

# TEACHER'S BOOK UNIT 1A

For the second part students can use dictionaries if they don't know some of the colours. Point out that the first letter of each colour is given as a clue! Alternatively this could be done by brainstorming as a whole class. Check the spelling of the colours.

## Answers

aqua beige magenta olive plum teal turquoise

Although, obviously, students will be listening 'alone' to the recording, keep them in pairs so that they can do it 'together' – helping each other with the task and checking each other's answers after each listening.

The follow-up to the listening requires the pairs to talk about their own preferences, having the same sort of conversation they've just heard. Maybe play Anna and Max again as a model before they start.

Quickly make sure everyone knows the colours illustrated are:

black blue brown green pink purple red white yellow grey

1A/2

## Answers

Anna likes (dark) blue, red, yellow, grey and purple  
She doesn't like green or pink  
Max likes green, blue and red  
He doesn't like yellow, grey, pink and purple

TAPESCRIPT  
TRANSCRIPT

**Transcript** 1 minute 40 seconds (with answers in **bold** type)

**Presenter:** Anna is with her friend Max. She's reading a magazine article about colours and how they can reflect your personality. Listen.

**Anna:** What's your favourite colour, Max?

**Max:** Um...er...favourite colour? Er...never really thought about it. Um...I don't know...er...green, I think I like **green** the best. Um...why...why do you want to know?

**Anna:** Well, it says here in this magazine article: 'What sort of person are you?' It says that colours you like reflect your personality.

**Max:** Really?

**Anna:** Mm!

**Max:** Oh! What about you, then? What's your favourite colour?

**Anna:** Well, I like **blue**, w...dark blue particularly.

**Max:** Mm... Well, I like **blue** as well. Yeah, blue's a really good colour.

**Anna:** Mm.

**Max:** Any other favourites? What else do you like?

**Anna:** Er...well, I'm not really keen on **green**, but...um...ah, **red** is nice.

**Max:** Yeah.

**Anna:** Yeah, oh and **yellow**.

**Max:** Yellow? You like yellow? Oh, I really hate **yellow**. Do you know what I really hate, though? **Grey**. Do you?

**Anna:** Oh no! I think grey's OK. I really like **grey**. Ah, how about...how about **pink**, what do you think of **pink**?

**Max:** No, I don't like pink!

**Anna:** Haha!

**Max:** Do you?

**Anna:** No, not really. Yeah, but **purple**. Now purple's a really strong colour

**Max:** Yeah, but I don't like that. **Purple!**

**Anna:** Yeah!

**Max:** Horrible.

**Anna:** Haha!

**Max:** Can you see me in purple?

**Anna:** Oh, definitely.

This begins as a reading task, before becoming a listening task. Allow everyone time to read the 13 pieces of advice before they hear the recording. Reading the advice will make it much easier to understand the recording.

You'll probably need to play the recording at least twice. Between listenings, encourage the pairs to compare answers.

## Answers

The only points they did NOT mention were: 4, 9 and 13.

**Transcript** 2 minutes 30 seconds

**Presenter:** You're going to hear a radio programme. Martha is interviewing the authors of a new book about avoiding stress. Listen to the programme and tick the advice that the speakers give.

**Martha (presenter):** Now, stress is something that most of us suffer from. Tim Radford and Jenny Harris have just published a book: *500 Ways To Avoid Stress*. So, out of those five hundred, Tim, what's your best tip of all?

**Tim:** Ha! Well, it's...it's quite hard to pick...er...just one, Martha. But...er...what I would say is, quite simply: one minute of laughter is as reviving as doing a good forty-five minutes of exercise. It really is.

**Martha:** Oh, OK. Jenny?

**Jenny:** Um...well, er...i...if you don't have a pet, borrow one, because...er...ten minutes stroking an animal will reduce your blood pressure, just ten minutes.

