and make a note of errors and good language. Go over this language after they have finished speaking.

ANSWERS

- 1** 1'm buying 2 'm sitting 3 Is he reading
 4 isn't 5 Are you watching 6 aren't
 7 are you doing 8 're playing
- 2a** 1 dancing 2 Turkish 3 trousers 4 jacket
 5 mouth 6 Mexican
- 3** 1 Chinese 2 ears 3 tie 4 Thai 5 feet 6 dress
- 4a** 1c 2d 3e 4f 5a 6b
- 5a** 1b 2a 3a 4a 5b 6b 7b 8b
- 6** 1 Thai food 2 She's wearing shorts and a T-shirt.
 3 He likes reading. 4 ten 5 One man is working /
 talking on the phone. The other man is running /
 listening to music. 6 medium
- 7a** 1 have 2 looking 3 watch 4 going 5 go
- 7b** 2
- 8** 1 Can I help you?
 2 What size are you?
 3 Do you have it in medium?
 4 Can I try it on?
 5 How much is it?