

It doesn't matter

Communicative aims

Talking about food and drink

Language

Verbs not usually used in progressive forms

Pronunciation

Syllable stress

Vocabulary

Food and drink

Optional aids

Follow-up activity 2: example food diary
Follow-up activity 3: small blank cards

WARM-UP 1

Game *Food chain* Students stand up. Starting with the student on the far left and then one after the other, each student says the name of a food or a drink. If they can't think of one quickly enough or repeat one that has been said before, then they sit down. The winning student is the one left standing. Set a rhythm by asking the students to clap their hands. Each student has five claps to say a word.

WARM-UP 2

Write the headings *meat*, *fish*, *vegetarian food*, *vegetables*, *fruit*, and *drink* on the board. Ask students for one example to go under each heading. In pairs, students race to add another three words beneath each heading. The winning team is the first to finish. Write all the ideas on the board. Check comprehension and pronunciation by giving a translation for a word and asking students to say the word in English.

1 Opener

- The aim is to set the scene for the reading and review or pre-teach some of the vocabulary.
- Students read the eight statements and put a check next to them if they think they are true, and an x next to them if they think they are false. Be prepared to explain/translate *pure*, *dried fruit*, *margarine*, *a food label*, *a diet drink*. In pairs, students compare their ideas.

2 Reading

- Encourage students to read for gist rather than reading every word by setting a short time limit for students to match the statements with the paragraphs. Students then listen and check their answers.

1.03 Recording and answers

1 Bottled water is purer than tap water.

H This is a popular myth. Although some people think that bottled water tastes or smells better, there's nothing to prove that it's always purer than tap water. In fact, in the U.S., it's believed that 25–30% of bottled water comes from tap water. And do you realize that bottled water can cost up to 10,000 times more than tap water?

2 A vegetarian diet is the healthiest.

F It depends. Vegetarian diets can be very healthy. But if your vegetarian diet consists of French fries and cookies, then that's a different matter. Make sure that your diet includes food with the protein, vitamins, and minerals you normally get from meat.

3 Eating cheese gives you nightmares.

E It's not what you eat, but when you eat that matters. Scientists agree that it's not a good idea to eat just before you go to bed. You can't relax properly while you're digesting food.

4 Dried fruit is not as healthy as fresh fruit.

C As part of a balanced diet, we need to eat at least five portions of different fruits and vegetables a day. It doesn't matter whether they are fresh, frozen, canned, or dried (but fruit juice only counts as one portion a day). The only thing that dried fruit lacks, and fresh fruit has, is vitamin C, but both are equally healthy.

5 Margarine contains less fat than butter.

D It often seems from advertising that this is true. However, while butter and margarine contain different kinds of fat, they both contain a similar amount of fat.

6 A food label that includes the words "low fat" indicates a healthy choice.

G Not at all. "Low" products must contain 25% less fat than usual, so people suppose that they are OK. But these types of foods are often very high in fat to start with. So a "low fat" product can still have a high amount of fat.

7 Neither fruit juice nor diet drinks are bad for your teeth.

B In fact, both are. Fruit juice contains sugar, which can damage your teeth. Diet drinks are often acidic, which means that they can cause tooth decay. The best drinks for your teeth are water or milk.

8 Experts disagree with each other about what healthy eating is.

A In fact, the main messages about healthy eating have stayed the same for some time. For example, 20 years ago experts were saying that we should reduce the amount of fat that we eat. And over 50 years ago they were emphasizing the importance of fruit and vegetables. They appear to disagree because the media often exaggerates when reporting scientific research.

3 After Reading

- Students read the questions, and then read the texts again more carefully to answer the questions. They compare answers in pairs. Encourage them to figure out the meaning of new words from context and ignore words which are not necessary to complete the exercise. Be prepared to explain/translate *myth*, *exaggerate*, *digest*, *taste*, and *smell*.
- Check the answers orally with the whole class.

Answers

- None are true, seven are false, statement 2 could be true or false.
- Because the media often exaggerates when reporting scientific research.
- We should reduce the amount of fat that we eat.
- It makes us believe that margarine contains less fat than butter.
- Because you can't relax properly while you are digesting food.
- French fries and cookies.
- They think they are OK because they contain 25% less fat than usual. They are wrong because these types of foods are often very high in fat to start with.
- They think it tastes or smells better.

Optional activity

Ask students to write all the two-word expressions related to food in the text, e.g. *healthy eating*, *fruit juice*, *diet drinks*, *fresh fruit*, *dried fruit*, *balanced diet*, *bottled water*. Ask them to work in pairs and see if they can add any more expressions.

Your response

Ask students to work in pairs to discuss the questions. Ask some pairs to report back to the class and continue a class discussion if students are interested and have plenty of ideas.

4 Pronunciation

- Write *bottled* on the board and elicit the number of syllables, and where the main stress falls. Do the same with *contain*. In pairs, students practice saying the words and decide which column to write them in.
- Play the recording for students to listen and check. Play the recording again, pausing after each word for students to repeat.



Recording and answers

■ ■ bottled expert fiction label nightmare portion product protein

■ ■ contain decay depend digest prefer reduce relax suppose

Optional activity

Students race to find two more examples of the two patterns in this lesson, e.g. ■ ■ *cookie*, *healthy*, *sugar*, *water*, *message*, *promise*, ■ ■ *amount*, *include*, *appear*, *consist*, *discuss*.

