

4 Feed your mind











CEF

KEY LEARNING OUTCOMES

Students will be able to:


- talk about the future using different verbs and tenses including the future perfect and future continuous
- talk about food and meals and describe them
- form new words by adding prefixes
- understand written and spoken texts about food
- negotiate with somebody by asking for, giving and responding to different opinions
- write simple replies to informal invitations

UNIT OVERVIEW

 Vocabulary	Food and meals PRONUNCIATION Word stress Describing food
 Reading	The future of food? CRITICAL THINKING Discussing the pros and cons of a new food product <i>will, be going to, present continuous and present simple for future</i>
 Grammar in context	Prefixes
 Developing vocabulary	Physical well-being: Preparing food
 Life skills	Food in the future
 Listening	Future continuous and future perfect
 Grammar in context	Negotiating
 Developing speaking	Replying to informal invitations
 Developing writing	Speaking: Negotiating Writing: Transactional tasks
 Exam success	

DIGITAL OVERVIEW

Presentation Kit

- Flipped classroom video unit 4:** Future continuous and future perfect
- Life skills video unit 4:** Preparing food
-  **Vocabulary tool:** Food and meals; Describing food; Prefixes
- Interactive versions of Student's Book activities**
- Integrated audio and answer key for all activities**
- Workbook pages with answer key**

Teacher's Resource Centre

- Flipped classroom video Unit 4:** Future continuous and future perfect
- Life skills video Unit 4:** Preparing food
- Grammar communication activity Unit 4: The right response**
- Worksheets for this unit, including:**
 - Grammar Practice worksheet Unit 4
 - Flipped classroom video worksheet Unit 4: Future continuous and future perfect
 - Literature worksheet Units 3 and 4
 - Culture worksheet Unit 4
 - Life skills video worksheet Unit 4
 - Everyday English worksheet Unit 4

Student's App

Gateway 2nd Edition wordlist for the award-winning Sounds App (available for download)

✓ TESTING AND ASSESSMENT

Resources for exam preparation and measuring student progress

- Test Generator Units 1–4
- Printable test Unit 4
- Gateway to exams Units 3 and 4 (end of Unit 4)

Vocabulary p44



Talking about and describing food and meals and how food tastes

FAST TRACK

You could ask students to do exercise 3a at home so that less confident students can take the necessary time to look up the vocabulary in the Macmillan Online Dictionary. Students can then compare their lists in class.

WARMER

In pairs, students discuss the meaning of the unit title *Feed your mind* and what they think the unit is going to be about. Elicit the pronunciation of the word *food* and practise the long sound /fu:d/.

Suggested answers

Feed your mind can be taken literally and metaphorically. Literally, it could be about foods that are good for the brain, but metaphorically it could describe ways to nourish and engage your mind. The unit is about different aspects of the theme of food.

Food and meals

- 1 Students look at the photos and say how many food and drink items they can see using the words from the box.

Answers

chicken, cream, olive, pea, pie, rice, sweetcorn, tuna

- 2 In pairs, students put the words in the correct place in the table. Tell them to use their dictionaries if necessary. Explain that *semi-skimmed milk* is milk from which half the fat has been removed.

Answers

Fruit: peach, plum

Vegetables: carrot, lettuce, olive, pea, sweetcorn

Meat/Fish/Seafood: chicken, lamb, prawn, tuna, turkey

Dairy products: cream, semi-skimmed milk

Sweets/Bakery products: pancake, pie

Other: oil, rice

- 3a Students read the questions and check they understand the words in red. To check comprehension, ask students to give you an example of each word. Ask students which words they could use to talk about the photos in exercise 1.

Suggested answers

Photo a: dessert

Photo b: main course, dish

Photo c: starter, snack

- 3b **PRONUNCIATION** Ask students to mark the stress in each word, then say which one is the odd one out.

Answer

dessert (the stress is on the second syllable)

- 3c **20** Play the track for students to listen, check and repeat. See p118 for the audioscript for this exercise.

- 3d **SPEAKING** Students work in pairs and ask and answer the questions in exercise 3a.

FAST FINISHERS

Students could write more questions similar to the ones in exercise 3a to ask their partners. Alternatively, you could write these questions on the board for students to ask their partners: *How often do you cook? What did you eat for lunch today? What is your favourite food? What food don't you like?*

Describing food

- 4 Students match the words with the definitions.

Answers

1 spicy 2 tasty 3 raw 4 healthy/unhealthy
5 frozen 6 fried 7 boiled 8 baked 9 roast
10 fresh 11 fast 12 stale

- 5 In pairs, students choose one or two types of food that they think can go with each of the words in exercise 4. Draw students' attention to the example.

