

# 4 Home time

## KEY LEARNING OUTCOMES

CEF

Students will be able to:


- talk about houses and rooms using *There is/There are*
- name different food and drink
- talk about quantities with *some, any, a/an*
- make and reply to offers
- write a short description of a place

## UNIT OVERVIEW

 <b>Vocabulary</b>	Rooms Furniture <b>PRONUNCIATION</b> Word stress
 <b>Reading</b>	Studying abroad <b>CRITICAL THINKING</b> Evaluating a good place to study and live
 <b>Grammar in context</b>	<i>There is/There are</i> Prepositions of place
 <b>Vocabulary</b>	Food and drink
 <b>Life skills</b>	Physical well-being: Choosing healthy food
 <b>Listening</b>	Following a recipe
 <b>Grammar in context</b>	Countable and uncountable nouns <i>some, any, a/an</i>
 <b>Developing speaking</b>	Making and replying to offers
 <b>Developing writing</b>	A description of a place
 <b>Exam success</b>	Reading: Matching titles and paragraphs Use of English: Completing the dialogue

## DIGITAL OVERVIEW

### Presentation Kit

- ▶ **Flipped classroom video Unit 4:** Prepositions of place
- ▶ **Life skills video Unit 4:** Following a recipe
- ▶  **Vocabulary tool:** Rooms; Furniture; Food and drink
- ▶ **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:** Prepositions of place
- ▶ **Life skills video Unit 4:** Following a recipe
- ▶ **Grammar communication activity Unit 4:** *There's a(n) ... / There are some ...*
- ▶ **Worksheets for this unit, including:**
  - Grammar Practice worksheet Unit 4
  - Flipped classroom video worksheet Unit 4: Prepositions of place
  - 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 2<sup>nd</sup> 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 p48

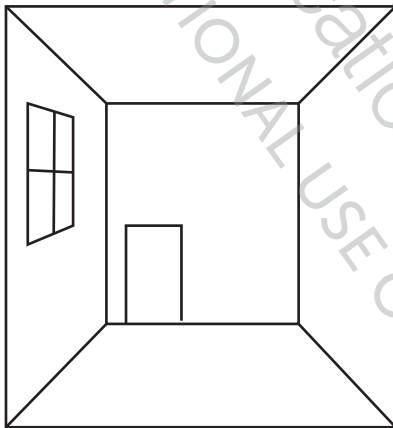
Talking about your home, your room and your furniture

### FAST TRACK

You could ask students to do exercises 1 and 3a at home so that less confident students are prepared for these activities. Students could also draw a simple plan of their house or flat in preparation for doing exercise 5 in class.

### WARMER

Ask students to look at the unit title *Home time* and the images and predict what they think the unit is going to be about: rooms and houses. Draw a room on the board with a window and door. Then write these words on the board – *ceiling, window, door, wall, floor*. In pairs, ask students to label the room. Brainstorm words related to homes: *room, house, apartment, neighbour* and elicit rooms in a house. Tell them to turn to page 48 exercise 1 to see if they have thought of the same rooms.



### Rooms

1 In pairs, students match the rooms (1–6) with the words.

#### Answers

1 bedroom 2 bathroom 3 living room  
4 hall 5 kitchen 6 dining room

2a PRONUNCIATION 34 Play the track for students to listen and have students mark the word stress in each word with a circle. Draw students' attention to the example, and demonstrate *bathroom* with the correct word stress. See p166 for the audioscript for this exercise.

#### Answers

bedroom, dining room, hall, kitchen, living room

2b 34 Play the track for students to listen again. In pairs, students practise saying the words with the correct stress.

### TEACHER DEVELOPMENT: PRONUNCIATION

/i/ and /aɪ/

Since the spelling of the short /i/ and the long /aɪ/ is often the same, students often confuse these two sounds. Point out that although the *i* is the second letter of both *living room* and *dining room*, the pronunciation of *i* in these words is different: /i/ *living* /aɪ/ *dining*. Say both words for the students emphasising that the stress is on the first syllable in both words, but the pronunciation of the *i* is different. In pairs, students practise saying both words. Ask students to practise saying *kitchen*, too.

### Furniture

3a In pairs, students match the objects (a–l) in the picture with the words. Ask students to compare their answers with the pair of students working next to them before you check in open class.

#### Answers

a sofa b radiator c shelf d table e chair  
f cupboard g toilet h sink i wardrobe j bath  
k fridge l bed m shower

### FAST FINISHERS

Students make a list of other objects they can find inside a house, e.g. *clock, desk, lamp, TV, etc.* Ask them to share the words on their list with the student next to them when everyone has finished exercise 3a.

3b 35 Play the track for students to listen and repeat. Highlight the silent letter *p* in *cupboard* /'kʌbəd(r)ɪd/ and elicit the plural form of *shelf* (*shelves*). Write this on the board for students to record in their notebooks. See p166 for the audioscript for this exercise.

4 LISTENING 36 Tell students they are going to listen to somebody describing a similar flat to the one in exercise 1. Play the track for students to listen and circle six differences in the picture. Elicit full sentences to describe the five differences from students around the class. See p166 for the audioscript for this exercise.

#### Answers

- In the picture, the living room has two sofas and one chair. In the Listening, the living room has one sofa and two chairs.
- In the picture, the cupboard in the dining room has only got two doors. In the Listening, the cupboard has three doors.
- In the picture, the bathroom has got a bath. In the description in the Listening, the bathroom hasn't got a bath.
- In the picture, the bedroom hasn't got shelves. In the Listening, the bedroom has got two shelves.
- In the picture, the kitchen has got a small fridge. In the Listening, the kitchen has got a big white fridge.
- In the picture, there is a table and four chairs in the kitchen. In the Listening, there is no table or chairs.

