

LOOKBACK

Introduction

As well as providing communicative practice and revision activities, the Lookback exercises are designed to help you assess your Ss progress with the language they've learnt in the unit. The assessment is largely informal, as in monitoring and giving feedback on Ss' errors. This allows you to identify what Ss are having problems with and clarify them. However, you could also focus on individual Ss while they work on these activities and compare their performance with their results in more formal tests. Ss often perform better when they are not in a formal testing situation.

FURNITURE AND ROOMS

1A Ss do this activity alone and compare their answers. Tell them not to look back in their books while they do this. N.B. To change the pace of the class, you could make the exercise more competitive: the first pair to finish, and get all the correct answers, wins.

Answers: 1 armchair 2 bed 3 cupboard 4 shelves 5 sofa 6 wardrobe 7 lamp 8 desk

Optional extra activity

Ss work in pairs/teams. Give them 2–3 mins to look back in their books and prepare 8 more room/furniture words in the same way – without the vowels. They should write them on a piece of paper. Collect the papers when they've finished and redistribute them. The pairs/teams have to write the words correctly. Again, the first ones to finish, and get all the correct answers, win.

B Ss do this exercise alone. If necessary, use your own house as an example and put the sentence on the board as an extra model. *Weaker* Ss could look back in their books if they're not sure. Monitor closely to help and check they are writing the correct words.

C Monitor and check/drill their answers in feedback.

PLACES IN TOWNS

2 Check the meaning of *secret message* and the *hint*. Also check/teach new language in the phrases: *medicine*, *get (buy) some fruit*, and *get (have) a haircut*. Then do the first word as an example. You could make this activity more competitive in the same way as suggested in Ex 1.

Answers: 1 internet café 2 sports shop 3 pharmacy 4 greengrocer's 5 hairdresser's 6 bakers 7 supermarket 8 bookshop 9 electronics shop 10 clothes shop 11 dry cleaner's Secret message: no more money

THERE IS/THERE ARE AND PREPOSITIONS

3A Do an example with Ss. They then do the activity alone. In feedback, invite volunteers to come to the board and draw the picture.

B Tell Ss not to show their books to other Ss while they do the exercise.

C First, model and drill the example question and answer. Remind Ss they need to use prepositions here. Ss face each other in pairs. Tell them not to show their pictures to their partners. Monitor closely to assess how well Ss are using the prepositions and give feedback if necessary.

CAN FOR POSSIBILITY

4A Do the first question as an example. Then ask Ss to work alone while you monitor to assess how well they're using the question form. Check/Drill Ss' answers and give feedback as necessary.

Answers: 1 Where can I buy a battery for my camera? 2 Where can I smoke? 3 How can I say 'beautiful' in Italian? 4 Where can they watch the football match? 5 Can my friend come to the lesson? 6 What can we do in the sports centre?

B Ss do this exercise alone. Again, monitor and check/drill their answers in feedback.

C Monitor while Ss work and make sure they're taking it in turns to ask the questions. *Fast finishers* can give their own prompts: their partners have to think of the correct questions. Do feedback in open pairs across the class. Give feedback on problems Ss had with *can*, prepositions and other vocabulary.

SHOPPING

5A Ss could do this alone and check their answers in their books. Check/Drill the answers in feedback and do remedial teaching if necessary.

Answers: 1 Have you got these shoes in size 36? 2 They aren't *big enough*. 3 Have you got them in size 34? 4 How much *are they*? 5 That's too expensive. 6 *I'll* take them. 7 No, *it's* all right. Thanks anyway. 8 I'm not sure. I need to think about it.

B Ss could work with a different partner if appropriate. Point out that the sentences they choose will affect whether the customer buys the item or not. While Ss write their conversation, monitor and take notes on the writing ability of each individual student, if possible.

Teaching tip

Use this to assess their writing skills in terms of accuracy and add the information to your class assessment records.

C While Ss do the role-play, monitor and take notes on their speaking skills.

Teaching tip

Once again, use this to assess Ss' speaking skills in terms of accuracy and add the information to the records.

OVERVIEW

5.1 MYFRIDGE.COM

GRAMMAR | nouns with *a/an, some, any*

VOCABULARY | food/drink

HOW TO | talk about food/drink

COMMON EUROPEAN FRAMEWORK

Ss can describe food/drink in simple terms; can ask and answer questions about eating and drinking habits and routines.

5.2 A LIFETIME IN NUMBERS

GRAMMAR | *how much/many*; quantifiers

VOCABULARY | containers

HOW TO | talk about quantities

COMMON EUROPEAN FRAMEWORK

Ss can handle numbers and quantities; can find out and pass on straightforward factual information.

5.3 ARE YOU READY TO ORDER?

FUNCTION | ordering in a restaurant

VOCABULARY | restaurant words

LEARN TO | understand fast speech

COMMON EUROPEAN FRAMEWORK

Ss can find specific, predictable information in simple everyday material such as menus; can order a meal; can deal with common aspects of everyday living such as eating out.

5.4 A CHEF IN GOA  DVD

speakout | a special dish

writeback | a recipe

COMMON EUROPEAN FRAMEWORK

Ss can give and follow simple instructions, e.g. explain how to cook a dish, presenting it as a linear sequence of points; can use the most frequently occurring connectors to link simple sentences in order to describe something as a simple list of points, e.g. a recipe and aspects of everyday living such as eating out.

5.5 LOOKBACK

Communicative revision activities



BBC VIDEO PODCAST

What's your favourite dish?

In this video podcast, people describe their favourite kind of food and a favourite dish. They also talk about their favourite place to eat and why they like it. The material consolidates and extends Ss' food and 'eating out' vocabulary in a fun, authentic way. The video podcast could work well as an introduction to the unit or at the end of the unit to recap/recycle the key vocabulary and language learnt.

MYFRIDGE.COM

Introduction

Ss learn/revise countable and uncountable nouns for food and drink and their containers; *some, any* and quantifiers. They learn and practise how to order a meal in a restaurant.

SUPPLEMENTARY MATERIALS

Resource bank p161 and p162

Photo bank p157

Warm up: write the sentences from the text on separate pieces of paper: one set for each group of Ss

Ex 2: pictures of food/drink items (or realia)

Warm up

Introduction to the topic of the lesson: student dictation

Before class, write/print out each sentence separately from the text below. There are eleven sentences but the first one is the example.

