

OVERVIEW

3.1 WHAT'S THIS?

VOCABULARY | things
PRONUNCIATION | sounds: plurals /s/, /z/ and /ɪz/
LISTENING | listen to conversations between students
GRAMMAR | *this/that/these/those*
SPEAKING | ask about objects

3.2 FAMOUS CLOTHES

VOCABULARY | colors and clothes
READING | read descriptions of famous clothes from movies
GRAMMAR | possessive 's
PRONUNCIATION | sounds: possessive 's
WRITING | use linkers *and, but*
SPEAKING | talk about possessions

3.3 CAFÉ CULTURE

READING | read about some famous cafés
VOCABULARY | food and drink
FUNCTION | ordering in a café
LISTENING | listen to people in a café
PRONUNCIATION | intonation: phrases with *or*
LEARN TO | say prices
SPEAKING | order food and drink

3.4 THE MARKET ▶ DVD

DVD | watch a BBC program about a market
American speakout | buy things in a market
writeback | write a description about a market

3.5 LOOKBACK

Communicative revision activities

▶ INTERVIEWS

What are your favorite things?

In this video people describe what's in their bag and their favorite clothes. It can provide an entertaining way of consolidating the vocabulary relating to clothes and possessions, as well as structures such as *This is/That is*, etc. Use the video at the end of lesson 3.2, at the end of the unit or assign it as homework.

WHAT'S THIS?

Introduction

Ss practice talking about objects, paying attention to the pronunciation of their plural form, using the sounds /s/, /z/ and /ɪz/. They also practice using *this, that, these* and *those* and learn to ask the name for things in English.

SUPPLEMENTARY MATERIALS

Resource Bank: p. 150

Warm up: bring in some objects or pictures of objects for a memory game.



Warm Up

Memory game: Put a selection of objects (6–8) that Ss know in English on a desk where they can all be seen, or display pictures of the objects on the board. Give Ss a minute to **memorize** the objects, then cover/remove the objects and put Ss in pairs to make a list of all the ones they remember. You could award points for a) the number of words each pair remembered and b) accurate spelling.

Suggested objects: *a book, a pen, a phone, a DVD, a picture, a passport, a camera, a dictionary, a calendar, a bag.*



VOCABULARY THINGS

1A Direct Ss to the pictures and ask them what they can see: this will give you some idea of which words in the box are familiar, e.g., *a book, a cup, a table, pens*. Then put Ss in pairs to help each other and label the objects in the appropriate pictures. If any words are unfamiliar, you could use simple board drawings (*keys, boxes, glasses*) and a real example (*a notebook*) to show the meaning. Help Ss with pronunciation by **modeling** the words for them to listen and repeat.

Answers: books, a tablet computer, a notebook, cups, boxes, a table, pens, glasses

Teaching Tip

To help Ss with the pronunciation of words with more than two syllables, ask them first to listen and count the number of syllables in the word, then to listen again and underline the stressed syllable and finally to listen and repeat, e.g., *com-pu-ter* (3 syllables) *computer*.

B Use the example *a book/books* to check the words *singular* and *plural*. Point out that singular words have *a/an* in front of them. Establish that Ss should write *Pl* next to *books*, then give them a minute or two to mark the other words.

Answers:

S – a tablet computer, a notebook, a chair, a table
P – books, keys, cups, boxes, pens, glasses



C PRONUNCIATION sounds: plurals /s/, /z/ and /ɪz/
 When Ss have practiced saying the plural words, you could ask them which sound (/s/, /z/ or /ɪz/) the following words from Ex. 1A have: *chairs, tables, computers* (/z/).

Teaching Tip

A simple rule is that the plural sound is /s/ if the word ends in the following unvoiced consonant sounds: /f/, /k/, /p/, /t/, /θ/.



▶ PHOTOBANK p. 140

Ss could work on these exercises in class or for homework. Ex. 1 introduces ten more “everyday” objects and Ex. 2 deals with the spelling of plurals and irregular plurals. Bear in mind that the speaking practice in Ex. 5 (p. 31) involves Ss asking each other for the names of common objects in English, which would provide an opportunity for Ss to review some of these words.

Answers:

1A 1 H 2 C 3 G 4 D 5 J 6 B 7 E 8 A 9 F 10 I

2A + -s: bags, credit cards, pictures, business cards, newspapers, clocks, pencils

+ -es: glasses, watches

+ -ies: dictionaries

2B B boys C a girl D girls E a man F men G a woman
H women I a child J children

LISTENING



2A Direct Ss back to pictures A–D and tell them to match conversations 1–4 to the pictures as they listen to the conversations. Demonstrate on the board that we often use *one* (e.g., in *This one?*) when we don't want to use a noun too many times: *What's in these boxes? My cups are in that box. My glasses are in this box one.*

Answers: 1 B 2 A 3 D 4 C

B Before Ss listen to the recording again, check the pronunciation of all the names. Elicit/point out that if someone is not happy, other people often say *Sorry* to them. You could demonstrate by “accidentally” bumping into a student's desk and saying *Sorry*.

Answers: Stan Nasrin Oliver Kate

C Give Ss a few minutes to complete the conversations and check their answers.

Answers: 1 D 2 B 3 A 4 C

Unit 3 Recording S3.2

Conversation 1

A: Hi, Nasrin.

B: Hi, Leyla. How are you?

A: Fine, thanks. You?

B: Yeah, good.

A: Sit down.

B: Hey, Leyla, what's that?

A: It's our homework.

B: For this lesson?

A: Yes, Nasrin.

B: Oh no!

Conversation 2

A: Hi, Tanya. What are those books?

B: Hi, Denise. These books? They're for my English class.

A: Wow! They're big!

C: Shhh!

B: Sorry, Stan! Oh, they're not so big. They're really good!

A: Who's your teacher?

B: Mr. White.

A: Ah. He's good.

C: Shhh! This is a library! Please be quiet!

A/B: Sorry, Stan!