Suggested answers

healthy – semi-skimmed milk

roast – chicken

FAST FINISHERS

Students think of other adjectives used to describe food and match them with types of food (*sour – lemons, salty – pizza, creamy – ice cream, etc.*).

- 6 **LISTENING** **21** Play the track for students to listen to six short dialogues and choose a word from exercise 4 to describe the food. Ask different students around the class and elicit the information in the listening that helped students make their choices. With a less confident class, pre-teach these words: *pan*: a round metal container with a handle that is used for cooking; *lime*: a fruit with a hard green skin and sour juice; *pepper*: a green, yellow or red vegetable with white seeds in it; *ruin*: to spoil or destroy something. See p118 for the audioscript for this exercise.

Answers

1 fried 2 raw 3 spicy 4 fast/unhealthy 5 stale
6 roast

EXTRA ACTIVITY

Ask some follow-up questions: *When is the chicken ready to eat? How do they prepare the raw fish? Have you tried raw fish? Did you like it? Why is the dish spicy? Do you like hot (spicy) food? Where are they eating junk food? Why is it bad for you? Do you like junk food? How often do you eat junk food?*

- 7 **SPEAKING** In pairs, students describe a type of food or drink and see if their partner can guess it. Draw students' attention to the example.

TEACHER DEVELOPMENT: STUDENT TRAINING

Using adjectives

In oral examinations, students often need to be able to describe something, what it looks like, and its function or purpose. When they are describing food, they will need to use adjectives for taste, aroma, flavour, shape, colour, origin, texture. Remind them to be careful with adjective order. You could brainstorm useful associated verbs (*smell, taste, mix, etc.*).

EXTRA ACTIVITY

Students make a mind map of all the vocabulary related to the theme of food. They can add to this over the following lessons.

Suggested categories:

Meals: *breakfast, lunch, dinner, snack, dish, main course, starter, dessert*

Adjectives to describe food: *fresh, fried, frozen, junk, spicy*

Types of food: *fruit, dairy products, vegetables, bakery products*

Cooking utensils: *pan*

HOMEWORK

Assign students page 30 in their Workbook or the relevant sections of the Online Workbook.

Reading p45



Making predictions about content and reading for detail and specific information

FAST TRACK

You could ask students to do exercises 1 and 2 at home in preparation for completing exercise 3 together in class.

WARMER

Students draw the table from exercise 2 on page 44 of the Student's Book or write the column headings in their notebooks. Organise the class into small teams, and choose a letter of the alphabet (e.g. C). The teams write a word beginning with that letter for each category.

Fruit	Vegetables	Meat/ Fish/ Seafood	Dairy products	Sweets/ Bakery products	Total
cherry (20)	carrot (10)	chicken (10)	cream (20)	chocolate (10)	70

The team that finishes all the categories first shouts STOP! All the other students stop writing. The teams compare their words and allocate points according to the following criteria:

words repeated by two teams = 20 points

words repeated by three or more teams = 10 points

words that are not repeated by anyone = 50 points

Choose another letter for the next round. At the end of the game, all the subtotals are added and the team with the highest score is the winner.

- 1 First, ask students to look at the photos and title of the article. What do they think the article is going to be about?
- 2 **READING** Ask students to read the article and check their predictions to exercise 1.
- 3 Students read the article again and decide if the statements are true or false. Tell students to write the number(s) of the line(s) where they found the answer. Ask fast finishers to correct the false statements.

Answers

- 1 T (lines 4–5) 2 T (lines 16–20) 3 F (lines 30–31)
4 T (lines 33–35) 5 T (lines 40–43) 6 T (lines 63–65)
7 F (lines 70–72) 8 F (lines 76–77)

- 4 **CRITICAL THINKING** Ask students to consider their own response to the critical thinking question and then share their answers with the class.

TEACHER DEVELOPMENT: STUDENT TRAINING

Finding the meaning of a word in a dictionary

Regular use of a monolingual dictionary helps expand students' vocabulary and aids student autonomy.

- Words are printed in large bold type at the upper top left-hand and right-hand corner of any page to help you quickly find a word in the dictionary.
- Many words have more than one meaning, and each different meaning is shown by a number. Some words have many different meanings so their entries can be long. In the Macmillan Online Dictionary, entries with five or more meanings have a 'menu' at the top to make it easier to find the specific meaning you are looking for.
- The International Phonetic Alphabet shows you how a word is pronounced. Stress marks tell you which part of a compound to stress when you are saying it.
- Examples in *italics* show you how a word is used in context.
- Abbreviations in *italics* indicate the part of speech, e.g. *adj.* (adjective). A list of abbreviations is usually included on one of the first pages of a dictionary.

Monolingual dictionaries specifically aimed at learners of English give clear definitions and contextualised examples. Bilingual dictionaries on the other hand tend to give translations without giving contextualised examples, but they do offer the possibility to compare the mother tongue and the target language.

