LEVEL 6
PREINTERMEDIATE 2

10 Taste this!

VOCABULARY Food and drink adjectives

Your profile

What are your favourite types of food?
What's the most unusual thing you've tasted?

1 Look at the photos. Which of the foods have you tried? Did you like them?

2 1.32 Listen to the first part of a conversation. What is Matt asking Ali to do?

3 1.33 Listen to the second part of the conversation. Number the photos in the order of the taste test.

4 1.34 Match the adjectives to the foods in Matt's project. Then listen and check.

1 juicy	a curry
2 sour	b pineapple
3 raw	c lemon juice
4 spicy	d salmon
5 bitter	e bread
6 sweet	f vegetables
7 frozen	g cake
8 fresh	h coffee

5 1.35 Match the adjectives below that Ali used to the foods he described. Then listen again and check.

delicious disgusting horrible tasty

1 pineapple	3 sushi
2 lemon juice	4 curry

6 Discuss the questions.

1 What's the most delicious food you've ever eaten?
2 What's the most disgusting food you've ever tried?
3 What raw food do you eat?
4 What spicy food do you eat?
5 Do you often eat vegetarian meals?
6 Do you eat a lot of sweet things?

EP Word profile *really*

It's really juicy!

'OK then. I'll do your taste test.' 'Really? Great!'

'Is that OK?' 'Er … not really.'

READING

OLLIE, DON'T EAT THAT!

When Ollie James was one, his brother had a tiny pet turtle. One day, it disappeared. Then Ollie's mum noticed a turtle's leg, hanging out of Ollie's mouth! This was the beginning of Ollie's interest in very unusual types of food. And, don't worry, the turtle was fine! Now, aged 16, Ollie's tried everything from ants to zebra. And for the last two years, he's written about them on his blog: 'Ollie, Don't Eat That!'

1 .....

Well, once my dad brought home some giant toasted ants from a business trip to Colombia. They tasted good, like salty meat. I described them on a website and I got a *lot* of replies! So I started looking for other unusual foods and I set up a blog to write about them. I've tried over a hundred different things since I started my blog.

2 .....

The strangest is the durian fruit, from South East Asia. It smells disgusting – like old fruit and rubbish! You mustn't carry them on public transport in some countries! But they taste incredible – sweet and creamy. I've also cooked with unusual ingredients. I found a recipe for an ostrich curry on the web and last week I made that. An ostrich is a bird, but its meat is dark red. I expected a strong flavour, but it isn't as meaty as lamb. I got it from an ostrich farm in England.

3 .....

That's definitely the cheeseburger in a can. A reader sent it to me from Germany. It tasted like a very bad vegetarian burger. It looked horrible and it was. I couldn't finish it.

4 .....

Oh, my favourite is miracle berries, from Africa. They taste bitter, but after a minute, you take them out. Then anything that's sour, tastes sweet. Lemon juice, for example, tastes like sweet lemonade!

5 .....

Not once. I'm always careful that the food is safe. My parents check everything. They've tried some things too. They loved my ostrich curry!

1 **Read the interview quickly. Match questions a–e to spaces 1–5.**

- **a** What's the most interesting thing you've ever eaten?
- **b** Why did you start your website?
- **c** Have you ever been ill because of something you've tried?
- **d** And what about the most disgusting?
- **e** What's the best food you've tried?

2 **Complete the sentences with one word in each space.**

1 Ollie started his blog ..... years ago.
2 Ollie's ..... gave him the toasted ants.
3 Durian fruit doesn't smell ..... .
4 Some countries don't ..... people to carry durian fruit on public transport.
5 Ollie thinks lamb is ..... than ostrich.
6 Ollie didn't eat all of the cheeseburger in a ..... .
7 Miracle berries make sour things taste ..... .
8 Ollie has never been ..... from the unusual foods he has eaten.

3 **Match the highlighted words from the article to the meanings.**

0 ingredients
- (a) food you use to cook something
- **b** equipment you use to cook something

1 recipe
- **a** a book about food
- **b** instructions for cooking something

2 flavour
- **a** how food or drink smells
- **b** how food or drink tastes

3 lamb
- **a** a type of meat
- **b** a type of fruit

4 vegetarian
- **a** not containing meat
- **b** raw

Talking points

Is it good to try unusual types of food and drink? Why?

Do you think more people will eat insects in the future? Why? / Why not?