Conversation 3

A: Hey, Kate, what's in these two boxes?

B: My cups are in that box. My glasses are in this one.

A: Yeah, this one's very heavy.

B: Yeah it's ... Oh, be careful!

A: Oh, no. Sorry.

B: Oh, Dave ...

A: Really, I'm sorry.

Conversation 4

A: Wait a minute!

B: What's the problem?

A: Sam, is that my coffee?

B: This one?

A: Yes.

B: Oh, yes it is. Sorry, Oliver.

A: And this is *your* coffee.

B: Oh. Let's get new cups.

A: Good idea.

GRAMMAR THIS/THAT/THESE/THOSE

3A Look at picture A with the class and elicit the examples: *those books, these books*. Give Ss a minute or two to circle the other examples of *this/that/these/those* in the picture and compare their answers with a partner.

Answers:

Picture A: What are those books? / These books?

Picture B: Hey. What's that?

Picture C: Is that my coffee? / This one?

Picture D: Hey, Kate, what's in these two boxes? /
My cups are in that box. My glasses are in this one. /
Yeah, this one's very heavy.

B/C You could look at the rules with the whole class, or give Ss a minute or two to complete the exercise in pairs first.

Answers:

B 2 these 3 that 4 those

C these/those + *are* this/that + *is*



D This exercise focuses on the difference between the short /ɪ/ sound in *this* and the longer /i:/ sound in *these*. You could start by demonstrating the two sounds, exaggerating the longer sound so that Ss can hear the difference. Write the first pair of words on the board and pause the recording for Ss to look at the example. You could go through number 2 with the whole class, then play the rest of the pairs (3–6) for Ss to number 1 or 2. If necessary, play the recording again for Ss to check their answers, then play it again for them to repeat in chorus.

Answers: 2 this, that 3 those, these 4 these, those

5 this, these 6 these, this

Optional Extra Activity

Put Ss in pairs and tell them to write *this, that, these* and *those* in their notebooks. As an example, write *this, that, these* and *those* on the board, and ask a stronger student to call out one of the words for you to point to. Ss continue in pairs: A says a word, B points to the word she/he hears.

▶ LANGUAGEBANK 3.1 pp. 122–123

If you feel Ss need more practice of *this/that/these/those*, give half the class Ex. 3.1A and the other half Ex. 3.1B. Give them each an answer key, then they can pair up with a student from the other half of the class and talk each other through the answers to the exercises.

Answers:

A 2 that 3 this 4 those 5 that 6 that

B Conversation 1

A: These are our pictures of Thailand.

B: Is this your hotel?

A: Yes, it is, and these are our friends, Sanan and Chai.

Conversation 2

A: What's that over there?

B: It's Red Square. And this is your hotel here.

A: Thank you.

Conversation 3

A: What are these in English?

B: They're "coins". This one here is a pound coin.

Conversation 4

A: Who are those people over there?

B: That's my brother, Juan, and his friends.

Conversation 5

A: Where are those students from?

B: They're from Bogotá, in Colombia.

A: And that student?

B: She isn't a student. She's our teacher!

4A Start by setting the context here: demonstrate that A is showing Celine around the school, first taking her to the students' room, then the classroom. Ss can complete the conversations in pairs or working alone. Remind them to use a capital letter if *this/that/these/those* is at the beginning of a sentence.

Answers: 2 those 3 This 4 that 5 that 6 This 7 these 8 That

B Put Ss in groups of three to practice the conversation.

Teaching Tip

Encourage Ss to be less reliant on the written word when practicing a conversation:

- Ss read the conversation aloud once.
- Ss read a line aloud and do an action to go with it (pointing to friends "over there", etc.).
- Ss look at a line, then look up and say it, still doing the action.
- Ss try to practice the conversation without looking and without worrying about being totally accurate.

American Speak o) TIP

You could act out introducing "Tina" and "Dr. Meyer" to each other, using two Ss. Then Ss could practice introducing the people sitting on their left and right to each other. Alternatively, they could walk around the class in pairs, introducing their partners to other Ss (they may also want to invent new identities for this).

SPEAKING

5A Put Ss in pairs and check they understand that they should choose six things in total. Ss could also refer to the Photo Bank, p. 140 to find words.

B Circulate and help, checking that Ss can pronounce the words they find. You could give them a minute or two to practice saying the words aloud to each other, before moving on to the next stage.



C Before putting Ss in groups, model the four questions below for them to listen to and repeat. Elicit/Point out that the stress is on *this/that/these/those* and that the intonation falls at the end of the question:

What's this/that in English? ↘

What are these/those in English? ↘

Give Ss a minute or two to decide whether they need to use *this/these* or *that/those* to ask about their things, depending on how near they are. You could also encourage Ss to extend the conversations by asking for repetition and about spelling:

Sorry, can you repeat that, please?

OK, how do you spell that?

Put two pairs of Ss together to make groups of four and give them time to ask and answer about all the objects. In feedback, you could ask two or three Ss what new words they learned in the activity.

6 Remind Ss about the conversation they practiced in Ex. 4, and the Speakout tip about introducing people with *This is ...* Give Ss a few minutes to think about what to say when they show their partner around the classroom. Put Ss in pairs and encourage them to stand up and walk around the classroom to make the practice more realistic. Monitor and make a note of good use of *this/that/these/those* and vocabulary so you can give praise in feedback, as well as any problem areas to deal with.

Homework Ideas

- Set up the following as a way for Ss to learn the names of objects at home: Tell Ss to write the names of objects (e.g., *table, chair, clock, picture*) on sticky notes and to stick them on the objects at home. Every time they see the label, they should practice saying the word. When they think they've learned the word, they can remove the label and write a new one for another object, and so on.
- **Workbook:** Ex. 1–5, pp. 19–20



FAMOUS CLOTHES

Introduction

Ss practice reading about famous movie characters' possessions and practice talking about clothes and colors, using the possessive 's. Ss also learn to use the linkers *and/but* in writing.