5a Students draw a simple plan of their house or flat and mark where the furniture in exercise 3a is. Emphasise

to students that it shouldn't take them more than five minutes to draw the sketch. Each piece of furniture does not need to be drawn in detail.

**5b SPEAKING** In pairs, students show each other their plan and explain it to their partner. Draw students' attention to the example, and encourage them to use *have got* to describe what furniture each room has.

#### **+ EXTRA ACTIVITY**

In pairs, students write questions using the present simple about rooms in a house, e.g. *Where do you sleep? Where do you do your homework? Where do you eat breakfast? Where do you watch TV?, etc.* Students swap partners with another pair and take turns to ask and answer the questions.

#### **HOMEWORK**

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

## **Reading** p49



*Understanding a text about studying abroad*

#### **>>> FAST TRACK**

You could ask less confident students to answer the question in exercise 6 at home in preparation for the speaking activity.

#### **WARMER**

In pairs, students say two true sentences and one false sentence to describe their home using *have got*, *be* and the present simple. Their partner guesses which is the false sentence. Model this activity first, e.g.

*I've got a wardrobe in my bedroom. ✓*

*My kitchen is very big. X I work in the living room. ✓*

**1** In pairs, students describe the photos. Elicit descriptions from students around the class. Write *boarding school* on the board. Ask students if they know what a boarding school is and elicit ideas about boarding school life.

#### **Suggested answers**

**Photo 1:** A girl is in her room. She's got a laptop and a desk. She's got a notice board on her wall. She is happy.

**Photo 2:** I can see three girls with their food. They are smiling. They are at school.

#### **i CULTURAL INFORMATION**

##### **British boarding schools**

A boarding school is a private residential school. Students live in dormitories or resident halls on the school's campus. Many boarding schools around the world are modelled on British boarding schools. Students learn, live, do sport, exercise and play together in a communal setting under adult supervision. Boarding school students follow a structured day in which classes, meals, sport, study times, extracurricular activities and free time are timetabled for them.

British boarding schools have three terms a year, approximately 12 weeks each, with a week's half-term break each term. Students are expected to go home during the holidays as the schools usually close. Being away from home and learning to cope can give children confidence and independence, but they are expensive and being separated from family and friends can be difficult for some boarders.

#### **TEACHER DEVELOPMENT: STUDENT TRAINING**

##### **Matching titles and paragraphs**

Asking students to match the titles to paragraphs in a text is a common type of reading question in official examinations. Often the main idea and answer are in the title or topic sentence and there are similar words (synonyms) in the paragraphs and paragraph headings to help students match titles to paragraphs. However, they still need to read the text carefully to check. Remind students that if a match is not immediately obvious, they should move on to the next one. If they are unsure between two answers at first, tell them to note both of them down. They can eliminate one answer later if it fits another paragraph better.

**2 READING** Ask students to match the questions with the correct parts of the text.

##### **Answers**

**1 e 2 c 3 d 4 a 5 b**

**✓ EXAM SUCCESS** Students discuss why it is useful to read the whole text before matching titles to the text sections in reading exercises. Tell them to turn to page 151 (Reading: Matching titles and paragraphs) to compare their ideas.

**3** Ask students to read the text again and say if it describes the same place as in the photos. Ask students to give reasons for their answers. In pairs, students compare their answers before you check in open class.

##### **Example answers**

Yes, because it describes a room with a desk, a window and a notice board.

Yes, because there are three girls choosing their food in a school canteen.

**4** **CRITICAL THINKING** Individually, students think about whether this is a good place to study and live, from the photos and description and give reasons why or why not. In a less confident class, write these sentences prompts on the board:

*I think it looks like a good/bad place to live because ... . In the photos, I can see ... . I really like the idea ... . I would like to study there because ... .*

Ask students to compare their ideas with the rest of the class.

##### **Example answers**

I think it looks like a good place to live because you are always with your friends and you have everything you need for studying.

I wouldn't like to study there because I like my house, family and friends. I think the rooms are small and you are always with other people.

## TEACHER DEVELOPMENT: STUDENT TRAINING

## Critical thinking

Critical thinking is required to navigate the ever-complex environment in which students live. Students who are competent in not only the basics of content areas but also the basics of productive and creative thinking will be lifelong learners, knowledge creators and problem solvers who can live and work effectively in a world of constant change.

Critical thinking comprises a number of different skills that help us learn to make decisions. To think critically about an issue or a problem means to be open-minded and consider alternative ways of looking at solutions. Teenagers know how to access and locate, interpret and apply information, but if they don't invest time in evaluating the information they use, their efforts often result in a low-quality product. Key critical thinking skills are **reasoning**; teenagers are able to explore the implications of information, explain what they think and give reasons for their opinions, and **flexibility**; teenagers can take what they learn in one situation and transfer it to another situation.

- 5 Encourage students to match the underlined words in the text with the definitions.

## Answers

- 1 enormous 2 stuff 3 inconvenient 4 in the corner  
5 together 6 boarding school 7 accommodation  
8 en suite 9 dishes 10 cooker
- 6 **SPEAKING What about you?** Divide the class into pairs or small groups and ask them to discuss if they would like to study abroad one day and say why or why not. In a less confident class, give students time to prepare their answers in written form before doing this as a speaking activity. Elicit some answers from different pairs/groups and try to create a discussion in open class.

## Example answers

I'd like to study abroad because you can learn a new language and experience new customs, food, art, music and politics.

