

## Unit 2

## Eat, drink and be merry

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## Reading

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## Function

## Homestudy

- Restaurant reviews (PET: Paper 1, Reading, Part 2).
- A conversation about family mealtimes (PET: Paper 2, Part 2).
- Choosing a restaurant (TELC: Oral examination, Part 3).
- A short letter of invitation (PET: Paper 1, Writing, Part 2).
- Listening: Concentrating on key words and their intonation.
- Food and drink.
- The past simple and the past progressive.
- Invitations and responses.
- Language tip: *a friend of yours*; Gapped text: Afternoon tea at the Ritz (TELC: Language elements, Part 1); Listening: A radio report about a health and fitness campaign (TELC: Listening, Part 2).

## Tips and info

If short of time

In exercise 4, omit the task in the *Skills file*. Omit the final two tasks in exercise 8.

Information

- **Eat, drink and be merry (for tomorrow we die)** originally comes from the Bible, and means that we should enjoy life as much as possible because it is very short.

**1 Talk about it**  
10 min.

- Ask those students who have looked at the *Homestudy Preparation* page before the lesson to tell the class about the text, e.g. *Britons watch a lot of cookery programmes. They spend little time cooking. They eat a lot of ready meals.* Briefly discuss the differences between Britain and the students’ own countries.
- Students discuss the questions in groups of three. Be available to help with vocabulary but as this is a fluency exercise, don’t worry too much about mistakes.

**2 Vocabulary:**  
**Food and drink**  
10–15 min.

- Coke, sausages and chocolate are the three unhealthy items on the shopping list. Prompt with a few ideas if students are unsure what to add to the list, e.g. *types of fruit and vegetables, rice, pasta, low-fat yoghurt, cottage cheese, crispbread, fish, herbal tea, mineral water, skimmed milk*. Ask students to read out their lists to the class and write any unfamiliar words on the board.
- Brainstorm a few things people ate/drank 50 years ago, e.g. *meat, fish, eggs, bread, vegetables, whole milk*. Then discuss the following question briefly in class.
- Tell students that the ideas in the next part are based on eating habits in the UK and encourage them to make guesses if they are unsure of the answers: **1950s (1, 5, 6, 8, 10); Today (2, 3, 4, 7, 9)**. Round off the exercise by discussing the final question in class. Start off by giving an example of your own, e.g. *boiled cabbage*.
- **UK eating habits in the 1950s**: The main meal consisted of meat, potatoes and one or two other vegetables, with fish on Friday, and was often followed by a cooked dessert, e.g. jam sponge and custard. Fresh fruit and vegetables were bought mainly from British growers, so people ate what was in season. People would buy exotic and out-of-season fruit and vegetables in tins, often as a Sunday treat.



Information

**3 Skills focus: Listening**  
10 min.

T4 – 0’58”/TS p. 45



- Some students will find the exercise quite challenging, so give them the following advice: Try to relax. Don’t panic. Don’t expect to hear every word. Listen for the stressed words (i.e. the key words), as these carry the meaning.
- First statement: Play the recording and ask students to write down any words they understood. Then discuss questions 1–4 in class. Possible answers: **2 The man used to like tinned spaghetti in tomato sauce but hates it now. 3 child, loved tinned spaghetti, tomato sauce, now, yuck! 4 It shows how the speaker feels. The intonation on yuck shows that he detests tinned spaghetti.**
- Second statement: While listening, students write down some of the key words they hear. They compare answers to 2–4 in pairs and then in class. Possible answers: **2 She loves blue cheese now but hated it as a child. 3 hated, child, blue cheese, Gorgonzolas, Roqueforts, today, delicious. 4 It shows how she feels (voice rises on delicious).**
- This exercise practises listening for gist so only play the statements once.



**4 Listening**

15–20 min.



- **Skills file:** Ask students to explain the difference between listening for gist and detail before they read the sections in the *Skills file*. Compare answers to the task in class. Possible answers: **1 a recipe / a friend or relative, 2 the news / a newsreader, 3 a friend or relative describing a teenage girl, 4 explanation of what to do in an exam / an examiner or teacher. You would probably listen to 1 and 4 for detail.**

T5–6 – 4'36"/TS, p. 45f.



- **First listening:** The first task practises listening for gist. Remind students to concentrate on the key words if they find anything difficult to understand. **The answer is a.**
- **Second listening:** Give students time to read through the five questions before you play the recording. Stop the recording after each question has been answered and give students a few seconds to tick the correct box and skim the next question. Students check answers in pairs and then in class: **1c, 2b, 3c, 4c, 5c.**



## Exam tip

**Use of paraphrase:** In the listening and reading parts of the TELC and PET exams, the wording in the recording/text is often a little different from the wording in the question. Make your students aware of the use of paraphrase by concentrating on questions 1, 3 and 5. Students listen again and write down the phrases that gave them the correct answers: *1 check that I wouldn't disturb the evening meal. 3 She gave me a quick smile, and then, without a word ... 5 turned bright red.* See p. 37. If time permits, Activity 3 in this *Teacher's Book* for another activity that deals with the use of paraphrase.

## Option

- Ask the class: *What were mealtimes like when you were a child? Are they different now?*

**5 Grammar reminder**

10–15 min.



## Option

- Students do the exercise alone and then check their answers in class: **Were in progress is correct; was watching, arrived; was, was doing; was saying, rang.**
- For further practice, elicit some possible endings for the following sentence beginnings: *When Maria arrived, Abigail ... / We were eating Sunday lunch when ...*
- Draw students' attention to the remember box and then describe a memorable meal of your own before students talk in small groups. Encourage students to use at least one sentence in the past progressive in their descriptions.

**6 Reading**

10 min.



- Give a few tips on how to tackle this task type: 1 Read the descriptions of the people in detail. 2 Read the restaurant reviews, underlining any matches they find. 3 Choose a suitable restaurant and check that all the items given in the description are included.
- Students do the task alone. They discuss the reasons for their choices in pairs before checking in class: **Dave / Totally China; Jia Li / Bank; Thomas / Happy Hussar.**

**7 Speaking**

10–15 min.

- Give students time to read through the task and decide on a few of the characteristics of the friend they're going to invite (sex, age, etc.). Then elicit some phrases for making suggestions, e.g. *Why don't we ...? Shall we ...? Maybe we could ..., Let's ..., What about ...?* and get students to give possible responses to the following suggestion: *Why don't we go to a Thai restaurant? (Yes, good idea. Yes, we'll do that. Yes, why not? Actually, I'd prefer to .... I'd rather not because ...).*
- During pairwork, circulate and encourage students to give reasons for their choices. Prompt with ideas if people have problems with the final discussion point, e.g. *Where are you going to meet? How are you going to get there? Should you reserve a table?*

**8 Writing**

15–20 min.

- **Skills file:** Ask students to read p. 74 in the coursebook and to underline/highlight anything that they didn't know or would like to pay particular attention to when writing their own letters.
- Students should note down some suitable greetings, closing formulas and useful phrases from the list on p. 76 before they start writing. Here is a sample note: *Would you like to come for a meal on Saturday evening? We're thinking of going to the Happy Hussar. We could fetch you at 7.30 if that's OK with you. Let us know if you're free on Saturday. Speak to you soon.*
- Tell students to look at p. 12 and p. 76 again to find some alternative phrases for more formal letters if they are having problems with the final task.

If time permits

Activity 2: Filling the gaps (p. 37).