- 5 Ask students to look back at the underlined words in the article and guess their meaning. Allow them to check in the dictionary.

Answers

wasting = throwing something useful away when you could use it for something else
nutrients = important food groups that make the body work well, found in fruit, vegetables and grain
powder = light, dry substance, you can dissolve it in water
benefits = advantages
developing = improving; becoming more advanced or better
fad = popular for a short period

EXTRA ACTIVITY

Ask students to close their books and write the numbers: 90, 80, 20s and 35 on the board. Ask students to work in pairs to say why these numbers are relevant to the reading text.

Answers

Rob ate Soylent for 90% of his meals for one year.
80% of all water goes to farms.
Rob is in his twenties.
There are 35 essential nutrients in Soylent.

- 6 **SPEAKING What about you?** In pairs or small groups, students discuss the questions.

HOMEWORK

Assign students page 31 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context pp46-47

Using *will, be going to, and the present continuous and present simple to talk about the future*

FAST TRACK

You could ask students to do exercise 1b and compare their answers in pairs.

Test before you teach

Write the following sentences on the board and ask students whether they refer to the past, present or future. Then ask them to complete each sentence with a tense that they think is correct for the situation. If students are already familiar with these expressions of future time, move quickly through exercises 1a and 1b, eliciting answers from students as an open-class activity.

It's (snow) soon. The clouds are very grey and low in the sky.

Perhaps I China one day. (visit)

What time tomorrow? (leave/you)

The train at 8.00 this evening. (arrive)

Answers

going to snow, 'll visit, are you leaving, arrives

- 1a Students match the sentences and the rules (1-4).

Answers

1 b 2 a 3 c 4 d

- 1b Students read the sentences and complete rules 1-4 with *will, be going to* or the present simple.

Answers

- 1 will (sentence d)
2 will (sentence c)
3 the present simple (sentence a)
4 be going to (sentence b)

TEACHER DEVELOPMENT: PRONUNCIATION

Contracted form 'll

Remind students that we usually use the contracted form 'll in spoken English. Contractions are the reductions in word sounds made by dropping a letter or letters in a word.

'll is pronounced with the dark /l/ sound, i.e. it sounds like the *ull* in *full* rather than the /l/ in *light*. Ask students to note and drill the weak form of *will*: 'll in the following sentences:

I'll be there at 7 pm. It'll probably snow. Who'll get the phone?

What'll you do when he comes home? Where'll you go to eat?

There'll be doughnuts and cakes for breakfast.

James'll do it.

TEACHER DEVELOPMENT: LANGUAGE

Use of tenses

Present simple is used to talk about a future event that is part of a timetable or routine. This is because a timetable is true in the future, but it is also true in the present. These sentences usually contain future words, or the future is understood from the context. Only a few verbs are used in this way, e.g. *be, open, close, begin, start, end, finish, arrive, come, leave, return*.

The train leaves at 8 pm.

Present continuous is used to talk about future arrangements or plans that have been confirmed. Since these constructions can imply present as well as future meaning, a time adverbial is usually employed to help specify the meaning. English teachers often call the present continuous future form the 'diary form' because you can use it for anything written in your diary or agenda. Fixed arrangements can also use *going to*, but the present continuous is more common.

On 14th September I'm seeing my dentist.

be going to:

- a When the speaker is making a prediction based on evidence.
b When the speaker already has an intention or plan. The *going to* future is generally found in informal spoken English. *Be going to* constructions often imply an intention and therefore an expectation that the intention will be carried out.

will:

- a** When the speaker is making a prediction.
- b** For decisions that we make at the moment of speaking. Another, less common alternative to *will* is *shall* (negative form *shan't*). While *will* can be combined with subjects of all three persons, the usage of *shall* is restricted to first-person pronouns.

EXTRA ACTIVITY

Copy this table onto the board and ask students to complete it individually in their notebooks using the verb *arrive* with *will* and *going to* (the example below is completed).

	Affirmative	Negative	Question
will			
(all forms)	<i>will arrive</i>	<i>won't arrive</i>	<i>Will you arrive?</i>
going to			
<i>I</i>	<i>am going to arrive</i>	<i>'m not going to arrive</i>	<i>Am I going to arrive?</i>
<i>you/we/they</i>	<i>are going to arrive</i>	<i>aren't going to arrive</i>	<i>Are you going to arrive?</i>
<i>he/she/it</i>	<i>is going to arrive</i>	<i>isn't going to arrive</i>	<i>Is he going to arrive?</i>

- 2** Students complete the sentences with the correct form of the present simple or *will*.

