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A1

AMERICAN studio

Beginner

Teacher's Book

- Detailed unit overview
- Methodology tips
- Clear lesson summaries
- Simple, straightforward teaching notes
- Reproduced Student's Book spreads
- Answer keys and transcripts
- Extra activities and Exam Practice
- Listening and pronunciation tips
- Photocopiable Pairwork activities
- PLUS online resources on **e-ZONE**



APP with Audio, Video, Pairwork,
Vocabulary Beats, Quick Notes & Keys



7A Takeout food

FOOD



READING & VOCABULARY Nationalities

1. Match the takeout food with the photos.
- Chinese chicken sushi pizza
2. Work in pairs. Which food in Exercise 1 do you think is the US's favorite takeout food? Quickly read the news story below. Check your answer and write the top four takeouts in the US.
3. Find eight nationalities in the news story. Match them with these countries.
1. China 2. Greece 3. India 4. Italy 5. Mexico 6. Thailand 7. the US 8. Japan

4. Listen and check your answers. Then listen and repeat the nationalities.
4. Read the news story again. Are these sentences true or false? Correct the false sentences.
1. You eat takeout food at a restaurant. 2. Most people use their phone when they order takeout food. 3. Alicia likes Japanese takeout food. 4. Jeff eats Thai takeout food. 5. Jeff thinks takeout food is bad for you.

5. Work in pairs. Answer the questions.
1. Which takeout food in Exercise 1 is popular in your country? 2. Which food in the news story do you like? Which food is new for you? 3. Do you eat takeout food? How do you order it?

→ p.105 Language studio: Nationalities

NEWS

Takeout Food in the US

By Alex Ceballos

It's Friday and it's 6 o'clock. You're at home and you don't want to cook. What do you do? Order takeout!

But what takeout food do we always order? Chicken is our favorite kind of takeout. Chinese food is second, pizza is third, and burgers are fourth.

Here are the top takeout foods in the US:

1. (30%) 2. (15%) 3. (13%) 4. (8%) 5. (7%) 6. Mexican (5%) 7. Italian (5%) 8. Other (Greek, Thai, Indian) (17%)

How do we usually order takeout food?

With a food app on our phones (85%)! We sometimes call the restaurant (15%). We sometimes walk to the restaurant (40%), but often the restaurant delivers it (60%).

Comments (2)

Alicia (70) Why are burgers number 4? I never order American food for takeout!

Jeff (32) I never eat takeout food. It isn't good for you. But I often make Thai food. I love it!



GRAMMAR Adverbs of frequency

6. Complete the sentences with the correct adverb of frequency from the grammar box. Use all the adverbs.
1. We usually order takeout food on Fridays. It's easy after a busy week.
2. I don't like coffee. I never drink it.
3. My brother always has lunch at a Chinese restaurant. He eats there every day.
4. We often speak English at work, but not often.
5. I sometimes eat with my family. We have dinner together four or five days a week.
7. Use an adverb of frequency from the grammar box to make sentences that are true for you.
1. I eat Chinese food.
2. I put milk in my coffee.
3. In my country, people buy food and eat it on the street.
4. I watch American football on TV.
5. The teacher speaks our language in class.
6. I get up at 10 a.m.

Compare your answers with a partner.

I often eat Chinese food. And you?

I sometimes eat Chinese food.

→ p.113 Language studio: Adverbs of frequency

SPEAKING & WRITING

8. Do a class survey in pairs or groups. Follow these instructions.

Ask these questions to your partner or the other people in your group. Write your answers in a table.

1. Which sentence is true for you?
- A. I never eat takeout food. B. I sometimes eat takeout food. C. I often eat takeout food.

2. What's your favorite takeout food?

Name	Question 1	Question 2
Me	G	Chinese
Alicia	B	Italian
Rajan		

Ask the questions to other students in the class. Write their answers.

When you finish, write a report together about takeout food habits in the class. Use this example to help you.

