9 THE SAME BUT DIFFERENT

Students will practice...
- sentences and clauses
- noun phrases
- the language of comparisons
- language for criticizing politely

and they will learn how to...
- talk about similarities and differences
- talk about fast food and globalization
- talk about taxis and hometowns
- talk about weddings in different cultures
- weigh options

Key Vocabulary Pages 94–95

Lead-in
With books closed, ask: In what ways is English similar to your language? Elicit a few ideas, then ask: In what ways is it different? Elicit a range of answers. Ask: What other countries have you visited? In what ways are they similar to your country? In what ways are they different? Elicit a range of answers from students, then ask students to open their books. Explain that this unit is all about similarities and differences. As a class, brainstorm words and expressions for saying that things are similar or different, e.g., similar, identical, like, the same, have a lot in common, different, opposites, unlike, in contrast.

1 a Students look at the photos and discuss the questions with a partner. Elicit some ideas from the class, but don’t confirm them at this stage.
b Students discuss the questions in pairs. Ask pairs to tell the class about their discussions.

2 a Preteach or check Scandinavian, cave, dwelling, rationale (= the reasons behind something), Venetian and enigmatic. Play the audio for students to check their answers. Then ask students to take notes on the locations and the similarities and differences.

Answers
Photos a and b are similar because they were both taken in Finmark, in the north of Norway. They are different because they show different seasons: summer and winter.
Photos c and d are similar because they both show cave dwellings. Photo c is in Tunisia and d is in Switzerland. Photo c is a traditional cave dwelling, but photo d is a modern house.
Photos e and f are similar because they both show carnivals. Photo e shows the Venice Carnival, which is quite small and dates back to the 12th century. Photo f shows the Notting Hill Carnival, which only started in the 1960s, but is bigger than the Venice Carnival.

Mixed ability
With weaker classes, play the audio once for students to identify the locations. Check answers, then play the audio again, pausing to allow students time to take notes on similarities and differences.
Background notes

The Venice Carnival takes place each year, ending at the beginning of Lent, forty days before Easter. The carnival started in the 12th century, but fell into decline in the 1700s. It was brought back in 1979 to promote the history and culture of Venice. People traditionally wear masks and elaborate costumes. The Notting Hill Carnival began in Notting Hill, in London, in 1966. It is organized by the West Indian community in London, originally in an effort to preserve their culture and traditions, but more recently as a celebration of multiculturalism in London.

b Allow students time to read the phrases. Point out to students that they will not hear these exact phrases in the audio, but will hear similar ideas expressed. Play the audio again for students to listen and match the phrases to the photos.

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

Alternative

As an alternative to 2b, you could ask students to work in pairs and match the phrases to the photos from memory, then listen again to check.

3 a Students complete A in the Key Vocabulary panel in pairs. Check answers and model pronunciation of markedly, subtly and virtually.

Answers
a basically, essentially, exactly, more or less, roughly, virtually
b completely, entirely, fairly, markedly, radically, significantly, slightly, subtly, totally, vastly
a (a big difference): completely, entirely, markedly, radically, significantly, totally, vastly
b (a small difference): fairly, slightly, subtly
c (neither): basically, essentially, exactly, more or less, roughly, virtually

Extra activity

Write these incomplete sentences on the board. Ask students to complete them with appropriate words. Check answers and point out that the same is often followed by as or that, and different can be followed by from.

1 I have the same car ___ you. (as)
2 It’s the same book ___ I read last year. (that/as)
3 Her new hairstyle is different ___ her old one. (to/from)

b Students work by themselves or in pairs to choose the best options and discuss the question. Check the options, then ask students for their ideas on what the people could be talking about.

Answers
1 roughly 2 essentially 3 slightly 4 an entirely

Extra activity

Refer students back to the photos. Divide the class into pairs and ask them to write a sentence comparing each pair of photos using language from part A of the Key Vocabulary panel. Ask students to read their sentences, and ask other class members if they agree. Check that they are using the target vocabulary correctly.

4 Refer students to Transcript 9.1 on page 155 to find the nouns. Check answers and make sure students understand the adjectives.

Answers constant sunshine enduring tradition modified versions (of the typical street parade) perpetual daylight

5 a Students complete B in the Key Vocabulary panel with a partner. Encourage students to use their dictionaries to help them. Check answers and make sure students understand all the vocabulary. Read the information in the Notice box with the class. Ask students how they would say these things in their language.