Answers

- 1** comes, **will** order **2** will call, finishes
3 will do, makes **4** go, will ... buy
5 come, will make **6** gets, will clean
7 have, will eat **8** won't take, is
9 come, will make **10** boils, will add

TEACHER DEVELOPMENT: LANGUAGE

Present simple with time expressions

Remind students that we use a comma in the clause with the present simple when it comes first in the sentence:

When + present simple, will + infinitive

When the waiter comes, we'll order some food.

- 3** Students write predictions for what they think is going to happen in each situation, using the verbs supplied. Remind less confident students which tense they need to use for predictions based on evidence.

Suggested answers

- 1** She's going to cut herself.
2 He's going to drop the plates.
3 His food is going to burn.
4 She's going to catch a (lot of) fish.

TEACHER DEVELOPMENT: PRONUNCIATION

Unstressed vowels

Ask students to underline the stressed syllables in the sentences in exercise 3. Elicit the pronunciation of the unstressed words. Words that usually have weak stress are called 'function words': words that contribute more to the function of a sentence than to its meaning. Function words in English are articles, conjunctions, prepositions, auxiliary verbs and modal auxiliaries. Some examples are *a, the, but, for, are, is, and, was, do, can*.

Words that are unstressed are generally pronounced with vowels that are 'neutral' rather than clear, often with a *schwa* sound /ə/.

Choral drill the sentences to practise the rhythm and contracted or unstressed form of *be* in the *going to* sentences.

- 4** Students look at the poster and make as many present continuous sentences as they can. Draw students' attention to the example sentences.

Suggested answers

It's starting at 6 pm.

The first speaker is talking about her new film. They are showing the preview at 7 pm.

The second speaker is explaining his solution to the food crisis at 8 pm.

They're having a snack at 8.30 pm.

At 9 pm, they're holding the prize-giving ceremony.

On Friday 12th at 7 pm, a programme about the talk is being shown on Channel 8.

- 5** Students look at the pairs of sentences and questions and choose the correct alternative. If they think both are correct, they should mark both, but be prepared to explain any difference in meaning.

Answers

1b Correct

2a Correct

3a Correct

4a is correct because it's a prediction based on evidence.

4b is correct because it's a general prediction.

5a Correct

6a is correct because the present simple is used for timetables.

6b is correct because the present continuous is used for confirmed plans. There's no difference in meaning between 6a and 6b.

- 6a** In pairs, students make notes on the topics with predictions for this year. Walk round the class, monitoring and helping students with any language difficulties.

- 6b SPEAKING** Students compare their predictions in a group and find out if they are similar or different. Draw students' attention to the model dialogue. Elicit predictions from different students around the class.

EXTRA ACTIVITY

Bring in horoscopes from last week's magazines and ask students to say if the predictions were true for them. Students then write similar ones using *will* and *going to* and check next week if any came true.

Refer students to the Grammar reference on page 54 if necessary

HOMEWORK

Assign students page 32 in their Workbook or the relevant sections of the Online Workbook.

Developing vocabulary p47

Understanding and using prefixes

FAST TRACK

Students could do exercises 2 and 3 as homework, using a dictionary if necessary.

Prefixes

1a Students look at the words and match them with the definitions.

Answers

1 undercooked **2** recooked **3** precooked
4 overcooked

1b Draw students' attention to the red parts of the words in exercise 1a. Tell students these are called prefixes. Students say what the function of a prefix is.

Answer

Prefixes change the meaning of the word.

2 Students match the prefixes and their meanings.

Answers

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

3 Students complete the sentences by adding the correct prefix to the word in red.

Answers

1 inter **2** re **3** mis **4** dis **5** over **6** under **7** co

4a Students complete the questions with words from exercises 1 and 3.

Answers

1 misunderstood **2** disadvantages
3 precooked/recooked **4** international

4b SPEAKING In pairs, students take it in turns to ask and answer the questions in exercise 4a.

HOMEWORK

Assign students page 33 in their Workbook or the relevant sections of the Online Workbook.

Gateway to life skills pp48-49

Preparing food

To think about why it's important to know how to cook;
To learn about food safety; To learn how to prepare a simple, healthy dish

FAST TRACK

You could set exercise 2 as homework to be compared in pairs at the next lesson.

BACKGROUND INFORMATION

With an increase in pre-prepared food, and the ready availability of fast food, learning to cook for themselves is an important skill for students to have so they can avoid less healthy options. Learning how to cook not only allows students to be more aware of the ingredients, but also the safety aspects of preparing food.

If students become competent at cooking, when they leave home or go to college or university they will be more self-sufficient and able to make better food choices. Cooking can also be a social activity and one that many students will benefit from in this sense, too.

WARMER

Write a simple three-course menu on the board, using dishes that students are likely to have heard of. In pairs, ask students to brainstorm the ingredients they think they would need for each course, and how they would prepare them. Remind them of the vocabulary they have learnt for cooking earlier in the unit. Elicit ideas from different pairs.