GRAMMAR Present perfect and past simple

1 **Read the examples. Then complete the rules with *present perfect* or *past simple*.**

1 *Ollie's **tried** everything from ants to zebra.*
2 *I **made** an ostrich curry **last week**.*

a We use the ..... to ask or talk about experiences in our life.
b We use the ..... to ask or say exactly when something happened.
c We do not use past time phrases with the ..... .

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2 **Choose the correct verb forms.**

1 We enjoyed the party, but there *hasn't been* / *wasn't* anything to eat.
2 Macy *had* / *'s had* an argument with her best friend yesterday.
3 We eat meat, but we *went* / *'ve been* to vegetarian restaurants lots of times.
4 *Did you ever cook* / *Have you ever cooked* a meal for your friends?
5 It was Mum's birthday on Sunday and we *went* / *'ve been* out to a restaurant.
6 I love pizza, but I *never ordered* / *'ve never ordered* one on the phone.

3 **Ask and answer questions using the present perfect and past simple.**

1 go to a concert? – Who / see?
2 make anyone angry? – Who / be / it?
3 forget your homework? – What / teacher / say?
4 eat out with your friends? – Where / go?
5 win anything? – What / win?

A: *Have you ever been to a concert?*
B: *Yes, I have.*
A: *Who did you see?*
B: *I saw Katy Perry last year.*

How long? and *for/since*

4 **Read the examples. Then complete the rules with the bold words in the examples.**

1 *'**How long** has Ollie had a blog?' 'He's had a blog **for** two years.'*
2 *He's tried over a hundred different things **since** he started his blog.*

We use:
a ..... to ask a question in the present perfect about a period of time.
b ..... to say when something started.
c ..... to give the period of time something has continued.

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5 **Write *for* or *since* for these time phrases.**

three weeks | this morning | a long time | 2010 | Monday | a few years | four o'clock | midday

6 **Complete the sentences about you.**

0 I've been (be) at this school for three years.
1 I ..... (not miss) a lesson since ..... .
2 We ..... (be) in this classroom for ..... .
3 I ..... (not eat) anything since ..... .
4 Our teacher ..... (work) here for ..... .
5 I ..... (not do) an exam since ..... .
6 I ..... (live) in this town for ..... .

Corpus challenge

Find and correct the mistake in the student's sentence.
We are friends for four years.

7 **Ask questions with *How long ...?* Answer them with *for* or *since*.**

1 you / know / your best friend?
2 you / study / English?
3 you / be / in this class?
4 you / live / in your home?

A: *How long have you known your best friend?*
B: *I've known my best friend for ...*

VOCABULARY *look, taste, smell*

1 **Read the examples. What type of word can we use after the verbs *look*, *taste* and *smell*?**

1 *It **looked horrible**.*
2 *They **taste bitter**.*
3 *It **smells disgusting**.*

2 **Describe the things using *look*, *taste* or *smell*. Guess what your partner is describing.**

A: *It looks fresh and tasty.*
B: *The burger?*
A: *No, that probably tastes disgusting!*

LISTENING

1 **Have you ever made a meal for anyone? Who was it for? What did you make?**

2 **You are going to listen to some short extracts. Read the questions and look at the pictures. What words might you hear in each extract?**

1 What did the girl cook when she was younger?

A B C

2 Where does the boy get his recipes from?

A B C

3 Who is a vegetarian?

A B C

4 What meal can you only buy today?

A B C

5 What food does Sara **not** like?

A B C

3 1.36 **Listen and choose the correct picture A, B or C. Listen again and check.**

SPEAKING Ordering fast food

1 **Look at the menu and answer the questions.**

1 What do you think 'veggie' means?
2 How much is a beef burger with cheese?
3 What is in a mixed salad?
4 What are French fries?
5 Why are there two prices for French fries and cola?

2 1.37 **Listen to the conversation. What does Jess order? How much is her meal?**

3 1.37 **Read the *Prepare* box. Then listen again. Which phrases do Jess and the server use?**

Prepare to speak Ordering food

Phrases the server uses	Phrases the customer uses
What can I get you?	Could I have … , please?
What would you like?	I'll have … , please.
And to drink?	I'd like … , please.
Eat in or take out?	Have you got any … ?
Here's your change.	Here you are.