OUR TAKEOUT FOOD HABITS
Number of students in the class: 15
3 people never eat takeout food. 10 people ...
Our favorite takeout food
1 Chinese - 6 people 2 ...

Read other pairs' or groups' reports. Is their information the same?

Grammar Box: Adverbs of frequency

Look at the sentences. Then choose the correct option to complete the rule.

- a) We sometimes walk to the restaurant.
b) I never eat takeout food. It isn't good for you.
c) I often make Thai food. I love it!
- We put adverbs of frequency (sometimes, etc.) before / after the verb.

4. Complete the table with the adverbs of frequency in the examples (a-c). Listen and check. Then listen again and repeat.

100%	always
80%	usually
60%	
30%	
0%	

LESSON SUMMARY



FOOD

Students read about takeout food habits in the US. Then they take part in a survey on takeaway habits and write a report summarizing their results.

LESSON OBJECTIVES

VOCABULARY | Nationalities

GRAMMAR | Adverbs of frequency

OUTCOME | Do a survey about takeout food and write a report

LESSON PATHWAY

Read a news story about takeout food in the US



Learn vocabulary to describe nationalities



Study adverbs of frequency



Practice saying adverbs of frequency



Do a survey about takeout food



Write a report about the takeout food habits of the class

PREPARATION

Prepare an image of American football for Exercise 7 if you think your learners won't be familiar with it.

READING & VOCABULARY Nationalities

1. To generate interest, direct students to the images and ask them what they can see. Use the images to explain *takeout food*. Explain that *takeout* comes from the verb *to take out*, which means to buy food in a restaurant to eat at home. We often use *takeout* to talk about a takeout meal or a type of takeout food, e.g., *Let's get Indian takeout*. Do the exercise with the class. Check understanding of *nationalities*.

2. Monitor and encourage students to explain their ideas. Remind them of useful phrases *I think ...* and *I don't think ...*. Monitor and help with vocabulary. Elicit their ideas in feedback and go over any useful vocabulary that came up while you monitored.
- Encourage students to read quickly by setting a short time limit of one or two minutes. Encourage them to focus on checking their answers, rather than understanding every word. Ask them to compare their answers in pairs. Check with the class who predicted the answer correctly.

3. Point out the example, then ask students to work individually.

 **62** Play the audio for students to check their answers and write the countries and nationalities on the board.

Now play the audio again and ask students to repeat. Highlight the change in word stress for *China*, *Chinese* and *Italy*, *Italian*.

4. Check understanding of *order* and *bad for you*. Now ask students to complete the exercise individually and compare their answers in pairs. Check answers with the class and ask students to explain where the answer is in the text.
5. If the students are from the same country, you can ask them to talk about their family or friends for question 1. You can use this speaking activity as a way to assess how much students can use adverbs of frequency. Monitor as students share their answers and notice their use or non-use of adverbs as well as any errors. You can focus on these in feedback to Exercise 6. In feedback, ask some students to share what they found out about their partner.

There is further practice of vocabulary related to nationalities in the Language studio on p105. There are extra activities based on this text in the e-book+.

ANSWERS

- Left to right: chicken, pizza, Chinese, sushi
- The US's favorite takeout food is chicken.
1 chicken 2 Chinese food 3 pizza 4 burgers
- 1 Chinese 2 Greek 3 Indian 4 Italian
5 Mexican 6 Thai 7 American 8 Japanese
- 1F You eat takeout food at home.
2T 3 Doesn't say 4 F Jeff doesn't eat Thai takeout food. He makes it. 5 T

GRAMMAR || Adverbs of frequency

GRAMMAR BOX Direct students to the sentences a-c and elicit the adverbs and check the position.

 **63** Ask students to complete the table individually and compare with a partner. Play the audio for them to check. Play it again and ask them to repeat. Correct errors in pronunciation. Students might need help with *usually* and the initial vowel of *always*.

Make it clear that with the exception of *always* and *never*, the percentages used here are guides only, and not to be understood literally. The frequency of the adverbs relative to one another is what students need to focus on.