Allow students time to read through the Life skills objectives and the Key concepts before starting the lesson.

1 In pairs, students discuss the questions. Nominate different pairs to feedback to the class.

2 READING Ask students to read the article by a top chef and match the titles with the correct section.

Answers

1 H **2** E **3** D **4** J **5** G **6** A **7** C **8** B **9** I
10 F

FAST FINISHERS

Ask students to number the sections from 1-10 in order of how important they think each piece of advice is.



3 Ask students to read the statements and write which section of the article gives the information about each advantage. Ask students to underline the part of the text that gave them the information. With a less confident class, you could read the statements together to check they understand the vocabulary.

Answers


- a 5 (... eating out is nearly always more expensive than eating at home.)
 b 8 (... make your friends happy and show them your skills ...)
 c 4 (... give you a great sense of freedom.)
 d 7 (You can have a great time just by being imaginative and creative in the kitchen.)
 e 10 (Maybe you'll become a professional chef, ...)
 f 3 (... limit the amount of sugar and fat in each meal.)
 g 1 (... with just a few basic, natural ingredients you can make delicious meals ...)
 h 9 (Cooking ... can teach you about different countries ...)
 i 2 (... when you cook dishes yourself, you know exactly what they contain, ...)
 j 6 (Just increase the quantities and you'll have enough to freeze and eat another day.)
- 4 In pairs, students decide what they think are the three best reasons for learning to cook. They can use the ideas from the text or add reasons of their own. They also think of the least important reason. Nominate pairs to give their answers, giving their reasons.

+ EXTRA ACTIVITY

Before playing the video properly, play it with the volume turned down. Ask students what problem they think each person in the video has. This is a good opportunity to help students with any vocabulary they may need.

- 5  **LISTENING**  22 Tell students they are going to watch or listen to a video of teenagers cooking. Students write what each chef is making. See p118 for the audioscript/videoscript for this exercise.

Answers

- 1 Jasmine: special fried fish 2 Ben: Italian salad
- 6  22 Tell students they are going to watch or listen again and find something that each chef is doing incorrectly in the kitchen. Before they watch or listen, have students read through the Problem column and guess what the problem could be. Play the video or track again for students to write notes.

Suggested answers

olive oil – oil is slippery when it's on the floor, you could slip with a knife or hot food in your hands (Ben)
 apron and hair – hygiene, hair must be tied back or covered and wear an apron because it keeps you and food clean (Jasmine)
 jewellery – you can't wash your hands and make them 100% clean if you are wearing jewellery (Jasmine)
 knife and chopping board – wash knife and chopping board after cutting meat, don't cut salad in same place as meat, get food poisoning (Ben)

- 7 In pairs, students say what they think of the advice in the video and any other food safety advice they can think of.

+ EXTRA ACTIVITY

In pairs, students make a poster highlighting important food safety and hygiene rules.

LIFE TASK



Tell students they are going to find or invent a recipe for a tasty and healthy salad.

- **Step 1**
In small groups, students either invent or find a recipe for their salad.
- **Step 2**
Read through the criteria students need to include in their presentation, then give them time to prepare.
- **Step 3**
Groups give their presentations, then the class vote on the healthiest and tastiest.


Listening p50



Listening for gist and overall understanding


WARMER

Elicit all the prefixes students can remember and write them on the board. Students play *Word tennis* in pairs. The first student 'serves' a prefix and the other student must provide a correct word for the prefix to win a point. Then they serve a prefix back to their partner. The student with the most points wins the game. Prefixes: *pre-, over-, mis-, inter-, dis-, co-, re-, under-, im-*

- 1 **SPEAKING** In pairs, students look at the photos showing futuristic ideas about food and take it in turns to describe what they see.
- 2 **LISTENING**  23 Play the track for students to listen to four people talking about their predictions for what we will be eating in the year 2050. Tell students to match each speaker to a photo in exercise 1. See pp118–119 for the audioscript for this exercise.

Answers

1 d 2 c 3 a 4 b

- 3  23 Play the track again for students to listen and match the speakers and the opinions.

Answers

a 2 b 1 c 4 d 2 e 3 f 4 g 3 h 2

- 4 **SPEAKING What about you?** Students discuss which of the predictions about the future they agree with in an open-class discussion. With a less confident class, students could write notes before participating in this speaking activity.

HOMEWORK

Assign students page 33 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context pp50-51



Using the future continuous and the future perfect to talk about the future

FAST TRACK

You could ask students to complete exercise 3 at home.



Flipped classroom

Set the Flipped classroom video and tasks for homework before the lesson. This will allow you to assess the needs of the students before the class. Students can then move on to the relevant grammar practice activities.