**Tim:** Yeah, and that's very true, er...and another thing you can do is make a list – lists are good – make a list of ten things that make you happy and...and try and incorporate them...build them in to...to your daily life.

**Jenny:** And of course, the old favourite: Um...eating little and often...er...that helps keep blood sugar levels up.

**Tim:** Mhm, mhm. Um...and also, walking. Walking is superb, it's such a relaxing form of exercise and whilst you're doing it, it really does give you a chance to think.

**Jenny:** Absolutely, yeah. Um...er...take twenty deep breaths ten times a day. Er...that balances and replenishes the body and mind.

**Tim:** Mhm, mhm. And on...on body and mind in particular: a good posture, a really good posture, i...it actually means your body is feeling...it...it's not feeling those...those effects that you get when you feel tense. You know, those...those...

**Jenny:** All seized up?

**Tim:** Yeah, just by moderating your posture: walking tall. That really does the job.

**Jenny:** Have a haircut! I...I mean...

**Martha and Tim:** Haha!

**Jenny:** But, you know, I mean it's a quick way to feel, and look, better.

**Martha:** I'm in favour of that. Just one more from you each, we're running out of time.

**Tim:** OK, well, what I'd say is: don't be afraid of spending...um...time on your own. Time alone is very important because it...it allows you to take stock of what's been going on that day.

**Jenny:** And also, of course, just like tonight: um...spend time with a friend. You know, make dinner, have a good chat. Just...just relax in one another's company.

**Tim:** Yeah.

**Martha:** Jenny and Tim, thanks very much.

**Jenny and Tim:** Thank you.

## Answers

can't be trusted – suspect

dependable – reliable

obtained – gained

make stronger – strengthen

decide to learn from – commit yourself to

tested – proven

memory – recollection

being remembered – sinking in


U 2B

## Punctuation

## Grammar practice

- 1 Although punctuation isn't 'grammar', we have included a summary of the main problem areas of English punctuation on page 120 of the Student's Book.

Some students may have problems with punctuation in their own language. If so, they should study page 120 very carefully!

- 2  First allow everyone time to guess the missing punctuation marks and pencil them in faintly. Then play the recording, pausing after each line for everyone to repeat the sentences. Warn them not to speak too fast and encourage them to imitate the intonation. At the end ask the class why the teacher asked 'Which tyre?' – to see if they understood the punch line.

### Transcript and Answers 1 minute 20 seconds

Two students taking a chemistry class at the university were doing well in class **dash** they were sure they would get an 'A' grade in the final exam **full stop** Because they were so confident **comma** they decided to drive to another city the night before the exam to have a party with some friends **full stop**

Unfortunately **comma** they got back too late to take their exam **full stop** So they found their professor and said to him **comma**

**quote\*** We **apostrophe** re very sorry we missed the exam **full stop** Our car had a flat tyre **full stop, unquote**


**quote** OK **comma** you can take the exam tomorrow **full stop, unquote**

**quote** Thanks **comma** Professor **exclamation mark, unquote**

The next day the professor placed them in separate rooms **comma** handed each a test booklet **comma** and told them to begin **full stop** Opening the booklets **comma** the students found just one question **colon**

**quote** Which tyre **question mark, unquote**

\*Instead of 'quote' and 'unquote' we can say 'open inverted commas' and 'close inverted commas'. In American English a 'full stop' is called a 'period'.

- 3  This can be done in pairs, or alone, or as homework.

**Model version** (Some variations are possible.)

### Remembering English vocabulary

There are many different ways of helping yourself to remember vocabulary. One method is to highlight each new word you see in this book. Writing words down in a notebook is also a good idea. If you do this, write a sentence using the new word, not just a translation. If you have a vocabulary notebook, arrange it so that you have a new page for each different topic. When using a dictionary, make sure you look at the examples, not just the definitions.