I wouldn't like to study abroad because I would miss my family and friends.

## TEACHER DEVELOPMENT: LANGUAGE

## would like to

The term *lexis* is a common word these days and represents a wider concept than vocabulary – typically lists of individual words – and consists of collocations, chunks and formulaic expressions. Recognising certain grammar structures as lexical items means that they can be introduced much earlier, without structural analysis. *I'd like to* isn't taught as the conditional but as a chunk expressing desire and can be introduced lexically relatively early on.

## EXTRA ACTIVITY

Students find more vocabulary items to add to their list about rooms and furniture: *desk, window, lamp, shower, notice board, bookshelves*.

## HOMEWORK

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

## Grammar in context pp50–51



Talking about houses and rooms using *There is/There are* and prepositions of place

## FAST TRACK

You could ask students to do exercises 1 and 2a at home. You could play the track in exercise 2b for students to check their answers and repeat the words at the beginning of the lesson.

## Test before you teach

Write a list of classroom objects on the board, some of which are in your classroom and some of which are not. Try to include both singular and plural nouns, e.g. *pencils, poster, desks, door, window, board rubber, computers, DVD player*. Ask the students if there are the objects in the classroom: *Are there pencils? Is there a poster?* Students answer: *Yes, there are. No, there isn't.* Then write gapped sentences on the board e.g. *There \_\_\_ pencils. There \_\_\_ a poster.* Elicit what words are needed to complete the gaps. If students already have a good knowledge of the structure, move quickly through the first exercises in class.

## There is/There are

- 1 Ask students to look at the sentences and answer the questions.

## Answers

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

- 2a Ask students to look at the picture and complete the sentences with *is, isn't, are* or *aren't*. Check their answers.

## Answers

1 is 2 aren't 3 are 4 isn't 5 aren't 6 are  
7 is 8 isn't 9 are 10 isn't

- 2b 37 Play the track for students to listen, check and repeat. See p166 for the audioscript for this exercise.



## TEACHER DEVELOPMENT: LANGUAGE

### There is/There are

We use *There is/There are* to say things or people exist, often in a certain place. We don't usually stress *there, is or are*. We do stress *isn't* and *aren't* in negatives and short answers.

Contracted forms make words easy to say. We write and say the contracted forms *there's/there isn't/there aren't* in informal speech and writing. However, adding another *-re* to *there* to create '*there're*' produces a word that is difficult to pronounce. As well as being difficult to pronounce (native speakers say '*ther-ur*' and '*therr*') '*there're*' is not often seen in written English.

- 3 Ask students to complete the questions and short answers about the picture, using *there is, there are*.

### Answers

- 1 Are there three pizzas? No, there aren't.
  - 2 Are there three chairs? Yes, there are.
  - 3 Is there a burger? No, there isn't.
  - 4 Is there a radiator? Yes, there is.
  - 5 Are there shelves? Yes, there are.
  - 6 Is there a cupboard? Yes, there is.
- 4 **SPEAKING** Memory test! Divide the class into A and B pairs. Ask Student A to close their books. Student B ask questions about the picture to see if their partner can remember. After four questions, students swap roles. Draw students' attention to the model dialogue. Walk round, making sure students are on task and helping with any language difficulties.



### Test before you teach: 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.

## Prepositions of place

- 5 Ask students to look at the sentences and match them with diagrams a–h to show they understand the meaning of the prepositions.

### Answers

- 2 e 3 a 4 g 5 b 6 d 7 h 8 f

## TEACHER DEVELOPMENT: LANGUAGE

### Prepositions of place

Prepositions of place are used to show the position or location of one thing with another, usually to answer the question *Where?*

#### behind/in front of

*Behind* is the opposite of *in front of*. It means at the back (part) of something.

#### next to

*Next to* usually refers to a thing (or person) that is at the side of another thing. Another way of saying *next to* is *beside*.

#### near

*Near* is similar to *next to/beside*, but there is more of a distance between the two things. Another way of saying *near* is *close*.

#### on

*On* means that something is in a position that is physically touching, covering or attached to something.

#### in

We use *in* to show that something is enclosed or surrounded.

#### above

*Above* refers to something being directly (vertically) above you. *Over* has a similar meaning.

#### under

*Under* means at a lower level – something is above it. *Below* has a similar meaning.

Sometimes we use the word *underneath* instead of *under* and *beneath* instead of *below*. There is no difference in meaning, but they are less frequently used.

- 6 Ask students to look at the pictures and choose the correct alternative. Elicit answers from different students around the class.

### Answers

- 1 in 2 in front of 3 under 4 on 5 behind 6 near  
7 on 8 above

- 7a Students use the prepositions to write five sentences about the position of objects in the pictures in exercise 6. Remind students to make two sentences false. Draw students' attention to the examples. Ask students to compare in pairs before you check their answers.

- 7b **SPEAKING** In small groups, students take it in turns to read out their sentences for others to identify the false ones.

### + EXTRA ACTIVITY

In small groups, students write at least three true/false questions about their Gateway Student's Books using *There is/There are* and prepositions of place. Write a couple of examples on the board:

*There is a glass of orange juice next to a burger on page 52. (true)*

*There are photos of four famous people on page 85. (false)*

Students swap their quizzes for other groups to do.

Refer students to the Grammar reference on page 58 if necessary.

### HOMEWORK

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

## Vocabulary p51



### Naming different food and drink

#### FAST TRACK

If students are familiar with the target vocabulary, ask students to write the categories in exercise 2 as headings for four columns. Play the track in exercise 1c for students to repeat and write the words in the correct columns. You could then go directly to exercise 3.