SUPPLEMENTARY MATERIALS

Resource Bank: p. 149 and p. 151

Warm up: a box to put objects in.

Warm Up

Review names of objects, *this*, *these* and *your*. Collect an object from each student, e.g., a phone, a pen, a set of keys, etc. Put all the objects in a box, including something of yours, then redistribute the objects so all Ss have something belonging to someone else. Demonstrate that Ss should walk around asking *Is this/Are these your ... (s)?* and answering *Yes, it is/they are* or *No, it isn't/they aren't*. The activity ends when all the objects have been handed back to their owners.

VOCABULARY COLORS AND CLOTHES

1A You could start by eliciting the names and colors of the items of clothing you're wearing to see how much Ss already know. Then direct them to the words and the pictures. Ss can work in pairs.



B Play the recording for Ss to check their answers. As you go through the answers, point out that *jeans* are always plural, so we don't say *a jeans*, and that we don't add an -s to an adjective when the noun is plural. Play the recording again for Ss to repeat in chorus and individually. Check that Ss are pronouncing the vowel sounds in *sweater* and *shirt* correctly.

Answers: 2 a green jacket 3 a black hat 4 a red sweater
5 a white shirt 6 blue jeans

C (Note: For **stronger classes**, you may want Ss to do the exercises in the Photo Bank, p. 141 before setting up this practice so they can incorporate some extra clothes items and colors into the activity.) You could demonstrate this with a *stronger student*, making sure that Ss understand they need to sit back to back and take turns. Point out that when a student remembers any clothes correctly, their partner can say *That's right!*



▷ PHOTOBANK p. 141

If Ss do Ex. 1 in class, in feedback point out that *pants* and *glasses* only exist in the plural, like *jeans*. Also check the pronunciation of *gloves*, and *skirt* versus *shirt*.

If Ss do Ex. 2 in class, you could teach them the question *What's your favorite color?* and get them to ask and answer around the class.

Answers:

1 1G 2D 3B 4F 5J 6I 7C 8A 9E 10H
2 A orange B brown C red D white E green F purple
G pink H yellow I black J blue

2A You could demonstrate that the conversation is about paying a compliment by going up to a student and saying *Nice (watch)!* which should prompt the student to say *Thank you*. Put Ss in pairs to complete the conversation. Check their answers, pointing out that *good on you* is only for things you wear.

Answers: 2 shoes 3 Spain 4 my girlfriend 5 great
6 good on you

B Help Ss with pronunciation by modeling the lines of the conversation for Ss to repeat, paying attention to the intonation, which should sound friendly and positive. Either put Ss in groups to practice giving compliments about clothes and possessions, or ask them to stand up and walk around the classroom, talking to different people.

READING

3A Tell Ss to cover the text with their notebooks and direct them to the pictures of the famous movie characters (point out that *famous* means *many people know them*). Discuss with the class who the characters are.

Answers: 1 Mr. Bean 2 Frodo 3 Harry Potter 4 Dorothy
5 James Bond 6 Sherlock Holmes

B Direct Ss to the pictures of clothes and put them in pairs to match the clothes to the people.

Culture Notes

Sherlock Holmes is a fictional detective created by Scottish author Sir Arthur Conan Doyle. Most of the stories about him (four novels and fifty-six short stories) are narrated by his friend Dr. Watson. Two of the most famous are *The Hound of the Baskervilles* and *The Sign of Four*.

Harry Potter is a boy wizard and the main character in a series of novels by British author J.K. Rowling. It is the best-selling book series in history and has been translated into seventy-three languages. The link between all the novels is Harry's battle with the Dark Wizard, Lord Voldemort.

Mr. Bean is a television character ("a child in a man's body") whose comic adventures rely on physical **humor**, since the character himself rarely speaks. The series was influenced by performers such as Jacques Tati and comic actors from silent movies.

James Bond is a British secret agent (007) created by writer Ian Fleming. In the twenty-three movie adaptations, Bond has been played by many actors including Sean Connery, Pierce Brosnan, Roger Moore and most recently, Daniel Craig.

Dorothy, a young girl, is the main character of the 1939 American musical fantasy movie *The Wizard of Oz*. She was played by Judy Garland. The movie won an Academy Award for the song *Over the Rainbow*.

Frodo is a hobbit (a small, fictional, human-like race), and the main character of J. R. R. Tolkien's *The Lord of the Rings*. He inherits the *One Ring* and goes on a journey to destroy it in the fire at Mount Doom.

C Introduce the article and explain that it's about an *exhibition* (an event where people can go and see things, e.g., paintings by famous artists) of famous clothes from movies. Tell Ss to read the article quickly to see if their matches between famous movie characters and their clothes were correct.

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

Teaching Tip

It's important for Ss to **realize** that they can read a simple text and find key pieces of information or understand the general idea of the text without needing to understand every word in it. When Ss have a simple task to do, such as the one in Ex. 3B, discourage them from looking up unfamiliar vocabulary in their dictionaries. It should also help to build confidence when they see that they can complete the task in spite of the unfamiliar vocabulary.

D Focus Ss on the task and suggest that they circle the things when they find them in the text. Give Ss a few minutes to complete the task and compare answers in pairs.

Answers:

One nationality—British
One city—London
Two names of movies—*The Wizard of Oz*, *The Lord of the Rings*
Two red things—Dorothy's shoes, Mr. Bean's tie
Two jobs—detective, actor
Five names of people in movies—Sherlock Holmes, Dorothy, Mr. Bean, Harry Potter, James Bond

4A Put Ss in pairs and give them a few minutes to think of some things/clothes. Circulate and help with vocabulary as necessary. Possible movie series to suggest for ideas: *Pirates of the Caribbean*; *Jurassic Park*; *Star Trek*; *Star Wars*; *Spiderman*; *The Twilight Saga*.