6. Refer students to the example then ask them to complete the exercise individually and compare in pairs. Check answers with the class and elicit the reason for each adverb.
7. Do your own example of one sentence with the class to demonstrate the task. Remind students of the position of the adverbs. Check students understand *American football*. Then refer students to the speech bubbles. Monitor as students complete the activity in pairs and encourage stronger students to ask each other follow-up questions like *Why?* to make the activity more challenging. In feedback, elicit what students learned about each other.

There is further information about adverbs of frequency in the Language studio on p113.

ANSWERS

GRAMMAR BOX: before

- 1 often 2 sometimes 3 never
6. 1 usually 2 never 3 always 4 sometimes
5 often
7. 1 I (adverb) eat Chinese food.
2 I (adverb) put milk in my coffee.
3 In my country, people (adverb) buy food and eat it on the street.
4 I (adverb) watch American football on TV.
5 The teacher (adverb) speaks our language in class.
6 I (adverb) get up at 10 a.m.

SPEAKING & WRITING ||

8. Whether students do the survey in pairs or groups will depend on the class size. In smaller classes, pairs could each interview half of the class. In bigger classes, groups of three or four could interview a third or a quarter of the class each. To ensure students understand what to do, model the activity at each stage of the task.

There is further practice on p33 of the Workbook. Use the Cyber Homework for 7A as extra practice for your class.

LESSON TRANSCRIPTS ||

62 7A, Exercise 3

- | | |
|------------|-------------|
| 1. Chinese | 5. Mexican |
| 2. Greek | 6. Thai |
| 3. Indian | 7. American |
| 4. Italian | 8. Japanese |

63 7A, Grammar Box

- | | |
|------|-----------|
| 100% | always |
| 80% | usually |
| 60% | often |
| 30% | sometimes |
| 0% | never |

7B React!

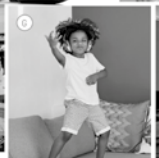
LIVING












VOCABULARY

free-time activities

- Match the emojis with their meanings.

1. 😊	4. 😞	a) It's OK.	d) I hate it.
2. 😊	5. 😞	b) I love it.	e) I like it.
3. 😊		c) I don't like it.	
- Match these free-time activities with the photos (A-H) at the top of the page.

dancing	going to the movies	meeting friends	playing video games
reading	shopping	talking on the phone	watching TV

GRAMMAR

like, love, hate + -ing

5. Look at the grammar box. Complete the sentences for you with *love, like, don't like, hate*, and the *-ing* form of the verbs in parentheses.

- I _____ in my free time. (read)
- The teacher _____ homework. (correct)
- In my family we _____ lunch together on weekends. (have)
- My best friend _____ for food. (shop)
- I _____ tennis. (play)
- My classmates _____ on their phones before class. (chat)

6. Write questions with *like*.

- you / swim / ? *Do you like swimming?*
- what games / you / play / ? *What games do you like playing?*
- what / you / do / after dinner? *What do you do after dinner?*
- you / make / new friends? *Do you like making new friends?*
- who / you / talk to? *Who do you talk to?*
- you / get up / late? *Do you like getting up late?*
- what sports / you and your friends / watch / ? *What sports do you and your friends like watching?*
- you / have / a lot of homework? *Do you like having a lot of homework?*

7. Work in pairs. Ask and answer the questions in Exercise 6. Write your partner's answers.

8. Work with a different student. Talk about your first partner's answers.

9. p.113 Language studio: like, love, hate + -ing

10. PAIRWORK 7B What's my sentence?

VIDEO

Studio Mix

9. In the REACT! video, the people see a question and then react to three different things. Watch or listen. What's the question? What three things do they talk about?

10. Watch the video again. Complete the table. Write ✓✓ (love), ✓ (like), X (don't like) and XX (hate).

	Silvia	John	Anne
shopping			
dancing			
playing video games			

11. Work in pairs. Who says these things - Silvia (S), John (J), or Anne (A)? Watch the video again to check your answers.

