

# UNIT 6

## DIFFERENT CULTURES

### UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts and conversations, and exchange information about different cultures and what it's like to experience different cultures
- talk about jobs they would like to do or think are difficult
- talk about food and preparing food
- learn to ask for and give recommendations
- use appropriate phrases to express surprise
- write a review of a restaurant, café or venue with music

#### UNIT CONTENTS

##### G GRAMMAR

- Modals of obligation
- Comparatives and superlatives

##### V VOCABULARY


- Compound nouns: *air conditioning, bus driver, culture shock, cycle lane, firefighter, forest fires, living conditions, pedestrian crossing, rush hour, traffic jam, traffic lights, workplace*
- Describing food: *bitter, cooked, creamy, crunchy, dried, fresh, heavy, hot, light, raw, rich, sour, spicy, sweet, tasty*
- Food preparation verbs: *add, chop, fry, heat up, mash, mix, serve, squeeze, stir*
- Wordpower: *go = disappear, go = lead to, go = match (e.g., it goes with your eyes), go = change (e.g., go grey), go well/badly, go wrong*

##### P PRONUNCIATION

- Word stress: compound nouns
- Sound and spelling: /ʃ/ and /tʃ/
- Sounding interested

##### G COMMUNICATION SKILLS


- Talking about advice and rules
- Describing food
- Asking for and giving recommendations
- Using appropriate phrases to express surprise
- Writing a review of a restaurant, café or venue with music

- a  Students look at the photo and the title of the unit, *Different cultures*. Put students into pairs or small groups to discuss the questions for a few minutes, guessing as much as they can about the people in the photo. Elicit feedback from the whole class.

Although there are no right or wrong answers to these questions, use the discussion to bring out the themes which run through this unit (of experiencing different cultures by spending time in other countries). If you wish, read the information in the Culture Notes to students.

#### CULTURE NOTES

The photograph shows two Intha fisherman fishing on Inle Lake in Myanmar. Intha fisherman are known for their unique traditional fishing methods, which include rowing their boats by standing on the edge of the boat and wrapping the oar around the other leg.

- b  Students discuss the questions in pairs or small groups. Elicit feedback from the whole class.

#### EXTRA ACTIVITY

Ask students to tell their partners which country's culture they would like to learn more about and why. Ask for ideas during feedback.

### GETTING STARTED

#### OPTIONAL LEAD-IN

Books closed. Tell students about a traditional custom (e.g., food, festival, job, music) from your country. Describe what it is, what it involves, who it involves and what you think about it. Then put students into pairs. If you have a class made up of different nationalities, ask them to tell their partner about a traditional custom from their country. If you have a class from the same country, ask them to choose a traditional custom and describe it to their partner without giving the name for their partner to guess. Elicit feedback from the whole class and ask the class to vote on what sounds like the most interesting festival.

# 6A

## YOU SHOULD WEAR GOOD WALKING SHOES

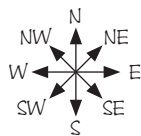
At the end of this lesson, students will be able to:

- talk about jobs they would like to do or think are difficult
- recognise and form compound nouns
- understand a conversation about a documentary
- use a lexical set of multi-word verbs correctly
- use modals of obligation
- give advice on living or working in a different country

### OPTIONAL LEAD-IN

Books closed. Ask students what comes to mind when they think about the culture of a different country (e.g., food, language, music, religion and other beliefs, clothing).

Draw a simple compass in the middle of the board with the abbreviated compass points marked on it.



Elicit eight places (countries, regions or cities, near or far) that are in eight different directions from where you all are right now. Write the place names on the board at the relevant points on the compass.

Put students into small groups and ask them to talk about which (if any) of the places on the board they have visited. Ask: *What do you know about the culture in those places? Is it similar to or very different from your culture?* Students discuss the questions. Elicit feedback from the whole class.

## 1 SPEAKING AND READING

- a** Put students into small groups to discuss the questions for a few minutes. During the feedback stage, choose five or six of the most common differences that they mention and write them on the board.
- b** Read the instructions and ask students to share their ideas about what information *CultureMee* gives. Go over the list and check students' understanding.

Students then quickly read *Culture shock? There's an app to deal with that*, and decide which things the app provides. Give students one or two minutes to do this before comparing their answers in pairs. Elicit feedback from the whole class.

### Answers

1 Yes 2 No 3 Yes 4 No 5 No 6 Yes 7 Yes

### VOCABULARY SUPPORT

*straightforward* (B2) – easy to understand  
*conventional* (B2) – traditional and ordinary

- c** Give students time to read the article again and decide if the sentences are true or false. Allow them to compare their answers in pairs. Check answers as a class.

### Answers

- 1 F (It gives both; it not only gives straightforward travel advice but it also provides insights into the culture of the country.)
- 2 T (It has grown in popularity; it has thousands of users; it has won awards.)
- 3 T (They found it hard to find out about plugs and vaccinations.)
- 4 T (They are ordinary people who have visited the country and can speak with authority about it.)
- 5 F (They did interviews with people from different cultures and also with people who had visited the country.)
- 6 T (They hope this community will continue to augment it with their own stories and viewpoints.)

- d** Go over the words in bold and their possible meanings. Ask students to locate the first word in the text and read the sentence out loud (... *it not only gives you straightforward travel advice, but it also provides insights into the culture of the country you're visiting.*) Elicit the meaning of 'insights' in this sentence (clear understanding of something). Give students time to locate each word in the text and use the words around it to decide the meaning. Students can do this in pairs. Check answers as a class.

### Answers

1 a 2 b 3 b 4 b 5 a 6 a

## 2 VOCABULARY Compound nouns

- a** Give students one minute to read the rules about compound nouns. Students then underline the compound nouns in the article and check answers in pairs. Elicit feedback from the whole class, writing the compound nouns on the board.