B Before you put Ss into groups, you could teach them some phrases for discussing which item to choose, e.g., *That's a good idea*; *I think (XX) is the best idea*; *What do you think? That's not really famous*; *Maybe*; *Yes, great*. Put pairs together into groups of four or six to discuss their ideas and choose one thing/clothes item for the exhibition. Ask a student from each group to tell the class their decision.

GRAMMAR POSSESSIVE 'S

5A Focus Ss on the position of 's in the example and give them a minute or two to add the apostrophes to the other sentences.

Answers:

2 "These are Mr. Bean's brown jacket and red tie."
3 "Is this James Bond's jacket?" I ask.
4 At number five are Dorothy's shoes from *The Wizard of Oz*.

B You could go through this on the board with the class.

Answers: 's

6A Go through the example with the class, reminding Ss that *Is* and *Are* need a capital letter, then give them a minute or two to complete the other questions and answers.



B PRONUNCIATION sounds: possessive 's Play the recording for Ss to check their answers to Ex. 6A. Then demonstrate the three sounds /s/, /z/ and /ɪz/ and tell Ss to listen again and match the possessive 's on the names with the sounds. Play the recording again.

Answers:

A 2 Is that Yasmin's bag? Yes, it is.
3 Are those James's books? No, they aren't.
4 Is this Kate's phone? No, it isn't.
B /s/ Kate's
/z/ Nico's, Yasmin's
/ɪz/ James's (elicit/point out that this is the pronunciation of 's when the name ends in -s)

C Use one or two Ss' names to demonstrate how the questions can be changed to make them about people and things in their own classroom.

D Ss could point to the relevant items in the room, or the pairs could walk around the classroom as they ask and answer.

Alternative Approach

Put Ss in groups of 5–6. Ask one student in the group to close their eyes or turn their back while the others each put something of their own on the table in front of them. The student then opens their eyes and tries to guess who owns each thing: *Is this (X's) bag/pen/watch/phone/book?* Then another student closes their eyes and the others put different things on the table, etc.

Optional Extra Activity

Ss write three or four sentences about the colors of other Ss' clothes or things, e.g., *(X's) jeans are black*. *(Y's) phone is white*. One of the sentences should be false. Put Ss in pairs to read out their sentences and say which of their partner's sentences is false.

▶ LANGUAGEBANK 3.2 pp. 122–123

Use the Language Bank to highlight the difference between 's for possession and 's for the contracted form of is. Point out where the 's goes if the object belongs to two people. Ex. 3.2A also reviews family vocabulary.

Answers:

A 2 Ellen is Mark and Sarah's (Sarah and Mark's) mother.
3 Mark is Sarah's brother.
4 Sarah is Mark's sister.
5 Mark is Jon and Ellen's (Ellen and Jon's) son.
6 Sarah is Jon and Ellen's (Ellen and Jon's) daughter.
7 Ellen is Jon's wife.
8 Jon and Ellen are Mark and Sarah's (Sarah and Mark's) parents.
B 2 I'm Josh's friend.
3 Are you Emily's sister?
4 Eric's last name's White.
5 These are Bella and David's children.
6 Rex's phone number is 555-396-2940.

WRITING LINKERS AND, BUT

7A You could write the two sentences on the board and go through them with the class, establishing that *but* is used to join two pieces of information where the second one tells us something different, that we didn't expect.

Answers: 1 but 2 and

B Tell Ss that the four sentences are about the famous movie clothes in the exhibition. You may want to check the meaning of *gold* (point to something made of gold), *writing* (point to something with writing on it), *traditional* (give an example of a traditional clothing item in the Ss' country), *countryside* (not in the town), *pair* (point to a pair of shoes/gloves/socks), *museum* (give an example of a local museum). Give Ss a few minutes to choose the correct ending and compare their answers in pairs.

Answers: 1 b) 2 b) 3 a) 4 a)

C Go through the example with the class, then Ss can work on the rest of the text alone or in pairs.

Answers: My name's Yves. It's a French name but I'm not French, I'm Canadian. My parents are teachers but I'm not a teacher. I'm a hotel manager and my wife's the chef in our hotel. She's from Argentina and her name's Natalia. She's a great chef but at home I'm the cook! Our son's name is Tomas and he's nine years old.



D While Ss write their short text, circulate and help with any language they need. When they have finished, Ss can read and comment on their partner's text.

Optional Extra Activity

For practice of *and/but* on the topic of favorite things, write the following sentence patterns on the board for Ss to complete about themselves:

My favorite color is ... but ...
 My favorite shoes are ... and ...
 My favorite jeans are ... but ...
 My favorite movie is ... and ...
 My favorite movie character is ... but ...

Ss then compare their sentences in groups of three and see how much they have in common.

SPEAKING

8 Direct Ss to their pictures and tell them not to show each other. Establish that they both have a picture of the same people at a party but there are six differences between the clothes in the pictures. Take the part of Student A and use a *stronger* Student B to demonstrate the activity. Then monitor as Ss do the activity and note examples of good language use and any problems for praise and correction in feedback.

Homework Ideas

- Ss research and write a short text, like the one in Ex. 7C, from the point of view of a famous movie character.
- Workbook:** Ex. 1–6, pp. 21–22

CAFÉ CULTURE

Introduction

Ss practice ordering in a café, using food and drink vocabulary. They learn to identify the intonation used to offer a choice. They also practice listening and learn to say prices.



SUPPLEMENTARY MATERIALS

Resource Bank: p. 152

Warm up: bring in pictures of food and drink to check items which may come up in the brainstorming activity and may be unfamiliar to some Ss, e.g., *chocolate, cupcake, sandwich, cookie*.

Ex. 5B (optional extra activity): bring in a set of eight blank slips of paper or card for each pair of Ss.



Warm Up

Brainstorm food and drink vocabulary: tell Ss they are in a café or restaurant and put the headings *food* and *drink* on the board. Put Ss in pairs and give them one minute to write down all the names of food and drink they can think of. Then compile two lists on the board of their ideas, using pictures, board drawings or examples to check that Ss understand each other's ideas. Possible words: *coffee, tea, beer, chocolate, cupcake, cookie, pizza, pasta, salad, burger, sandwich, fish and french fries*.