### v Food and drink

1a In pairs, students find types of food and drink in the box in the pictures. Tell them to use the words in the box to help them.

#### Answers

1 chicken 2 pizza 3 biscuit 4 orange juice  
5 tomato 6 strawberry 7 chips 8 yoghurt  
9 banana 10 cake 11 honey 12 tea 13 milk  
14 burger 15 sugar 16 egg 17 bread 18 butter  
19 salad 20 meat

1b Students use their dictionaries to check that they understand all the words in the box.

#### FAST FINISHERS

Ask students to mark the word stress on the words in exercise 1a.

#### Answers

apple, banana, biscuit, bread, burger, butter, cake, cheese, chicken, chips, coffee, egg, fish, honey, ice cream, jam, lemonade, meat, milk, orange juice, pizza, salad, salt, strawberry, sugar, tea, tomato, water, yoghurt

1c 38 Play the track for students to listen and repeat. Highlight the silent letter *u* in *biscuit* /'bɪskɪt/ and the long /i:/ sound in *cheese*. See p166 for the audioscript for this exercise.

### TEACHER DEVELOPMENT: PRONUNCIATION

#### The /dʒ/ sound

Some nationalities have trouble saying the soft /g/ and /j/ sounds and find saying words like *orange juice* difficult. Soft /g/ and /j/ sounds are pronounced the same in English, e.g. /dʒ/. Soft /g/ is in words like *giant*, *giraffe*, *age* and *large* and /j/ (pronounced the same way) is found in words like *juice* and *reject*. The *j* sound /dʒ/ and *ch* sound /tʃ/ are the only affricate sounds in English. In a sequence of identical affricates, no special linking occurs and the sounds are pronounced twice in a row. Therefore, in the phrase *orange juice*, the *j* sound should be pronounced twice.

A good way to help students is to tell them to add the /d/ sound right before /j/ and /g/ because it helps shape the mouth to make pronunciation easier.

2 Ask students to say which words in exercise 1 are types of fruit, drinks, sweet or dairy products.

#### Answers

a types of fruit: apple, banana, strawberry, orange

b drinks: coffee, lemonade, milk, orange juice, tea, water

c sweet: biscuit, cake, honey, ice cream, jam, sugar

d dairy products (made from milk): butter, cheese, ice cream, milk, yoghurt

3 SPEAKING In pairs, students take it in turns to find out which food and drink their partner likes and dislikes. Draw students' attention to the model dialogue.

#### + EXTRA ACTIVITY

Students think of at least one more item for each category in exercise 2.

### HOMEWORK

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

## Gateway to life skills pp52–53



### Choosing healthy food

To learn how to read food labels, to think about our food choices and to analyse what we eat and decide if it is healthy or not

#### FAST TRACK

You could ask students to do exercises 1 and 2 for homework in preparation for the lesson.

## BACKGROUND INFORMATION

Research shows that the intake of saturated fat, salt and sugars in teenagers' diets is above recommended levels and that they have low intakes of some key vitamins and minerals. Research has linked poor diet to poor performance in schools. One statistic shows maths performance overall in the US to be behind that of many other nations and the typical fast food diet of pizza, burgers, chips and fizzy drinks could be one cause.

In the UK like in the US, the recommended average of five fruits and vegetables per day is not being met by most teens. In the 11–18 age group, only 1 in 13 girls are getting their five-a-day. They eat on average 2.7 portions a day, while boys fare a little better consuming 3.1 portions a day.

## WARMER

Play **Odd one out**. Write these groups on the board. In pairs, students decide which one is different from the rest of the group and say why.

*apple, banana, orange, jam*

*chicken, burger, meat, fish*

*chips, biscuit, bread, cake*

*ice cream, butter, cheese, egg*

*orange juice, lemonade, strawberry, salad*

### Suggested answers

jam – all the others are unprocessed fruits

fish – all the others are types of meat

chips – it's the only one that comes from a potato

egg – all the others are dairy products

salad – all the others have fruit in them

Then ask students to open their books and look at the words in Key concepts and make some sentences using these new words and the food items from the Warmer, e.g. elicit from students what they think the lesson is going to be about.

- 1 In pairs, students look at the different types of food and drink and decide if they are healthy (H) or unhealthy (U) options or it depends (D). Elicit answers from different pairs around the class and ask students to explain the reasons for their choices.

### Suggested answers

- 1 apples H 2 breakfast cereals D 3 eggs D  
4 chips U 5 orange juice D 6 burger D
- 2 Tell students to read about Reference Intake and then look at the table and say what the total number of calories for them is. Elicit what (g) stands for – *grams*.
- 3a Ask students to read the food label on a breakfast cereal packet and say if they think it is healthy, unhealthy or in the middle. Elicit students' comments in open class and encourage them to give reasons for their answers.

### Answers

In the middle because the cereal is low in fats but high in sugar and has quite a lot of salt.

- 3b **READING** Individually, students read and match A–D with 1–4. Check their answers.

### Answers

A 3 B 1 C 2 D 4

- 4 Ask students to read texts A–D again and mark the statements True (T) or False (F). Elicit answers from students around the class.

### Answers

1 T 2 T 3 F 4 T 5 F 6 T

- 5a In pairs, students look at the food label and say if they think it is healthy or unhealthy and give reasons for their answer.


### Answers

It is unhealthy. There are three red labels which means stop and only one green label. It is high in fats and sugars.

- 5b In open class, students say if they think the food label comes from a pizza packet or a chocolate bar and say why.


### Answers

It is from a chocolate bar. It contains a lot of sugar.