### Answers

culture shock, travel apps, guidebooks, homestay, swimming pool, windsurfing, seafood, taxi driver, smartphone

### LANGUAGE NOTE

A compound noun is a single item, composed of two parts. It can be difficult to decide whether two words are an adjective + noun phrase or a compound noun. Usually, a compound noun cannot be interrupted by other items, e.g., *new country* is not a compound noun because it could be interrupted (*a new and interesting country*). Similarly, *working environment* can be interrupted (*working and living environment*).

We usually (but not always) stress the first word in compound nouns and the second word in adjective + noun phrases. Compare *a greenhouse* (compound noun = a glass building for growing plants in) and *a green house* (adjective + noun = a house painted green).

- b** **06.01** Pronunciation Play the recording for students to listen and check. Then put students into pairs to practise saying the compound nouns.

### Answer

The first word is stressed.

- c** Put students into pairs to complete the exercise. Check answers as a class.

### Answers

- |                 |                    |
|-----------------|--------------------|
| 1 tour guide    | 5 backpack         |
| 2 sunscreen     | 6 guidebook        |
| 3 souvenir shop | 7 walking shoes    |
| 4 baseball cap  | 8 insect repellent |

d Give students two minutes to complete the text. They then compare answers in pairs.

**Answers**

- 1 tour guide 3 sunscreen 5 insect repellent 7 backpack  
2 guidebook 4 baseball cap 6 walking shoes 8 souvenir shop

e Put students into pairs. Tell Student A to turn to p. 130 and Student B to p. 132. Tell them to take turns listening to their partner's definitions and finding the correct words in the box. Tell students to turn to SB p. 69.

**Answers**

- Student A, p. 130 #2:  
1 street map 3 bottle opener 5 sleeping bag  
2 window seat 4 passport control
- Student B, p. 132 #1:  
1 boarding pass 3 air conditioning 5 dishwasher  
2 campsite 4 sightseeing tour

### 3 LISTENING

a Ask students to look at the photos and read the captions. Give them a few minutes to discuss the question. Elicit feedback from the whole class.

b 06.02 Play the recording for students to check the things that are mentioned.

**Answers**

- Kim: being on time  
Will: talking to people, making eye contact  
Tasia: children, going to bed  
Getting up early is not mentioned.

**Audioscript**

**KIM** Well, I've been living in Brazil now for a long time, and my friends here always say that there's real time and then there's Brazilian time and I think it's true in a way. There is Brazilian time and it moves a bit more slowly. So if a meeting starts at 10:00, you don't have to be there at 10:00, you can come maybe fifteen or twenty minutes later and that's fine. Or if people invite you for a party at 7:00, you definitely shouldn't arrive at 7:00 'cause it'll be too early and no one will be there. You should arrive maybe half an hour or even an hour later. Some friends of mine here are from the UK and Germany, and they grew up with the idea that you always have to be punctual and they sometimes find it pretty difficult when people don't show up on time. But I really like it, it's so much more relaxed and I think people have more time for each other and that's really important. The funny thing is that because I'm from England and people know that English people are supposed to be punctual, they expect me to show up on time. They always say, 'No, you mustn't be late, you must come on time' – even though they're often late themselves. We always laugh about that.

**WILL** I remember when I was working in Nigeria, there were a few things I had to get used to. Like for example, if you're talking to someone you don't know well, you shouldn't look right at them and you mustn't look them in the eye; instead you look down slightly. When I was first there I found that really strange. I thought, 'Well, don't people like me or what?' But in fact it's a sign that you respect the other person, so I had to get used to that. Actually, it's the opposite from the USA. In the USA, you should definitely look the other person in the eye when you talk – people think that shows you're honest, but in West Africa people think that seems aggressive and it's polite to look away slightly. But I have to say, I never really got used to it. I always wanted people to look at me... that's my culture, I guess!

**TASIA** I've been in Britain for a couple of years now, so everything seems pretty normal to me, but one thing I still find a bit strange is attitudes toward children, especially bedtimes. Like if you're getting

together in the evening and there are adults and children, at a certain time, maybe 7:00 or 8:00, all the children have to go to bed and after that it's just adults. And for me that seems really strange, because in Greece children can usually stay up as long as they want if there's a party going on or a family get-together, you know, they don't have to go to bed at a fixed time. If they feel tired, they can just lie down for a bit. And my friends in the UK tell me it's important, they have to sleep because they have school the next day and so on, and I do get that. I can see it's very sensible, and their children probably learn better, but I think children should join in the life of the family and it's a pity if they can't be part of it, you know? That seems more important to me.

c 06.02 Play the recording again for students to take notes about the topics in the table. They then compare answers in pairs.

**Answers**

Country	Cultural difference	Example(s)	Comments they make about it
Brazil	different sense of time	Meetings start late; you should go to a party 30 minutes late or more	she enjoys it, it's more relaxed
Nigeria	making eye contact	People look down when they speak to you	polite, shows respect; he found it difficult
UK	children go to bed early	At a family party - children go to bed at 7:00 or 8:00	children should be part of family life

d Put students into small groups to discuss the questions. Elicit feedback from the whole class.

### 4 GRAMMAR Modals of obligation

a Give students a few minutes to complete the interviews with the words in the box. Allow them to check their answers in pairs.

b 06.03 Play the audio recording for students to listen and check their answers. Check answers as a class.

**Answers**


- 1 don't have to, can  
2 mustn't, must  
3 shouldn't  
4 should  
5 have to  
6 can, don't have to  
7 should, can't

**CAREFUL!**


Students are likely to make a number of errors of form and use with modals of obligation.