VOCABULARY FOOD AND DRINK

1A Tell Ss to cover the text with their notebooks and focus them on the picture. Elicit some ideas from the class about which countries the Hard Rock Cafe is in.

Alternative Approaches

- With the text covered, focus Ss on the picture and put them in pairs to write two things they know about the Hard Rock Café, and two things they would like to know, i.e., two questions. They then read the text to check their ideas and answer their questions.
- Use the true/false sentences in Ex. 1B as a prediction activity: Ss cover the text and, in pairs, try to answer the true/false sentences, then read the text to see if they were correct.

B Give Ss time to read through the true/false sentences before they read the text, and check that they understand them. Give Ss a time limit to read the text and find the answers, then check in pairs.

Answers:

- F (it's in London)
- T (in 59 countries)
- F (rock and roll memorabilia, not singers)
- T (in Washington, D.C.)
- F (they have two or more things in common: rock and roll memorabilia and a sign with the words "Love all, serve all")

C Ss could work in pairs or small groups to discuss the questions. Ask a few Ss from different pairs or groups to report back to the class on favorite cafés/restaurants and food/drink that they have in common. You could finish with a vote to find out the most popular type of café and food in the class.



Culture Notes

The **Hard Rock Cafe** was founded by two Americans and opened in London in 1971. The collection of rock and roll memorabilia started in 1979, with the gift of Eric Clapton's guitar. In total there are more than 70,000 items. The largest Hard Rock Cafe is in Orlando, Florida, where there is a pink Cadillac that belonged to Elvis. The Cafes are best known for their burgers, but also serve steaks, ribs, sandwiches and salads.

2A Tell Ss that the pictures are of food and drink that people order in a café, and give them a few minutes to match the phrases.

Answers: 1 D 2 F 3 C 4 A 5 B 6 E

B Tell Ss to check by asking each other *What's (B)? A tea and a mineral water*, etc. To help Ss say the orders naturally, you could model them at natural speed for Ss to repeat, showing them that items of food and drink are stressed and the other words are "squashed" in between them, e.g., a sandwich and a coffee.

C You could start by setting the scene in a café (e.g., write the name of a local café on the board), then demonstrate that you are a waiter and invite a *stronger student* to come and be a customer. Ask Ss what the waiter says to elicit *Can I help you?* then indicate that the customer should order something from Ex. 2A. As you mime handing over the order, elicit or give *Here you are*. Tell Ss to look at their pictures in Ex. 2A but cover the words. Put them in pairs to practice the conversation. Ss take turns to be the waiter/waitress or the customer.

FUNCTION ORDERING IN A CAFÉ



3A Before you play the recording, give Ss time to read through the orders and check any unfamiliar vocabulary, e.g., *coffee with cream* (with cream: elicit that the opposite is *black coffee*), *sugar* (mime putting a spoonful of sugar in a cup of coffee and stirring it), *espresso* and *cappuccino* (mime using a coffee machine), *ham and cheese* (show pictures), *white bread* (a picture, elicit/teach that the opposite of *white* here is *whole wheat*), *sparkling* (a picture showing the bubbles in the water, a glass of *still water* to show the opposite). Tell Ss to cross out any words that are wrong and write the correct ones above them. Play the recording. Give Ss time to compare their answers and play the recording again if necessary.

Answers:

- 1 one *black* coffee with sugar
- 2 two espresso coffees
- 3 one ham and cheese sandwich (whole wheat bread), one chocolate cupcake, one *mineral water*
- 4 one sparkling mineral water

B Look at the example with the class, then give Ss a minute or two to go through the rest of the conversation.

Answers: b) W c) W d) C e) C f) W g) C



C You could find the first line (d) with the class, then put the Ss in pairs to put the rest in order. Play the recording for Ss to check.

Answers: 1 d) 2 c) 3 g) 4 b) 5 e) 6 a) 7 f)

Unit 3 Recordings S3.6 and S3.7

Conversation 1

- A:** Can I have a coffee, please?
B: With cream?
A: No, thanks. Black.
B: Sugar?
A: Yes, please. One.
B: One black coffee with sugar! That's four dollars.

Conversation 2

- A:** Can I have two coffees, please?
B: Espresso or cappuccino?
A: Oh, espresso, please.
B: Anything else?
A: No, thanks. How much is that?
B: That's five dollars and fifty cents.

Conversation 3

- A:** Hi.
B: Hi. Can I have a ham and cheese sandwich, please?
A: White or whole wheat bread?
B: Oh, whole wheat bread, please.
A: Anything else?
B: Yeah, can I have one of those cupcakes?
A: These ones?
B: No, the chocolate ones.
A: Anything to drink?
B: Yes, a mineral water, please. How much is that?
A: That's four dollars for the sandwich, three for the cupcakes and two for the mineral water. That's nine dollars.
B: Here you are.

Conversation 4

- A:** Can I have a mineral water, please?
B: Still or sparkling?
A: Sparkling, please.
B: Anything else?
A: No, thank you. How much is that?
B: That's three dollars.

4A Give Ss time to read through the table, then elicit the missing words from the class.

Answers:

Can I have	a two	mineral water, please? coffees, please?
Still Espresso	or	sparkling? cappuccino?



B PRONUNCIATION intonation: phrases with or

Remind Ss that the arrows show if the voice is going up or down. Play the recording several times if necessary, for Ss to hear the pattern and repeat.

Answers: 2

Teaching Tip

A rising intonation pattern, as on *still* here, often shows that the speaker hasn't finished (in this case because they are going to offer another choice). In contrast, a falling intonation suggests the speaker has finished.



C Demonstrate this with one or two Ss first, prompting them to ask you the question. For *stronger classes* you could ask Ss to suggest other choices, e.g., *black coffee* / *coffee with cream*, *small/large (soda)*, *white/whole wheat (bread)*.