1. I always buy things online. S J A	4. They say I'm dangerous! S J A
2. I go shopping a lot. S J A	5. I like dancing. Not a lot, but I like it. S J A
3. Everybody likes dancing, right? S J A	6. No way! S J A

SPEAKING

12. Work in a group of three. Prepare a REACT! video. Think of five activities and write each one on a piece of paper. Use Exercise 2 and the video for ideas, but think of at least one different activity. Work with another group. Show the group your activities one by one. The people in the other group say what they think about each activity.

LESSON SUMMARY

In this lesson, students watch a video of people reacting to questions, then they prepare their own reaction videos.

LESSON OBJECTIVES

VOCABULARY | Free-time activities

GRAMMAR | *like, love, hate + -ing*

OUTCOME | Say what you like and dislike

LESSON PATHWAY

Learn vocabulary to talk about free-time activities

Practice the sounds /f/ and /v/

Share opinions about free-time activities

Study *like, love, hate + -ing*

PAIRWORK What's my sentence?

Watch a video of actors giving their opinion about free-time activities

Prepare a video giving their opinion about free-time activities

PREPARATION

- If possible, prepare some small pieces of blank paper for students to write activities on in Exercise 12.
- Students can use mobile video recording devices to create their videos in Exercise 12.

VOCABULARY | Free-time activities

- Direct students to the emojis and ask: *Do you use emojis when you send messages?* Now ask students to complete the exercise in pairs. In feedback, check the difference between *don't like* and *hate*. You can also point out the need for the object pronoun *it* when using the verbs *like, love, hate*. See the Watch Out! box below for more ideas on how to do this.

WATCH OUT! *Like, love, and hate* are transitive verbs and need a direct object. Depending on your learners' first languages, they might make errors and say things like *I like* rather than *I like it*. To help them, after Exercise 1, write an example on the board and use it to highlight the need for the object and object pronoun, e.g.:

A: *Do you like studying?*

B: *Yes / No, I like / love / don't like / hate it.*

If you hear students making errors with the form during the lesson, go back to the example on the board and use it to prompt self-correction.

2. Do the first photo as an example with the class, then ask them to complete the task in pairs. Go over the answers with the class.
- P 3.** Start by writing the two phonemes /f/ and /v/ on the board and modeling them. Ask students to look at your mouth as you model the sounds and highlight the position of your lips and teeth. Point out how these consonants have the same mouth shape, with the positioning of the top teeth on the lower lip, but that one is voiced (/v/) and the other unvoiced (/f/). Drill the phonemes.
-  **64** Now play the audio and ask them to listen and repeat.
-  **65** Play the audio and ask students to repeat all the activities.
4. Tell students to read the speech bubbles. Ask a pair to model the task for the class with their own ideas. Monitor as students complete the task and make a note of errors with the use of the target vocabulary.

There is further practice of vocabulary to talk about free-time activities in the Language studio on p105.

ANSWERS

- 1b 2e 3a 4c 5d
2. A watching TV B meeting friends C reading
D playing video games E talking on the phone
F shopping G dancing H going to the movies

GRAMMAR || like, love, hate + -ing

GRAMMAR BOX Ask students to complete the exercise individually, then go over the answers with the class. If you are teaching a monolingual group and you speak their L1, you could compare their language to English here.

5. Do your own example for the first sentence. Point out that students should write sentences that are true for them. Monitor and prompt self-correction of any errors.

EXTRA ACTIVITY Ask students to write the sentences in Exercise 5 in their own language on a new page in their notebook. Tell them not to write the English with the translations. At the end of the class, ask them to return to their L1 sentences and try to translate them back into English without looking at the original sentences. Monitor as they translate back into English and make a note of errors. Go over the most common errors with the class. Now ask students to compare all their translations with the original sentences they wrote and notice and correct any errors.