Hi, I'm Susan. I'm from Australia and Australians love barbecues. We have them in our gardens and on the beach. We have special places for barbecues in the parks, too. We always invite lots of people to our barbecues. We cook the burgers and fish. Our friends and family bring other things. They bring salads, beer, cola and fruit. We usually have barbecues in the afternoon. We talk and listen to music ... and eat! It's great!

In class, put Ss into groups of 5–10, and ask them to stand up if possible. Give each student one or two sentences from the dialogue, *not* in the right order. Ss practise saying their sentence(s) to themselves. Provide help with pronunciation and vocabulary. Each student then reads out their sentence(s) to the group. Ss move around to stand (or sit) in the right order in their group. They may have to read out their sentences several times until they can do this. Ss then read out their sentences in the correct order. Ask them to do this several times until they can say it at normal speed, without looking at their papers if possible. As a follow up, Ss can dictate the sentences to each other in their groups, or you can hand out a photocopy for them to check it themselves. N.B. This activity can be used for any text. It works particularly well with narratives.

VOCABULARY food/drink

1A Lead in with a brief discussion. Ask Ss *What's your favourite food? What food/drink do you love/hate?* If you have pictures of food/drink items, use them here as prompts. Teach/Check and drill new words. Before Ss do the exercise, check *fridge* and *vegetarian*. Ask *What can you put in a fridge? Do vegetarians eat meat?* Monitor and notice how well they use food and drink vocabulary. In feedback, ask *stronger classes* to justify their answers. This will give you an idea of how well they can use *some* and *any*. N.B. Ss might be confused because of the *hot dog* in the vegetarian fridge, A. This is deliberate (see audio script). For the time being, ask *Do vegetarians eat hot dogs? Why is there a hot dog in fridge A?* Ss can speculate about this.

Answers: 1a) B b) A c) C 2 Ss' own answers.

2A With a *weaker class*, use the pictures here to present the nouns, or use your own pictures/realia. With a *mixed ability class*, put *stronger* and *weaker Ss* together to do the activity: the former can help the latter. In *strong classes*, Ss do the exercise alone and check their answers in pairs. Check/Drill pronunciation in feedback.

Answers:

Fridge A: carrots, water, a cucumber, yoghurt, cheese, milk, a hot dog

Fridge B: banana, cola, butter, bread, leftovers

Fridge C: apple, chicken, sardines, wine, grapes, fruit juice

B First, check the headings and elicit an example for each. Ss then complete the table alone, or in pairs. Tell them to write the table in their notebooks as a written record. In feedback, recheck the meaning/pronunciation of each word. Ss can underline the stress in words of more than one syllable.

Answers:

meat: a hot dog

fish: sardines

fruit: a banana, an apple, grapes

vegetables: carrots, a cucumber

drink: milk, cola, water, wine, fruit juice

other: butter, bread, yoghurt, leftovers, cheese

C Demonstrate the activity and then put Ss into pairs. Monitor closely: make a note of problems with meaning and/or pronunciation for feedback.

PHOTOBANK p157

1A–B With a *weaker class*, check Ss' understanding using the pictures. Otherwise, Ss work alone/in pairs to do the exercise. In feedback, check answers and use finger highlighting to elicit the main stress. Ss can then add the new words to their word tables from Ex B above.

Answers: 1–7 C, 8 U, 9–11 C, 12 U, 13–15 C, 16–25 U, 26 C

GRAMMAR countable and uncountable nouns**Watch out!**

Many languages don't distinguish between countable and uncountable nouns and Ss tend to translate from their L1. It's important to clarify the difference and give sufficient controlled practice. Correct Ss, and encourage them to self-correct whenever possible to prevent fossilisation (i.e. becoming a habit which is difficult to change.)

3A With a *weaker class*, teach the concept of countable and uncountable. Show a picture of eggs for example. Ask *How many eggs are there? Six. Ask Can you count them? Yes. Are they singular or plural? Both.* Then do the same with butter. Ask *Can you count butter? No. Is it singular or plural? It's never plural – always singular.* Ss might want to argue that containers are countable items, e.g. *a packet of butter*. If so, tell them that containers are countable but they'll study this in the next lesson. With a *strong* or *mixed ability class*, you could check the examples and concept, then put *stronger* and *weaker Ss* together to discuss their answers.

Optional extra activity

Before Ss check their answers in Ex 3B, write the table on the board. Ss take it turns to add words to each column.

They can dispute their classmates' answers but don't confirm the correct answers yet.

B Ss listen and check their answers. Recheck the rules: ask *Can you count it/them? Singular or plural?* and point out that uncountable nouns don't usually end with -s. Play the CD as many times as necessary to build Ss' confidence.

Answers:

countable singular nouns: an apple, a cucumber, a hot dog

countable plural nouns: carrots, sardines, grapes, leftovers

uncountable nouns: cola, chicken, butter, water, bread,

wine, yoghurt, cheese, fruit juice

Leftovers: always plural.

LANGUAGEBANK 5.1 p136–7

Read and check the *first* section of 5.1 with Ss if necessary. *Stronger Ss* could read it at home. *Weaker classes* should do Ex A in class.

Answers: A 1 chicken 2 fruit 3 sardines 4 wine
5 meat 6 butter, margarine 7 sugar

PRACTICE

4A First, do an example to check understanding of task type. Ss then work alone and check in pairs before feedback.

Answers: 1 cheese 2 hot dogs 3 eggs 4 fruit 5 milk
6 vegetables

B Elicit Ss' answers for the first sentence. Give them 2 mins to write their sentences. Monitor closely and help with accuracy before Ss check in pairs. In feedback, invite Ss to tell the class about their answers, e.g. *Juan loves cheese but I don't.*

speakout TIP

Read the tip with Ss and ask them to write C or U next to the words in their table from Ex 1B. Ss can then add five more words to the table from the *Photo bank*.

LISTENING

5A You could first do a prediction activity. Write *Luis, Amy, Mike* on the board in three columns. Ss look at the photos. Ask, e.g. *Where are they from? Which is Luis/Amy/Mike's fridge? Why?* Encourage Ss to argue and justify their predictions. Write them on the board, e.g. *Luis – fridge B. He's a vegetarian.* Ss then listen and check their predictions. In feedback, elicit the correct answers. Find out how many Ss predicted the answers correctly. N.B. Prediction activities like this can be used with both listening and reading texts.

Answers: 1 C 2 A 3 B

B Ss need to understand specific parts of the audio script. You may need to play these sections (underlined in the audio script) more than once. In feedback, Ss could speculate about why these things are/aren't in the fridges.