3.4 TEACHER'S NOTES

5A Tell Ss to write the completed conversation in their notebooks so they can refer back to the prompts in their Students' Book for speaking practice later. Ss can work in pairs, or work alone and compare answers with a partner.

Answers:

A: Can I have a coffee, please?

B: Espresso or cappuccino?

A: Cappuccino, please.

B: Anything else?

A: Yes, can I have a mineral water, please?

B: Still or sparkling?

A: Sparkling, please.

B: OK, that's five dollars.

B Before you put Ss in pairs, help them with pronunciation of the conversation by saying each line at natural speed for them to repeat in chorus. In the first line focus on the weak form of *Can* /kən/ and the linking between *Can* and *I*. Give Ss time to practice the conversation twice, so they say both the customer's and the waiter's lines. For **stronger classes**, encourage Ss to change three or four words in the prompts, e.g., *cappuccino*, *still*, *six*. Monitor and write down common problem areas, so you can decide whether to do extra practice from the Language Bank in class.

Optional Extra Activity

To help Ss to move away from the prompts and gain confidence, give each pair a set of eight blank slips of paper or card, and ask them to write the prompt for a line of the conversation on each of them. Ss then put the prompts in front of them in the correct order as they practice the conversation.

▶ LANGUAGEBANK 3.3 pp. 122–123

Ss could do Ex. 3.3 in class if they are making mistakes with the word order, etc. or phrases in the conversation.

Answers:

A: Can I help you?

B: Yes, can I have a ham and cheese sandwich, please?

A: White or whole wheat bread?

B: Whole wheat, please.

A: Anything else?

B: Yes, can I have two coffees, please?

A: Espresso or cappuccino?

B: One espresso and one cappuccino.

A: OK, that's seven fifty.

LEARN TO SAY PRICES



6A Give Ss a minute or two to read through the prices and think about how to say them. Then play the recording, pausing after the example to check that Ss are on task.

Answers: 2 3.00 3 2.50 4 12.75 5 5.20 6 10

B Play the recording for Ss to listen and repeat. Then put Ss in pairs. Tell them to take turns pointing to a price and saying it.



C Tell Ss to write the numbers 1–5 in their notebooks, with space next to each to write a price. Play the recording for Ss to write the prices, then give them time to compare answers in pairs.

Answers: 1 1.80 2 4.15 3 2.90 4 6.35 5 11.40

American Speak TIP

To give Ss more examples of this, write prices on the board, and ask Ss to say them in both ways. They could also practice the same prices with *dollar(s)* and *pound(s)*. (Note: Point out that if the price is a “round” number, e.g. \$2, you do need the name: *two dollars*.)

D Elicit some examples of things that Ss could write, e.g., other food items: *a coffee*, *a tea*, *a burger*, *a pizza*, *a sandwich*, *a soda* or other things Ss might have with them, e.g., *a pen*, *a dictionary*, *a notebook*. Ss could choose to write their prices with or without the name of the currency.

E Demonstrate this by saying two things and two prices for Ss to write, then check them by asking two Ss to come and write them on the board. Monitor the activity and deal with any language problems afterward.

SPEAKING



7 You could group all the As and Bs together to prepare this role-play. Circulate and help with vocabulary and pronunciation.

As: The waiters need to think about the choices they can offer the customer for *coffee* or *tea* (e.g., black/with cream), *soda* (e.g., large/small), *cupcakes* (e.g., chocolate/vanilla), *mineral water* (e.g., still/sparkling), *sandwich* (e.g., ham/ham and cheese). They also need to practice saying the prices.

Bs: The customers need to think about what type of coffee/tea/sandwich/cupcakes they want. They also need to think about what they can get for two people with their money.

Pair up As and Bs and give them time to practice. You could then move Ss around the classroom, so they're working with different partners, and practice the role-play again. Monitor the role-plays and write down examples of good language use for praise in feedback, as well as any problems to deal with. You may also want to ask two or three pairs to act out their role-play for the class.

Homework Ideas

- Ss go to their favorite café and make some notes about the food and drink on the menu and the prices. Then they write some sentences about the café.
- Workbook:** Ex. 1–6, p. 23



Cafés, or coffeeshops as they are known in many places of the U.S., have changed a lot in recent years. Large café chains produce fresh cups of coffee much more quickly. Instead of sitting and enjoying a cup, people prefer to be served in reusable mugs or disposable cups so they can drink while walking to work.

THE MARKET

Introduction

Ss watch a BBC extract about a man's first day as a salesman in an Istanbul market. Ss then learn and practice how to buy items in a market, and write a paragraph about a market they know.



SUPPLEMENTARY MATERIALS

Ex. 4C: for **stronger classes**, prepare a vocabulary sheet with simple labeled pictures of jewelry and pottery (see notes for suggestions).

Ex. 5B: bring in some pictures and information (e.g., from the Internet) about some famous markets, e.g., Pike Place Market in Seattle, etc.

Warm Up

Direct Ss to the main picture and put them in small groups to answer the following questions about it:

What's in the picture?

What country is it?

Is it a good market?

Where is a good market in your country/city?

DVD PREVIEW

1A Look at the example with the class and check the pronunciation of *spices*. Put Ss in pairs to help each other match as many words as they can. As you check the answers, help Ss with the pronunciation of *clothes*, *jewelry* and *leather*.

Answers: 2 B 3 A 4 C 5 E 6 F

B Discuss the question with the class. You could also ask for examples of other things that are in their local markets, e.g., food, drink, toys, pictures, books, old things (antiques), things for your house.

2 Read out the two questions to the class and tell Ss to read quickly and find the answers. Vocabulary to check: *TV presenter* (give an example), *carpet seller* (a person who sells carpets), *a salesman* (a man who sells things).

Answers: He's in Istanbul, at the Grand Bazaar. He's a carpet seller.

DVD VIEW

3A Direct Ss back to the pictures in Ex. 1A and tell them to look for any of the objects. You may want to play the DVD without sound the first time, so Ss don't get distracted by trying to understand the conversation. Otherwise, reassure Ss that they'll watch the extract again.