Answers altered, modified, overhauled, revised, transformed, unrecognizable
b constant, enduring, ongoing, perpetual, unbroken, unwavering
1 ongoing 2 perpetual 3 enduring
The adjective which collocates with all three nouns is modified.

b Students look at the collocations with a partner and decide where they might be used.

Answers ongoing investigation enduring appeal perpetual motion

Extra activity

Ask students to form pairs and write three sentences using the adjectives in B in the Key Vocabulary panel. Monitor and help while students are working. Ask students to turn their reading their sentences out loud, omitting the adjectives. See if the class can guess the missing adjectives.

6 Students discuss the questions with a partner. Ask pairs to report back on their discussions, and encourage them to use vocabulary from the Key Vocabulary panels.

Extra activity

If students are interested in the topic of celebrations, they could (in a multilingual class) prepare a short presentation on a typical celebration in their country. They could bring in photos and visuals to support their presentation. In a monolingual class, students could research a celebration in a different culture of their choice. In the next lesson, students could give their presentations to the class or in small groups, and students could discuss the similarities and differences between them.
1. **Burgernomics**

**Reading**

**Lead-in**

Ask: Is fast food popular in your country? What kinds of fast food do people eat? What’s your favorite fast food? Elicit a range of answers, which will probably include a mention of McDonald’s. Ask: Do you like McDonald’s food? What is your opinion of the company? Elicit a range of answers from students.

**Background notes**

McDonald’s is the largest chain of fast-food restaurants in the world, serving over 60 million customers every day in over 100 countries. The company began in 1940 as a barbecue restaurant, and now employs around 1.7 million people worldwide. It serves mainly hamburgers, cheeseburgers and French fries. However, in response to recent criticism that its food is unhealthy, it has introduced “healthier” options such as salads, fish and fruit smoothies.

**Activity**

Students look at the photos with a partner and discuss the questions. Ask some pairs to report back to the class about their discussions.

2. **a** Preteach purchasing power (the amount of money that a person or group has available to spend), status, benchmark (something that is used as a standard to measure other things) and storage unit. Students read the article and answer the question.

   **b** Students compare their answers in pairs. Check answers together in class.

**Answers**

The price of a burger in different countries can tell us how strong different currencies are in relation to each other. It can also help us to compare the standard of living in different countries.

**Activity**

3. **a** Students read the article again and answer the questions.

   **b** Students compare their answers with a partner’s. Check answers with the class, and ask: Do you think this is a useful way to compare economies and living standards around the world? Why?

**Answers**

1. The Big Mac is sold all over the world, but it is adapted to local markets, to suit different tastes.

2. The McWages index compares how much McDonald’s workers are paid around the world. It compares how long an employee has to work before they have earned enough to buy a Big Mac.

3. The Big Mac index compares the price of a Big Mac in different countries. This allows us to see what the status of the product is in different countries, for example if it is a cheap food or a luxury product.

4. Burgernomics means using the Big Mac to compare information about economies and wages in different countries, in a way that makes it easily understandable for people.

**Extra activity**

Ask students to find adjectives in the article with the following meanings. Allow students time to compare their answers in pairs before you check with the class.

1. para 1: present everywhere (ubiquitous)
2. para 1: related to cooking (culinary)
3. para 2: different from everything else; one of a kind (unique)
4. para 2: not serious (lighthearted)
5. para 4: easy to understand (digestible)
6. para 4: presenting ideas in a way that is too simple (simplistic)

**Activity**

4. Students discuss the questions in pairs. In a multilingual class, try to put students from different backgrounds together. Ask pairs to tell the class about their discussions. As a class, discuss what other products could be used for a global price index, e.g., a loaf of bread, a kilo of rice, a Starbucks coffee.

**Grammar**

**Activity**

1. **a** Divide the class into pairs to read the information in the Grammar panel, or read it together in class. To remind students of participle clauses in points 3 and 4, refer them back to the work they did on participle clauses in lesson 5.1 on page 51. Students count the number of clauses in the sentences by themselves or in pairs. Then refer students to the grammar reference and practice activities on page 128.