Problems with form include using the wrong verb form after a modal, e.g., *I must to go* (Correct form = *I must go*). With *have to*, students may also contract the structure inappropriately, e.g., *I've to go to the doctor* (Correct form = *I have to go ...*). They also make mistakes with word order, e.g., *We have also to wear a uniform* (Correct form = *We also have to wear ...*).


The difference between *mustn't* and *don't have to* can also be difficult for students at this level, e.g., *You don't have to eat too many sweets. They're bad for you.* (Correct form = *You mustn't eat ...*), and *I mustn't go to the store. There's enough milk* (Correct form = *I don't have to go ...*).

- c  **06.04–06.06** Students read the information in Grammar Focus 6A on SB p. 154. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class. Tell students to go back to SB p. 70.

**Answers (Grammar Focus 6A SB p. 155)**

- a**
- needed to
  - Does (Alex) have to
  - mustn't
  - didn't have to
  - must
  - have to / need to
  - mustn't
- b**
- don't have to pay
  - shouldn't/mustn't leave
  - can't/mustn't use
  - can/should only use
- d** Give students up to five minutes to think about rules associated with travel and transport in their country and to complete the sentences. Monitor and help as necessary.
- If your class is multinational, put students from different countries in groups to compare their answers. Elicit feedback from the whole class.
- e** Give students up to 10 minutes to prepare some advice and rules. Monitor and help with vocabulary as necessary.
- f**  Put students into pairs or small groups to discuss their tips. They should listen to each other's rules carefully and then discuss questions 1–3. Elicit feedback from the whole class and ask a student from each group to read out one or two rules connected with safety and one or two rules about being polite to people. Encourage a full class discussion about the most important rules.

## 5 SPEAKING

- a** Tell students to imagine they can work or study anywhere they want to in the world. It could be in a different part of their own country or in a foreign country far away. Give students time to make notes on the topics. Monitor and help students with any language they need.
- b**  Put students into pairs or small groups to tell each other about where they would like to go and why, and to give each other advice. Monitor and check that students are using modals of obligation appropriately. Nominate a few groups to perform their conversations for the class.

### LOA TIP MONITORING

When students are having a paired or small group discussion like this, it can be easy for a more dominant student to do most of the talking. As you monitor, try to redress the balance if possible by gesturing to the quieter speaker to make a contribution or by asking him/her directly, e.g., *What else should your partner think about? What sort of clothes should he/she take?*

### ADDITIONAL MATERIAL

Workbook 6A  
Photocopiable activities: Grammar 6A, Vocabulary 6A, Pronunciation 6A  
Documentary video Unit 6 *Different cultures*  
Video worksheet Unit 6 *Different cultures*

# 6B

## IT'S TASTIER THAN I EXPECTED

### OPTIONAL LEAD-IN

Books closed. Ask students to think of the different kinds of food and drink they have had so far today. Tell them to write the names of the ingredients, rather than just the dish, e.g., *hamburger* = beef, onions, lettuce, bread, etc. They then compare lists with a partner and create a combined list of their words. Elicit a few examples and write them on the board. Check the spelling, pronunciation and form of the words.

## 1 VOCABULARY Describing food

- a** Ask students to look at the five photos of food, then ask what they think is in each photo. Elicit ideas, but don't check answers at this point. Put students into pairs or small groups to discuss the four questions. Elicit feedback from the whole class.

### VOCABULARY SUPPORT

*dish* (A2) – food prepared in a particular way as part of a meal

*ingredients* (B1) – food that is used with other foods in the preparation of a particular dish

*vegetarian* (B1) – a person who does not eat meat or fish for health or religious reasons or because they want to avoid being cruel to animals

- b** Put students into pairs to complete this matching task. Tell them not to worry about all the vocabulary at this stage. Check answers as a class. Ask: *Has anyone changed their answers to the questions in 1a after reading the descriptions?*

#### Answers

1 b 2 e 3 d 4 c 5 a

- c** Give students two minutes to think about the question. They then compare answers in pairs. Check answers as a class.

#### Answers

a salad: tasty, fresh, light, crunchy

a bowl of soup: tasty, fresh, spicy, hot, light, creamy, rich

a curry: tasty, spicy, hot, creamy, rich

- d** **06.07** Students complete the exercises in Vocabulary Focus 6B on SB p. 137 and p. 138. Individually, students complete Exercise a. Play the recording for students to check their answers. Put students into pairs to complete Exercise b. Individually, students do Exercise c. Put students into small groups for Exercise d. Monitor and help if necessary. Tell students to go back to SB p. 71.

#### Answers (Vocabulary Focus 6B SB pp. 137–138)

- a** 1a: cooked 1b: raw  
2a: creamy 2b: crunchy  
3a: sweet 3b: sour  
4a: heavy 4b: light  
5a: fresh 5b: dried

- b** Guacamole: 1 Chop 2 Mash 3 Mix 4 Squeeze 5 Serve  
Meatballs in tomato sauce: 1 Chop 2 Add 3 Heat up 4 Fry 5 Stir

At the end of this lesson, students will be able to:

- use a lexical set to describe food and talk about preparing food
- understand a radio programme about using vending machines in Japan
- use comparative and superlative adjectives correctly
- read and understand a blog post about eating out in Singapore
- talk about a special meal that they have made or eaten

### EXTRA ACTIVITY

Write these pairs of words on the board with the vowels underlined and ask students to decide if the pronunciation of the vowel sounds is the same (S) or different (D).

1 *light* – *dried* (S)

2 *sour* – *soup* (D)

3 *creamy* – *sweet* (S)

4 *rich* – *bitter* (S)

5 *raw* – *sauce* (S)

6 *heavy* – *creamy* (D)

7 *slice* – *light* (S)

8 *tasty* – *grapes* (S)

Check answers as a class. Then ask students to practise saying the words.