6. Point out the two examples and remind students of the difference between Yes / No and open questions. Now ask students to work individually. Monitor and prompt self-correction of any errors. Ask fast finishers to write one or two more questions to ask their partner using *like*.
7. Remind students of the different ways to answer Yes / No and open questions. Refer students to the speech bubbles. Demonstrate the activity with one or two students to model the task. Remind students to keep a note of their partner's answers. If your class is strong, encourage them to ask follow-up questions and give reasons for their answers. Demonstrate this with a strong learner. This will give them a chance to recycle adjectives from Lesson 6B. Monitor as students work in pairs and make a note of examples of good language and errors. Go over these after students have finished speaking.
8. Remind students about third person present simple questions and short answers using the speech bubbles. Ask one pair to do an example to model the task for the class.

There is more information about *like, love, hate + -ing* in the Language studio on p113.

 **PAIRWORK 7B** What's my sentence?

 If students can't use the app, you can make black-and-white copies of the activity on p138, or download it from e-zone and print it in black and white or color.

In this pairwork task, students have sentences they have to mime (act out without speaking) and make their partner say. The sentences include *like / love / hate + -ing*. Which pair can finish first? Demonstrate the activity with a student to model the task and then monitor to listen for examples of good language and errors. Go over these after students have finished.

ANSWERS

GRAMMAR BOX: 1 ing 2 dancing 3 shopping

5. 1 love / like / don't like / hate reading
2 loves / likes / doesn't like / hates correcting
3 love / like / don't like / hate having
4 loves / likes / doesn't like / hates shopping
5 love / like / don't like / hate playing
6 love / like / don't like / hate chatting
6. 1 Do you like swimming?
2 What games do you like playing?
3 What do you like doing after dinner?
4 Do you like making new friends?
5 Who do you like talking to?
6 Do you like getting up late?
7 What sports do you and your friends like watching?
8 Do you like having a lot of homework?

VIDEO || Studio Mix

9.  22  66 Explain the meaning of *react* and refer to the title of the lesson. Now play the video or audio and ask students to make a note of their answers. Ask them to compare in pairs. Replay the video or audio if necessary.
10. Ask students to copy the table into their notebook. Check they understand the exercise. Play the video again and ask them to complete the activity and compare their answers with a partner.
11. Give students time to read through the exercise and ask them to try to remember the answers.

LISTENING TIP Sometimes students find it hard to complete detailed tasks while they are listening or watching a recording. Help them by pausing the recording at regular intervals and giving them time to make notes or write down the answer.

Now play the video or audio again and pause when appropriate as students check their answers.

For variety, instead of checking answers with the class, you can ask them to look at the video transcript on p121 to confirm what they understood. You can then play the video or audio again and ask students to listen and read to help them understand more.

There are extra activities based on this audio in the e-book+.

ANSWERS

9. The question is *What do you like doing in your free time?*
They talk about shopping, dancing, and playing video games.

10.

	Silvia	John	Anne
shopping	XX	X	✓✓
dancing	✓✓	✓	✓
playing video games	XX	X	✓

11. 1S 2J 3S 4J 5A 6S

SPEAKING ||

12. Tell students they are going to prepare REACT! videos like the one they watched. Ask them to read the instructions and check they understand. If you have prepared pieces of paper, distribute them now. Ask them to rehearse their videos.

Monitor and make a note of good language and errors. Go over these after students have finished preparing.

If your students have brought mobile video recording devices, they can use them to record their videos now.

Put groups together to show each other their activities or videos. If you are using videos, ask the viewing group to make a note of activities while they are watching. Then ask them to say what they think of each activity.

There is further practice on p34 of the Workbook. Use the Cyber Homework for 7B as extra practice for your class.

LESSON TRANSCRIPTS ||

22 66 7B, Exercise 9

REACT! What do you like doing in your free time?

Shopping

Silvia: I hate shopping. It's boring. I always buy things online. Always.

John: I have a family so ... I go shopping a lot. But no, I don't like it.

Anne: I love it. I love meeting friends at the shops. We talk, we shop, it's great.

