

# 12

want and would like

Food and drink

In a restaurant • Going shopping

Thank you very much!

## Introduction to the unit

This unit is called 'Thank you very much!' and it focuses on the function of asking for things in a range of contexts. The structures *want* and *would like* are practised and the difference in register is highlighted. *Like* is also reviewed and contrasted with *would like*. The lexical set of shops and amenities is reviewed and extended, and there is a vocabulary and speaking section on food and drink, and ordering in a restaurant. The *Reading* section also focuses on food with a text on junk food. There is further functional practice in the *Everyday English* section with the language used when going shopping.

## Language aims

**Grammar – want and would like** Students have already met *want* as part of their practice of the Present Simple. In this unit, *want* + noun and *want* + to-infinitive are reviewed and practised. *Would like* + noun and *would like* + to-infinitive are also introduced as more polite ways of asking for things, or saying that you want to do something. The question form *Would you like ... ?* is also introduced for offering things.

### POSSIBLE PROBLEMS

Students have already seen *like* as a main verb in the presentation of the Present Simple in Unit 5. This is the first time students have seen *would like* and it is easy for students to confuse the two. Common mistakes are:

- \* *Do you like a cup of tea?*
- \* *I like to buy a dictionary.*
- \* *You like a coffee?*

Students can usually understand the difference between liking in general (expressed with *like*) and a specific request (expressed with *would like*) but the similarity in form can lead to confusion. Students are given both receptive and productive practice in both forms, but be prepared to monitor and check for mistakes and review as necessary. (There is no need to highlight at this stage that *would* is a modal verb, as students will meet *would* and its various uses in later levels of *New Headway*.)

**Vocabulary** Shops and amenities are reviewed and extended. The lexical set of food and drink is practised in the context of ordering things in a restaurant. The food and drink theme is carried through in the *Reading* section with a text on an elderly lady who only eats junk food!

**Everyday English** This highlights and practises the language used when shopping in a range of situational conversations.

**Workbook** *Would like* is reviewed and consolidated in a range of exercises.

There is a pronunciation exercise to practise discrimination in vowel sounds.

The lexical set of food and drink and the function of ordering things in a restaurant are consolidated in a range of exercises.

Further reading practice is given with a series of short texts on eating habits.

The language of shopping from the *Everyday English* section is further practised.

# Notes on the unit

## STARTER (SB p88)

This *Starter* section reviews and extends the lexical set of shops and amenities and also reviews *can*.

- 1 Focus attention on the example and then get students to continue matching in pairs.
- 2 Get students to make sentences with the phrases in exercise 1 using *You can ...*

**T 12.1** Play the recording and get students to check their answers. Explain any individual words that students query. (If you think students need further practice in the pronunciation of *can*, you could get students to listen and repeat the sentences.)

### Answers and tapescript

You can buy stamps in a post office.  
You can buy a dictionary in a book shop.  
You can buy a computer magazine in a newsagent.  
You can change money in a bank.  
You can buy a CD in a music shop.  
You can get a cup of coffee in a café.  
You can send an email in an Internet café.

## A TRIP INTO TOWN (SB p88)

### want and would like

- 1 Focus attention on the shopping list and check comprehension of the items. Highlight the use of *want* + noun and *want* + *to*-infinitive in the examples and drill the sentences. Check students' pronunciation of *wants* /wɒnts/. Check the pronunciation of the other items in the list. Students make sentences with the other items in the list, working in pairs. Monitor and check for correct use of third person *-s* on *wants*.

Check the answers with the whole class by getting students to say the sentences aloud.

### Answers

He wants Gary Alright's new CD.  
He wants to send an email to Rosa in the US.  
He wants a Spanish/English dictionary.  
He wants a PC Worldwide computer magazine.

- 2 This exercise introduces *would like* in different situations. Pre-teach/check *change* (noun) in conversation 1. Make sure students understand that this is a noun form and contrast it with the verb form in *change my money*. Also pre-teach/check *black or white coffee* in conversation 2, and *minidictionary* in conversation 3. Highlight the use of *I'd like* and *Would you like* in the example answers in conversations 1 and 2,

but do not go into a full grammatical explanation, as this is covered in the *Grammar Spot*.