- e** **06.08** **Pronunciation** Play the recording for students to listen and repeat the words. Put students into pairs to practise saying the words.
- f** Write the following question on the board: *What should I eat while I'm here?* Tell the class to imagine they are giving advice to a visitor to their town. Give students time to prepare what they are going to talk about. If they can't think of an appropriate local dish, they can think of a national dish that someone from another country might not know. Monitor and help with vocabulary if necessary.

Put students into pairs to conduct the role play. Student B is the visitor and can begin the conversation by asking: *What should I eat while I'm here?* Monitor and note down any common errors to deal with during feedback.

- g** Students change roles for the second role play. Monitor and point out errors for students to self-correct. Elicit feedback from the whole class and ask a few students to say how well their partner described the dish. Would they like to eat it? Why / Why not?

## 2 LISTENING

- a** Ask students to look at the photo and elicit the name of the machine the man is using (a vending machine). Put students into pairs or small groups to discuss the questions, then elicit feedback from the whole class.
- b** **06.09** Give students time to read the questions, then play the recording. Play the recording again if necessary. Check answers as a class.

#### Answers

- 1 coffee, bananas, snacks, (instant) noodles, curry and rice
- 2 It's quicker and easier to buy things from a vending machine.
- 3 It's much better than he expected. It's the best vending machine meal he's ever eaten.

### Audioscript

**PRESENTER** Japan has by far the highest number of vending machines per person in the world. In fact, it has 5.6 million of them! That's one vending machine for every 20 people. These machines sell all sorts of things, from coffee to bananas, flowers to umbrellas. In a busy society, they play an important role. It's much cheaper for sellers to run a vending machine than it is to run a shop. And customers love them because they can buy things more quickly and easily. And we're not talking here just about drinks and cold snacks. In Japan, there are even vending machines that serve hot food. Japanese students love curry and rice, it's one of the country's most popular meals, and, sure enough, there are actually a few places where you can get it hot and ready to eat straight from a machine. That's definitely more convenient than cooking at home! But is curry and rice from a machine as good as curry and rice from a restaurant? Our reporter Luke went to the small town of Awa-shi to find out.

**LUKE** OK, I've just put my 500 yen into the vending machine and I'm waiting for my curry and rice to appear. Hmm, it's taking a bit longer than I imagined. OK, so my meal is here. I just have to open the packet of steamed rice. Hmm ... the curry smells, well, it smells OK, like a lot of instant curries. Right, let me go and find somewhere to sit down and try it. OK, this will do. Well, this is fine. It's actually much better than I expected. What can I say? I think it might be the best vending machine meal I've ever eaten – just not the best curry I've ever eaten! For 500 yen – that's less than four pounds – I can't really complain. But I think next time I'll spend a bit more and go to a real restaurant!

### VOCABULARY SUPPORT

*convenient (B1) – easy to get to or use*

*instant (adj) (B2) – happening immediately and without delay*

- c** Discuss the question as a class. Find out if anyone in the class has eaten hot food from a vending machine and what it was like. You could also ask if they eat any other kind of 'instant' hot food (e.g., soups or noodles to which you add hot water).

## 3 GRAMMAR

### Comparatives and superlatives

- a** **06.10** Put students into pairs and ask them to complete the sentences from memory. Then play the recording for them to listen and check their answers.

#### Answers

- 1 by far the highest    3 as good as    5 much better than  
2 much cheaper    4 a bit longer than    6 the best

### LOA TIP CONCEPT CHECKING

Ask these questions to check understanding of the words and expressions:

*Which phrase do we use to say there is no difference? (as ... as)*

*Which words or phrases do we use to show that there is a big difference between two things? (much, by far)*

*Which phrase do we use to say that there is a small difference? (a bit)*

### CAREFUL!

Students at this level may use comparatives unnecessarily, e.g., *It's very cheaper* (Correct form = *It's very cheap*) and have difficulty with word order, e.g., *We need a cupboard bigger* (Correct form = ... *a bigger cupboard*).

Most errors involve the use of *more*. Students may add it unnecessarily before a comparative adjective, e.g., *Life is more easier now* (Correct form = *Life is easier now*) or use *more* instead of a comparative adjective, e.g., *My town will be more big in 20 years' time* (Correct form = ... *will be bigger*).

Similarly, students make errors with *most* when using superlatives. They may leave it out before long adjectives, e.g., *It's the beautiful city in the world* or use *more* instead of *most*, e.g., *It's the more beautiful city in the world* (Correct form = ... *the most beautiful city* ...). They may also add it unnecessarily, e.g., *She's the most kind person I know* (Correct form = ... *the kindest person*).

Students also often forget to use *the* before a superlative, e.g., *It was best day of my life* (Correct form = ... *the best day*).

Other errors are connected with spelling, e.g., *easier, thinner, biggest* (Correct forms = *easier, thinner, biggest*).

- b** Students circle the adjectives in the examples in 3a and then answer the questions. Check answers as a class.

#### Answers

- highest, cheaper, good, longer, better, best  
1 by far the highest, the best  
2 a bit longer than, much better than, much cheaper  
3 as good as  
4 a big difference: by far, much; a small difference: a bit

- c** **06.11** Students read the information in Grammar Focus 6B on SB p. 154. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students are using the correct comparative or superlative forms. Tell students to go back to SB p. 72.


#### Answers (Grammar Focus 6B SB p. 155)

- a** 2 the most delicious    6 worst  
3 hotter than    7 better than  
4 slower, than    8 busiest  
5 the cleverest
- b** 2 more delicious    6 worse than  
3 as hot as    7 as well as  
4 more slowly than / slower than    8 busier than  
5 as clever as
- c** 2 the, ever    6 slightly  
3 nearly    7 By  
4 one, most    8 just, as  
5 bit, than

- d** Write the following words on the board: *Japanese food* and *Mexican food*. Point out the example sentence in the book (*Japanese food isn't as spicy as Mexican food*) and find out who agrees/disagrees with the statement. Elicit more sentences comparing the two kinds of food from the class and then give students five minutes to write more sentences using the ideas in the box. Monitor and point out errors for students to self-correct.