Answers: 1 Carmen's birthday cake isn't in the fridge.
2 There's a hot dog in Amy's fridge but she's a vegetarian.
3 There's a banana in the fridge but Mike doesn't eat fruit.

Unit 5 Recording 2

1 Hi. My name's Luis, from Spain. Welcome to my fridge! What have we got here? Well, there's some chicken and some fish – some sardines. They're for the barbecue tonight. It's my wife Carmen's birthday. And we've got some fruit: grapes and an apple. And of course, the baby's milk. And we've got some wine and some fruit juice for the barbecue. And at the back there's a ... oh no! Where is it? Carmen! Where's your birthday cake?

2 Hi, I'm Amy. I'm from Canada and I'm a vegetarian. And this is my fridge! On the top shelf I have some cheese, yeah, lots of cheese and a cucumber. And I've got some carrots. I love carrots! And on the next shelf, I've got some eggs and some yoghurt. Of course, I haven't got any meat. Hey, what's this? Look, a hotdog! Why is this here? And here I've got a bottle of water and lots of milk.

3 Hi, everyone. I'm Mike and I'm Australian. So, this is my fridge. Er ... I've got some leftovers from ... er from last week. And I've got lots of cola and ... oh look, a banana – why's that in the fridge? I don't eat fruit. And there's some bread, it's quite old, and some butter, yup, that's very old. Well, that's me! I don't go shopping a lot. I usually eat at the university.

GRAMMAR nouns with *a/an, some, any*

6A Ss are familiar with the use of *a* and *an* and learnt that *any* is used in questions in Unit 4. They could therefore discuss the answers in pairs and then listen and check. In feedback, ask, e.g. *Why is it some cheese but any meat?* Because cheese is uncountable/the verb is negative.

Answers: some, a, some, any

B Do an example. Ss then complete the table alone and check in pairs. In feedback, elicit and check Ss' answers, e.g. *Why is it an apple?* Because it's countable/singular. (see the *Language bank* for help with this). It's also important to point out that *any* is used in negatives and questions. Tell Ss this will be practised in Ex 7C.

Answers: an, a; some, any; some, any

Optional extra activity

Ss read the audio script and underline examples of *a* and *an, some, any* used there.

LANGUAGEBANK 5.1 p136–7

If necessary read the *second* part of 5.1 with Ss to recap on the rules, including the fact that *any* is used with negatives and questions. The last point is important but you could leave it until p52–53, where Ss will learn how to use *some* in requests/offers.

Answers:

B B some chocolate C a banana D an orange

E a sandwich F some cheese G some biscuits

H some yoghurt I a cucumber J some fruit juice

K a chicken L some milk

C 1 any 2 Is, any 3 a 4 any 5 's 6 Is, any 7 some

PRACTICE

7A Read the title and give Ss 1 min to read the text first. Check/Teach *fresh (fish) grill, alcohol, lettuce, salad, raw (onions)*. Ss complete the text and compare answers. In feedback, check the rules for each answer.

Answers: 2 some 3 some 4 a 5 any 6 some 7 a
8 some 9 any 10 a

B Ss can choose any items from this page or the *Photo bank* on p157.

C Model and drill the example dialogue in open and closed pairs. Then give Ss 2–3 mins to talk. The student with the most correct answers wins. *Fast finishers* can choose more items to ask/answer.

SPEAKING

8A Elicit example answers for question 1. Monitor discreetly while Ss work and prompt them to self-correct if necessary.

B Do the example first. Monitor discreetly while Ss talk, making notes of any problems with new language to focus on later. In feedback, ask each group how similar their eating habits are.

Optional extra activity

Ss write sentences about their group's eating habits, e.g. *For breakfast, two people sometimes have cereal and we all drink coffee.*

Homework ideas

- Ss take a photo of their fridges and write a description of its contents. They can add the photo to their texts.
- *Language bank* 5.1 Ex A–C, p137
- *Workbook* Ex 1A–7, p28–29

A LIFETIME IN NUMBERS

Introduction

Ss learn quantifiers and practise them in a very informative and entertaining context. They then learn how to paragraph their own writing.

SUPPLEMENTARY MATERIALS

Resource bank p163

Ex 1B: realia: bring food and drink containers

Warm up

Revision of *a/some/any* in 5.1: memory game

Divide the class into half (or 4 groups). Give Ss the beginning of the sentence: *In my lunch bag there's some bread.* They then take it in turns to repeat the sentence and add another item, e.g. *In my lunch bag, there's some bread and an apple.* *In my lunch bag, there's some bread, an apple and some cheese,* etc. If Ss make a mistake, they're out of the game. The others continue until only the winner is left.

VOCABULARY containers

1A If you've brought some containers to class, use them to present the new language, e.g. *a bottle, a can.* Ss can then do Ex 1A and B afterwards. Otherwise use the pictures here. Elicit words Ss know, e.g. *water, biscuits* and teach new ones: *beans, jam, chocolate, toothpaste.*

Answers: A chocolate B coffee C biscuits D baked beans E toilet paper F milk G mineral water H tea I toothpaste J jam K rice

B Use the pictures to elicit words Ss know and teach/drill new ones. Then model the complete phrase, e.g. *a tin of beans, a bag of rice.* Highlight the linking between the final consonant of the container word and *of*, e.g. *a bottle of = /ə'bɒtləv/.* Drill the phrases chorally and individually to prepare Ss for the next exercise.

Answers: B mug C packet D can/tin E roll F carton G bottle H cup I tube J jar K bag

C Model and drill the example before Ss work in pairs. Monitor closely and prompt Ss to self-correct if they make mistakes. Give further feedback after the exercise if necessary.

Optional extra activity

Use the pictures of fridges on p48 and the Photo bank on p157. Give Ss 3 mins to find six new examples of containers or food/drink that comes in a container, e.g. *carton of fruit juice/yoghurt, bottle of cola/wine/oil, packet of crisps/pasta/cereal/sausages, bag of sugar.*

READING

2A If you have a *weaker class*, present the numbers on the board. Write *100* (one hundred) and *1,000* (one thousand), and model/drill them. Then drill *150* and *1,500*. Highlight the fact that *hundred* is followed by *and* (one hundred *and* fifty) but *thousand* isn't (one thousand, five hundred). Ss can then do the exercise in pairs. *Stronger classes* can do the exercise in pairs.

B Monitor closely to check how well Ss are doing. After they've listened and checked the answers, play the CD again. Ss listen and repeat the numbers.