Answers: spices, carpets, jewelry, pottery, leather wallets and bags

B Before playing the DVD again, give Ss time to read through the sentences and check the following vocabulary: *thousand*, *old/new*, *silk* (if possible, take in something/a picture of something made of silk), *real* (here used to emphasize how good the carpet is), *a nightmare* (a big problem, e.g., *Traffic/Parking in my city's a nightmare!*), *a sale* (act out selling something), *a special price*, *a discount* (draw a price ticket with \$500 crossed out and \$350 written above it). Give Ss a few minutes to compare and check answers with a partner.

Answers: 1 second 2 thousand 3 learn 4 new 5 real
6 a nightmare 7 Eight 8 friendly 9 sale 10 discount

C You could also ask Ss if they think it's an easy or difficult job and put some prompts on the board: *opening time?* *street market cold?* *no sales?* *people not friendly?* Don't worry about correcting Ss' mistakes in a discussion like this, it's more important to encourage them to try to say whatever they can.

DVD 3 The Market

**F = Francesco da Mosto H = Harkan Nayveen M1 = 1st man
M2 = 2nd man M3 = 3rd man S = Seller W = Woman**

- F:** My second day in Istanbul, and it's seven o'clock in the morning—opening time at the Grand Bazaar.
There are four thousand shops here, selling jewellery, pottery, spices, carpets, leather and, of course, Turkish Delight.
Lost!
I'm meeting carpet seller, Harkan Nayveen.
Ciao.
- H:** Ciao, how are you?
F: Very well.
H: It's good to see you.
F: So, I'm here to learn.
H: Yes.
F: I have to tell you that really I don't know anything about carpets.
H: Yeah, no?
F: I'm totally in your hands.
H: Yeah, no problem, no problem.
This is new. This looks old but it is not old. This is pure silk carpet.
F: Wow.
H: This is a real art. Like Turkish Picasso.
F: Hello, hello, would you like to, to have a look at some carpets, sir?
M1: No, no.
F: Carpets with silk, Turkish silk ...
M1: No.
F: No. Er would you like to buy a carpet?
M2: What?
F: Carpet, er, "tappeto". It's nice, really, come. Just have a look, you don't have to buy it.
M3: Don't like carpets.
F: You don't like carpets, you have carpets at home?
M3: No.
F: No carpets?
M3: No carpets.
S: It's not that easy, not that easy.
F: Yeah, it's a nightmare, a nightmare.
This is Turkish silk, it's very good, it's big.
W: Three hundred dollars.
F: Er, eight hundred.
W: No. Six ...
F: So, six.
W: No, five, five hundred—no, no.
F: Five eighty, five eighty.
H: Francesco, you are doing very good, and are you from America?
W: Yes.
H: Americans are good.
W: Yes, they are.
H: They are friendly. As you see you can stop and talk to Americans.
F: OK five hundred, five hundred, OK, five hundred.
W: All right.
F: OK, so ...
H: Let me, let me help. It is his first sale. He is doing very good, so we will give you a special discount, five hundred dollars ...
F: And it's good.



American speakout in a market



4A Tell Ss they are going to hear a conversation in a market, then direct Ss to the sentences. Give Ss a minute or two to read the sentences through and tell them to correct the false sentences. Play the recording.

Answers:

- 2 F The seller's first price is 200.
- 3 T
- 4 F The final price is 100.

B Give Ss a few moments to look at the key phrases. You may want to check the following vocabulary: *have a look* (= look), *this/that one* (you could demonstrate that *one* replaces *lamp*, so the speaker doesn't keep repeating it, and give one or two more examples, e.g., *How much is that carpet? This one? Yes.*), *expensive* (you could contrast this with *cheap*).

Play the recording again for Ss to check the phrases. (Note: You may also want to highlight *the (blue) one* from the recording, showing Ss that they can put in a different adjective (e.g., a color, *big/small*) to help to identify the object.)

Answers:

Excuse me. ✓
Where is [this/that] [lamp/carpet] from?
Where are [these/those ✓] [lamps ✓/carpets] from?
Can I have a look? ✓
This one? ✓
No, that one. ✓
How much [is it ✓/are they]?
That's expensive. ✓
For you, a special [discount ✓/price].

Unit 3 Recording S3.11

- A: Excuse me.
B: Yes.
A: Where are those lamps from?
B: They're from Turkey.
A: Can I have a look?
B: Yes. This one?
A: No, that one. The blue one.
B: It's very nice.
A: How much is it?
B: It's two hundred.
A: That's expensive. Hmm. Fifty.
B: One hundred and fifty.
A: Seventy-five.
B: For you, a special discount. Only one hundred.
A: OK. One hundred.
B: It's a very good price.



C Ss should take turns at being the **salesperson** and the customer. Give them a minute or two to agree on an item and think about the price they're willing to pay/accept. For **weaker classes** you could suggest that Ss choose an item of clothing for this role-play, so they can review some of the items from lesson 3.2. For **stronger classes**, you could provide a vocabulary sheet with simple labeled pictures of items of jewelry (e.g., *ring, necklace, earrings*) or pottery (e.g., *plate, cup, bowl*) so that Ss are more challenged. Monitor the role-plays and make a note of good language use and problem areas for praise and correction in feedback. You could also ask two or three pairs to perform their role-plays for the class.

writeback a description

5A You could start by asking Ss where they might see this kind of text, e.g., in a guidebook or on a tourist information website. Ask different Ss to read out the questions to the class, then give Ss a few minutes to read and answer the questions.

Answers:

- 1 Union Square Greenmarket
- 2 It's in the historic Union Square intersection of Manhattan, New York City.
- 3 No, it isn't.
- 4 It's a good place to buy vegetables, fruit, and other farm products.

B You could start by giving Ss some alternative ways of answering the questions, e.g.

- 2 It's in downtown .../It's near ...
- 3 It's open on weekdays/on weekends.
- 4 It's a good market for visitors/local people.