- e** Put students into small groups to read out and compare their sentences. Elicit feedback from the whole class and find out which sentences caused the most disagreement in each group.

## 4 READING

- a  Put students into pairs to look at the photo and guess which country it shows. Elicit students' ideas, but don't check the answer at this point.
- b Give students 30 seconds to look through the blog quickly and check the answer to 4a. Ask: *Why has the person written the blog?* (to share experiences of Singapore's food with her readers). You may wish to find out how much students know about Singapore. Ask: *Where is it? How big is it? What language(s) do people speak there?* If you wish, read the information in the Culture Notes to students.

**Answer**  
Singapore


### CULTURE NOTES

Singapore has a population of almost six million and is located south of the Malay peninsula in Southeast Asia. It consists of Singapore Island and more than 50 smaller islands.

Singapore is culturally very diverse. About 75% of the population are Chinese, with the rest being mostly Malay, Indian and European.


- c Give students a few minutes to read the blog again and match the dishes with the photos. They then compare answers in pairs.

**Answers**  
1 d 2 c 3 b 4 a


- d  Put students into pairs or small groups to discuss the questions. Elicit feedback from the whole class.
- e Give students a few minutes to read the blog again and answer the comprehension questions. Put students into pairs to compare answers. Check answers as a class.

**Answers**

- 1 They eat five or six meals a day and they greet each other with the question 'Have you eaten?'
- 2 a soft bread roll
- 3 It's illegal to sell cooked food in the streets in Singapore.
- 4 She wanted something lighter.
- 5 She wasn't hungry.
- 6 Chinatown

- f  Tell students to imagine that they have two days in Singapore. Tell them to plan where and what they will eat. Give them up to five minutes to discuss their plan and then nominate a few pairs to tell the class what they have decided and why.

## 5 SPEAKING

- a Tell students that they're going to talk about a special meal they have had or made. Give them time to look at the ideas and make notes about what they're going to say. Each student should aim to speak for about a minute. Encourage students to think about how they can use adjectives to make their descriptions more effective. Monitor and help if necessary.
- b  Put students into groups to describe their memorable meals. Tell them to listen out for which meal sounds the most delicious. Monitor for any problems and clarify these as you check answers as a class.

Elicit feedback from the whole class on the most interesting or fun meals their partners talked about. Give the class feedback on their speaking skills, focusing mostly on their positive achievements.

### FAST FINISHERS

Ask fast finishers to work in pairs and talk about:

- the first meal they ever cooked.
- the most expensive meal they've ever had.
- the longest meal they've ever had.
- a quick and easy meal they enjoy cooking.

### ADDITIONAL MATERIAL

Workbook 6B

Photocopiable activities: Grammar 6B, Vocabulary 6B, Pronunciation 6B

# EVERYDAY ENGLISH

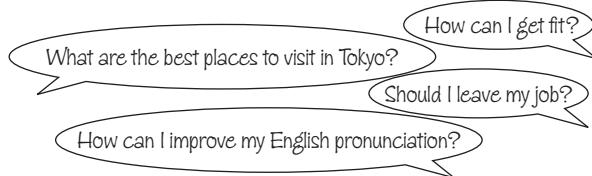
## Do you think I should take her somewhere special?

At the end of this lesson, students will be able to:

- understand informal conversations in which people ask for and give recommendations
- use appropriate phrases for asking for and giving recommendations
- express surprise appropriately
- use intonation to sound interested
- ask for and give recommendations

### OPTIONAL LEAD-IN

Books closed. Write these questions on the board:



Now ask these questions:

– *Imagine you need answers for these questions. What would you do?*

– *Imagine someone asks you for help on the topics above. Would you be able to help them?*

Put students into pairs or small groups to discuss the questions. Take feedback as a class.

## 1 LISTENING

- a** You may wish to check that students understand the compound adjectives *home-made* (made at home, not bought) and *handwritten* (written by hand, not printed).

Put students into pairs or small groups to discuss these questions for a few minutes, then take feedback as a class.

- b** Students look at the photo. Give them a few minutes to discuss the questions in pairs. Take feedback as a class.
- c** **06.12** Play Part 1 of the video or audio recording for students to check their answers.

### Answers

They are in a shopping centre. They're going to look at rings. They're talking about how and where Tom should ask Becky to marry him.

### Video/Audioscript (Part 1)

- RACHEL** Hi, am I late?  
**TOM** No, you're right on time.  
**R** So are you ready to go shopping? I am so excited! I still can't believe you're going to ask Becky to marry you.  
**T** Well, I've been thinking about that.  
**R** Oh no! Don't tell me that you've changed your mind!  
**T** Oh no, not at all. I just don't know how to do it.  
**R** What do you mean?  
**T** Well, do you think I should take her somewhere special?  
**R** Erm, yes!  
**T** Maybe Paris? I was thinking I could propose at the top of the Eiffel Tower.  
**R** Wow! Just like in the movies!  
**T** Do you think that's too much?  
**R** No, but is it what Becky would really like?
- T** Er, I just don't know. What do you suggest?  
**R** Well, if I were you, I'd take her somewhere special.  
**T** Exactly, like Paris.  
**R** I mean special for the two of you! Like Mark took me to the place where we first met. It was really romantic, because he'd clearly thought about it. Where did you two first meet?  
**T** At the office where we both worked.  
**R** Oh OK, but there must be somewhere special.  
**T** Hmm, maybe. How about the restaurant where we had our first date?  
**R** Now that sounds like a possibility. Anyway, let's go and look for this ring.