U 3B

Answers


	Julie	Bill	David	Teresa
prices paid	polo shirt £10 shorts £20 shoes £40	t-shirt £5 CDs £10 batteries £2	jeans £20 trainers £20 sweatshirt £15	shorts £18 sandals £25 sunglasses £20
full prices	polo shirt £20 shorts £30 shoes £80	t-shirt £25 CDs £30 batteries £10	jeans £40 trainers £40 sweatshirt £30	shorts £25 sandals £25 sunglasses £80
total spent	£70	£17	£55	£63
total saved	£60	£48	£55	£67

Transcript 3 minutes 30 seconds

**Presenter:** Listen to Julie, Bill, David and Teresa talking about what they bought and how much they paid.



**Interviewer:** Hello Julie.  
**Julie:** Oh, hello.  
**Interviewer:** I like your polo shirt. Is it new?  
**Julie:** Yes, I've just bought it – it was only £10, reduced from £20. And ... I also bought these shorts – do you like them?  
**Interviewer:** They're nice, yes. I like the colour. Did you buy anything else?  
**Julie:** Yes, er...some shoes, but...um...mm...they were a bit more expensive. But they're really nice, look.  
**Interviewer:** Oh yes, yes, yes, nice. So how much did you spend altogether?  
**Julie:** Well now, let me see, the shirt was £10, reduced from £20. And there were the shorts: they were £20, reduced from £30. And...and the shoes...um...well, they were £40. But they were the best value, a...and they were half price.  
**Interviewer:** Right, well, good, good. So...um...how about you, Bill? Is your t-shirt new?  
**Bill:** Yeah, it was only £5 in a second-hand shop. Good as new, and good quality, look.  
**Interviewer:** Oh, wow, yeah, well. What else did you buy?  
**Bill:** Er...ohh...oh...um...two CDs, and...er...here they are, look. Ah...these are both second-hand too, I bought them in the market. And I also bought some batteries.  
**Interviewer:** So how much did you spend and save?  
**Bill:** Er...ooh...the t-shirt was £5, but I've seen the same one in a shop for £25. Er...the CDs were £5 each, full price about, I don't know, £15 each, and the batteries were £2 for a pack of 20. The normal price is probably about £10.  
**Interviewer:** Well, I mean...looks like you saved a lot!  
**Bill:** Yeah.

**Interviewer:** Um...well, how about you, David? Is your orange t-shirt new?  
**David:** Haha, no, no, it's not! Er...but these jeans are. They were £40 in the department store, but I got them for £20 in the market. Exactly the same jeans...um...for half price! Oh, and also in the market, I found some genuine Nike trainers and a really nice sweatshirt. Also both half price.  
**Interviewer:** Mmm, so what do you reckon you spent?  
**David:** I reckon, well, the jeans were 20 quid and so were the trainers. And the sweatshirt was £15. So I saved...I saved quite a lot!  
**Interviewer:** Yeah, I think you did! Um...well, so...w... you, Teresa?  
**Teresa:** Well, I bought these blue and white check shorts. For my holiday! And also some new sunglasses and some new sandals. Here they are, look.  
**Interviewer:** Ahh, very stylish, very nice. How much did you spend?  
**Teresa:** Oh...um...I can't remember now...um...oh, the price ticket's still on the shorts, hang on. Oh, they were £18, reduced from £25. The sandals, they were £25 full price, I'm afraid, but good value, they are. And the sunglasses, well, can you guess? Have a guess what they cost.  
**Interviewer:** Oh, I don't know: 50p – I mean £50?  
**Others:** Haha!  
**Interviewer:** Only...only kidding! More?  
**Teresa:** Well, these exact same sunglasses normally sell for £80. And I got them for £20. Isn't that amazing?  
**Interviewer:** Mmm! Are you sure they're genuine?  
**Others:** Yeah, they could be fakes. They're not the real thing.  
**Teresa:** Haha! Well, you'd never know. And they look fine, I think.  
**Others:** Mmm. Haha!