Answers: 1 four and a half 2 twenty-one 3 sixty-one 4 eight hundred and forty-five 5 one thousand, two hundred 6 four thousand, three hundred 7 ten thousand 8 thirty-five thousand 9 sixty thousand 10 seventy-five thousand

3A If you have a *weaker* or *mixed ability class*, do a pre-task for the text. Ask Ss to look at the introduction to the text but cover the rest of it. Read out the questions and check *average* and *lifetime*. Put Ss in pairs/3s and give them 2–3 mins to look at the pictures in Ex 1A. They write their opinions using the numbers in Ex 2A, e.g. *chocolate: 10,000 bars.* Ss compare answers with another pair/group. In feedback, ask how similar their guesses were. Give Ss 2 mins to read the complete text and underline the food and drink words from the pictures in Ex 1A. In feedback, check their answers. Teach important words: *sheep, chickens (countable), cows, weight, cookies (Am Eng for biscuits).* Ss then complete the article with the numbers.

B After Ss have compared their answers, play the CD. Stop at each gap to give Ss time to write the correct answer if they got it wrong. Replay the CD if necessary. In feedback, ask who got the most correct answers. Discuss which answers were interesting/surprising/amusing.

Answers: 1) 21 2) 1,200 3) 4½ 4) 845 5) 35,000 6) 10,000 7) 60,000 8) 75,000 9) 61 10) 4,300

C Elicit some sample answers. Then give Ss 3–4 mins to discuss the questions in pairs. In feedback, ask what the most popular food and drink in your class are.

GRAMMAR *how much/many; quantifiers*

4A When Ss have completed the sentences, elicit the answers and write the two questions on the board.

Answers: 1 How much 2 How many

B Ss underline the correct answers and check in pairs. In feedback, point to the questions on the board and ask *Which noun is countable/uncountable?* Elicit the answers and draw a box around *cookies* and *food* on the board.

Answers: 1 uncountable 2 countable

Watch out!

Ss tend to overuse *many* rather than *a lot* and *lots of*, in positive statements mainly because of L1 interference. Check and correct this problem consistently to prevent early fossilisation.

C Do the first example with the class as they may not know *none* (= not one). Ss then work alone and check their answers in pairs. In feedback, ask *How many biscuits are there on each plate?* and elicit Ss' answers.

Teaching tip

To illustrate quantifiers with uncountable nouns, use bottles/glasses of water. Alternatively, draw four uncountable items on the board, e.g. 1) an empty bottle 2) a bottle with a little water 3) a bottle three quarters full 4) an almost full bottle Then ask *How much water is there in 1/2/3/4?* Elicit/Teach *none, not much, quite a lot, a lot/lots* and write the words under each bottle. Ask Ss *Which one is different?* Not much. *Why?* Because water is uncountable.

At this stage, it would be useful to draw the *Quantifiers* table from the *Language bank* (p136). Leave the right-hand column empty. Elicit the correct quantifiers and write them in the column. Ss copy the table down.

Answers: A none B not many C quite a lot D a lot/lots

LANGUAGEBANK 5.2 p136–7

Check the notes and table if you haven't done so yet. *Stronger classes* could read the notes at home. *Weaker Ss* should do Ex A and B in class.

A Check *omelette* in question 4.

Answers: 1 How much 2 How many 3 How much 4 How many 5 How many 6 How many

B First, Ss look at the picture; check the use of *no* + noun versus *none*, e.g. *There are no children in the picture. There are none.*

Answers: 2 are no 3 is quite a lot of 4 are lots of/a lot of 5 is no 6 is lots of/a lot of

PRACTICE

5A First, teach *laugh, shampoo, make friends*, then do the example. Ss do the exercise alone and check in pairs. In feedback, check which answers are countable or uncountable, e.g. *How much milk* = uncountable. Also drill some of the questions if necessary, to prepare Ss for Ex 5C.

Answers: 2 much 3 much 4 many 5 many 6 many 7 much 8 many

B Check *about* and *over* on p161–162. Demonstrate the meaning with your hands/facial gestures. Monitor while Ss read the answers and give help where necessary.

C Check and drill the example first. The tone of the quiz is very light-hearted: reassure Ss that they're not expected to know the correct answers. In feedback, recheck the answers and discuss which facts surprised them.

Answers: 1 About 300 times. 2 7,500 litres. 3 200 bottles. 4 About 7,000. 5 About 15 times. 6 1,700. 7 Over 270 tubes. 8 About 2,000.

SPEAKING

6A First, check and drill the example. Ask Ss the same questions and elicit answers, making sure they use quantifiers and an extra piece of information. Ss then complete their own answers in the table. Monitor and help where necessary. Put Ss in small groups. Ss take it in turns to ask one student a question, and the group writes the answer in the table. Monitor discreetly and make notes of how well Ss are using quantifiers. Give feedback on this later.

B First, check *good diet* and *healthy lifestyle*. Then read the example and elicit Ss' opinions of their partners. Make sure they give reasons, using the information in their tables. Give Ss 4–5 mins for the activity. Again, make notes to add to those you made in Ex A. In feedback, invite *stronger Ss* to tell the class about their partners. Give feedback on their performance now or in the next lesson.

WRITING paragraphs

7A Tell Ss what the aim of this section is. Check *topic (the subject)* and *sweet food*. Ss then work alone and check their answers in pairs. In feedback, elicit reasons for each answer.

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

B With *weaker classes*, you may have to do this exercise with the Ss. Otherwise, Ss work alone/in pairs before feedback.

Answers: sentences, one, paragraph

C Remind Ss to look for different topics as this will tell them where new paragraphs start. In feedback, check the answers. Elicit the topics of the four paragraphs: the introduction, exercise, diet, where to find more information.

Answers: 1st paragraph ends with ... *some people do!* 2nd paragraph ends with ... *2.5 litres of water a day!* 3rd paragraph ends with ... *not so healthy as we think!*

D First, write two sentence prompts on the board: *I think X (a Ss name) has a good diet because ... I don't think Y (a Ss name) has a healthy lifestyle because ...* Elicit some opinions from Ss, e.g. *I don't think Cedric has a very healthy lifestyle because he doesn't eat fruit or vegetables and he never does any exercise.* Put Ss together in the same group as in Ex 5A. They then work alone to write a draft report but should show/check each other's drafts. Monitor closely and prompt Ss to self-correct/rewrite a sentence if necessary.

Optional extra activity

If you have computer facilities in your school, find and check out a healthy living website. If you think it's appropriate for your Ss' age group/interests, they could use it to create/do a questionnaire about their diet and lifestyle.