- 1a** Students look at the sentences and decide which are in the future continuous and which in the future perfect.

Answers

- 1** future perfect **2** future continuous
3 future continuous **4** future perfect

- 1b** Students choose the correct alternative.

Answers

- 1** future continuous **2** future perfect **3** by

- 1c** Students complete the rules.

Answers

- 1** continuous, *-ing* **2** perfect, past participle

- 2a** Students complete the predictions.

Answers

- 1** will be having **5** will be speaking
2 won't be driving **6** will be doing
3 won't be eating **7** won't be growing
4 will be working

- 2b** In pairs, students discuss which predictions in exercise 2a they agree with. You could build this into a class discussion.

- 3** Students complete the predictions about the year 2050 using the future perfect. Tell students to make affirmative or negative predictions depending on their opinion.

Suggested answers

- 1** won't have found **5** will have landed
2 will have stopped **6** won't have invented
3 will have become **7** will have got
4 will have disappeared **8** will have changed

EXTRA ACTIVITY

In pairs, students compare their predictions and discuss any differences of opinion. Elicit opinions from students around the class.

- 4a** Students look at the diary of a busy chef for next Monday.

- 4b** Students complete the sentences with either the future continuous or future perfect using the verbs.

Answers

- 1** will have got up **5** will be going
2 will be running **6** will have filmed
3 will be having **7** will have eaten
4 will have had **8** will be talking

- 4c** Ask students to write one more sentence in the future continuous and one in the future perfect about Oliver's day.

- 5** **SPEAKING** In pairs, students take it in turns to ask and answer questions about what they will be doing or will have done at different times tomorrow. You could do this activity in open pairs first before students proceed in closed pairs. Draw students' attention to the example dialogue.

- 6a** **SPEAKING** Students think about their life when they are 30 years old. Individually, students make notes about what they will/won't be doing and what they will/won't have done using the ideas and events from the box.

- 6b** In pairs, students take it in turns to ask and answer their questions from exercise 6a about how they imagine their life when they are 30. Draw students' attention to the example dialogue. With a less confident class, go through the ideas and events in the box and drill the question form for each one. (*Do you think you ... 'll be studying/ will have become famous/ will have bought a house/ will have got married/ will be living at home/ will be living in a different country/ will have made a lot of money/ will be studying/ will be working.*) You could do this activity as an open-class activity before students do the exercise in closed pairs.

EXTRA ACTIVITY

Play Past participle bingo. Write the list of verbs below on the board. Tell students to draw a 3 x 3 grid in their notebooks, choose nine of the verbs and write the past participle form in the squares in the grid. Read out the verbs in a random order. If students have the past participle form on their bingo 'card' they cross it out. The first student to complete his/her grid shouts 'Bingo!'

Verbs: do, eat, have, live, drive, grow, speak, work, find, use, become, disappear, land, invent, get, change, get up, run, have, talk, meet

Refer students to the Grammar reference on page 54 if necessary.

HOMEWORK

Assign students page 34 in their Workbook or the relevant sections of the Online Workbook.

Developing speaking p52

Negotiating and responding to and giving opinions

FAST TRACK


Ask students to prepare for exercise 1 at home and make a list of places they like to eat at to discuss in class.

WARMER

With books closed, ask students to write down in English as many types of places where they can eat. Elicit the phrase 'eating out' for when you eat somewhere that isn't your own house.


Suggested answers

canteen, restaurant, café, snack bar, your own house, outdoor picnic, fast food restaurant

- 1 SPEAKING** Students work with a partner and look at the photos. Students discuss which places they eat at and what they think of them.
- 2 LISTENING**  24 Play the track for students to listen to two students doing a collaborative task in a speaking exam. Tell students to answer the two questions. See p119 for the audioscript for this exercise.

Answers

Which of these five places do you think is the best place for your end-of-term meal?
the outdoor picnic area

- 3a**  24 Play the track again for students to make notes about what the students say for each place in exercise 1. Draw their attention to the example and remind them not to write full sentences.

Answers

- 2** School canteen: we eat there every day, we should choose somewhere we don't usually go
 - 3** Outdoor picnic area: good idea – could go to park or somewhere special, picnics aren't expensive, easy for a larger group
 - 4** Exclusive restaurant: food and service are good, but they're expensive, most people won't want to spend a lot of money on the meal
 - 5** Classmate's house: cheap, comfortable, can have music and move about, but a house is small and it isn't very special
- 3b SPEAKING** In pairs, students compare their notes and say whether they agree or disagree with the final decision.
 - 4** Ask students to match the headings with the expressions from the Speaking bank.

Answers

1 C 2 B 3 A

✓ EXAM SUCCESS Students read the information and discuss if they should speak more than their partner in this type of activity, then turn to page 144 to compare their answers.