**B**  At the end of the group discussion, ask various members of the class what they enjoyed and hate about shopping. Are any of the students 'shopaholics'?

Giving your opinion

Speaking and writing

**1**   There is a pause after each line in the recording for everyone to repeat the sentence.

Transcript 1 minute

**Man:** It seems to me that buying lottery tickets is a waste of money – what do you think?  
**Woman:** Mm...I think so too.  
**Woman:** I believe that the odds against winning are too high – do you agree?  
**Man:** No, I don't agree at all.  
**Woman:** Do you agree that gambling is terrible?  
**Man:** No, not really. I think that it can be fun sometimes.  
**Woman:** Don't you agree that some people waste too much money gambling?  
**Man:** Mm...sure, yes. I agree completely.

1

Encourage everyone to guess the meanings of unfamiliar words from their context. These words might cause difficulty:

**In David's story:** scary      secure

UHB

**In Sally's story:** tease      naughty      cheeky      detention      gap year (a year between finishing secondary school and starting university – when many British students choose to work and/or go travelling)

## Answers

	David	Sally
Didn't work hard all the time	✓	✓
Found it hard to make new friends	✓	
Was not encouraged by the teachers	✓	
Got bad test or exam results	✓	✓
Got in trouble		✓
Was teased		✓
Now works harder	✓	✓

2

Although the task is quite easy, students will need to hear the recording at least twice. There are special 'slowed-down' versions of these interviews on CD2, tracks 29 and 30.

We'll hear more from Andy and Rachel in 16B and there's a photo of them there, which the students can look at before they hear these interviews.

## At the end

Ask everyone for their reactions to the writers' and speakers' experiences. Which of them do/did they share in their own school-days?

## Answers

	Andy	Rachel
Didn't like maths or science		✓
Enjoyed outdoor activities	✓	
Had to make friends at secondary school		✓
Has a twin brother	✓	
Liked English, geography and history		✓
Played tricks on people	✓	

(Words that might cause difficulty are underlined. Answers are in **bold**.)

4B/2

**Presenter:** Listen to Andy and Rachel talking about their school-days.

**Andy:** My name's Andrew Parsons; I'm a personal fitness instructor.

**Interviewer:** What sort of school did you go to? Or schools?

**Andy:** I went to...um...quite a lot of schools; my parents were military, my father was military, so we moved around a lot. I was also...um...an identical twin, or I have an identical twin, so...um...school was fun for me regardless and wherever I went I had my best mate stood next to me to get into trouble with and be good with, so...

**Interviewer:** So you were always at the same school and in the same form?

**Andy:** Al...always in the same school, but not necessarily always in the same form, you see, that changed. From sort of primary school we were always together, so...er...you know, it was double trouble, really. 'Terrible twins'!

**Interviewer:** And what about teachers? Any particular ones you remember?

**Andy:** I remember this one guy, there's a...well, two in particular. One...one guy was a guy called Mr...um...Thistlethwaite, he was a...he used to teach vehicle engineering. We used to...use to go in there and it was like a...you know...one hour a week. We used to go in there and take cars apart, which was quite interesting. Um...and I always really enjoyed it because it was just...um...it was just so much different to sitting in a...in a school room and writing essays. So...so that was fun. The other guy was a guy called Mr Morton. And...um...he used to teach outdoor education, so we used to go camping, ski-ing, windsurfing, we used to do all that sort of stuff and **I just...I just loved being outdoors**.

**Interviewer:** As you and your identical twin were at the same schools all the time, were there any particular memorable 'identical twin moments'?

**Andy:** Loads. Um...I think one of the things you get used to as a twin from day one, one of you is...ah...wears blue, one of you wears red and, you know, everyone... I always thought there was always this 'Top Ten Stupid Twin Questions' you'd get asked, like 'Do you wear the same clothes?'...um...'Do you eat the same food?' 'Do you breathe the same air?', all the kind of stuff that you could say 'No' or 'Yes' to. But...um...you get used to that but we used to do...I guess **we used to play tricks** a little bit. Um...if...if he would...had done something wrong he would blame me. They would ask me and I'd say 'No, it wasn't me, it was him.' So there was lots of that.