You could also take in some pictures and information (e.g., from the Internet) about famous markets in different countries to give Ss ideas. Circulate and help with vocabulary, etc. as Ss write their information. When Ss have finished writing, you could:

- put their information on the wall so they can walk around and read each other's work.
- put Ss in groups to read out their information to each other.
- (in a smaller class) ask each student to read out their information to the class.

You could finish by asking the class to vote on the most interesting market.

Homework Ideas

Ss review all the new vocabulary items they've studied in this lesson and choose five that they think will be most useful to remember. They write a short conversation in a market that includes all five items.



LOOKBACK

THINGS

1 You could run this as a team game (Ss have their books closed). Display one word at a time: team members “buzz” to answer, then call out just the missing vowels. The team wins a point for each correct vowel in the word, then when the word is complete, an extra point if they can pronounce the word correctly.

Answers: 1 book 2 table 3 glasses 4 chair 5 notebook
6 key 7 tablet computer 8 box 9 cup 10 pen

THIS/THAT/THESE/THOSE

2A To familiarize Ss with the content of the conversation before they fill in the blanks, give them a minute or two to read through it and answer these questions: *Who's Carlos?* (Jan's husband) *Who's Maria?* (Jan's friend) *Who are Ana and Paolo?* (Jan and Carlos's children). Then put Ss in pairs to complete the conversation.

Answers: 2 this 3 these 4 this 5 this 6 that 7 those

B Put Ss in groups of five and tell them to practice the conversation two or three times, changing roles each time. Then you could ask Ss to write one or two key words from each person's line in their notebooks to act as prompts so they can close their books and practice the conversation again.

C You could give Ss slips of paper to write the new information on, then pass the slips to their partner. When they have their new “identity”, give them a few moments alone to practice talking about it, e.g., spelling their name, saying where they're from and what their job is.

D Put Ss in groups of six, and establish that when one person is introducing their partner, the other four should participate and ask questions, e.g.:

A: *This is (Soraya).*

B: *Hello. Nice to meet you.*

C: *Nice to meet you, too.*

D: *That's a nice name. How do you spell it?* etc.

Monitor the group work and write down examples of good language use and any problem areas for praise and correction.

COLORS AND CLOTHES

3A You could put the letters for the first word in order as an example with the class. Ss can work in pairs, or work alone and compare answers with a partner. Alternatively, you could run it as a race: Ss work in pairs to put the letters in order as quickly as they can and run to the front of the class with their answers when they've finished. The first pair to finish with all correct answers wins

5 points, then any pair can win 3 points for spelling any of the words aloud correctly.

Answers: 1 sweater 2 black 3 blue 4 shirt 5 jacket 6 green
7 pants 8 brown

B Point out that Ss should not let their partner see the words as they are writing them.

C Demonstrate this with a student, then put Ss in pairs.



POSSESSIVE 'S

4A Go through the objects in pictures 1–6 and check the pronunciation of *guitar* oO and *racket* Oo. Check that Ss know who the people are.

Answers: 1 Mozart's piano 2 Taylor Swift's guitar
3 Picasso's brush 4 Serena Williams's tennis racket
5 Ronaldo's soccer ball 6 Michael Jackson's glove

Culture Notes

Wolfgang Amadeus Mozart (1756–1791) was an Austrian classical composer. He started composing at the age of five and composed more than 600 works.

Pablo Picasso (1881–1973) was a Spanish painter and sculptor. He co-founded the Cubist movement.

Cristiano Ronaldo (born on February 5, 1985) is a Portuguese professional soccer player who plays for the Spanish club Real Madrid and the Portugal national team. He is a forward and serves as the captain for Portugal.

Taylor Swift (born on December 13, 1989) is an American singer-songwriter and actress. She is one of the best-selling artists of all time, having sold more than 40 million albums.

Serena Williams (born on September 26, 1981) is an American professional tennis player who is ranked number 1 in women's singles tennis. She is widely recognized by many tennis legends and commentators as the greatest women's tennis player of all time.

Michael Jackson (August 25, 1958 – June 25, 2009) was an American singer, songwriter, record producer, dancer and actor. Called the King of Pop, he was a global figure in popular culture for over four decades.

B Demonstrate this first, naming a student in the class as in the example, then invite the other Ss to ask you three questions. Put Ss in pairs to continue.

FOOD AND DRINK

5 You could run this as a team game. Display the wordsnake on the board: team members “buzz” when they find a word, then they must spell it aloud correctly in order to win a point for their team.

Answers: water coffee cupcake tea mineral water sandwich soda

ORDERING IN A CAFÉ

6A Look at the example with the class, then tell Ss to write out the lines of the conversation in their notebooks.

Answers:

- 2 Can I have a ham and cheese sandwich, please?
- 3 White or whole wheat bread?
- 4 White, please.
- 5 Anything else?
- 6 Yes, can I have a mineral water?
- 7 Still or sparkling?
- 8 Sparkling, please. How much is that?
- 9 That's \$6.90.
- 10 Here you are.

B Ss practice once by referring to the conversation they've written in their notebooks, then close their notebooks and practice using the prompts in their Students' Books.



Optional Extra Activity

Ss change four things in the conversation and practice it again. Then they act out their conversations for the rest of the class. The other Ss write down the four things that are different.

7A Ss work on this in pairs. Point out that there may be more than one alternative for some of the pairs.

Answers: 2 espresso 3 sparkling 4 euros/pounds 5 white
6 pencil 7 jeans/skirt 8 shoes

B Demonstrate this by saying *Coffee or ...?* and gesturing for the class to finish the question in chorus. Remind Ss about the rising, then falling intonation pattern. Put Ss in small groups to practice.

Interviews and Worksheet

What are your favorite things?

In this video people describe what's in their bag and their favorite clothes. It can provide an entertaining way of consolidating the vocabulary relating to clothes and possessions, as well as structures such as *This is/That is*, etc.