Dancing

Silvia: Of course! Everybody likes dancing, right? I go dancing every weekend.

John: I like dancing. But my friends don't like dancing near me. They say I'm ... dangerous!

Anne: Yeah. I like dancing. Not a lot, but I like it.

Playing video games

Silvia: No way! Video games are really, really, really boring.

John: I don't like them. But my son loves video games and we sometimes play a football game together.

Anne: I like playing video games. I sometimes play online with friends after work.

101 THINGS TO DO IN ENGLISH

7 Make a suggestion

GET READY

1. Watch the 101 video intro. Why is Friday important for Liam?

WATCH

2. Watch the 101 video. What ideas do Logan, Grace, and Omar have? Complete the ideas with one word.

1. Buy a _____ 2. Go to a _____ after work. 3. Eat _____ at work.

3. Which two ideas do they choose? Why don't they choose the other one? Watch the 101 video again if necessary.

Omar: Let's get a present.
Grace: Good idea. But what? Do you have any ideas?
Logan: Let's buy a book. He likes reading.
Grace: OK. And why don't we go to a restaurant after work?
Logan: It's a nice idea, but I'm busy on Friday evening.
Grace: How about lunchtime?
Logan: I don't know. We only have one hour.
Omar: I know! How about eating here?
Logan: That's a good idea.
Grace: Why don't we get pizzas? He loves pizzas.
Logan: Great. Everybody loves pizzas.



ANALYZE

4. Choose the correct option to complete the phrases. Then read the conversation to check your answers.

Ask for suggestions	Make a suggestion	Say yes to a suggestion	Say no to a suggestion
Do you 'have' / 'having' any ideas?	Let's 'buy' / 'buying' a book.	Good idea.	It's a nice idea, but ...
	Why don't we 'go' / 'going' to a restaurant?		
	How about lunchtime?	OK.	I don't know.
	How about 'eat' / 'eating' here?	That's a good idea.	

5. Watch the 101 Useful Phrases video and repeat the phrases.

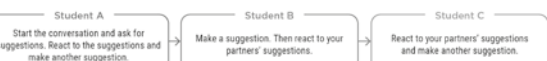
6. Listen to some of the phrases again. Which word does the speaker stress most? Why?

Listen again and repeat the phrases. Stress one word more than the others.

SPOKEN ENGLISH I know!
We can say 'I know' when we have an idea or suggestion.
I know! Let's get a present.

REHEARSE

7. Work in groups of three (A, B, and C). The next class is your teacher's last day at school. Prepare a conversation like the one in the video. At the end of the conversation, choose one suggestion.



Film B.B. Use the videoscape to present your conversation to other students. Do they like the suggestion you choose? Then film it!

GET READY

1. If possible, start the lesson with a still from the video with Logan, Grace, and Omar. Ask students questions to generate interest, e.g., *Where are they? Are they friends?*

2. Now play the video intro. Ask students to compare their answers in pairs and check with the class.

ANSWERS

1. It's his last day at work.

WATCH

2. To help prepare students for the video, ask students to look at items 1-3 and elicit some ideas for them from the class.

Now play the video and ask them to complete the exercise. Replay the video if necessary.

3. Ask students to try to remember the answers in pairs. If you play the video again, you could ask students to say *stop* when they hear each of the answers.

ANSWERS

2. 1 present / book 2 restaurant 3 pizza
3. They choose buy a present / book and get takeout for lunch.
They don't choose the restaurant because Logan is busy on Friday evening, and they only have one hour for lunch.

ANALYZE

4. Ask students to complete the phrases individually. Monitor and make a note of any common errors. Tell students to check their answers and pay attention to any errors they made. Go over any common errors you noted.

WATCH OUT! Point out that it can sound rude to say *No* or *That's not a good idea* in response to a suggestion. The responses for how to say no in the table show that you respect the suggestion, but you don't think it's practical (*It's a nice idea, but ...*) or you have doubts about it (*I don't know*).