Homework ideas

- Ss write the final draft of the report from Ex 6D, p51.
- Language bank 5.2 Ex A–B, p137
- Workbook Ex 1–6B, p30–31

ARE YOU READY TO ORDER?

Introduction

Ss learn and practise how to order food in a restaurant. They also learn about the way words are linked in spoken English, which helps them understand fast speech.

SUPPLEMENTARY MATERIALS

Resource bank p164

Ex 7: realia for role-play, e.g. simple menus

Warm up

Revision of food and drink: in the hot seat

Divide the class into two groups: A and B. Put a chair in front of the board. A student from group A sits there, facing the class. Write the name of an item of food/drink eaten or container used in restaurants, on the board behind the student, e.g. *bottle of wine, fish*. Student A can then ask his team ten *yes/no* questions to guess the word, e.g. *Can you eat/drink it? Is it countable/uncountable? Is it a vegetable/healthy?* Student 1 gets a point for the correct answer. Then group B has a turn. The team with the most points wins. N.B. This activity can be used with any lexical set.

VOCABULARY restaurant words

1A First, look at the photos and ask e.g. *What can you see?* Teach/Check the difference between a 'good' restaurant, a fast food restaurant and a café. Ask *What kind of food can you eat in each one?* Elicit types of food that Ss know. Also use the photos to teach/check *waiter/waitress, customer, chef, to serve food/drinks*. This will be useful for Ex 2. Then give Ss 2 mins to discuss the questions. Monitor to see if they need more time.

B Reorganise Ss to compare their ideas. *Fast finishers* could recommend other places they know to the others.

2 With a *strong* or *mixed ability class*, Ss read the words on the left and cover the definitions. In pairs, they define words they know and then check. Otherwise, elicit words Ss know, e.g. *waiter/waitress, menu, chef*. Ss then match the others. In feedback, check/drill the answers. Write useful new phrases on the board, e.g. *ask for the menu, order food/drinks, a special dish, give a tip, pay the bill*. Tell Ss to write them in their vocabulary notebooks.

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

FUNCTION ordering in a restaurant

3A First, elicit things people say in restaurants. Ss know simple requests so could say, e.g. *Can I see the menu/have the bill, please?* Check the example and new words in the exercise: *ready, eat in, takeaway, fries*, or do this later in feedback. Give Ss 3 mins to work alone and compare their answers. In feedback, elicit Ss' reasons for their answers, e.g. *it's polite/informal, fast food not restaurant food*, etc.

Answers: b) FF c) R d) R e) FF f) FF g) R h) FF i) FF j) R k) R/FF

B With *strong classes*, you could add: *What kind of restaurant is it?* Ss listen and check their answers in pairs. Play the CD again if necessary. In feedback, play the phrases again for Ss to repeat. (see answers in bold in the audio script)

Answers: a), d), g), j)

C Ss do this alone/in pairs before listening again. Alternatively, they can listen and read the audio script at the same time and underline the phrases.

Answers: 1 j) 2 a) 3 g) 4 d)

Unit 5 Recording 6

Wa=Waiter M=Man W=Woman

Wa: Good evening. A table for two?

M: Yes, please.

Wa: By the window?

M: That's fine.

Wa: Can I take your coats?

M/W: Thank you.

Wa: Would you like something to drink?

W: Er ... yes, please. Could I have an orange juice?

M: And I'd like a cola, please. And can we have a bottle of mineral water?

Wa: Certainly. The menu ...

M: Thank you.

Wa: Tonight's special is Chicken à la Chef de Saint Germaine de Paris Rive Gauche.

W: What's that?

Wa: It's grilled chicken with potatoes and green beans.

W: Is it French?

Wa: Not really ...

W: But it has a French name.

Wa: Well, that's true ... it's very good.

Wa: Are you ready to order?

M: Yes, I'd like some soup and the special.

W: The same for me, please.

Wa: Thank you.

4A *Stronger classes* could try to complete the phrases before they hear the CD and compare answers in pairs. In feedback, check *soup*. Explain that *Can/Could I ...* have the same function (requests) though *could* is often seen to be more polite.

Answers: 1 I have, juice 2 we have, bottle, water 3 I'd, soup 4 same, me

B Ss listen and check their answers. In feedback, teach *grilled (chicken)*. If your Ss understand French, ask them why the name of the special dish is amusing.

Answers: soup and the special (grilled chicken with potatoes and green beans)

LANGUAGEBANK 5.3 p136-7

Check/Drill the requests and responses in open and closed pairs. *Weaker classes* can do Ex A now.

Answers: 1 Can/Could, please 2 'd like 3 would, like 4 Can/Could 5 Would, like 6 I'd

Optional extra activity

To help Ss prepare for Ex 5B, play the CD again. Ss listen and repeat the requests. Replay the CD until Ss can hear and reproduce the polite intonation.

5A Check the example and give a 2-min time limit. In feedback, model/drill each sentence, highlighting the stress and intonation.

Answers: B: Yes, *can/could* we have two ... B: *We'd* like the fish and ... A: *Would* you like *any* vegetables? B: *Can/Could* I have some carrots ... C: The same *for* me, please.

B Give Ss time to work alone and rehearse the conversation. Monitor closely, helping with their pronunciation. *Fast finishers* can memorise the dialogue, and act it out to the class later.

6A Play the first two sentences and elicit the answers from the class. Ask Ss *What's the difference?* Elicit answers. N.B. In the first request, the voice is flat and sounds rude. In the second, the voice has a wider range and rises/falls on the stressed word *orange*, which makes it sound friendly and polite. In feedback, play the CD again to prepare Ss for Ex 6B. Ss listen and repeat the polite requests, and try making the impolite ones sound polite.

Answers: 1 *Could* I have an orange juice? (impolite) 2 *Could* I have an orange juice? (polite) 3 *Can* we have a bottle of mineral water, please? (polite) 4 *Can* we have a bottle of mineral water, please? (impolite) 5 *I'd* like some soup, please. (polite) 6 *I'd* like some soup, please. (impolite) 7 *The same* for me. (impolite) 8 *The same* for me. (polite)

B Put Ss in pairs and check instructions: elicit a polite/impolite request. While Ss work, monitor closely and notice Ss' stress and intonation. In feedback, help Ss to improve their voice range: tell them to stand up and sit down when they say the stressed word.

SPEAKING

7A If you've brought some simple menus to class, use them here if you have a *weaker class*. Either way, first, check any new vocabulary in the menus, e.g. *melon, roast lamb, seasonal*. Alternatively, Ss could use dictionaries if they have them.