   **Answers**

   1 one clause
   2 four clauses: In some countries it is one of the cheapest fast-food options / while in others it’s a luxury / eaten mainly by tourists / especially expensive when compared to local dishes
   3 three clauses
   4 four clauses: In Australia, the beef burger has been replaced by lamb / creating the Serious Lamb Burger / while a German version is made with bratwurst sausage and mustard / that is called the Nürnburger

**Sentences & Clauses**

This is a tricky grammar presentation since it encourages students to analyze sentence structure in some detail. If your students are not confident of the difference between a sentence and a clause, you could start by writing a simple sentence on the board and explore in a fun way how it can be built up by adding on extra clauses. For example:

I work in Los Angeles.

I work in Los Angeles, but I live in Laguna Beach.

I work in Los Angeles, but I live in Laguna Beach in a small house near the beach.

I work in Los Angeles, but I live in Laguna Beach in a small house near the beach that I bought three years ago.

I work in Los Angeles, which is on the West Coast of the USA, but I live... , etc.
You could have students form pairs and give them a similar simple sentence, e.g., My brother plays soccer to add to, and see who can add the most clauses.

**b** Students answer the question and underline the linkers with a partner.

**ANSWERS**
(Main clauses in bold, linkers underlined)

1. The Big Mac is a big hit in most countries.
2. In some countries it is one of the cheapest fast-food options, while in others it's a luxury eaten mainly by tourists, especially expensive when compared to local dishes.
3. Although the index is very popular in some circles, not everyone is sure about the reliability of burgernomics, criticizing it as simplistic and misleading.
4. In Australia, the beef burger has been replaced by lamb, creating the Serious Lamb Burger, while a German version that is called the Nürnburger, is made with bratwurst sausages and mustard.

**2 a** Students identify the changes that have been made to the clauses.

**ANSWERS**

1. “while” has been deleted
2. “it is” has been deleted
3. “and they criticize it” has changed to “criticizing it”
4. “while” has been used to join the clauses

**b** Students find examples of the rules in the Grammar panel, working by themselves or with a partner.

**ANSWERS**

1. … while a German version...
2. … especially expensive when compared...
3. … criticizing it as...
4. … especially expensive when compared...
5. … that is called the Nürnburger...

**Extra activity**

For extra recognition practice of the different kinds of clauses, refer students back to the text and ask them to form pairs to find one more example of a sentence with more than one clause. You could ask different pairs to look at different paragraphs, so they don't all find the same sentence. Check answers and, as a class, discuss how the subsidiary clauses have been linked to the main clauses, and what changes have been made.

**3 a** Students combine the sentences.

**b** Divide the class into small groups to compare their answers. Check answers together in class, then ask students to change the sentences so they are true for them. Have students return to their groups to discuss the changes they have made. Ask some groups to tell the class how similar or different their sentences were.

**ANSWERS**

1. Bearing in mind the options available in my town, McDonald's is a good place to eat as it is fairly cheap.
2. Offering employment and good working conditions, fast-food chains are still very popular here, even if they are killing local businesses.
3. When you're hungry, McDonald's is great for a snack, although not very healthy.
4. Using fresh ingredients (that are) prepared and cooked on the premises, local fast-food restaurants offer better value for money.

**Speaking**

1. Divide the class into pairs or small groups for this task. Tell students that this is a fun activity, so they should use their imaginations! Students discuss the questions in their pairs or groups. Monitor and help while they are working.

2. Ask each pair or group to present their fast-food dish to the class. Ask other students to respond to the ideas, and end with a class vote to decide on the one that students think will be the most successful.

**Extra activity**

If students have enjoyed creating their own fast-food dish, they might like to take the activity further and create a TV commercial for their product that they can act out for the class. You could encourage them to use some of the food vocabulary that they learned in the previous unit (page 86). Alternatively, they might like to create an ad opposed to fast food to perform for the rest of the class.

**Lead-in**

With books closed, ask some questions about taxis in open class, e.g., When was the last time you rode in taxi? Where was it? Who with? Why did you use a taxi? Was it cheap or expensive? Do you enjoy riding in a taxi? What image comes into your head when you think of a taxi? Elicit a range of answers from the class.

**Listening**

1. Students look at the photos and answer the questions with a partner.
2. **a** Students listen and write down the order in which the speakers talk about the photos. Check answers together in class.

**Answers**

1 a 2 c 3 b 4 d
Today’s show on The Same but Different looks at taxi cabs around the world. There is really no better way to get to know a new city than to jump into the back of a cab. As you pull out of the station or approach the outskirts from the airport, you feel yourself being drawn into the hustle and bustle of the city streets. Those first glimpses that you get through the windows of the cab will remain with you as lasting memories. Today we visit four different cities and take a ride through their streets in four very different kinds of taxis. And our first guide for today is Max Brandelli.