4 **Look at the menu again and decide what you would like to order. Then work in pairs. Practise ordering food. Use phrases from the *Prepare* box.**

5 **Act out your conversation for the class.**

16 Wish me luck!

VOCABULARY Verb + noun

Your profile

What do you understand by 'luck'?
What things do you think are lucky or unlucky?
Do you know anyone who is lucky?

1 2.17 **Use words from each box to make phrases that match the photos. Then listen and check.**

blow out	give	pour	spill	break	
cross	touch	step	pull out		

a bunch of flowers	candles	coffee	fingers	a grey hair	
a mirror	on gaps in the pavement	salt	wood		

2 **Complete the sentences with verbs and nouns from exercise 1.**

Good or bad luck?

a It's *good* / *bad* luck to pull out a grey hair. If you do, ten more grey ones will grow in its place.
b It's *lucky* / *unlucky* to ..... on ..... in the pavement.
c If you ..... all the ..... on a cake, you can wish for something and it *will* / *won't* come true.
d In some countries, they say touching a piece of ..... brings *good* / *bad* luck.
e After you ..... on the table, you *should* / *mustn't* throw some over your left shoulder.
f It's *good* / *bad* luck to ..... your fingers in many countries.
g If you ..... a ..... , you'll have seven years of *good* / *bad* luck.
h It's *lucky* / *unlucky* to put the sugar in the cup before you ..... your ..... . If you do this, you'll become rich!
i In China, chrysanthemum flowers bring *good* / *bad* luck. However, in some parts of Europe, it's *lucky* / *unlucky* to ..... someone a ..... of chrysanthemums.

3 2.18 **Read the sentences in exercise 2 again and choose the correct words. Then listen and check.**

4 **Discuss the questions.**

1 Which of the ideas in exercise 2 do people have in your country?

READING

Just luck?

Not everyone agrees on what is lucky or unlucky. 'If a black cat walks in front of you, it'll bring good luck.' That's true in the UK, but Americans think the opposite. For Russians, a grey cat is lucky and for the Chinese, it's a red bat. They can't all be right! Why do some people believe certain things are lucky or unlucky? We don't know for sure, but we can probably explain *some* ideas about luck.

In the past, people thought that being healthy or happy was all because of luck. British people followed the old idea that 'An apple a day keeps the doctor away.' Now we know apples aren't lucky, they're just healthy. So you're more likely to be healthy if you eat lots of apples.

People also used ideas about luck to avoid danger. The traditional idea that 'If you walk under a ladder, you'll have bad luck' is easy to explain for this reason. It isn't a good idea just in case something falls on your head!

People who did dangerous jobs also believed in the 'good luck' that kept them safe. Sailors always said, 'If you see a dolphin, your ship won't sink.' They believed these friendly animals brought good luck. Now we know that dolphins like staying near the coast. If you're lost and you see dolphins, luckily you're probably close to the coast – and you're also probably safe.

So, a lot of ideas about luck are not as silly as they seem, and sometimes science can explain why a traditional idea works. For example, it seems that the old phrase, 'You'll have bad luck if you get out of bed on the wrong side' may have some truth in it. Scientists now know that when we always do things in the same way, our mind works better. Maybe as science understands more about us and our world, we'll find that most traditional ideas about luck are also based on facts.

1 **Read the article quickly. Choose the best answer.**

The text is about …

a how to be lucky.

b people who avoid bad luck.

c how science can sometimes explain luck.

2 **Choose the correct answers, according to the text.**

1 ..... are considered unlucky in the USA.

A Black cats **C** Grey cats

B Red bats **D** Red cats

2 In the past, British people thought that apples were …

A unlucky. **C** better than doctors.

B lucky. **D** bad for you.

3 It is unlucky to walk under a ladder because …

A you could fall over. **C** things might fall on you.

B the ladder could fall. **D** you might hurt someone.

4 Dolphins …

A often swim close to boats. **C** aren't safe.

B are friendly. **D** are silly.

5 Scientists agree it is a good idea to ..... things each day.

A avoid difficult **C** work hard at

B try new **D** do the same

EP Word profile *luck*

Not everyone agrees on what is lucky or unlucky.

They believed dolphins brought good luck.

Luckily, you're probably close to the coast.

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Talking points

Why do you think some people believe in good and bad luck?

Do you think that science will be able to explain everything in the future? Why? / Why not?