**T 12.2** Ask students to read and listen to Enrique and complete the conversations from the tape. Play the recording through once. With a weaker group, you may need to play the recording through again. Check the answers with the whole class. (If students query the use of *one* in conversation 3, check they understand it stands for *dictionary*, but do not go into a full explanation of the use of *one/ones* at this stage.)

### Answers and tapescript

- 1 **E** Good morning. I'd like a stamp for this letter to Venezuela, please.  
**A** That's 75p.  
**E** Thank you.  
**A** Here you are, and 25p change.  
**E** Thanks a lot. Bye.
- 2 **E** I'd like a cup of coffee, please.  
**B** Would you like black or white?  
**E** Black, please.  
**B** All right. Here you are. One pound twenty, please.
- 3 **E** Hello. I'd like to buy a Spanish/English dictionary.  
**C** OK. Would you like a big dictionary or a minidictionary?  
**E** Just a minidictionary, please.  
**C** This one is £4.99.  
**E** That's fine. Thank you very much.

- 3 **T 12.3** Focus attention on the examples in the speech bubbles. Play the recording, pausing at the end of each sentence, and get students to repeat chorally and individually. Encourage them to reproduce *I'd like* correctly and make sure students don't say *I like*. Also encourage accurate intonation:

*Would you like black or white?*

*Would you like a big dictionary or a minidictionary?*

Get students to practise the conversations in exercise 2 in closed pairs. If students have problems with pronunciation, drill key sections of the conversations and get students to practise again in closed pairs.

## GRAMMAR SPOT

- 1 Read the notes as a class. Make sure students understand the difference in register between *want* and *would like*, and that *'d like* is the contracted form. Focus attention on the examples and highlight the use of the noun and *to*-infinitive with *would like*.
- 2 Read the notes as a class. Make sure students understand that *Would you like ... ?* is used when we

offer things. Focus attention on the examples and highlight the use of the noun and *to*-infinitive in questions with *would like*.

Read Grammar Reference 12.1 on p126 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

- 4 **T 12.4** This exercise gives further practice of *would like* in different situations. Explain that students are going to hear Enrique from exercise 2 in different places in town. Check comprehension of the places in the list by asking *What can you do/buy in a (newsagent)?* Play the first conversation and elicit the correct place from the list (*a music shop*). Get students to write number 1 in the correct box. Play the rest of the recording and get students to number the other boxes.

Ask students to check their answers in pairs. If there is disagreement, play the recording again and get students to check/amend their answers. Check the answers with the whole class.

### Answers

- 3 a newsagent  
2 an Internet café  
1 a music shop  
5 a bank  
4 a cinema

### T 12.4

- 1 **A** Can I help you?  
**E** Yes. I'd like the new CD by Gary Alright, please.  
**A** There you are.  
**E** How much is that?  
**A** £11.99.  
**E** Thank you very much.
- 2 **E** I'd like to send an email, please.  
**B** Take PC number ten.  
**E** Thanks a lot.
- 3 **E** Hello. I'd like this month's PC Worldwide magazine, please.  
**C** Here you are. That's £2.20, please.  
**E** Thank you very much. Bye.
- 4 **E** Two tickets for James Bond, please.  
**D** Eight pounds forty, please.  
**E** Thanks. What time does the film start?  
**D** Seven thirty.  
**E** Thanks very much.
- 5 **F** Good afternoon. Can I help you?  
**E** Yes, please. I'd like to change some traveller's cheques, please.  
**F** Certainly. Are they in American dollars?  
**E** Yes, they are.  
**F** Fine. That's £115 and 25p.  
**E** Thank you very much.

### SUGGESTION

If appropriate, you could ask students what were the key words which gave them the correct answer, e.g. conversation 1 – *CD*, conversation 2 – *send an email*, conversation 3 – *this month's PC Worldwide magazine*, conversation 4 – *James Bond, film*, conversation 5 – *traveller's cheques, American dollars*.)