**H:** Hi, here we are in the hustle and bustle of New York City. Yellow cabs have been a feature of New York streets since 1907. They are as much of a landmark as the Statue of Liberty. Stepping into one for the first time is a mixture of emotions. On one hand they feel so familiar from so many TV shows and Hollywood movies, that even on my first trip to New York, it felt like greeting an old friend. But it also feels so exotic—like driving onto a movie set. As you drive along, the downtown skyscrapers lining the streets tower overhead. The first impression you get is of how big everything is. On my first trip the taxi driver was great—a full-scale tourist guide, pointing out the landmarks, telling tales of tourist traps and scams, offering advice on all kinds of dos and don’ts, from food to shopping, to which side of the bed I should sleep on at night!

**P1:** New York is not the only city to have yellow cabs. In our next destination there are cabs of all shapes and sizes—and colors too, but Carla Smith’s favorites are the bright yellow coco cabs.

**H:** Here we are in Havana and the taxi I’m riding in is much smaller than the traditional cabs, and much slower and not half as quiet on the inside! But it’s still my favorite way to get around the city. This canary yellow three-wheeler with its coconut-shaped body is designed for tourists and it really is a great way to tour the city. It may be a little rough and ready, but there’s a certain charm to its egg-shaped, open-sided dome. There are two seats behind and one in front for the driver. My driver is wearing a bright yellow helmet that matches the color of the cab and her long black hair is streaming out from beneath. My driver is wearing a bright yellow helmet that matches the color of the cab and her long black hair is streaming out from beneath. Although the streets are quiet, conversation is difficult above the noise of the engine, but little by little we manage to exchange a couple of words as she points out the main landmarks. There’s also a black version of the coco cab, with yellow stripes on the side. Those are for locals and charge different prices.

**P2:** Havana: the city is quiet; the taxi driver is a woman, and points out some landmarks, although it’s difficult to hear because of the noise; the taxis are small, noisy and not very comfortable; the experience was good.

**H:** And now let’s hop continents, over to southeast Asia where Peter Rodsell is taking a ride through the streets of Bangkok.

**P3:** Bangkok: the city is very busy and full of amazing smells of food and incense; the streets are full of people; the driver is very good at driving through the busy streets; the taxis are all blue and yellow; the experience is exciting.

**H:** And our last taxi ride brings us to the relative peace and quiet of the inside of a London cab. With the windows rolled up, there’s hardly any noise from the outside and the space in the back feels so indulgent. Even the busy streets of central London seem quiet and sedate from the back of a cab. The downtown traffic is dominated by buses and row upon row of black cabs—not that all of them are black anymore, of course. We’ve just passed a bright pink one. Oh, there’s another one coming up covered in newspaper, a third is sporting the Union Jack. As we drive down Oxford Street and through the shopping district, the streets are packed, but the pedestrians are sticking to the sidewalk in the strict divide between human and motorized traffic. Next week on The Same but Different we’ll be looking at coffee bars around the world, join us then for more traveler’s tales.

Alternative

As an alternative to 3a and b, or with weaker classes, you could divide students into AB pairs. Ask A students to prepare notes on New York and Bangkok. Ask B students to make notes on Havana and London. Students can compare their answers in AA and BB pairs in 3b, then work in their AB pairs to exchange information.

**4** Students explain the expressions in the extracts to a partner. Encourage students to use their dictionaries to help them. Ask pairs to report back, and discuss the meaning of the expressions as a class. Ask students if they can remember which country the extracts referred to. Students can check in Transcript 9.2 on page 156.
Noun Phrases

Students will probably have no difficulty in understanding the complex noun phrases in this lesson, but they may still shy away from using complex noun phrases in their writing. To give students more confidence, you could start with a simple noun on the board and, as a class, gradually expand it into a complex noun phrase, e.g.,

- man
- the man
- the tall man
- the tall man with dark hair
- the tall man with dark hair walking down the street eating a burger

This will help prepare students for the task in 5.

Extra activity

If your students enjoy role-playing, you could ask them to imagine that one of them is a tourist and the other is a taxi cab driver in one of the taxis in the photos. Ask them not to mention the name of the city they are in. Monitor and help while students are working. Ask students to perform their conversations for the class. See how quickly the class can guess the city, and ask the class to say which conversation they thought was the most interesting and the most realistic.