**Rachel:** My name's Rachel Babington and I work in public relations for a kids' TV channel.

**Interviewer:** And what sort of schools did you go to?

**Rachel:** Um...I had quite a stable...um...er...sort of school life really. Um...I stayed in the same town for my whole childhood, so I went to quite a small...um...primary school, and then when I moved to secondary school I went to a different one from most of the f...friends I was with because I went to a Catholic school...um...so I **kind of had a...a...a fresh start with totally new friends**.

**Interviewer:** And at primary school, did you enjoy it?

**Rachel:** Yeah, I did. I...it was quite a...quite a kind of safe little environment, it wasn't a big primary school and...and I remember, you know, having friends for quite a...a long time.

**Interviewer:** Was there anything that you really didn't like?

**Rachel:** **Oh gosh, maths! Definitely. I was hopeless, absolutely hopeless at it.**

**Interviewer:** And what about secondary school?

**Rachel:** That was quite a big sort of trauma really because sort of leaving all your friends behind and doing a completely fresh school where everybody sort of knew each other, I found really scary. And after I'd settled in for about a year, I...um...after about a year I moved up to...a stream, so again I had to kind of start again making friends and it was all quite stressful.

**Interviewer:** Um...what were your favourite subjects at secondary school?

**Rachel:** Oh, I...**I loved...um...English really**. English and I quite liked geography and history, um...but things like **science and maths**, where I really didn't shine, were my least favourite.

**Interviewer:** Have you ever been back to your secondary school?

**Rachel:** No, and I think I'd be really nervous to go back, I think it's a kind of scary thing to do, all those memories...

U7A/3

**Transcript and Answers** 1 minute

**Presenter:** Decide if the end of each line rises or falls in this conversation.

- Man:** Where do you live?
- Woman:** We used to live in an apartment, but now we live in a house.
- Man:** What kind of house do you live in?
- Woman:** It has three bedrooms.
- Man:** Do you have your own bedroom?
- Woman:** No, I share it with my sister.
- Man:** Your younger sister?
- Woman:** No, my twin sister.
- Man:** You have a twin sister?
- Woman:** Yes, didn't you know?
- Man:** No, I had no idea!



23

then + First play the recording again to show everyone how to structure their discussion.

U7B

**Answers**

(There is more information here than the students are asked to write – they only have to put two nice things and one not so nice thing.)

Brighton	San Diego	Melborne
<i>Nice:</i> close to London seaside lanes and shops	<i>Nice:</i> lots to do lively beautiful beaches	<i>Nice:</i> old buildings lovely parks old-fashioned trams
<i>Not so nice:</i> busy with tourists in summer	<i>Not so nice:</i> traffic scorpions, rattlesnakes	<i>Not so nice:</i> winter can be wet and foggy
<i>Population:</i> 150,000	<i>Population:</i> 1.2 million	<i>Population:</i> 3.2 million
<i>Weather in summer:</i> hot	<i>Weather in summer:</i> very hot	<i>Weather in summer:</i> warm but not too hot

**Transcript** 2 minutes 40 seconds

**Presenter:** Listen to Mary, Tom and Brenda talking about their home towns.

- Interviewer:** Hello Mary, where are you from?
- Mary:** Um...I'm from Brighton in West Sussex.
- Interviewer:** What things in particular do you like about Brighton?
- Mary:** Um...I like the fact that it's close to London, that it's by the seaside, it's got lots of lovely lanes and good shops.