- 6  **LISTENING** 39 Tell students they are going to watch or listen to an interview with a teenager about what he eats. Play the video or track for students to watch or listen and say what they think of his diet. Elicit students' opinions from different students around the class. See p166 for the videoscript/ audioscript for this exercise.

### Answer

He has an unhealthy diet.

- 7  39 Play the video or track again for students to watch or listen and answer the questions. Elicit answers from students around the class.

### Answers

- 1 sometimes cereal or two chocolate bars and lemonade  
2 burger and chips or pizza and chips  
3 It's fast – his parents don't have time to make him a sandwich.  
4 No, he knows it's unhealthy.  
5 No, it doesn't. He will eat healthy food when he is older.
- 8 **SPEAKING** Discuss in open class if the boy's diet is typical of teenagers in their country. Ask them to give reasons for their opinions and point out the similarities and differences.

## + EXTRA ACTIVITY

Write these questions on the board.

*What do you usually eat for breakfast?*

*And for lunch?*

*Do you realise that your diet is really healthy? The food you eat has lots of ...*

In pairs, students re-enact the interview with a difference. This time the boy/girl chooses healthy food options. Ask students to plan his/her answers and practise their interview. Students could act out their interviews in front of the class. You could record students and play the interviews back for discussion.

## TEACHER DEVELOPMENT: CLASSROOM TIPS

## Using a video camera

Students learn a lot by watching themselves on video. Most cameras can be connected directly to a television for instant playback, analysis and discussion. You can record the students, give the camera to your students or let them produce a video with their own devices.

Playback is a time for positive critical analysis and positive encouragement. Suggest or elicit alternative ways to say something and helpful tips on body language, but don't correct them on every preposition! You could consider making copies for students to take away with them.

## LIFE TASK



**Tell students they are going to find out if they have a healthy diet or not.**

## ■ Step 1

Individually, students write an eating diary for the last three days. Tell them to make a list of the contents of their breakfast, lunch and dinner, plus any other snacks.

## ■ Step 2

Next, students circle each type of food or drink on their list in different colours. Green means it hasn't got much sugar, fat or salt. Amber means it's medium and Red means it's got a lot.

## ■ Step 3

In pairs, students look at the colours in their eating diary and say what the good and bad things are about their diets. Encourage students to focus on the green and red marks in their eating diaries and see how they could swap some of the red marks for healthy alternatives.

## Listening p54



Following instructions for a simple recipe

## WARMER

Write these present simple questions on the board in a jumbled order. In pairs, students unscramble them and take it in turns to ask each other the questions. Explain the word *recipe* if necessary (instructions for cooking or preparing food). Elicit answers from different pairs in open class.

*favourite What's recipe your ?*

*cook you Can ?*

*Where recipes find you do ?*

*like you Do programmes food ?*

## Answers

What's your favourite recipe?

Can you cook?

Where do you find recipes?

Do you like food programmes?

- 1 Students match the photos with the words.

## Answers

a spoon b bowl c cake tin d food processor

- 2 Tell students they are going to listen to a food programme. Ask them to look at the ingredients necessary for today's recipe and check they know what all the ingredients are. Encourage students to guess what they think the recipe is for.

- 3 LISTENING 40 Play the track for students to listen to the programme and decide what the recipe is for and note down the ingredients in the order they hear them. Ask students to compare in pairs before you elicit answers from students around the classroom. See pp166–167 for the audioscript for this exercise.

## Answers

The recipe is for strawberry cheesecake.

1 a (low-fat cream cheese) 2 d (honey) 3 c (sugar) 4 e (biscuits) 5 b (butter) 6 f (strawberries)

- 4a 40 Ask students to read the description of the recipe and find seven mistakes. Play the track again if necessary.

- 4b Students correct the mistakes. Ask different students around the class to read out the correct sentences.

## Answers

- 1 500 grams (not 300) of low-fat cream cheese.  
2 You also need one spoonfuls (not two) of honey  
3 and two (not one) of sugar.  
4 You mix them together in a bowl. (not a cake tin)  
5 You need 100 grams (not 50) of butter.  
6 At the end you put strawberries (not strawberry jam) on top.  
7 In about 60 minutes (not 30) it's ready to eat.



## >>> FAST FINISHERS

Ask students to find words in the text in exercise 4a to match these definitions: the amount on one spoon is a ... (*spoonful*); mix two things together and you get a ... (*mixture*); the bottom of a cheesecake is called the ... (*base*). Ask students to share their answers with the rest of the class for them to add to their vocabulary list.

- 5 **SPEAKING** **What about you?** Ask students to discuss the questions in pairs or small groups. In a less confident class, ask students to write down their answers before doing this as a speaking activity. Elicit answers and try to develop a class discussion.

## + EXTRA ACTIVITY

Tell students they are going to have a dinner party. Write the words *starter*, *main course*, *dessert* on the board. In pairs, students think about what they are going to cook and prepare a menu. Students can swap their menus and vote on the best food ideas for a dinner party.

## HOMEWORK

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

## Grammar in context pp54-55



Talking about food and drink using countable and uncountable nouns and *some*, *any*, *a/an*

### Test before you teach

Tell students you are having a special picnic and they can only bring foods that are uncountable. Say *I'm going on a picnic and I'm bringing some rice*. Then ask a student to repeat the sentence and add another food item, e.g. *I'm going on a picnic and I'm bringing some rice and some chocolate*. If they say an uncountable noun, say: *Well done! You can come to my picnic*. If they say a countable noun, say: *Sorry. You can't come to my picnic*. If they seem familiar with countable and uncountable nouns, go through the Grammar guide exercises quickly with the class.