Grammar

1. a Read the noun phrases with the class and explain *handcarts* and *glimpses* if necessary. Do the first noun phrase with the class as an example. Students then work individually to identify the main nouns.
b Students compare their answers in pairs. Check answers together in class.

   **Answers**
   
   1 streets  2 road  3 schoolgirls  4 handcarts  
   5 skyscrapers  6 glimpses

2. Students find examples of the different words and phrases by themselves or with a partner.

   **Answers**
   
   a busy, central, main, downtown
   b the, a, a group of, the, those
   c London, lanes, traffic, tuk-tuk, homework, boxes, streets, windows, cab
   d of (central) London, of (busy) traffic, in the back of another tuk-tuk, through the windows of the cab
   e doing their homework, that are laden down with boxes, lining the streets, that you get through the windows of the cab

3. Read the information in the Grammar panel with the class. Elicit possible answers to 1–4 for sentence 1 in 1a. Then refer students to the grammar reference and practice activities on page 128.

   **Answers**
   
   1 the  2 busy  3 streets  4 of central London

Vocabulary page 99

1. a Focus on the heading and explain that binomials are pairs of nouns that are often used together. Students match the expressions with their synonyms, working alone or in pairs. Check answers and check that students understand all the expressions.

   **Answers**
   
   1 e  2 h  3 g  4 b  5 f  6 d  7 a  8 c

   Students look at the binomials again and answer the questions individually or in pairs.
Students' own answers.

Extra activity

Divide the class into pairs. Ask them to choose three of the expressions and write their own example sentences for them. Monitor and help while students are working. Ask each pair to read their example sentences to the class, omitting the expression. See if the class can guess the missing expressions.

PRONUNCIATION

1 a Read the options a–c with the class. Ask students to read the four sentences, and deal with any vocabulary issues. You could ask students to form pairs to read the sentences and predict where the stress falls. Play the audio for students to listen to the stress.

Answer

c

b Play the audio again for students to listen and repeat. Encourage students to copy the stress pattern on the audio.

SPEAKING

1 Allow students time to prepare their ideas individually, then put students into groups to discuss the questions.

2 Ask each group to report back on their discussions. Discuss as a class the benefits and disadvantages of city life and small town life.

9.3 A DAY TO REMEMBER... PAGE 100

Lead-in

Ask: What are the most important days of someone’s life? Elicit some examples, e.g., graduating from high school or college, getting your first job, getting married, having children.

Ask: Do you think it is important to celebrate important days? Why? Elicit a range of answers from the class.

SPEAKING

1 Focus on the photos and elicit a description of each. Students work in pairs to look at the photos and discuss the questions. Ask pairs to report back on their answers.
a Students discuss the communal weddings in pairs and compare them to weddings they have attended.
b Ask pairs to tell the class about their discussions and say how similar or different their experiences have been.

Extra activity
If your students are interested in this topic, you could download some more photos of weddings in other countries for students to discuss and compare in the next lesson. You can easily find photos by searching for “wedding Vietnam” or “wedding Kenya,” etc. Alternatively, students could choose a culture and research its wedding traditions. They could prepare a short talk for the next class, and download some photos to accompany their talk. Students could present their findings in small groups, or to the class. Students could discuss which traditions they like best.

VOCABULARY PAGE 101

1 a Explain that there are no correct or incorrect answers in this exercise, but students should choose the answers that are true of weddings in their culture.
b Divide the class into pairs to compare their answers and answer the questions about the expressions. Ask some pairs to tell the class about their discussions, then check answers to the questions about the expressions.

ANSWERS
1 similarity: varies little, are not unlike, don’t vary, are closely linked with, are very close to
difference: differs greatly, bear no resemblance to, are distinct, are inconsistent with, are far removed from
2 The expressions are all more common in written language.

Extra activity
For some controlled practice of the vocabulary before students move on to the freer practice, write these incomplete sentences on the board and ask students to complete them by adding one word in each blank. You could do this as a test, with books closed.