GRAMMAR Zero and first conditional

1 **Read the examples. Then choose the correct words to complete the rules.**

1 *If you* ***see*** *dolphins, you* ***are*** *probably close to the coast.*

2 *You* ***are*** *more likely to be healthy if you* ***eat*** *lots of apples.*

Zero conditional

a We use the zero conditional to talk about actions or situations that are always *true / false*.

b We use the *present simple / past simple* in both clauses.

c The *if* clause can come first or second in the sentence. The meaning is the same.

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2 **Complete the zero conditional sentences.**

1 If something bad ..... (happen), some people ..... (think) it's because of bad luck.

2 My grandma ..... (feel) happy if she ..... (see) a black cat.

3 If you ..... (believe) in science, you ..... (not trust) ideas about good and bad luck.

4 We ..... (understand) traditional ideas better if we ..... (know) they have a scientific explanation.

5 ..... (it / be) unlucky if you ..... (step) on gaps in the pavement?

3 **Complete the sentences with your own ideas. Then compare your sentences in pairs.**

0 I feel tired all day if I get up too early.

1 If I get home late, my parents …

2 I don't watch TV …

3 If I don't have any homework, …

4 When I haven't got music to listen to, …

5 If we don't pass a test at school, …

4 **Read the examples. Then choose the correct words to complete the rules.**

1 *If a black cat* ***walks*** *in front of you, it'****ll bring*** *good luck.*

2 *You'****ll have*** *bad luck if you* ***get*** *out of bed on the wrong side.*

First conditional

a We use the first conditional to talk about possible or probable future events.

b We use *if + present simple / past simple* and *will + infinitive / -ing form*.

c The *if* clause can come first or second in the sentence. The meaning is the same.

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5 **Choose the correct words.**

1 If you help us, we *are / 'll* pay you.

2 What *will / do* you do if you get lost?

3 If Chelsea *don't / won't* win, I won't mind.

4 Where will you go if it *will rain / rains* later?

5 My mum won't mind if we *'re / will be* late.

6 If you join my team, you *don't / won't* regret it.

6 **Complete the first conditional sentences.**

0 If you ...see... (see) one magpie, you ...'ll have... (have) bad luck all day.

1 It ..... (bring) good luck if you ..... (see) more than one magpie.

2 If you ..... (open) an umbrella inside the house, it ..... (bring) bad luck.

3 If you ..... (find) a spider in your house, someone ..... (visit) you soon.

4 If you ..... (say) goodbye to a friend on a bridge, you ..... (never see) each other again.

5 You ..... (not get) unwelcome visitors if you ..... (put) a brush behind the front door.

6 If fishermen ..... (not put back) the first fish they catch each morning, they ..... (not catch) many fish that day.

Corpus challenge

Find and correct the mistake in the student's sentence.

If you bring the crisps, I bring the juice and fruit.

VOCABULARY *if* and *unless*

1 **Read the examples. Notice that *unless* means the same as *if not*.**

1 *You won't fail the test* ***if*** *you study harder.*

2 *You'll fail the test* ***if*** *you do****n't*** *study harder.*

3 *You'll fail the text* ***unless*** *you study harder.*

2 **Complete the sentences with *if* or *unless*.**

1 The computer won't work ..... you enter the password.
..... you enter the password, the computer will work.

2 It's raining. We won't play football ..... the weather gets better.
We'll play football ..... the weather gets better.

3 I hate soap operas. I'll watch TV with you ..... you turn to another channel.
..... you turn to another channel, I won't watch TV with you.

4 It's unlucky to spill salt, but ..... you throw some over your left shoulder, you won't have bad luck.
You'll have bad luck ..... you throw some of the salt over your left shoulder.

LISTENING

1 2.19 **Listen to the interview and look at the photos. Which two photos aren't mentioned?**

2 2.19 **Read the sentences and choose the correct answers. Then listen again and check.**

1 What do people think is lucky?
- **A** crossing fingers
- **B** white cats
- **C** football shirts

2 When do we start to believe that objects have got special qualities?
- **A** as adults
- **B** as teenagers
- **C** as young children

3 Why don't people want to touch the murderer's pen?
- **A** it might be dirty
- **B** they don't need it
- **C** it has negative qualities

4 When does Cristiano Ronaldo change his hairstyle?
- **A** before a match
- **B** during a match
- **C** after a match

5 What does Rafael Nadal wear during a match?
- **A** a special T-shirt
- **B** special socks
- **C** a special watch

6 Who has got the funniest habit, according to Dr Davies?
- **A** Serena Williams
- **B** Rafael Nadal
- **C** Laurent Blanc

SPEAKING Describing a picture (2)

1 **Look at the photo. Where do you think it is? What do you think is happening?**

2 2.20 **Listen to someone describing the photo. Compare your ideas.**

3 2.20 **Read the *Prepare* box. Then listen again. Which phrases do you hear?**

Prepare to speak — Describing a picture (2)

When you aren't sure	When you don't know the word
It looks like …	I don't know what it's called.
It could be …	
It might be …	
They seem very …	
I'm not really sure.	
I can't make it out very well.	