### VOCABULARY SUPPORT

*propose* (B2) – to ask someone to marry you

- d** **06.12** Give students time to read the sentences. Play Part 1 of the video or audio recording again. Students then compare answers in pairs. Check answers as a class.

### Answers

- 1 F (He is, but he doesn't know how or where to ask her.)
- 2 F (He's thinking about it, but he hasn't decided yet.)
- 3 T
- 4 T

### EXTRA ACTIVITY

Ask: *Where was Tom thinking of proposing to Becky?* (on top of the Eiffel Tower). Ask: *Why there?* (Because Paris, and the Eiffel Tower in particular, is considered by many people to be a romantic place.) Ask students if they have been to Paris or what they know about it. Then ask them which cities they think are the most romantic and why. If there are any students who are married in the class, you could ask them to tell the other students how they proposed or were proposed to.

- e** Put students into pairs to discuss the questions. Take feedback as a class.

## 2 USEFUL LANGUAGE

### Asking for and giving recommendations

- a** Put students into pairs to categorise the phrases, then check answers as a class. You may wish to point out that *worth* and *recommend* are followed by verb + *-ing* (e.g., *It's worth asking for help.*).

### Answers

Asking for recommendations: 1, 4, 5  
 Giving recommendations: 2, 3, 6, 7

- b** Individually, students complete the sentences. They then compare answers in pairs.

### Answers

Conversation 1: 1 get 2 would/d ask 3 to get  
 Conversation 2: 1 having 2 asking 3 do 4 to contact



### LOA TIP ELICITING

Tell students the (imaginary) situations or problems below and elicit their recommendations using the phrases from 2a.

- 1 *My car keeps breaking down.*
- 2 *I can't remember English vocabulary easily.*
- 3 *I've lost my purse/wallet.*
- 4 *I don't know what to get my friends for their wedding.*
- 5 *I keep getting colds.*

### 3 CONVERSATION SKILLS

#### Expressing surprise

- a Ask: *What's happening in the photo?* Give students one minute to read the task and guess the answers. Elicit students' ideas but don't check answers at this point.
- b **06.13** Play Part 2 of the video or audio recording for students to check their answers.

#### Answers

- 1 something that's Becky's style
- 2 expensive
- 3 hide in the shop

#### Video/Audioscript (Part 2)

- TOM** So what about the ring? What would you buy? A big diamond, right? So she can show it to her friends?  
**RACHEL** Seriously? Tom, do you know Becky at all? It's much better to buy something that's her style. Something that you think she'll like. She doesn't need to show off.  
**T** I'm getting this all wrong!  
**R** That's why I'm here. Come on.
- R** How about that ring?  
**T** Oh, that's a nice one.  
**R** It's £1,500.  
**T** I don't believe it! That's ridiculous.  
**R** Tom! It's Becky! Over there.  
**T** You're kidding! What should we do?  
**R** Quick! Let's go in.

- c **06.13** Play Part 2 of the video or audio recording again. Check answers as a class. You may wish to check that students understand the meaning of *kidding* (joking). Ask students to think of other ways to express surprise, and write them on the board (*You're joking! No way! Really? What?!*, etc.). Play the audio again so students can listen to the speakers' intonation.

#### Answers

- 1 Seriously
- 2 don't believe it
- 3 You're kidding

- d **06.14** Put students into pairs to do this practice task. After a few minutes, nominate a few pairs of students sitting opposite the class from each other to have the mini-conversations in front of the class.

### 4 PRONUNCIATION

#### Sounding interested

- a **06.14** Give students time to read through the rule as well as the extract. You may wish to use hand gestures to make sure students understand *varied* (changing) and *flat* (staying the same). Play the recording for students to listen to the extract and complete the rule.

#### Answer

Rachel's intonation isn't flat.

- b **06.15** Give students time to read through the exchanges. Play the recording for students to listen and decide which speaker sounds bored. Ask students to think of other adjectives they could use when sounding interested and write them on the board (*wonderful, brilliant, fantastic, excellent, awful, dreadful, etc.*).

#### Answer

The second speaker in 2 sounds bored.

- c Put students into pairs to practise reading the exchanges a few times. Encourage them to sound as interested as possible.

#### FAST FINISHERS

Students who finish early can try saying the exchanges again but with different adjectives (*wonderful, brilliant, etc.*).

### 5 SPEAKING

- 06.16** Divide the class into pairs and assign A and B roles. Tell all the Student Bs to turn to SB p. 130.

Give students time to prepare what they are going to say during the role play. Encourage them to think about how they can present their news, e.g., with introductory phrases like *Guess what?* or *I've got some exciting news!* and to think about some extra details they can add. Make sure they plan how they will ask for recommendations. Remind them to sound surprised and interested when they hear their partner's news and to listen carefully, so they can give their partner some good advice. Take feedback as a class.

#### ADDITIONAL MATERIAL

Workbook 6C  
Unit Progress Test

# 6D

## SKILLS FOR WRITING

It's definitely worth a visit

At the end of this lesson, students will be able to:

- understand people talking about places they go to
- read and understand reviews of a café
- use positive and negative phrases in reviews appropriately
- write a review of a place to go out to

### OPTIONAL LEAD-IN

Books closed. Put students into groups and give them one minute to make a list of these things:

- a very cheap local café or restaurant
- a very expensive local café or restaurant
- a local café or restaurant where you can sit outside
- a local venue where you can hear music

Tell each group to read out their list to the rest of the class. Have the other students heard of the places? Don't start any discussion about the different places yet as there's an opportunity for this later in the lesson.

### EXTRA ACTIVITY

Ask students if they can remember the words/phrases used in the listening for these things:

- the mood or feeling of a place (*atmosphere*)
- watch people walk past, for pleasure (*watch the world go by*)
- a word to describe music that's not recorded (*live*)

If necessary, play the recording again, pausing just after the vocabulary items. Write the words on the board.