### Countable and uncountable nouns

- 1 Ask students to look at the sentences and the word in blue in each sentence. Ask them to decide if it is possible to count the word or not and write C (Countable) or U (Uncountable) next to the word. Check their answers.

#### Answers

1 C 2 C 3 U, U 4 U 5 C

## TEACHER DEVELOPMENT: LANGUAGE

### Countable and uncountable nouns

Countable and uncountable nouns are often taught with the topic of food. However, point out to your students that they already know other uncountable nouns, e.g. *weather*, *homework*, *information*, *history*, *transport*, *money*, *hair*, *furniture*, *advice*.

Countable nouns are people or things (both abstract and concrete), which can be counted and can be used in both the singular and plural form, e.g. *one banana*, *four bananas*.

Uncountable nouns generally refer to things that do not naturally divide into separate units (i.e. can't be easily counted), have no plural form and are never used with numbers. Many nouns can be countable or uncountable, depending on whether we see them as units or as a mass, e.g. *glass* (the material) is uncountable and *a glass* (a container for drinks) is countable.

- 2 Students put the food and drink in the correct place. Check their answers.

#### Answers

**Countable:** banana, biscuit, burger, chip, egg, strawberry, tomato

**Uncountable:** bread, butter, honey, jam, lemonade, meat, milk, orange juice, salt, sugar, water

- 3 **SPEAKING** In pairs, students look around the classroom and try to find three countable and three uncountable nouns. Elicit answers from students around the class.

#### Suggested answers

**Countable:** pencil, rubber, book

**Uncountable:** paper, rubbish, homework

### some, any, a/an

## >>> FAST TRACK

You could do exercises 4 and 5 as a class activity by inviting different students to read out the sentences and nominate another student to say the answer.

- 4 Ask students to look at the sentences and complete the rules with *some*, *any* or *a/an*.

#### Answers

1 a/an 2 some 3 any

- 5 Students choose the correct alternative. Walk around, helping students if necessary. Check their answers.

#### Answers

1 any 2 any 3 some 4 any 5 some 6 a 7 some

- 6 Ask students to look at the photo and decide if the statements are True (T) or False (F). Elicit answers from students around the class.

#### Answers

1 F 2 T 3 F 4 T 5 F 6 T

- 7 Students complete the sentences about the picture in exercise 6 with *is, are, isn't* or *aren't* and *some, any, a* or *an*.

### Answers

- 1 isn't any 2 is some 3 are some 4 are some  
5 is an 6 isn't any 7 is some 8 aren't any

- 8a Students complete the dialogue with the correct form of *there is* or *there are* and *a, an* or *any*. Ask students to compare their answers in pairs.

### Answers

- a Is there a b there is c Is there any  
d there is e Are there any f there aren't  
g Is there a h there is i Are there any j there are

- 8b 41 Play the track for students to listen and check. See p167 for the audioscript for this exercise.

### EXTRA ACTIVITY

In pairs, students practise saying the dialogue. Tell them to pay attention to the rising intonation in Yes/No questions.

- 8c **SPEAKING** In pairs, students ask and answer the questions in exercise 8a. Remind them to give true answers about their school. Then, in open class, elicit answers from different students around the class.

### TEACHER DEVELOPMENT: CLASSROOM TIPS

#### Error correction

A really important skill for language teachers is error correction. It is important not to over-correct as this will interrupt fluency-based activities and can make students lose confidence. Not correcting, however, leads to students developing bad habits and can negatively affect their communicative abilities.

A key skill is to develop the ability to distinguish between 'errors' and 'mistakes'. A mistake is a slip; you know the correct thing to say, but you said the wrong thing by accident. Mistakes are not critical to correct unless they are repeated too often. Errors are when the student does not know the correct form, term or usage.

It is then important to decide whether it is better to correct errors on the spot, at the end of the activity or later on in the lesson and then decide on an appropriate correction technique.

If you correct on the spot it must be quick: you can ask students to repeat the sentence again, echo the sentence up to the error for students to finish, write the word on the whiteboard and underline it, etc. As much as possible, encourage self-correction. Alternatively, you can do the error correction later (error correction makes a nice transition between parts of the lesson). Write the errors on the board in an anonymous way (change some of the words if necessary) and elicit correct answers from the class.

Refer students to the Grammar reference on page 58 if necessary.

### HOMEWORK

Assign students page 38 in their Workbook or the relevant sections of the Online Workbook.

## Developing speaking p56

### Making and replying to offers

### FAST TRACK

You could ask students to complete exercise 1b at home in preparation for the speaking activity.

### WARMER

Play *Tic-tac-toe* to recycle vocabulary from the unit so far.

- Split the class into two teams: X and O.
- Draw two tic-tac-toe grids on the board, side by side. One grid for reference and one for actually drawing noughts and crosses.

watch	visit	offer		
take	turn on	invite		
put	play	drink		

- Write the verbs from today's lesson in each square (watch, visit, offer, take, turn on, invite, put, play, drink).
- Each team must make a grammatically correct question with the verb to win a square, e.g. *Do you watch TV after school? Do you visit your grandmother? Can I offer you a drink?*, etc.
- To keep the entire class focused, pick students at random.

### Offers

- 1a **SPEAKING** In pairs, students say what they can see in the photo. Elicit answers in open class.

#### Suggested answer

There are two boys. They are sitting on the sofa in a living room looking at a tablet.

- 1b In pairs, students take it in turns to ask and answer the questions. Elicit answers in open class.
- 2 **LISTENING** 42 Play the track for students to listen to the people in the photo and say if the statements are True (T) or False (F). Ask students to compare in pairs before you check their answers. See p167 for the audioscript for this exercise.