- Interviewer:** Lovely.
- Mary:** Um...but the things that I don't like about it is that it gets very busy in the summer with all the tourists. Um...and it's quite a small place, the population's only about 150,000.
- Interviewer:** I see. What's the weather like in Brighton?
- Mary:** Most of the time it's pretty good. In the summer it can be very hot, but it's very wet and rainy in the autumn and the sea crashes up the beach and it's beautiful.
- Interviewer:** Thank you. Tom, where are you from?
- Tom:** I'm from San Diego in southern California...er...which is a pre...kind of moderately medium-size city for America, it's about 1.2 millions, it's not too big, it's not too small. But what it means is that because it's that size there's an awful lot to do, it's really lively, it's got a big Spanish [-speaking] population so there's always...always lots of interesting things around. Um...and it's got beautiful beaches, you know, you can hang out on the beach and have a really great time.
- Interviewer:** Is there anything that's not so good about San Diego?
- Tom:** Well, there's not a very good transit system so, you know, you always have to do everything in your car. And that means the traffic can get really bad.
- Interviewer:** Um...what's the weather like in San Diego?
- Tom:** Oh, it's fantastic. I mean, it's hot pretty much all the time, especially in the summer it's very very hot, almost too hot. You can't really do anything without an air-conditioner and...um...you know, most of the time you just want to hang out in the pool.
- Interviewer:** Sounds great!
- Tom:** Haha! Yeah, it's not too bad, no. The down side though of that of course is, you know, if you're not careful you can find a scorpion or a rattlesnake in your back yard.
- Interviewer:** Oh dear! Haha! Thank you very much. Brenda, where are you from?
- Brenda:** I'm from Melbourne in Australia. It's actually...er...Australia's second biggest city...um...about 3.2 million people live there. I really love the life-style in Melbourne, there's a really nice feel to it with beautiful old buildings and lots of lovely parks, and these great old-fashioned trams that go all over the city. Um...probably the worst thing about it is the winter, it can be quite wet and foggy, and has a bit of a reputation for four seasons in a day.
- Interviewer:** I see. What's the weather like in the summer time?
- Brenda:** Oh, the summer's great. It's really really warm but it never gets that hot because it's on the coast. But...er...December and January are probably the warmest months, actually.
- Interviewer:** Sounds lovely. Well, thank you all.

# 9A What do you mean?

## Faces and voices

Speaking and vocabulary

1 Presumably the people in the photos are, from left to right:

happy surprised sad angry terrified

Ask everyone to suggest other words they can use to describe the people.

For example: delighted/overjoyed shocked miserable/depressed cross/annoyed  
nervous/worried

### Answers for 1, 2 and 3

emotion	face number	voice number	verb or noun
angry	4	1	glare (or frown or scream)
bored		4	yawn sigh
happy	1	5	smile laugh
terrified	5		scream
interested		3	smile
puzzled			frown
sad	3		cry · tears
surprised	2	2	gasp
disappointed			sigh cry · tears

2 Discuss how each speaker could be interpreted differently. If you could see each speaker it would be very easy to interpret their feelings. Ask the class to guess what each speaker is talking about.

**Transcript** 1 minute 30 seconds

**Presenter:** Decide what feeling each speaker is showing. One.

**Woman:** You don't understand. You're not listening to me. The whole point is that I wanted to record the programme and you said you'd set the timer. And now you're telling me that it's my fault?

**Presenter:** Two.

**Man:** Wow! I never realized it could do that. Y...you just press that button and the time sets itself automatically. That's fantastic, and all this time I was doing it manually.

**Presenter:** Three.

**Man:** Oh, really? Can I have a closer look?

**Woman:** Mm, sure.

**Man:** And what happens if you press this button? Oh, I see, yes. And is it necessary to... oh no, it's not, th...there's a menu on the screen.

**Presenter:** Four.

**Man:** OK. I'll just tell you how it works. You press this, all right? Then look at the menu on the screen and follow the instructions there. Any questions? No? OK, good. I'll leave you to it, then.

**Presenter:** Five.

**Woman:** Oh, I had such a good time! They gave me some lovely presents. But the best thing of all was seeing all my old friends again. It was so lovely to see them!