## 1 SPEAKING AND LISTENING

- a** Give students a few minutes to read the question and consider the options.
- b** Put students into pairs or small groups to discuss these questions and then elicit feedback from the whole class. Does everyone agree?
- c** Give students time to read the task and look at the photos. Play the recording for students to listen and decide which photo matches each speaker.

### Answers

- Jeff – photo 3 (an expensive restaurant)  
Fabio – photo 1 (a café)  
Carla – photo 2 (a club)

### Audioscript

**JEFF** I like eating out but I don't really like expensive restaurants. It's not the money so much as the atmosphere. The waiters are often unfriendly and you feel you have to talk quietly, or I do anyway. No one seems to be very relaxed. And the food can be good, but you don't often get much on your plate. I'd much rather go somewhere where the food's good and you don't have to pay so much.

**FABIO** I love going to cafés, either with friends or on my own. I sometimes take a book or a newspaper to read, or I just order a coffee and sit there. I sometimes start talking to other people, in fact I've got quite a good friend who I met in a café. We started talking and then found out we both liked the same kind of music. I like pavement cafés best. You don't have to think about anything, you can just sit and watch the world go by. It's a great way to pass time, I think, very relaxing.

**CARLA** I really love dancing, so I often go out with a group of friends to a club in the evening. It's such a good way to spend the evening. We usually order some food, maybe just some starters and some grilled meat and something to drink, and then we start dancing. There's a favourite place of mine where they have live music and we all dance Latin American dances like *salsa* or *merengue*. It's quite cheap. You have to pay something to get in, but it's not much and it's always full of people, maybe 200 people all dancing. It's got an amazing atmosphere.

- d** Give students time to read the comprehension questions and then play the recording again. Students compare answers in pairs. Check answers as a class.

### Answers

- 1 The waiters are often unfriendly and you feel you have to talk quietly.
- 2 It can be good, but you don't often get much on your plate.
- 3 Both
- 4 You can just sit and watch the world go by.
- 5 She orders some food and something to drink.
- 6 Latin American dance music

- e** Ask students to think of the kind of things people judge when they go out somewhere (atmosphere, quality of food, etc.). Individually, students decide on a place they like and another place they don't like. Give students one or two minutes to make notes on each place. Monitor and help if necessary. Encourage students to justify their opinions as far as possible.

- f** Put students into small groups to tell each other about their two places. Tell students to listen carefully – they might hear a description of a place they know. Elicit feedback and ask: *Did anyone describe a place you know? If so, do you agree with their description? Did anyone describe a place you'd like to go to? Why would you like to go there?*

## 2 READING

- a** Ask: *Do you ever read reviews of cafés or restaurants? Why / Why not?* Discuss the question as a class. Give students two minutes to read the four reviews and decide how many stars each one might get. They then compare their ideas in pairs.

### Possible answers

- Reviewer b – 1 star  
Reviewer c – 4 stars  
Reviewer d – 2 or 3 stars

### VOCABULARY SUPPORT

*overcooked* – cooked for longer than necessary

*overpriced* – too expensive

*overrated* – when something is considered to be better or more important than it really is

*tasteless* (C1) – having no flavour

**b** Put students into pairs to find words or phrases in the reviews. Elicit feedback from the whole class.

#### Answers

- the atmosphere: relaxing (a); great place to sit and relax, a bit noisy (c); bright, friendly, a fairly pleasant atmosphere (d)
- the kind of food and drinks they serve: coffee and cakes, free birthday drinks (a); pasta, soup (b); fish, salads, coffee (c); coffee (d)
- the quality of the food: delicious (a); overcooked, completely tasteless, tasty, half cold (b); wonderful, fresh, delicious (c); good, portions aren't very generous (d)
- the service: very friendly (a); friendly enough, slow (b); friendly, left us alone (c); reasonably friendly and relaxed (d)
- value for money: free birthday drinks (a); a bit overpriced (d)
- the location: right in the town centre, convenient, fairly easy to get to (c)

### LANGUAGE NOTE

The prefixes *over-* and *under-* mean 'too much' and 'too little'. Other words containing these prefixes include *overcrowded* (too many people), *oversleep* (sleep too late), *undercooked* (not cooked enough) and *underused* (not used enough).


## 3 WRITING SKILLS

### Positive and negative language; Adverbs

**a** Give students a few minutes to do the task.

#### Possible answers

Positive	Fairly positive
very highly recommended	fairly easy to get to
relaxing	a fairly pleasant atmosphere
plenty of space	reasonably friendly and relaxed
very friendly	
wonderful	
fresh	
great place to sit and relax	
friendly	
a convenient place to meet	
definitely worth a visit	
tasty	
Fairly negative	Negative
portions aren't very generous	completely overrated
a bit overpriced	extremely disappointing
	overcooked
	completely tasteless
	half cold
	so slow

**b**  Put students into pairs to compare their answers. Elicit feedback from the whole class.

**c** Put students into pairs to do the task and then check the answer as a class.

#### Answer

1

### LANGUAGE NOTE

The adverbs in this lesson are adverbs of degree.

Most of them can be used before positive and negative gradable adjectives, e.g., *not very generous*, *fairly pleasant*, *a bit overpriced*, *extremely disappointing*. We usually use *completely* before extreme adjectives. It often conveys a negative meaning, e.g., *My meal is completely tasteless! It was completely unacceptable.*

We can use *absolutely* before positive and negative extreme adjectives (e.g., *absolutely delicious*, *absolutely tasteless*).