4 **Look at another photo. Take turns to describe it. Use phrases from the *Prepare* box.**

5 **The photographs in this section show two celebrations. Work in pairs. Choose a celebration in your country. Discuss the questions.**

1 When and where does it take place?
2 Who comes to the celebration?
3 What do people do to celebrate?

18 The world of work

VOCABULARY Work

Your profile

What jobs do people you know do?
What job might you want to do? Why?

1 2.23 **Listen to eight people describing their jobs. Match them to the photos.**

2 2.24 **Label the photos with eight of the jobs in the box. Then listen and check.**

author babysitter builder coach designer detective DJ film director
firefighter journalist lawyer mechanic model musician scientist vet

3 **Answer the questions, using the jobs you didn't use in exercise 2.**

Who …

0 gives advice to criminals? *a lawyer*
1 plays music on the radio?
2 appears in photographs to advertise things like clothes?
3 tries to discover information about a crime?
4 plays a musical instrument?
5 writes books?
6 draws and plans how something is made?
7 studies and works in science?

4 **Discuss the questions.**

Which job(s) …

1 do you usually need to pass exams for?
2 are people usually paid the most for?
3 can school students in your country do?
4 do people usually do alone?
5 do people usually do as part of a team?

I think that you need to pass exams to be a vet.

READING

1 **Read the introduction and look at the photos. What jobs do you think the three young people did? Read the article quickly and check.**

I'M IN CHARGE

Would you like to be a football coach, a model or a musician? If you could do any job for a day, what would it be? Every year, Takeover Day offers thousands of young people this chance. Read more to find out what jobs they chose, and what they learned.

Takeover Day is an annual event and about 40,000 young people 'take over' from adults. They're in charge for the day! Of course, it's difficult to give someone the job of a celebrity or a model. However, Takeover Day has offered young people jobs as journalists, radio DJs, film directors, teachers and even politicians.

The event has two aims. Firstly, it gives young people experience in a wide range of jobs. Secondly, adults can learn from young people's opinions and fresh ideas.

Simon Evans and some friends had a day at Coventry Football Club. He became coach of the football team for a day. 'Having a go at training professional players was an unforgettable experience,' said Simon. 'If I had the chance, I would do this job every day.'

Paul Saunders spent the day with an important politician. He even went to a meeting with the Prime Minister! Paul thought that if everyone had the chance to follow a politician for a day, they'd be amazed. 'It isn't a nine-to-five job,' he said. 'It's 24/7 and there's no time for lunch!'

Sally Cameron, 15, became the headteacher of her school. 'I'd go mad if I were a headteacher!' she said. 'There were so many meetings and some of them went on for ages!' Sally thinks she learned a lot. 'My favourite part of the day was meeting the school chef and approving the school menus for the week. It was a great opportunity to tell her what we *really* like eating!'

2 **Read the article again. Answer the questions.**

1 How many young people usually take part in Takeover Day?
2 What jobs are mentioned in the text?
3 Who does the day help? How?
4 What was Simon's opinion of his day?
5 What surprised Paul about a politician's work?
6 What did Sally dislike about her day?

3 **Match the highlighted words in the article to the meanings.**

1 a lot of different types
2 new and different
3 a long time
4 a normal job
5 exciting and impossible to forget
6 happening every year

EP Word profile *go*

Having a go at training professional players was an unforgettable experience.

Some of the meetings went on for ages.

I'd go mad if I were a headteacher.

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Talking points

Is Takeover Day a good idea? Why?
What do you think young people can gain from doing a part-time job?