# Hesitating and holding the floor

**1** In the first conversation, the man keeps stopping and is interrupted and gets annoyed and frustrated when the woman keeps finishing his sentences.

In the second conversation, the woman uses suitable hesitation phrases and holds the floor. Then she yields to the man, who does the same. Their conversation goes well. Phrases used to hold the floor are in bold in the transcript.

Point out that hesitating is an important part of conversation, and not a weakness. Being able to hesitate effectively keeps you in the game while you're trying to think of the right word or organize your thoughts.

The alternative to hesitating (using *um, er, well, you know, etc.*) is silence. And silence seems like an invitation for the other person to speak.

**Transcript** 1 minute 40 seconds

**Presenter:** Listen to two conversations. Which goes better?

**Man:** You remember my old best friend...er . . .  
**Woman:** Bobby, yes.  
**Man:** Well, I met up with him the other...er . . .  
**Woman:** Day?  
**Man:** Yes, so I invited him to have a . . .  
**Woman:** Coffee?  
**Man:** Yes, coffee, and...and we started talking about...er . . .  
**Woman:** Old times?  
**Man:** Yes, when we were at...er . . .  
**Woman:** School?  
**Man:** Yes, we were in the same . . .  
**Woman:** Class.  
**Man:** No, not in the same class, the same team. We both played . . .  
**Woman:** Basketball.  
**Man:** (*sigh*) No, football. We were both in the school football team. Look, do you want me to tell you about this or are you going to . . . ?  
**Woman:** You know it's five years since we left school.  
**Man:** Yes.  
**Woman:** Well, you see, I'm thinking of arranging a sort of...er...reunion for...um . . .  
**Man:** What? For everyone in the class?  
**Woman:** **Yes, but just let me finish.** The thing is, I don't actually want to invite sort of everybody, you know, because, well, we weren't all friends, were we?  
**Man:** No, that's true but if . . .  
**Woman:** No, the point is . . .  
**Man:** **Hold on, I...let me finish.**  
**Woman:** Sorry, go on.  
**Man:** Well, um...you can't decide to invite, well, some people and, you know, ignore others. It's, well, it would be...um...you know, very sort of rude.  
**Woman:** Yes, I know, but...um...how...I mean, how could we sort of, you know, discourage the people we don't like to, you know, sort of not come?  
**Man:** Hmm. Well . . .  
**Woman:** I know! What if we...um...just . . .

**2** Students should try to copy the speakers' intonation.

# Enjoy your meal!

U10B

## Eating out

### Listening

- 1 If their last meal was breakfast, maybe ask everyone to talk about a recent dinner or lunch.
- 2 Anna's talking about the third place, Bill about the second place, and Carole about the first place.
- 3 Pause between each speaker.

### Suggested answers

	Anna	Bill	Carole
Where?	England, in the country	South of France	Greece
When?	Spring	Summer	Autumn
Who with?	Three old friends from university	All the family (father's 60th birthday)	Girl friend
What did you eat?	Home-made ice cream	Barbecue	Fresh fish, grilled, + Mediterranean vegetables
Why was it memorable?	Four old friends meeting again after a long time	Everyone in the family was there	First day of holiday + best meal they had

- 4 This could be done in groups, rather than pairs.

### Transcript 2 minutes 50 seconds

**Presenter:** Listen to Anna, Bill and Carole talking about meals they remember well.

**Interviewer:** Is there a particular meal that you remember well, as being really good?

**Anna:** Um...yeah, w...we were in England at...um...at our friends' house in the country, and it was... it was... unfortunately it was a cold evening so we had to eat indoors. Um...this was in the springtime, and there were four of us, we're all old friends from university. And it was just a really lovely meal, I'll...I'll just never forget the home-made ice cream we had at the end – it was absolutely delicious.