Refer students to the tapescript on p119. Get students to practise conversation 1 in open pairs. Students continue practising in closed pairs. If students have problems with pronunciation, drill key sections of the conversations and get students to practise again in closed pairs.

## PRACTICE (SB p90)

### What would you like?

- 1 This exercise practises question forms with *would like*. Focus attention on the picture and get students to imagine they are at home with a friend. Check comprehension of *feel at home*. Focus attention on the examples in the speech bubbles. Remind students of the use of *would like* + noun and *would like* + *to*-infinitive. Drill the examples chorally and individually. Encourage students to reproduce correct intonation – rising intonation on the *Yes/No* questions and falling on the *wh*- question, and a wide voice range on the answers, starting 'high'.

Check comprehension of the food, drinks, and activities on offer. (If students query the use of *some* in *some cake*, explain that we use it when we don't know exactly how much of something is being referred to. Do not go into a full explanation of *some* versus *any* at this stage.) Elicit two or three different exchanges from the students in open pairs. Then get them to continue in closed pairs. Monitor and check for correct use of *would you like* + noun and *to*-infinitive, and pronunciation.

### It's my birthday!

- 2 Tell students they are going to hear three people talking about their birthday. Focus attention on the table and elicit possible answers to the two questions, e.g. *What would she/he like? a book, a CD, a picture, a jumper, a camera, etc.*  
*What would she/he like to do in the evening? go to the theatre, have a party, go to a restaurant, go shopping, etc.*

**T 12.5** Play the recording of Suzanne and elicit the answers (*breakfast in bed* and *to go to the theatre*). Play the rest of the recording and get students to complete the chart.

Get students to check their answers in pairs before checking with the whole class.

## Answers

	What would she/he like?	What would she/he like to do in the evening?
Suzanne	breakfast in bed	to go to the theatre
Tom	a new computer	to go to a good restaurant
Alice	a mobile phone	to go out with her friends

### T 12.5

#### Suzanne

What would I like for my birthday? That's easy. I'd like to have breakfast in bed. With the newspapers. And in the evening I'd like to go to the theatre.

#### Tom

Well, I'd like a new computer, because my computer is so old that the new programs don't work on it. And then in the evening, I'd like to go to a good restaurant. I don't mind if it's Italian, French, Chinese, or Indian. Just good food.

#### Alice

I don't have a mobile phone, and all my friends have one, so what I'd really like is my own mobile. They aren't expensive these days. And in the evening, I'd like to go out with all my friends and have a great time!

- 3 Ask students to imagine it's *their* birthday soon. Focus attention on the examples in the speech bubbles. Drill the language and check students say *I'd like* rather than *I like*. Get students to give one or two more examples, working in open pairs. Students continue in closed pairs. Monitor and check for correct use of *would like + noun* and *would like + to-infinitive*.

## Talking about you

- 4 Focus attention on the examples in the speech bubbles. Review the difference between *like* and *would like* by asking *General or specific?* about each sentence (*like* = general meaning; *would like* = a specific wish). Also highlight the use of *like + -ing* and *would like + to-infinitive*. Drill the examples in the speech bubbles. Elicit open question and answer exchanges to the questions about travelling and living in another country. Then get students to continue working in closed pairs, asking and answering all the questions in the list. Monitor and check for correct use of *like + -ing* and *would like + to-infinitive*. Feed back on any common errors which might interfere with comprehension, e.g. \* *I like to learning French*.

## GRAMMAR SPOT

- 1 Read the notes as a class. Make sure students understand that *like* is used to talk about something which is always true. Focus attention on the example sentences and elicit other examples from the class.
- 2 Read the notes as a class. Make sure students understand that *'d like* is used to talk about

something we wish to have or do now or in the future. Focus attention on the example sentences and elicit other examples from the class.

Read Grammar Reference 12.2 on p126 together in class and/or ask students to read it at home. Encourage them to ask you questions about it. Draw students' attention to the difference between *would like* and *want* in Grammar Reference 12.3 on p126.