TEACHER DEVELOPMENT: STUDENT TRAINING

Negotiating in an oral activity

In this type of activity, students have to show an ability to negotiate and collaborate with their partner. Remind students to ask their partner for his/her opinion rather than simply stating their own. Tell them to focus on asking some 'What do you think ...?' type questions rather than simply making 'I think ...' type statements. Encourage students to listen carefully when their partner is speaking and show interest in his/her comments by responding to what he/she says. This is called active listening. 'That's an interesting point.' 'I see what you mean, but ...' 'But don't you think ...'

Students should also help their partner speak if they feel he/she is not speaking enough, rather than dominating the conversation.

PRACTICE MAKES PERFECT

- 5 SPEAKING** In pairs, students look at the instructions and diagram on page 148. Remind students to justify their opinions and come to a joint decision using phrases from the Speaking bank. Draw their attention to the examples. Photocopy the model dialogue below for less confident students and allow them to read it first.

Model dialogue

- A:** Hi, Tom. I've started thinking about planning the end-of-year school event. What do you think about a sports day? That could be fun.
- B:** I agree, but what about people who don't like sport?
- A:** Yes, you're right.
- B:** Personally, I think we should do something that everyone can take part in. What about a meal in a restaurant?
- A:** That could be expensive. In my opinion, we need to do something that everyone can afford.
- B:** OK. How about a concert at school? We could make the tickets for entrance really cheap and ask local bands to volunteer.
- A:** That's a great idea!

HOMEWORK

Assign students page 35 in their Workbook or the relevant sections of the Online Workbook.

Developing writing p53

Writing an email to accept an informal invitation

FAST TRACK

You could ask students to do exercise 1a at home and check their answers in exercise 1b at the start of the lesson.

WARMER

In pairs, students tell their partner about the last time they were invited to an event or a special occasion. You could start the class by describing an event to which you were invited to and how you were invited to provide a model for this activity.

1a READING Students read the email invitation and underline the important information that Matt wants from Sam.

Answers

Could you come a bit earlier? Are you doing anything then? (on Sunday) Write back to tell me if you can come or not.

1b Students compare their answers in exercise 1a with a partner.

2 In pairs, ask students to imagine they are Sam and make a list of what information they should include in their reply. Elicit answers from the class and write a complete list up on the board.

Suggested answers

Say 'Hi!'

Say how he is.

Can he bring his MP3 player?

Can he come earlier – what time?

Can he help? Yes or no?

Is he free on Sunday?

Say something nice about the party.

3 Ask students to read the reply and check all the information from exercise 2 has been included.

4 Ask students whether they think the emails are formal or informal. Ask them to give reasons for their opinion.

Suggested answers

Informal – The emails use contracted forms and informal expressions.

5 Students complete the examples in the Writing bank by looking again at the invitation and reply.

Suggested answers

Invitations: Nina can make it, to see you, back

Replies: Thanks, sorry, Would, looking forward

✓ EXAM SUCCESS Students discuss what information and what style is important in an email reply then turn to page 145 to compare their ideas.

TEACHER DEVELOPMENT: STUDENT TRAINING

Informal invitations

In this lesson, students are made aware of differences in register and appropriacy of language, while building up a stock of suitable phrases they can use in more informal texts. Point out that students should always read the instructions carefully to find out whether a formal or informal style is expected.

You could use this opportunity to brainstorm key features of formal and informal texts. Usually students are more comfortable with writing a friendly, informal letter or email, but remind them that they should not become too informal or colloquial in a piece of writing for an exam.

PRACTICE MAKES PERFECT

6a Students look at the task and underline the important information that the writer wants.

6b Ask students to reply to the invitation including all the necessary information. Remind them to use the correct style and expressions from the Writing bank. For students who are less confident, photocopy the model reply below for extra support during the writing task.

Model text

Hello Ella,

I'm fine, thanks. My exams finished yesterday, too.

Thanks for the invitation. I'll definitely be there on Saturday. It'd be nice to say 'bye' to your brother.

I can bring some cakes. What type do you want me to bring?

I will probably arrive at about 6.30 pm because I have a tennis game until 6 pm. I can definitely help to tidy up after the party.

I'm looking forward to it!

All the best,

Joe

EXTRA ACTIVITY

When students have finished writing, ask them to use a writing checklist and grade their partner's invitations, using the checklist as a guideline.

- 1 Did they answer the task?
- 2 Did they make good use of structures and expressions?
- 3 How accurate were they?
- 4 Did they use appropriate style?

HOMEWORK

Assign students page 36 in their Workbook or the relevant sections of the Online Workbook.

Language checkpoint: Unit 4

>>> FAST TRACK

Students read the Grammar reference and Vocabulary sections on page 54 before completing the revision exercises on the following page.