Teaching tip

When you want to exploit the language in a text in more depth, split the class into groups, and number them 1, 2, 3 etc. Each student looks up new vocabulary in one part of the text(s) and then 'teaches' the others. For the menus here, Ss work in groups of 4. Each one looks up new words in one half of the two menus.

Then Ss work in pairs to answer the questions. They can use their imaginations about the special dishes! (They'll find out what they are in Ex B and C.) In feedback, have a brief discussion of Ss' answers.

B Ss now prepare for a restaurant role-play. Put them into A/B pairs and check the example dialogue so that the aim of the role-play is clear. Then Ss A look at menu A and decide what they will order while Ss B look at the information on p162, an explanation of the today's specials. Help Ss B with any vocabulary they need, e.g. *beef*. With *weaker classes*, Ss A could first work together in pairs to discuss their choices, while Ss B practise reading out the explanations of the specials in pairs. For the role-play itself, Ss B could stand up with a notebook, etc. as if in a restaurant. Tell Ss A to decide what to order after the explanations. Monitor discreetly while Ss talk, making notes of good and problematic language/pronunciation for feedback later.

C Ss change roles. Follow the same suggestions as above. *Fast finishers* could do the role-play again with different partners. In feedback, invite pairs to act out their conversations to the class. Give feedback as required.

LEARN TO understand fast speech

8A First, look at the pictures and check the vocabulary: *hamburger, cola, fries, small, medium, large*. Ask *What's the name of hamburgers in local fast food restaurants?* e.g. *Big Mac, Giant Whopper*. Tell them the hamburger here is called a *Jackpot Special*. Ss listen and check their answers in pairs. In feedback, ask *How does the man speak?* Very fast!

Answer: picture B

B Ss listen again and tick the phrases from Ex 3A. In pairs, they check their answers and could then order them.

Answers: h), e), i), b), k)

Unit 5 Recording 9

A: Afternoon, what can I get you?

B: Uhhh ... the Jackpot special, please.

A: Is that eat in or takeaway?

B: Take away.

A: Large fries with that?

B: No, medium ...

A: Something to drink?

B: A cola.

A: Small, medium or large?

B: Small.

A: Anything else?

B: No thanks.

A: That'll be 9.95.

B: OK.

speakout TIP

Read the tip and write the example sentences on the board and draw the link between consonants/vowels. Model/Drill the phrases. You could also underline the stressed words: *evening* and *much*. Ss copy the phrases down.

C Check the example. It would be useful if Ss write the fast food phrases in their notebooks first, leaving space for the linking/underlining. Ss could work alone/in pairs.

D When Ss have listened and checked, invite them to write the phrases on the board. Other Ss suggest corrections if they disagree. Play the CD again if necessary. Ss then listen and repeat the phrases.

Answers: Small, medium or large? Is that eat in or takeaway? Anything else? Thanks. Have a nice day!

E This is a light-hearted exercise to finish the class with. Ss should underline the stressed words and link consonants/vowels first. Help them with this as needed. In feedback, Ss compete to see how fast they can say the same sentence.

Homework ideas

- Ss write a conversation based on the dialogue in Ex 5A and the role-play, Ex 7B–C.
- Language bank 5.3 Ex A, p137
- Workbook Ex 1–3C, p32

A CHEF IN GOA

Introduction

In this lesson, Ss meet the famous English chef, Rick Stein on the DVD. He presents a BBC TV food series and this programme takes place in Goa, India. Ss learn about the local food and how to cook fresh fish. Finally, they learn and practise how to describe and write a recipe of their choice.

SUPPLEMENTARY MATERIALS

Warm up: a map of India and/or Goa
Ex 4: authentic, simple recipes

Warm up

Create interest in the DVD programme and topic: spend about 10 mins on this lead in.

Culture notes

Goa is on the West coast of India and was formerly a Portuguese colony. Its tropical climate, beautiful beaches, charming colonial architecture and delicious food have made it an extremely popular tourist destination.

Rick Stein is a very successful English chef with a passion for seafood. He owns four restaurants in Cornwall which specialise in fish dishes from all over the world. Rick Stein has become a household name as a TV presenter, and has written and presented over a dozen cookery series for BBC TV, including *Seafood Odyssey*.

First, look at the photos on p54–55. Ask *Do you know this man? Where is he? Why do you think he's famous?* Elicit Ss' answers. Encourage them to speculate. Don't tell Ss the answers as they will cover this in Ex 1B. Show a map of India and ask, e.g. *What do you know about places in India?* Elicit/Show Ss where the places are on the map including Goa and look at the background photo. Ask *What do you think this area of India is like? Would you like to go there?* Discuss Ss' answers. Then move on to the topic of food. Ask *Do you like Indian food/curry? Why/Why not? Do you like any other foreign food?* Elicit and discuss Ss' answers. Write any useful new vocabulary on the board.

DVD PREVIEW

1A Check the questions and elicit some initial answers before Ss discuss them in pairs. Monitor closely and provide any new words Ss need while they talk, e.g. *picnic, barbecue*. Discuss answers with the class. Again, teach/check words Ss want to use and write them on the board if they're useful. If *seafood* isn't mentioned, introduce/teach it here for the text in Ex 1B.

Teaching tip

It's a good idea to draw a column on the right-hand side of the board at the start of the lesson. Use it to write up new words/phrases that come up during the class and encourage Ss to copy it down in their vocabulary notebooks at the end of the lesson.

B Check the meaning of the title: *Seafood Odyssey*. Read out the questions and give Ss 1 min to read and answer. N.B. Ss have to find specific key information here. To encourage them not read every word, it's a good idea to give a very short time limit. Tell Ss not to worry about words they don't know. Ss check their answers in pairs, and reread the text if they don't agree. In feedback, elicit Ss' answers and check new vocabulary, e.g. *market*. With *stronger classes*, ask further comprehension questions about the text, e.g. *Where does Rick Stein travel? Why? Who does he talk to? What does he buy/cook in Goa?*

Answers: 1 an English chef 2 seafood 3 Goa

DVD VIEW

2A With *weaker classes*, pre-teach *a washing-up bowl, a pan, spices, a boat* using the photos. *Stronger classes* read the word box but don't check new vocabulary yet: tell Ss they'll see seven of these items in the DVD. Ss watch the DVD and compare answers. Teach/Check new words here. Play the DVD again. Ss could shout *stop!* when they see/hear one of the answers. In feedback, invite any initial comments about the programme – the place, food, the people.