### Answers

- 1 T 2 F 3 F 4 T 5 F

- 3a 42 Play the track again for students to listen and complete the Useful expressions in the *Making offers* section of the Speaking bank.

### Answers

- a put your coat in the cupboard/turn the computer on b seat c a snack d some orange juice e help

**3b** 43 Play the track for students to listen, check and repeat. See p167 for the audioscript for this exercise.

### TEACHER DEVELOPMENT: STUDENT TRAINING

#### Making and replying to offers

We often make offers in conversations in order to be polite and helpful. Accepting offers is just as important, or even more important than offering things. Students should make sure they thank the person and, if they don't want to accept an offer, be sure to politely refuse. Offering an excuse is also a good idea.

We use these expressions for making offers:

Can I ... ?

Shall I ... ?

Would you like ... ?

How about ... ?

Remind students that *Shall I ...?* and *Can I ...?* are followed by the verb without *to*.

Can I **put** it on the table?

Shall I **take** your coat?

*Shall* is more formal than *can*.

*Would you like ...?* is followed either by a noun, or by the verb with *to*.

*Would you like a biscuit/to drink* some lemonade?

Point out to students that we always use *some* words when offering someone something.

**4** Students complete the dialogue with what Holly says to Olivia. Ask students to compare in pairs before you check their answers.

#### Answers

**a** 2 **b** 5 **c** 4 **d** 3 **e** 1

#### FAST FINISHERS

Students practise saying the dialogue in pairs.

**✓ EXAM SUCCESS** Students say if it is important, in this kind of exercise, to read the whole, complete dialogue when they finish. Tell them to turn to page 151 (Use of English: Completing the dialogue) and compare their ideas.

#### PRACTICE MAKES PERFECT

**5a SPEAKING** Divide the class into pairs, A and B. Ask students to read the situation: Student A is at home and a friend comes to visit him/her. Student B visits his/her partner's house to play computer games. Tell students to prepare a dialogue including two offers. Remind them to use expressions to make and reply to offers from the Speaking bank.

**5b** Ask students to practise the dialogue. Walk round, checking students are on task and making sure students are speaking English to each other.

**5c** Students act out their dialogues for the class.

#### Model dialogue

**A:** Hello, Come in!

**B:** Hi! Thanks. What a cool T-shirt.

**A:** Thanks. Shall I take your jacket and bag?

**A:** Yeah, sure. Thanks.

**B:** Can I put it here on the sofa?

**A:** Yes, thanks. But be careful because I've got my mobile phone in there.

**B:** Let's go to the living room and play video games.

**A:** Great. We can watch TV later.

**B:** Have a seat.

**A:** Cheers.

**B:** Are you hungry? Would you like a snack?

**A:** No thanks, I'm fine.

**B:** Would you like anything to drink?

**A:** Yes, please. Have you got any lemonade?

**B:** No, sorry. I don't think I have. How about some orange juice?

**A:** Yes, that'd be great. I'm really thirsty. Shall I turn the computer on while you go and get it?

**B:** OK. Thanks.

#### HOMEWORK

Assign students page 39 in their Workbook or the relevant sections of the Online Workbook.

#### Developing writing p57

Writing a description of a place

#### FAST TRACK

You could ask students to do exercise 2 at home and check their answer at the start of the lesson. Alternatively, you could set the writing task in exercise 7 as homework.

#### WARMER

Play *Snowman* with words to revise vocabulary from the previous lessons. Divide the class into two teams, A and B. Team A chooses a word or phrase from a previous lesson and one student draws a part of the snowman's form on the board for each letter. Team B says a letter and the student either writes the letter on the correct line or draws one part of the snowman. If the drawing is completed in ten steps before the word is guessed, Team A are the winners. Repeat the process with Team B guessing the word.

#### A description of a place

**1a SPEAKING** In pairs, students imagine their dream bedroom and the objects they would like to have in it. Ask students to look at the objects and give each one a mark from 0 to 5 (0 = I don't want it, 5 = I really want it). Elicit marks from different students around the class.

- 1b** Ask students if there any other objects they would like and elicit which ones.
- 2 READING** Ask students to read the three teenagers' descriptions of their dream bedrooms and decide who wants the bedroom in the picture. Set a time limit of two minutes to encourage students to read quickly. Elicit the answer.
- Answer**  
Charlie
- 3 SPEAKING** In pairs, students take turns to tell each other which bedroom they like and which one they don't like and explain their decisions. Draw students' attention to the model dialogue.
- 4** Ask students to look at the texts again and write a list of adjectives that appear in the descriptions, as in the example. Remind students that adjectives help us to write interesting descriptions and point out that adjectives don't have a singular and plural form, e.g. we don't add a final -s to an adjective. Check their answers.

**Answers**

pink, dream, old, big, happy, relaxed, favourite, cool, comfortable, enormous, cold, hot, great

- 5** Ask students to look at the Writing bank and the texts in exercise 2 and choose the correct alternatives in the rules for word order. Check their answers.

**Answers**

before, after, before, after

- 6** Students say if the word order is correct in the sentences. Ask them to correct any mistakes.

**Answers**

- 1** The walls are red and there are big and colourful paintings.  
**2** I sometimes write stories and songs in my bedroom.  
**3** correct  
**4** correct  
**5** My friends are often at my house.  
**6** I've got a beautiful desk next to the window.

**PRACTICE MAKES PERFECT**

- 7a** Ask students to read the task and make a plan with ideas for an article about their ideal bedroom. Remind them to include information about furniture and other objects. Tell them to plan what they are going to write and to follow the advice in the Writing bank on page 156.
- 7b** Students write their article. Remind them to check the word order in their description. Less confident students can model their texts on one of the descriptions in exercise 2.