## Listening and pronunciation

- 5 **T 12.6** This is a discrimination exercise to help students distinguish *like* and *would like*. Play the first sentence as an example and elicit the sentence that is recorded (*Would you like a Coke?*) Play the rest of the recording and get students to choose the correct sentence. Get students to check in pairs. If there is disagreement on the answers, play the recording again and then check the answers with the class.

### Answers and tapescript

- 1 Would you like a Coke?
- 2 I like orange juice.
- 3 We'd like to go for a walk.
- 4 What do you like doing at the weekend?
- 5 We like our new car.

If students need more practice in pronunciation of *like* and *would like*, drill the sentences chorally and individually. Then get students to repeat the task sitting back to back – Student A should say a sentence and Student B should say if it is sentence 1 or 2.

## Check it

- 6 Focus attention on the first pair of sentences as an example. Students continue working individually to choose the correct sentence.
- Get students to check their answers in pairs before checking with the whole class.

### Answers

- 1 I'd like to go home now, please.
- 2 What would you like to do?
- 3 I like swimming.
- 4 Would you like a coffee?
- 5 Do you like listening to music?

## ADDITIONAL MATERIAL

### Workbook Unit 12

Exercises 1–3 Further practice of *would like* in a range of exercises.

In a restaurant

1 This section reviews and extends the lexical set of food and drink, and recycles *would like* and *can* in the context of ordering in a restaurant. Focus attention on the words and photos. Elicit the answer for number 1 (*cheese*). Students continue matching, working in pairs. Check the answers with the whole class.

**T 12.7** Play the recording and get students to repeat chorally and individually. Check students can reproduce the word stress on the following words:

•           •  
mineral water

•  
vegetables

•  
tomato

Answers and tapescript

- 1 cheese
- 2 fish
- 3 fruit
- 4 salad
- 5 vegetables
- 6 chicken
- 7 soup
- 8 tomato
- 9 fries
- 10 mineral water

2 Pre-teach/check the main headings in the menu – *Joe's diner, To start, Burgers, Meat, Side orders, and Desserts*. There are two ways to approach the rest of this exercise – you can either put the students into groups and get them to complete as much of the menu as they can. Alternatively, you can pre-teach the words in the list and then get students to complete the menu. Whichever way you choose, check the pronunciation of the food and drink items when students give the answers.

Answers

- To start** seafood cocktail, tomato soup
- Burgers** hamburger, salad and fries, cheeseburger, salad and fries
- Sandwiches** ham, chicken, cheese
- Meat** steak and fries, roast chicken and salad
- Side orders** fries, mixed salad
- Desserts** ice-cream, chocolate cake, apple pie and cream
- To drink** wine, orange juice, beer, mineral water

3 **T 12.8** Tell students they are going to hear Renate and Paul ordering a meal. Check they understand that Renate is a woman's name and Paul a man's name. Also check what the letters *W*, *R*, and *P* stand for. Give students time

to read through the sentences. Check comprehension of *How would you like it cooked?* Focus attention on the example and play the first line of the recording. Play the rest of the recording and get students to complete the task.

Ask students to check their answers in pairs. If there is disagreement on the answers, play the recording again and get students to check/amend their answers. Check the answers with the whole class.

Answers

- P** Renate, what would you like to start?
- R** Can I have the tomato soup, please?
- P** And I'd like the seafood cocktail.
- P** Can I have the steak, please?
- W** How would you like it cooked?
- W** What would you like to drink?
- R** And we'd like a bottle of mineral water, too.
- R** Delicious, thank you.

**T 12.8**

- W** Are you ready to order?
- P** Yes, we are. Renate, what would you like to start?
- R** Can I have the tomato soup, please?
- P** And I'd like the seafood cocktail.
- W** And for your main course?
- R** I would like the er... roast chicken, please.
- W** Certainly. And for you?
- P** Can I have the steak, please?
- W** How would you like it cooked?
- P** Medium.
- W** What would you like to drink?
- P** Can we have a bottle of red wine, please?
- W** Very good.
- R** And we'd like a bottle of mineral water, too.
- W** Thank you very much.
- (Pause)
- W** Is everything all right?
- R** Delicious, thank you.