Answers: oil, the sea, a pan, spices, fish, a washing-up bowl

Alternative approach

Put Ss into A/B pairs. Ss A face the TV screen but Ss B sit with their backs to it, so they can hear but not see the DVD. Ss B must do the task. Play the DVD. Ss B then tell Ss A the answers they have. After that, Ss swap places. Play the DVD again. Ss now compare their answers. Monitor to check if they have identified the seven items. If not, play the DVD again with all the Ss watching.

B Give Ss time to read the words in the box and the gapped text. Teach *the best part of = almost/about*. Ask *Does he know Goa well?* Also check the words in the glossary. Play the first part of the DVD again up to *incredibly cheap*. Ss write their answers and check them in pairs. If necessary, repeat, stopping at each gap to elicit/check the answers. Ask *Does Rick Stein like the food here? Why?*

Answers: 1 eight 2 food 3 spices 4 vegetables 5 cheap

C With *weaker classes*, play the last part of the DVD (from after he's bought some fish and says *OK. OK.*) to give Ss more support for both Ex 2C and D. Otherwise, play it *after* Ss have done the exercise, stopping at each gap to elicit/check and drill answers (see words in bold in the DVD script). Also teach *flour, lime, salt* (for Ex D).

Answers: A drop B throw in D squeeze E turn over

D Ss should now know all the necessary vocabulary so give them 2 mins to order the instructions. They then compare answers. Don't check them yet – see below.

E Ss watch the last part of the DVD again (from after he's bought some fish and says *OK. OK.*) and compare their answers. Again, Ss could shout *stop!* at each answer. Round off this part of the class with a class discussion about the programme, what Ss noticed/liked, etc, or play the DVD again for them to watch for pleasure.

Answers: b) 7 c) 5 d) 3 e) 8 f) 4 g) 2 h) 6

DVD 5 Rick Stein's Seafood Odyssey

RS= Rick Stein W=Woman

RS: This is Goa – a place I've known and loved for the best part of eight years. To buy food here is a real joy. The variety of seafood, spices, vegetables is quite staggering and incredibly cheap. I want some of these, these ones. Nice, small fish. What are they?

W: Ah, nice.

RS: Nice, yeah. Fry 'em?

W: Yes.

RS: Yeah.

W: Ten rupees. Ten rupees.

RS: OK. OK.

RS: Have you ever thought what to do about cooking fish on a beach? Well, why don't you try deep frying them? You take a sort of washing-up bowl like this, just **throw** a bit of flour into it, then some salt, some cayenne pepper, some coriander, some cumin and some turmeric. **Throw** in some fish and then **drop** them in the pan. Not too many at a time because you don't want the oil to lose its heat but you do want to cook these really crisp. Stir them around in the oil. They're looking real good. **Turn** them over. I don't actually know what these fish are called but you could use whitebait. Just let them cook till they're ... sort of ... hard, till you could almost eat the bones. That'll take about three or four minutes. Take a couple of wedges of lime and you **squeeze** them over the fish. It's really good. There's just one small thing missing ... that's an ice-cold beer.

speakout a special dish

3A First, check the instructions and list. Teach/Drill *ingredients, noodles, pepper, soy sauce*.

B Ss work in the same pairs/groups. Give them 4–5 mins to make notes about their dish and its name. Monitor closely and give help where necessary. They could also use the language in Ex 2D.

4A First, read and check the **key phrases** and teach/drill *delicious*. Ss then listen and tick the phrases they hear in order.

B Ss can check their answers in pairs (see answers in bold in audio script). Play the CD again if necessary. Ss can then listen again and read the audio script on p170. Teach the underlined new words, e.g. *heat, mix, celery sticks*, etc. They'll be useful in the following exercises.

Answers: ✓ The name of our dish is, It's very easy to make, you need some prawns, it's delicious, you'll love it!

Unit 5 Recording 11

M=Man W=Woman

W: The name of our dish is the Italian special. It's very easy to make. You need some prawns, a can of Italian tomatoes, a large onion, a red pepper and two celery sticks – the vegetables need to be cut into small pieces. You also need some pasta, olive oil, black pepper and lots of herbs.

M: You heat the oil in a frying pan and then put all the vegetables in together for about two minutes. Then you throw in the prawns, some black pepper and the tomatoes. Then add the herbs. You cook everything for a minute or two ...

W: ... and leave to cook slowly. Heat some water in a pan and add the pasta. Cook for three minutes then take the pasta out of the water. Mix with the sauce and then eat our dish with some salad.

M: It's delicious. You'll love it!

C Ss can use the audio script above as a model for this activity. Using their notes from Ex 3B, they think about where/how they can use the **key phrases** and the new vocabulary.

It would be useful for them to rehearse what they will say. Monitor and support Ss closely here.

D Ss can either sit or stand in front of the class, and use the board if necessary. Make notes of good language and any problems with the **key phrases/vocabulary** for feedback later.

writeback a recipe

5A Ask: *Do you use recipes? How often? What for?* Elicit and discuss Ss' answers briefly. Ss then read and answer the question in pairs. Check new language in feedback, e.g. *handful, olive oil, immediately*.

B Elicit/Check the meaning of *next* and *then*: they both mean the same but *next* is more commonly used in instructions. (We wouldn't usually say it in normal conversation, e.g. *I get up at 7 and have breakfast. Next I go to work.*) In feedback, elicit answers. Ask *Why can't Then/Next change places with and then? Because and then comes in the middle of a sentence.*

Answers: Next, Then

C Ss use their notes from Ex 3B and the text in Ex 4A as a model for the first draft of their description. Monitor and support Ss. Encourage them to show their drafts to other Ss to ask for advice and build confidence. Ss could add drawings/pictures to their text if they like.

Homework ideas

- Ss write a final draft of their special recipes, or another recipe for a typical dish from their country.
- Workbook Ex 4, p32

LOOKBACK

Introduction

Many of the Lookback exercises can be used to provide you with an informal assessment of your Ss' speaking skills. Fluency practice is usually given in the last exercise of each section. When assessing speaking skills, four things should be taken into account: accuracy of grammar, range of vocabulary used, fluency and pronunciation.

FOOD

1A Strong Ss should do this exercise alone. Weaker Ss can refer back to Ex 2A on p48 and the photobank on p157 for help to find the answers. N.B. Allow this whenever Ss are having problems with a Lookback exercise.