1 Wearing black to a wedding is ____ with local traditions. (inconsistent)
2 A lot of modern weddings bear no ____ to traditional ones. (resemblance)
3 Her small wedding was far ____ from the typical large family occasion. (removed)
4 Some Indian weddings are not ____ European weddings. (unlike)
5 A lot of Chinese traditions are very ____ to those in other Asian countries. (close)

FUNCTIONAL LANGUAGE PAGE 102

TUNE IN
Lead in by focusing on the photos and eliciting what is happening in each. Ask: Do you do these things with your friends? When? Elicit a range of answers from the class. Students discuss the questions in pairs. Ask some pairs to tell the class about their discussions.

Read the questions with the class and ask students to predict what the speakers’ ideas will be. Elicit a few ideas. Preteach country estate (a large house in the country). Play the audio for students to listen and answer the questions. Allow students time to compare their answers in pairs before checking them in class.
Answers
They suggest a trip to a musical, a trip to a country estate with a picnic, and a trip to a local restaurant and nightclub. The agree on a picnic in their local park and a visit to a nightclub.

9.4

C = Claire,  E = Elaine,  N = Nancy

C: Hi, guys.
E/S: Hi.
C: Hi. Hi. OK, we’d better get started on this.
E: OK.
N: OK.
C: We have... er, I know we all have studying and stuff and actually I have my mom’s birthday present to figure out.
E: OK. Well I’ve had a brain wave!
N: Yes?
C: Yes, go on.
E: I’ve spoken to a couple of people and they’re totally up for seeing this show that’s in town right now. So I was thinking we could rent a bus...
C: I see
N: Yes.
E: ... zoom down, and then we’d hang out in the city and, and everyone’s saying it’s a wicked show...
S: A musical. Hmm.
C: What show would this be? Is this a Broadway kind of big, big thing?
E: Yes, yes, yes!
C: OK. So have you thought about the cost?
E: Yes, and I called just to get like, a preliminary idea and if there’s enough of us, like say 50 of us, we can get a discount on the tickets.
N: Yeah.
C: Hmm.
N: The thing about going to a musical, though, is that there’s no kind of conversation. We’re all just sit there watching something.
E: Yes, in the beginning, but then after...
N: It would be nice to celebrate... somehow.
C: My concern also would be how many people like musicals.
N: Yeah.
C: I don’t mean to put a downer on it. I just think we may have to compromise.
E: Oh, right.
N: I have these brochures of this place. Take a look. A place named Portly House.
E: Oh?
N: It’s a beautiful country estate. Apparently 200 years old. And it’s conserved in just the same way as it was 200 years ago. And you can go on beautiful walks. There’s a huge garden, lovely café...
C: How far in advance do we need to decide?
N: Um, Well, it says here you can just call the day before so I’d be happy to do that.
C: It’s a very long way. Two hours.
E: Two hours!
N: Yeah, but I could rent a bus.
E: Do you think the weather’s going to hold out though? I mean if we’re gonna have like this big picnic, sounds wicked.
N: Yeah!
E: Like everyone can bring food. But if it’s raining, what are we going to do? Sit in a museum for like...
C: I like the picnic, because we can do that on a budget. We can do that fairly cheaply.
N: Everyone can bring their own food...
C: Yeah, I’m not sure about, to be honest, the country estate thing is maybe a little bit too stuffy for people who want to kind of shake it all out after their exams.

3  a Students complete the objections to the suggestions by themselves or with a partner.
   b Play the audio again for students to listen and check their answers.

Focus on Language
4  a Students identify the strategies in the extracts with a partner. Check answers and elicit other ideas for strategies that can be used.

Answers
- using fillers and other delaying strategies: The thing about going to a musical, though..., I’m not sure about, to be honest,...
- using modal verbs: My concern also would be..., That might work...
- using adverbs and modifiers to make the criticism seem less significant: there’s maybe a compromise..., maybe a little too stuffy, It’s a long way
- other strategies: apologizing: I don’t mean to put a downer on it...
Extra activity

Divide the class into groups of three and ask them to take one role each from the audio. Refer students to Transcript 9.4 on page 156 to read, then ask them to act out the conversation from memory, using the objections from 3a or their own ideas. Tell students they don’t necessarily have to arrive at the same conclusion as the speakers in the audio. Encourage them to use some of the strategies from 4a. Monitor while students are working, then ask them to report back on which activity they chose.