GRAMMAR Second conditional

1 **Read the examples. Then choose the correct words to complete the rules.**

1 *If I* ***had*** *the chance, I* ***would*** *do this job every day.*
2 *I'****d go*** *mad if I* ***were*** *a headteacher!*

We use the second conditional to talk about an unlikely or impossible situation in the present or future, and its results.

a We form the second conditional with: *If* + *present simple* / *past simple*, + *will* / *would* + infinitive
b The short form of *will* / *would* is *'d*.
c We can use *were* instead of *was* in the *if* clause of the second conditional.
d The *if* clause can come first or second in the sentence.

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2 **Match the sentence halves and choose the correct verbs.**

1 You probably *didn't* / *wouldn't* earn much money
2 I *made* / *'d make* thrillers
3 *Did* / *Would* you be worried
4 If I *were* / *would be* the headteacher of my school,
5 If I *wanted* / *would want* to be a vet,
6 If Dad *worked* / *would work* nine-to-five in an office,

a if your dad *was* / *would be* a firefighter?
b he *got* / *'d get* very bored.
c if you *became* / *would become* a musician.
d what subjects *did* / *would* I have to study?
e if I *became* / *'d become* a film director.
f lessons *started* / *would start* at 10 am.

3 **Complete the second conditional sentences.**

1 You ..... (sleep) better if you ..... (do) more exercise.
2 If you ..... (fail) the end-of-year exam, what ..... your parents ..... (say)?
3 If my brother ..... (not take) my things, we ..... (not have) so many arguments.
4 You ..... (finish) your homework before dinner if you ..... (not waste) so much time on the internet.
5 If I ..... (can) live anywhere in the world, I ..... (choose) somewhere hot.
6 ..... you ..... (be) upset if your best friend ..... (not give) you a birthday present?

4 **Complete the sentences with your own ideas. Compare your answers.**

0 If I were an author, … *I'd write horror stories.*
1 If I could do any job for a day, …
2 If I had €100,000 to spend on equipment for my school, …
3 I wouldn't ever be bored again if …
4 If I were in charge of my school, …
5 My parents wouldn't be pleased if …
6 If I could be the coach of any team, …

5 **Tell the class about your partner's answers in exercise 4.**

If Luca could do any job for a day, he'd be a photographer.

Corpus challenge

Find and correct the mistake in the student's sentence.

If you met her, you will really like her.

VOCABULARY Suffixes: *-er, -or, -ist, -ian*

1 **Read the examples. Then make nouns for people from the words in the box.**

1 *He spent the day with an important politic****ian****.*
2 *It isn't easy being a teach****er****.*
3 *Would you like to be a journal****ist****?*
4 *I'd love to be a film direct****or*** *for a day!*

~~act~~ art clean music reception run visit

actor

2 **Complete the definitions.**

0 A blogger … *writes a blog.*
1 A competitor …
2 A scientist …
3 A football supporter …
4 A vegetarian …
5 A guitarist …
6 A novelist …
7 A television actor …
8 A goalkeeper …

3 **Mime a job. Can your classmates guess what it is?**

LISTENING

1 2.25 **Listen to the conversations. Answer the questions.**

1 What are Jess and Matt's problems?
2 Who are they asking for advice?
3 Do you agree with the advice?

2 2.25 **Listen again. Are the sentences correct or incorrect?**

Conversation 1

1 Ali already does a weekend job.
2 Jess's parents have said she can't get a weekend job.
3 Ali thinks Jess might be able to earn some money at home.
4 Jess wants to avoid asking her parents.

Conversation 2

5 Matt knows what he wants to do in the future.
6 Mrs Elson already knew that Matt was a film fan.
7 Matt thinks he might change his mind about doing a film degree.
8 Mrs Elson thinks that ten subjects might be too many for Matt.

SPEAKING Discussing options

1 **Look at the pictures. The student is thinking about getting a weekend job. Which one would you prefer to do? Why?**

2 2.26 **Listen to two friends discussing the jobs. Which one do they agree would be best?**

3 2.26 **Read the *Prepare* box. Then listen again. Which phrases do you hear?**

4 **Work with a partner. Talk together for three minutes about the different jobs the student could do and decide which would be best.**

Prepare to speak — Discussing options

Making suggestions
What about …?
I think … might be a good idea
What do you think about …?

Agreeing
Yes, you're right.
That's true.
Maybe you're right.
I see what you mean.

Disagreeing
I'm not so sure.
The problem with that is …
… might be better.
No, I don't agree.

Reaching agreement
Yes, that's a good choice.