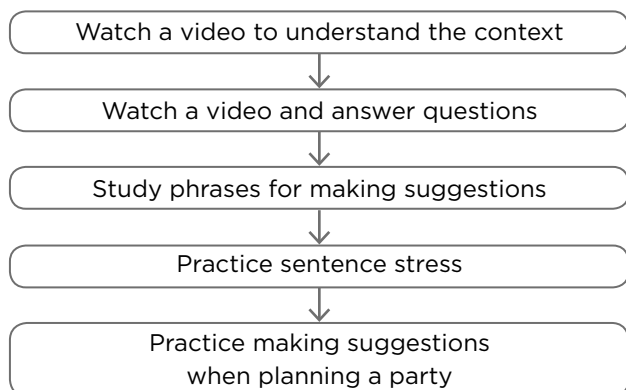
5. Play the 101 Useful Phrases video and ask students to repeat.

6. Play the audio and ask students to notice the most stressed word. Write the phrases on the board and elicit and mark the words that are stressed most. If the class is strong, ask them to discuss in pairs why these words are

LESSON SUMMARY

Students watch a video of people making suggestions when planning a party, then they practice conversations when planning a party.

LESSON PATHWAY



stressed. Check the reasons for the stress with the class. See the pronunciation tip below for more information on this.

Model how to stress one word more than others by starting with this word, then adding the others as you drill. Now play the audio and ask students to repeat.

Refer students to the Spoken English box. Model and drill the pronunciation, focusing on the stress and intonation of the phrase.



I know! Let's get a present.

PRONUNCIATION TIP Exercise 5 helps learners with sentence stress and prominence. Sentences can have many stressed syllables, but most sentences also have a single prominent syllable or main stress. In English, this usually comes at the end of a sentence or question. This is because the end of the sentence has the most important and new information in the conversation.

To illustrate this more clearly, model the conversation in Exercise 5 by just saying the stressed words.

Ideas?

Book.

Restaurant?

Here.

Ask students if they can understand the main idea of the conversation from these words. Now model the conversation just saying the non-stressed words. Ask students if they can understand the conversation now.

ANSWERS

4. 1 have 2 buy 3 go 4 eating

REHEARSE

- Ask students to read the instructions and check they understand. Monitor and correct pronunciation and help with vocabulary. Encourage students to rely less on their notes and books each time they rehearse the conversation. If you can't use the videoscape, students can perform their role-play in front of the class. To finish the lesson, ask students to vote on which group had the best suggestions.

For more information on how to use the videoscape, go to p21.

There is further practice on p35 of the Workbook.

Use the Cyber Homework for 101 7 as extra practice for your class.

LESSON TRANSCRIPTS

23 101 7, Exercise 1

Grace: It's Liam's last day at work on Friday.

Logan: This Friday?

Grace: Yes, this Friday.

Omar: You're right. It is.

24 101 7, Exercise 2

Grace: It's Liam's last day at work on Friday.

Logan: This Friday?

Grace: Yes, this Friday.

Omar: You're right. It is. Let's get a present.

Grace: Good idea. But what? Do you have any ideas?

Logan: Let's buy a book. He likes reading.

Grace: OK. And why don't we go to a restaurant after work?

Logan: It's a nice idea, but I'm busy on Friday evening.

Grace: How about lunchtime?

Logan: I don't know. We only have one hour.

Grace: I know! How about eating here?

Logan: That's a good idea.

Grace: Why don't we get pizzas? He loves pizzas.

Logan: Great. Everybody loves pizzas.

25 101 7, Exercise 4

Ask for suggestions

Do you have any ideas?

Make a suggestion

Let's buy a book.

Why don't we go to a restaurant?

How about lunchtime?

How about eating here?

Say yes to a suggestion

Good idea.

OK.

That's a good idea.

Say no to a suggestion

It's a nice idea, but ...

I don't know.

67 101 7, Exercise 5

- Do you have any ideas?
- Let's buy a book.
- Why don't we go to a restaurant?
- How about lunchtime?
- How about eating here?