**Interviewer:** Mhm. And...and what is it about the meal that...that makes you remember this so well?

**Anna:** Um...I think...I think it was...it was memorable because we were four old friends, you know, meeting after such a long time. It was brilliant.

**Interviewer:** Marvellous! Er...Bill, what about you? Is...is there a meal that you particularly remember?

**Bill:** Yeah, yes, that's quite easy for me, actually. We were in...um...France, the South of France, and...er...I just remember this fantastically beautiful summer's day, really hot weather. So we were able to eat outdoors in the garden, it was a stunning garden. This was in the summer, last summer. And...um...everyone was there, all the family, young and old. Um...and we were celebrating my father's sixtieth birthday, so we had a...a barbecue, and...um...it was cooked by my brothers, which is a rarity.

**Interviewer:** Uh-huh. And what is it about the meal that you remember so well?

**Bill:** Um...I think what makes it memorable basically is because...um...everyone in the family was there.

**Interviewer:** Mhm, lovely. And Carole, what about you? Have you had a particular meal that you really...really enjoyed?

**Carole:** Yes...um...yeah, it was in Greece...um...a seafood restaurant right by the sea and...er...oh, the weather was just really lovely and warm and so we chose to ate...eat outdoors. And...um...it was in the autumn but it was really lovely and warm. It was just the two of us: me and my girl friend. And...er...we had fresh fish, grilled, er...which was just delicious! And...um...and all sorts of Mediterranean vegetables as well.

**Interviewer:** Oh, that sounds delicious. A...and what is it about the occasion that you remember...makes you remember it so well?

**Carole:** Um...well, I think it was particularly memorable because it was the first day of our holiday, and we were just so excited about the next two weeks ahead of us, so...um...er...it, you know, and we had a wonderful holiday, but that was definitely the best meal we had.

**Interviewer:** Mm, smashing. Well, all three of you, thank you very much.

3

This conversation is a model for the students to follow when they explain their own recipes in 5 below.

**Transcript** (Phrases are in **bold**) 2 minutes

**Presenter:** Listen to Claire talking to Simon.

**Simon:** You remember that lovely rice pudding you made the other day?

**Claire:** Oh, yes. Yeah.

**Simon:** Can you...er...tell me how to make it?

**Claire:** Sure, yeah. It's...**it's quite easy to prepare.**

**Simon:** OK, great.

**Claire:** OK...yeah...need to...need to get the ingredients. **First of all** you will need...er...100 grams of short-grain rice...

**Simon:** Right.

**Claire:** About half a litre of milk. And about half a litre of cream as well. Er...you can use...um...less cream and more milk ac...if this is too creamy for you or you're being health-conscious. Or you could use only milk, actually.

**Simon:** Right.

**Claire:** And you'll need 50 grams of sugar, 25 grams of unsalted butter and...um...some freshly-grated nutmeg.

**Simon:** OK, so I've got the ingredients...um...so what do I do then?

**Claire:** Well, **then you** pre-heat the oven to 180 degrees and you butter a...a shallow dish for the pudding to go in.

**Simon:** Right.

**Claire:** And **first of all** you wash the rice and you place it in the dish. Um...and next you need to warm the milk and the cream together, and then pour them over the rice...er...covering it. And then you sprinkle...er...the...the sugar over the rice and you stir it all in.

**Simon:** Right.

**Claire:** **And finally** you need to dot...er... the butter over the top and...er... grate the fresh nutmeg as well over the whole of it. And you then bake for about 10 minutes.

**Simon:** Oh, right.

**Claire:** But after 10 minutes you need to reduce the oven temperature to 150 degrees and bake for a further one hour 30 minutes.

**Simon:** I see, right.

**Claire:** Yeah, and the pudding will now have a golden brown topping, with rich creamy rice pudding underneath. Lovely!

**Simon:** Mm. Sounds great.

**Claire:** Yeah, it's delicious! ... **I hope you enjoy it!**

**Simon:** I'm sure I will.