**d** Put students into pairs to do the task. Check answers as a class.

#### Answers

slightly negative: 2, 4, 5  
very negative: 1, 3, 6

**e** In pairs, students sort the adverbs into two groups. Elicit feedback from the whole class.

#### Answers

stronger: absolutely, completely, extremely, really, terribly  
weaker: a bit, fairly, not really, not very, quite, rather, slightly, reasonably

### LANGUAGE NOTES

- You may wish to explain that *rather* is often used to mean 'not as I expected' (e.g., *The portions were rather small* = they were smaller than I expected). We can also use *rather* in a positive sense (e.g., *The food was rather delicious!* = more delicious than I expected).
- Although the adjective *terrible* means 'unpleasant', the adverb *terribly* can mean 'very much' if it is placed before an adjective (*The food was terribly good.*).

**f** Individually, students rewrite the sentences. Point out that there are several possible answers. Students compare answers in pairs. Elicit feedback from the whole class.

#### Possible answers

- The sauce wasn't very tasty.
- My soup was completely cold.
- The portions were absolutely tiny.
- The service wasn't very good.

## 4 WRITING Two reviews


**a** Tell students that they are going to write two short reviews of places they know. If you did the Optional lead-in, you could remind them of some of the places they thought of then, but they don't have to write about somewhere local. Give them time to read the task and write notes individually.

**b**  Put students into pairs to compare their ideas.

**c** Give up to 20 minutes for students to write their two reviews. Monitor and note down any common mistakes to deal with during feedback.

### **FAST FINISHERS**

Ask fast finishers to write a short email to the manager of the place they gave a bad review to and outline what could be improved and why. They can read their emails to the class during feedback.

- d** In pairs, students read and check each other's work, checking for points 1–3.
- e**  Give students five minutes to read each other's reviews. Nominate some students to tell the rest of the class whether they've been to any of the places they read about. If so, did they agree with the review(s)? Why / Why not?

Give the class feedback on their written work, focusing on how clearly they communicated their opinions and the positive and negative language (and adverbs) they used.

### **LOA TIP REVIEW AND REFLECT**

Put students into small groups and ask them to note down new words they've learnt in this unit from these categories: compound nouns, multi-word verbs, adjectives to describe food and food preparation verbs. Ask students to prioritise the words they've noted in order of usefulness. Elicit feedback from the whole class.

### **ADDITIONAL MATERIAL**

Workbook 6D

# UNIT 6

## Review and extension

### 1 GRAMMAR

- a** Write *Essaouira* on the board and ask if anyone knows which country it's in (Morocco). Give students two minutes to read the text and choose the best answers. Check answers as a class. You may wish to explain that *kite-surfing* is similar to windsurfing, but with the use of a kite to catch the energy of the wind.

#### Answers

- |                    |                 |
|--------------------|-----------------|
| 1 can              | 5 shouldn't     |
| 2 should           | 6 don't have to |
| 3 must / ought to  | 7 should        |
| 4 should / have to | 8 don't have to |

- b** Individually, students complete the sentences using the words in brackets. Check answers as a class.

#### Answers

- slightly cheaper than
- a bit hotter than
- much faster than
- by far the spiciest
- nearly as expensive as

### EXTRA ACTIVITY

Write this information about Iceland on the board:

#### ICELAND

- Size: 103,000 km<sup>2</sup>
- Population: about 320,000
- Latitude (how far north/south of the equator): 65° 00 North
- Climate: average winter temperature: 0° C, average summer temperature 12° C
- Average price of a burger: \$11
- Life expectancy: 82 years

Put students into pairs to compare their own country with Iceland using the points above and adjectives and adverbs like: *big, far north of the equator, cold, warm, expensive, long, more, less*.

Remind students to use *much, slightly, a little, etc.*, if possible. Elicit feedback from the whole class. To finish the activity, invite some students to share some of their sentences with the class.

### 2 VOCABULARY

- a** Individually, students complete the sentences in pairs. Check answers as a class.

#### Answers

- pedestrian crossing
- air conditioning
- rush hour
- public transport
- traffic jam
- traffic lights
- cycle lane
- vending machine

### EXTRA ACTIVITY

Write these two groups of words on the board. Divide the class into teams and give them one minute to form as many compound nouns as they can. Can they find all ten?

<i>TV, fire, driving, hand, driving, culture, meat, vending, food, pavement</i>	<i>balls, café, fighter, instructor, lesson, machine, market, series, shock, signals</i>
---	--

Check answers as a class (TV series, firefighter, driving instructor, hand signals, driving lesson, culture shock, meatballs, vending machine, food market, pavement café).

- b** Students complete the sentences in pairs. Check answers as a class.

#### Answers

- 1 light 2 sweet/rich 3 raw 4 sour

### 3 WORDPOWER *go*

- a** Tell students that they are going to look at some different meanings and uses of the verb *go*. Individually, students do the matching task. They then compare answers in pairs. Check answers as a class by asking six pairs to read out an exchange each.

#### Answers

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

- b** Put students into pairs to match the descriptions with the example sentences. Check answers as a class.

#### Answers

- look similar / look good together: 3  
go towards: 1  
go wrong: f  
describe how things happen: 2  
describe a change: e

- c** Individually, students complete the sentences. They then compare answers in pairs. Check answers as a class by asking six students to read out a sentence each.

#### Answers

- |                    |                     |
|--------------------|---------------------|
| 1 go orange        | 5 goes around       |
| 2 went really well | 6 goes with my eyes |
| 3 goes wrong       | 7 go bad            |
| 4 gone             |                     |

- d** Put students into pairs to discuss what the people might be talking about. Then put pairs with other pairs to compare answers. Elicit answers from the whole class.

### FAST FINISHERS

Ask fast finishers to write two or three more sentences about different situations using different uses of *go*. They can ask the rest of the class what the sentences might refer to during feedback.

Photocopiable activities: Wordpower 6

### LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable activities.