TT4-2

Going out or eating at home

## SUGGESTED GENERAL APPROACH

- Introduce the topic / opening question
- Hand out cards / go over the vocabulary
- Grammar option
- Read passage (any questions)
- Optional writing or preparation before speaking
- Students discuss in groups
- Follow-up and feedback

## POSSIBLE OPENING QUESTIONS TO GET THE BALL ROLLING

- ► Can you recommend a good restaurant in the area? Why do you like it?
- ▶ Do you have a favourite restaurant? What's so special about it? How often do you go?

| TT 4-2                  | Today's theme:  | Words for today:   |  |
|-------------------------|---|--|--|
| Goi                     | ng out or eating at home  | • to grab a bite to eat  |  |
| something<br>frequently | to eat could mean just grabbing<br>at a nearby fast food joint, but more<br>it refers to a special meal, probably | • to go Dutch  |  |
|                         | e or other people. What are the pros<br>of going out as opposed to eating at                                      | a three-course meal  | CP   |
|                         |   | mouth-watering   | Yorkester  |
| Structures              | to use:   | homemade soup  | 3003   |
|                         | atives with adverbs<br>nearly/quite as far/a bit better than  | a doggy bag  | The contract of the contract o |
| 2) Options              | d: you choose another structure   | Control of the Contro |  |
|                         |   |  |  |

## 2 EXAMPLES OF OPTIONAL GRAMMAR STRUCTURES TO BE INCLUDED IN THE SPEAKING

**Comparatives** Two different sets of structures can be looked at, or if you prefer, select one only

As

- It's not quite as / not nearly as spicy as some Mexican food I've tried.
- It's *almost / nearly* as good as what we had last night in the restaurant.

Than

- Grandma uses *much* more / *a little* more salt.
- The food tastes *much / a little* better here than what you make at home.

NOTE: Try to encourage the students not only to include the comparatives in their speaking, but especially the adverbs which emphasize the amount of difference. Here is a little table you could copy onto the board for the students to use as a reference:

|                   | Uncountable (nouns, adj, adv, verbs) |                      |  |
|-------------------|--------------------------------------|----------------------|--|
| little difference |                                      | big difference       |  |
|                   |                                      |                      |  |
| as                | almost / not quite                   | not nearly           |  |
| than              | slightly /                           | a lot / much / far / |  |
|                   | a bit / a little                     | a great deal         |  |

| Countable nouns only |                      |      |
|----------------------|----------------------|------|
| little difference    | big difference       | -    |
|                      |                      | 1    |
| almost / not quite   | not nearly           | as   |
| slightly / a few     | a lot / many / far / | than |
| (more / less)        | a great deal         |      |

## **3** OPEN-CLASS QUESTION TO TIE THINGS UP

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