Answers: 2 milk 3 cucumber 4 banana 5 ice cream
6 rice

B Check the example. Weaker Ss could write their sentences in pairs: this will enable you to provide more help and support if needed. Fast finishers can write two more sentences.

C Put weaker and stronger Ss in separate pairs. Monitor while Ss do this activity and make notes on their performance (accuracy of language, pronunciation and fluency) for feedback, or assessment if required.

NOUNS WITH A/AN, SOME, ANY

2A Alternatively, give Ss 2 mins to look at the fridges again and memorise the contents. They then do the exercise and check back afterwards.

Answers: 2 are some 3 aren't any 4 isn't any 5 's a
6 's some

B Ss write their sentences alone. They can refer to the fridges on p48 for reference.

C Monitor while Ss ask/answer the questions. Make notes on their performance for feedback/revision, or assessment if required.

CONTAINERS

3A Give Ss 1 min to do this. The winner is the first person to put up his hand and have all the correct answers. Alternatively, Ss do the exercise alone. Fast finishers can write another word snake with food words.

Answers: 1 cup 2 packet 3 bag 4 carton 5 bottle 6 jar
7 tube 8 mug 9 roll 10 can 11 bar 12 tin

B Fast finishers add more food and drink words to each container.

Optional extra activity

Ss work first work alone and draw a fridge with three shelves: they write/draw three items of food and drink on each shelf. Put Ss in pairs, facing each other. They then take it in turns to ask yes/no questions to find out what's in their partner's fridge, e.g. *Is there a carton of milk? Are there any vegetables?*

Alternatively, Ss draw the fridge/contents as above and describe it to their partner. He/She then draws it. They then compare the two drawings and check if they are the same.

HOW MUCH/MANY

4A Monitor closely to check the accuracy of Ss' sentences.

Answers: 2 How much chocolate do you eat every week?
3 How many brothers have you got? 4 How many people are there in your family? 5 How much sugar do you have in your coffee? 6 How much cola do you drink every week?
7 How many rooms are there in your flat/house? 8 How much salt do you like in your food?

B Ss work alone and write their answers down. Tell Ss not to show their answers to their partners at this stage.

C Check instructions carefully. Ss take it in turns to guess the correct question. If one gets it wrong, another has a turn.

IN A RESTAURANT

5A Check the vocabulary in the names of the dishes so that Ss are clear about what sort of dish they can invent. They can refer back to the menus on p53 for ideas.

Possible answers: 1 Roast beef with grilled vegetables and new potatoes. 2 Vegetable soup and pasta with tomato and onion sauce. 3 Cheese, tomato, mushroom and ham pizza with a side salad.

B Give Ss time to prepare for the role-play before putting them in groups. They can take it in turns to be the waiter. Monitor while Ss talk. Make notes on their performance for feedback/revision and assessment if required.

OVERVIEW

6.1 FAVOURITE THINGS

GRAMMAR | was/were

VOCABULARY | dates and time phrases

HOW TO | talk about the past

COMMON EUROPEAN FRAMEWORK

Ss can use simple descriptive language to make brief statements about possessions; can describe personal experiences in simple terms.

6.2 TIME TWINS

GRAMMAR | past simple

VOCABULARY | common verbs

HOW TO | talk about your life

COMMON EUROPEAN FRAMEWORK

Ss can ask and answer questions about past activities; can write very short, basic descriptions of events, past activities and personal experiences linked with simple connectors like *and*, *but* and *because*.

6.3 HOW WAS YOUR WEEKEND?

FUNCTION | making conversation

VOCABULARY | weekend activities

LEARN TO | keep a conversation going

COMMON EUROPEAN FRAMEWORK

Ss can give short, basic descriptions of events and activities, e.g. about last weekend; can participate in short conversations in routine contexts on topics of interest; can use simple techniques to start, maintain or end a short conversation.

6.4 CARLOS ACOSTA  DVD

speakout | an interview

writeback | a profile

COMMON EUROPEAN FRAMEWORK

Ss can answer simple questions and respond to simple statements in an interview; can write short, simple biographies about people.

6.5 LOOKBACK

Communicative revision activities



BBC VIDEO PODCAST

Did you go out last night?

This video podcast consolidates language around the topic of 'going out' in general and then focuses on what people did 'last night'. As well as plenty of authentic examples of the past simple in context, the material also recycles some useful time phrases. We recommend using the video podcast at the start of the unit to introduce Ss to the unit's topic or at the end of unit 6 as a round up.

FAVOURITE THINGS

Introduction

Ss learn/revise the past tense of *be*, dates and time phrases. They practise the new language in the context of talking about famous celebrities, special national and international days, and their own past.

SUPPLEMENTARY MATERIALS

Resource bank p165 and p166

6.1: photocopy the text from the Warm up

Ex 1B: provide dictionaries/ask Ss to bring their own

Ex 7: bring in notes/information on special dates around the world

Warm up

Introduce the topic of the lesson with a running dictation. Before class, make one copy of the text below for each Ss pair in your class, plus 3–4 copies to put round the classroom walls.

Harrison Ford's got four children and three grandchildren. He's about seventy years old. He's a very good pilot and has got seven planes and a helicopter. What's he famous for? He's an American actor and he's famous for his role as Hans Solo in *Star Wars* and Dr Jones in the *Indiana Jones* films.

In class, put up the texts and organise Ss into A/B pairs. Ss A must run to read one of the texts on the walls, then run back and dictate a phrase/sentence to Ss B. Ss B may need to ask for repetition and/or spelling. Give a copy of the original text to each pair as they finish so they can check their texts: the others carry on. Check the text in feedback and discuss what else Ss know about Harrison Ford if time. This is a hectic, noisy activity but Ss usually enjoy it. N.B. A running dictation can be used with any short text, poem or song.

Culture Notes

Harrison Ford, born on 13th July, 1942, has made over 100 films for the cinema and TV. His first major role was Hans Solo in the first *Star Wars* trilogy (1977, 1980, 1982) and then as Indiana Jones, (1981, 1989, 1993, 2008). He may still make another one.

SPEAKING

1A Ss look at the photos. Ask *Who are these people? What are they famous for? Where are they from?* Tell Ss not to worry if they don't know them all. Elicit one or two answers and then check the example. Check *figure skater* using the photo, and *Olympic gold medallist*. At this point it would be useful to practise how to say the people's names. Give Ss 2–3 mins to talk. Monitor to see what Ss know and what to expect in feedback. Elicit answers in feedback and discuss them for 2–3 mins. (See audio script 6.1 for further information.)