- 4 Refer students to the tapescript on p119. Check comprehension of *ready to order, main course, and medium* (for a steak). Divide the class into groups of three. Get students to practise the conversation in groups. If students have problems with pronunciation, drill key sections of the conversations and get students to practise again.
- 5 Give students time to prepare their roles and what they want to order. Encourage them to rehearse the conversation a few times. Once they are more confident with the language, encourage them not to refer to the text in the Student's Book, but to work from their own memory. (With a weaker group, you could write simple sentence cues on the board to help with the roleplay.) Monitor and help as necessary. Get students to act out their conversations for the rest of the class.

### SUGGESTION

If you have access to other real menus from British or American restaurants, bring copies of them into class and get students to roleplay other conversations, using the different menus. You will need to be careful that the menus you select contain language that is appropriate for the post-beginner level.

### ADDITIONAL MATERIAL

#### Workbook Unit 12

**Exercises 4–8** A range of exercises to practise the lexical set of food and drink and the language of ordering in a restaurant.

### READING (SB p94)

#### She only eats junk food

- 1 Focus attention on the title of the text and check comprehension of *junk food*. Elicit an example of food from the list that is good for you, e.g. *fruit*. Students decide which other food they think is good for you and then compare answers in pairs. Check students' ideas with the whole class.
- 2 Tell the students your favourite food and then elicit examples from the class. Be prepared to feed in relevant vocabulary if students request it.
- 3 Pre-teach/check *oldest* (as a lexical item only – don't do a full presentation of superlatives at this stage), *generations*, *popcorn*, *die*, *granddaughter*, *grandma*, and *hairdresser*. Ask students to read the article. Elicit students' reactions to the text and what they find unusual about Mary Alston. Ask them *Who is the oldest person you know? What does he/she eat?*
- 4 This exercise focuses on the details in the text and also provides question and answer practice. Focus attention on the example and then get students to continue matching and completing the sentences, working individually.

**T 12.9** Get students to check their answers in pairs and then play the recording so that they can check against the tape.

#### Answers

1c 2e 3h 4g 5a 6i 7j 8b 9f 10d

#### T 12.9

- 1 **When was Mary Alston's birthday?**  
It was yesterday.
- 2 **Did she have a party?**  
Yes, she did.
- 3 **Does she eat fresh food?**  
No, she doesn't.

- 4 **What does she eat?**  
Popcorn, pizza, and burgers.
- 5 **What was her job?**  
She was a teacher.
- 6 **Where was she born?**  
On a farm in Pennsylvania.
- 7 **When did she marry?**  
She married in 1915.
- 8 **What time does she get up?**  
She gets up at six o'clock.
- 9 **Where does she go every Friday?**  
She goes to the hairdresser.
- 10 **What did she say to her granddaughter?**  
'I'd like a cheeseburger and fries!'

Divide the class into pairs and get them to practise the questions and answers. If students have problems with the intonation, drill key questions and answers and get students to repeat in pairs.

### SUGGESTION

The text contains a series of numbers and dates. You could list these on the board and get students to check what they refer to:

- 109 – Mary Alston's age
- six – number of generations at her party
- 85 – her daughter's age
- 1915 – the year she married James
- 1983 – the year James died
- 65 – her granddaughter's age
- six – the time she gets up

### ADDITIONAL MATERIAL

#### Workbook Unit 12

**Exercise 11** Further reading practice on food and eating habits.

### EVERYDAY ENGLISH (SB p95)

#### Going shopping

- 1 **T 12.10** Focus attention on the photos. Use them to help you pre-teach/check *film* (for a camera), *metre*, *shirt*, *medium* (size), *try on*, *pair of jeans*, *size*, *potatoes*, *anything else?* Focus attention on the first conversation in the Student's Book and on the example. Play the corresponding conversation on tape and elicit the missing sentences (*Is there a chemist near here?* and *next to the bank*). Play the rest of the recording, pausing at the end of each one, and get students to complete the conversations, using the words given.