**Model text**

My ideal bedroom is very big and has got blue walls. On the walls, I've got some big and colourful paintings and lots of shelves for my books. There's always music in my room and I've got a huge piano. When my friends come and visit me we play music for hours. I've got a really comfortable sofa and bed. Next to my bed, there's a big desk where I do my homework. In front of the desk, there a big TV and a games console. When my friends come, we play video games there. There's also a cold drinks machine. My bedroom has got enormous windows and a great view of a big park.

**+ EXTRA ACTIVITY**

Students could swap texts and use your marking guide to correct each other's texts. Students then write a clean version for homework.

**HOMEWORK**

Assign students page 40 in their Workbook or the relevant sections of the Online Workbook.



## Language checkpoint: Unit 4

### FAST TRACK

The extra support provided on the Grammar and Vocabulary reference sections makes the Grammar and Vocabulary revision sections ideal for setting for homework. You could get students to complete the whole revision page or just certain exercises for homework.

### Grammar revision p59

#### There is/There are

1 Students choose the correct alternative.

#### Answers

1 are 2 aren't 3 aren't 4 is 5 isn't 6 Are

#### Prepositions of place

2 Students complete the sentences with a preposition.

#### Answers

1 next to 2 in front of 3 under 4 on 5 above

#### Countable and uncountable nouns

3 Students write C (countable) or U (uncountable) after each word.

#### Answers

1 U 2 U 3 C 4 U 5 C 6 U 7 C 8 C

#### some, any, a/an

4 Students complete the sentences with *some*, *any*, *a* or *an*.

#### Answers

1 any 2 any 3 an 4 some 5 any 6 a

### Vocabulary revision p59

#### ROOMS

1 Students put the letters in the correct order to make rooms.

#### Answers

1 kitchen 2 bedroom 3 dining room 4 hall  
5 bathroom

#### FURNITURE

2 Students write the names of the objects.

#### Answers

1 radiator 2 sink 3 cupboard 4 wardrobe  
5 fridge 6 bath 7 shelf

#### FOOD AND DRINK

3 Students complete the words.

#### Answers

1 tea 2 jam 3 butter 4 salad 5 salt 6 sugar  
7 ice cream

#### HOMEWORK

Assign students page 41 in their Workbook or the relevant sections of the Online Workbook.

## Reading p60



### TIP FOR READING EXAMS

Elicit why it is important to read the whole text first before answering specific questions. Ask students to read the tip and look at Exam Success on page 151 for more ideas.

- 1 **READING** Students read the interview with a teenage girl and say what her favourite free-time activity is and why the book *The Hunger Games* is special for her.

### Answers

Her free-time activity is collecting books.  
The book is special because it's a first edition, it's got the author's signature and she loves the story.

- 2 Students read the text again and match the questions with the correct part of the text.

### Answers

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

- 3 **SPEAKING** **What about you?** In pairs, students spend a few minutes discussing the questions, then ask different students to share their answers with the class.

## Writing p60



### TIP FOR WRITING EXAMS

Ask students to read the tip about writing a short note and look at Exam Success on page 151 for more tips.

- 4 Ask students to look at the notice from a school notice board and elicit who the notice is from and what three pieces of information they want.

### Answers

It's from Stephanie in class 2B.  
She wants to know: 1 Which day or days does the school Book Club meet? 2 Where are the meetings? 3 What exactly does the club do when it meets?

- 5 Students write a reply to Stephanie's note. Remind them to give all the necessary information and invent details. For less confident classes, photocopy the model text below and let students read it before they start.

### Model text

Hi Stephanie,  
My name's Jo. I'm in class 2C and I'm a member of the school Book Club. We meet on the first Tuesday of every month at five o'clock. We don't meet in the school library because students study there. But Room 14 is quiet and it's free then, so we meet there. Mr Jackson is in charge of the Club. He gives us a book to read, but we can choose and vote for a different book if we want. We read sci-fi, fantasy and contemporary books for teenagers. They are really good! Come to the club next Tuesday and see what we do!  
See you,  
Jo

## Use of English p61

### TIP FOR USE OF ENGLISH

Students read the tip for choosing the correct responses in dialogues. Remind them that it's very important that the response is grammatically correct and logical. Ask them to turn to Exam Success on page 151 for more ideas.

- 6 Ask students to choose the correct responses to complete the dialogue.

### Answers

1 A 2 F 3 B 4 E

## Listening p61



### TIP FOR LISTENING EXAMS

Elicit from students what they should remember to do in True/False/Not Mentioned activities. Ask students to read the tip to compare their ideas and then look at Exam Success on page 151 for more ideas.

- 7 **LISTENING** 44 Tell students they are going to listen to a man called Mike answering questions about where he lives. Ask students to read the questions. Play the track for students to listen and say if the sentences are True (T), False (F) or the information is Not Mentioned (NM). See p167 for the audioscript for this exercise.

### Answers

1 T 2 NM 3 T 4 T 5 NM 6 T 7 F 8 T

- 8 **SPEAKING** **What about you?** In pairs, students discuss if they would like to live in this place and say why or why not. Elicit opinions from different students around the class.

### HOMEWORK

Assign students pages 42-43 in their Workbook or the relevant sections of the Online Workbook.

### 'CAN DO' PROGRESS CHECK p61

- Ask students to read the 'can do' statements and reflect on their own ability. Students mark from 1-4 how well they can do each thing in English.
- Ask students to look at their marks and decide what they need to do to improve. Elicit ideas from students around the class.