Focus on the information on listing with the class and allow students time to read the sentence. Play the audio for students to listen and answer the question. Check the answer, and explain that when we are giving a list, our voice goes up on all the items except the last, when the intonation comes down. Play the audio again for students to listen and repeat. Ask students to make a list individually of things they would take to the country house. Divide the class into pairs to read their lists to each other, and then repeat them back. Monitor while students are working, and encourage them to use the same intonation as on the audio.

Students work in pairs to make the criticisms more polite. Discuss the answers together in class.

Possible answers
1. I’m not sure, but, it doesn’t really sound all that exciting.
2. My concern would be that if people take the bus, they might not be able to leave when they want.
3. Are there too many of us to sit around one table?
4. Do you think everyone likes seafood?

Answers
The voice goes up on all the bold items except the final one, when it comes down.

Extra activity

For extra practice, you could think of another event as a class, e.g., a friend’s birthday, or a fellow worker’s retirement. Ask students to prepare their own suggestions, then put them into small groups to discuss the options and reach agreement. Ask groups to report back on what they decided.

Tune In

You could lead in by asking students when they last had to make a difficult decision. Ask: What was the decision? How did you make it? Elicit a few answers, then refer students to the photo and have them form pairs to discuss the questions. Ask some pairs to report back to the class.

Allow students time to read the questions. Play the audio for students to listen and answer the questions. Check answers then ask: Do you think this is a good compromise? Why? Elicit a range of answers.

Answers
1. They want to go and see Sujo Dojo in a concert.
2. It will cost about 75 dollars.
3. They decide to watch the concert on TV.
4. It isn’t as good, but it’s much cheaper.
O: I don’t think so. The fact that it’s happening right there and then makes it more exciting somehow. I don’t think it’s that different from being there, you know.
C: Really? I can’t believe the atmosphere in your living room is anything like the discoteque, frankly.
O: Ha ha.
C: Still, I just don’t think I could justify spending that much money on a concert.
O: It’s not like it’s a necessity, is it?
C: Oh! But it’s Sujo Dojo! I can’t make up my mind!
O: Think about all that money you’d spend getting there and eating and drinking. It all adds up.
C: True. True. OK, you’ve talked me out of it. So do you have to reserve it to watch it?
O: No, you just go to Livestream when it’s about to start.

PREPARE FOR TASK

Students work individually or form pairs to match the phrases to the more formal synonyms. Check answers and make sure students understand all the phrases.

Answers
1. seriously doubt whether
2. One possibility would be to
3. on the other hand
4. undecided
5. could equally
6. defend
7. hardly
8. Consider
9. convinced me

Extra activity

To prepare students for the roleplay in 4b, ask them to write two sentences about each decision, using the phrases in 3. Monitor and help while students are working. Ask a few students to read some of their sentences to the class, and correct any errors in the phrases. Students can then use their phrases in the roleplay in 4b.

b Demonstrate the task by asking a confident student to tell you about one of the decisions. Play the role of a friend and offer suggestions or advice. Divide the class into pairs to act out the situations. Monitor while students are working, then ask some students to tell the class what decisions they made in the end.

Task

5 a Divide the class into groups of three and assign roles. Explain the task, and ask student As to turn to page 144. Students discuss the prizes with the members of their group and help student A make a decision.
b Students repeat the activity, with student Bs deciding on their prize.

6 Ask student Cs to tell their group which of the prizes they would choose and why.

Report Back

7 a Divide the class into pairs with a student from a different group. Students ask and answer the questions.
b Ask pairs to tell the class which prize they chose and why. See which prize was the most popular with the class.

Mixed ability

With weaker classes, explain to students that they are going to work in groups of three, with A and B making a decision about which prize to accept and C helping them make their decision. Divide the class into A, B and C students, and have students form AA, BB and CC pairs. Refer the AA and BB students to their lists of prizes and ask them to discuss the advantages and disadvantages of each with their partner. Ask the CC pairs to look at both lists and think about what advice they are going to give their classmates. Monitor and help while students are working. Put students into their ABC groups to follow steps 5a, 5b and 6 as usual.

With stronger classes, students might prefer to think of their own set of three things they need to choose from. Brainstorm some ideas with the class first, e.g., they have been offered three different jobs and don’t know which to choose, or they have the chance to go on vacation to three different places with friends. Ask students to list the three things they have to choose between. Divide the class into groups of three and ask them to take turns showing their classmates their list of choices and then help each other to make decisions. Ask groups to report back on which decision each student chose and why.

Refer students to Review E, Unit 9 on page 114.