If necessary, play the recording again to allow students to check/complete their answers. Check the answers with the whole class.

### Answers and tapescript

- 1 **A** Excuse me! Where can I buy a film for my camera?  
**B** In a chemist.  
**A** Is there a chemist near here?  
**B** Yes, two hundred metres from here, next to the bank.
- 2 **C** Can I help you?  
**A** No, thanks. I'm just looking.
- 3 **A** Excuse me! Do you have this shirt in a medium?  
**C** No, I'm sorry. That's all we have.
- 4 **A** I'd like to try on a pair of jeans, please.  
**C** Sure. What size are you?  
**A** I think I'm a forty.  
**C** Fine. The changing rooms are over there.
- 5 **D** Yes, madam. What would you like?  
**A** I'd like a kilo of potatoes, please.  
**D** Anything else?  
**A** No, that's all, thanks. How much is that?
- 6 **A** Excuse me! Do you sell Spanish newspapers?  
**E** No, I'm sorry, we don't.  
**A** Where can I buy them?  
**E** Try the railway station.

- 2 Pre-teach/check *birthday card, phone card, T-shirt, small/medium/large*. Put students in pairs and assign a role, A or B, to each student. Make sure they understand they have to ask for the things in their list. Check where you can buy a birthday card and a phone card (in a newsagent). Choose a pair of students to demonstrate the conversation with Student A asking for a birthday card. Then choose another pair with Student B asking for a phone card. Get students to continue practising the other conversations, working in closed pairs. Monitor and check for correct pronunciation and intonation. If students have problems, drill key sections of the conversations and get students to practise again in closed pairs.

### SUGGESTION

You can give students further practice in the language used when shopping with the photocopiable activity on TB p116. Photocopy enough pages for students to work in pairs. Cut up the lines of conversation and keep each set of lines together in an envelope. Hand out a set of lines to each pair of students and explain that they have to put the lines in order to make three shopping conversations. Give students time to do this and then check the answers.

### Answers

- 1 **A** Excuse me! Where can I buy stamps?  
**B** At a post office.  
**A** Is there a post office near here?  
**B** Yes, three hundred metres from here, next to the Internet café.

- 2 **A** Excuse me! Do you sell *Le Monde*?  
**B** No, I'm sorry. We don't.  
**A** Where can I buy French newspapers?  
**B** Try the railway station.
- 3 **A** I'd like to try on this shirt, please.  
**B** Sure. What size are you?  
**A** Medium, I think.  
**B** OK. The changing rooms are over there.

Elicit where the speakers are in each conversation (1 – in the street, 2 – in a newsagent, 3 – in a clothes shop). Then get students to practise the conversations in closed pairs.

### ADDITIONAL MATERIAL

#### Workbook Unit 12

Exercises 12 and 13 Further practice of the language used when shopping.

#### Don't forget!

#### Workbook Unit 12

Exercise 9 A pronunciation exercise to practise distinguishing vowel sounds.

Exercise 10 In this exercise students translate sentences containing the main grammar points presented in the unit.

#### Word list

Ask the students to turn to p136 and go through the words with them. Ask them to learn the words for homework, and test them on a few in the following lesson.

#### Video

##### Episode 5 *A night to remember*

David's date with Julia is common knowledge in the house – and the others enjoy teasing him about it. Unfortunately, his dream date has very expensive tastes which cause the miserly David a great deal of suffering. She eats and drinks her way through his wallet at an Italian restaurant. The journey home by taxi is no better. After saying goodbye to Julia, and with no spare cash, David has to go the long journey home on foot.

### EXTRA IDEAS UNITS 9–12

On TB p117 there are additional photocopiable activities to review the language from Units 9–12. There is a reading text with tasks, a question formation exercise, and a matching activity on everyday English. You will need to pre-teach/check *wonderful, surprise, nothing, postman, envelope, suitcase, and keep a secret* for the reading text.