Grammar revision p55

Present simple for future

- 1 Students complete the dialogue with the present simple or *will*.

Answers

- a** does (your train) leave **b** arrive **c** will look
d Will (you) remember **e** get **f** 'll call

will, be going to, present continuous for future

- 2 Students choose the correct alternative.

Answers

- 1** 'm having, 'll call **2** going to rain **3** will get **4** will be
5 will win **6** 'm going

Future continuous and future perfect

- 3 Students look at the situations and complete the sentences using the future continuous or future perfect.

Answers

- 1** I will have done my homework
2 she will be studying English
3 I will be sleeping
4 I will have left the dentist
5 we will have given him the money
6 I will be running
7 he will have read the book

Vocabulary revision p55

FOOD

- 1 Students put the letters in order to make names of food. Then they write what type of food each one is.

Answers

- 1** lettuce (vegetable) **2** turkey (meat)
3 carrot (vegetable) **4** plum (fruit)
5 cream (dairy product) **6** prawn (fish/seafood)
7 pancake (sweet)

DESCRIBING FOOD

- 2 Students complete the sentences with the words. Remind them there are two words they do not need.

Answers

- 1** fresh **2** stale **3** fried **4** boiled **5** spicy **6** raw

PREFIXES

- 3 Students underline the prefix and write the meaning of the prefix.

Answers

- 1** dis, 'the opposite' **2** re, 'again' **3** co, 'with'
4 under, 'not enough' **5** inter, 'between'
6 mis, 'wrong' **7** over, 'too much'

HOMEWORK

Assign students page 37 in their Workbook or the relevant sections of the Online Workbook.

Reading p56



TIP FOR READING EXAMS

Ask students to read the tip and then look at Exam success on page 144 for more ideas.

- In pairs, students make predictions for the text they are going to read about the coldest city on Earth.
- READING** Students read the text and check their predictions. Remind them not to pay any attention to the gaps at this stage.
- Students read the text again in more detail and put sentences a–g in the gaps.

Answers

1 f 2 d 3 c 4 e 5 b 6 a 7 g

Speaking p56



TIP FOR SPEAKING EXAMS

Students read the tip and look at Exam success on page 144 for more ideas.

- In pairs, ask students to make a list of six different places or things to visit near where they live.
- SPEAKING** Ask students to read the task and ask for their partner's opinions. Refer students to the example dialogue on the page. For students who are less confident, photocopy the model dialogue below and either read it aloud yourself or allow students to practise it in pairs.

Model dialogue

- A:** What do you think about taking Tom to the cinema?
B: Good idea, but let's see what type of films he likes. I think bowling would be good, too.
A: I agree. Bowling is always fun. Let's check when everyone can go.
B: OK. I'll email everyone tonight. How about going for a walk near the river, too? It's really beautiful there.
A: Yes, you're right. Why don't we go there in the afternoon?
B: Personally, I think it's nicer in the morning when it's less busy.
A: OK. Then in the afternoon we could take him ice-skating.
B: Great idea. After that we could go to the natural history museum.
A: Hmm. In my opinion, that museum is a bit boring.
B: Well, why don't we wait to see what Tom wants to do on Saturday?
A: OK.

Use of English p57

TIP FOR USE OF ENGLISH

Students read the tip about doing multiple-choice cloze activities. Tell them to look at Exam success on page 144 for more ideas.

- Students read the text about genetically-modified foods and discuss what they are and the good and bad aspects of them. Tell them to ignore the gaps at this stage.
- Students read the text again and decide which answer best fits each gap.

Answers

1 C 2 A 3 B 4 C 5 A 6 B 7 C 8 A

Writing p57



TIP FOR WRITING EXAMS

Students read about transactional activities and about writing in the correct style. Tell students to look at Exam success on page 145 for more ideas.

- Students write a reply to Matt's invitation following the task instructions. Remind them to write in an informal style, using contractions and informal expressions. For students who are less confident, photocopy the model reply below for extra support during the writing task.

Model text

Hey Matt,
 Thanks for the invitation to the party. I'd love to come. Unfortunately, I will be there at 9 pm because I've got the end-of-term football match that afternoon. I'm sorry that I won't be able to help you get the party ready. But don't worry. I promise I'll stay late and help you tidy up after the party. Oh, a quick question! Can I bring my friend, Jason? He'll be staying with us that weekend. I'll bring some pizzas and a big salad to eat, too!
 Hope it's OK.
 Thanks,
 Alicia

HOMEWORK

Assign students pages 38–39 in their Workbook or the relevant sections of the Online Workbook.

'CAN DO' PROGRESS CHECK p57

- Ask students to read the 'can do' statements and mark from 1–4 how well they can do these things in English.
- Ask students to look at their marks and decide what they think they need to do to improve. Elicit other suggestions.