LANGUAGE WORKOUT OPTION

If you want to pre-teach the language students will use in the following activities, you may like to go to the Language Workout box now.

5 Speaking

- Students read the statements. Check that they understand *to lose weight* (to get thinner), *to skip a meal* (to not have a meal), *junk food* (food which is unhealthy, but quick and easy, e.g. potato chips, burgers).
- Give students a few minutes to think about their answers and how to use the verbs from the Word Bank in their answers. Allow them to jot down the verbs they are going to use, but not to write complete sentences.
- Give students five minutes to discuss the statements with their partner. Monitor and help/correct as necessary. Ask some pairs to report back to the class and ask other students to respond to their ideas.

Optional activity

Write further statements on the board for fast-finishers to discuss, e.g. *Our national food is healthy*. *Teenagers aren't worried about healthy eating*. They can report back to the class after the activity, and other students can respond by agreeing or disagreeing with them.

Extension Ask students to work individually or in pairs to find the verbs and write sentences. Monitor and help as students work. Ask some students to read aloud their sentences and ask other students to say whether they agree or disagree.

6 Writing

- Read the questions with the class and brainstorm some ideas. Write useful vocabulary and expressions on the board.
- Give students ten minutes to write their paragraphs. Encourage them to use some of the verbs in exercise 5. Monitor and write down examples of good language and errors.
- Read aloud the examples of good language and errors, and ask students to identify and correct the errors. Write the corrections on the board for students to copy.
- Ask students to read another student's paragraphs and comment on whether they agree or disagree.

Optional activity

Students will regularly be asked to write a paragraph on a topical issue. Establish the idea of a student magazine which will include the best four or five paragraphs on each topic. Ask students to choose a name for the magazine. Students choose four or five of the paragraphs they have written on junk food for the magazine page "Our opinions on food today." They could choose them because they are well-written or easy-to-read or, together, present a variety of opinions.

LANGUAGE WORKOUT

- Ask students to look at the Language Workout box and complete the sentences. Confident students can complete first and then check, while others can look back at the text and then complete.
- Students turn to page 112 of the Language File to check their answers.

Answers

contains seems doesn't matter suppose think, tastes

- Highlight that these verbs are not usually used in the progressive form. Point out that verbs referring to states, e.g. *contain, matter, suppose, think*, or senses, e.g. *taste* are not usually used in the progressive form.

Optional activity

With a confident group, show students that some of these verbs can be used in the progressive form, but with a slightly different meaning: Write *I don't think I eat enough vegetables, I'm thinking of changing my diet.* on the board. Ask students to identify the difference in meaning (the first is an opinion, the second is a current plan).

Practice

- Students do Practice exercise 1 on page 112 of the Language File. They complete the sentences with the correct form of the verb. They work individually and then compare their answers in pairs. Check the answers by asking different students to say the completed sentences.

Answers

1 believe, contains 2 see, are making 3 realizes, doesn't like 4 smells, are ... cooking 5 are ... eating, know 6 am reading, includes

Follow-up activities

- Tell students that they saw 32 verbs in this lesson which are not usually used in the progressive form. In teams, students have two minutes to write down as many of the verbs as possible.
- Ask students to keep a food diary for a week, jotting down everything that they eat and drink each day. The following week, students can read each others' diaries and comment on how healthy or unhealthy their diets are.
- Students start a Vocabulary box. Encourage students to look back through the lesson for new words and expressions they've learned. They write these on cards with a definition, translation, illustration, or example sentence on the other side.

Homework

Students write a letter of complaint about the food in a restaurant. They can complain about the selection of food or about the quality of the food. Ask them to include at least five of the verbs in exercise 5.

NOTEBOOK SECTION

Circle the correct option in each sentence.

- Are you OK? You *seem/are seeming* upset.
- I *agree/'m agreeing*. It was a silly movie.
- I *send/'m sending* this to Jon today.
- This food *smells/is smelling* terrible!
- He *doesn't remember/isn't remembering* my name.

Answers

- seem*
- agree*
- 'm sending*
- smells*
- doesn't remember*

WEBLINK

Students may like to visit <http://familydoctor.org> to read about healthy living.

Consolidation and Extension p19

Language File p112

Workbook Unit 1 Lesson 1 pp2-3

Photocopiable Worksheet p168, notes p159

What's it for?

Communicative aims

Describing objects and saying what they're for
Describing a sequence of events

Language

Gerund as subject
by/for + gerund
after/before + participle clause

Pronunciation

Linking consonant sounds

Vocabulary

Kitchen equipment
Recipe

Optional aids

Warm-up 1: cards with simple words
Optional activity: pictures of gadgets, two copies of each

WARM-UP 1

Write the following verbs from Lesson 1 on the board: *contain, know, like, love, need, prefer, remember, see, seem, smell, sound, taste, think, want*. Tell students they are going to define some words, but they can only say sentences that use one of these verbs. Demonstrate by reading out this definition of *sugar* and asking students to guess the word: *I like this, fruit juice and cakes contain this, I know it is bad for my teeth*. Give each student two words to define and put them into pairs. Say that they should take turns defining their words, and their partner must guess the words.

WARM-UP 2

Game *Guessing game* Students work in teams. Tell students that you are thinking of a thing that you find in the house, e.g. a spoon. They have to guess what it is, but each team only has one guess. If their guess is wrong, they are out. They can ask questions about the thing, but you can only answer *yes* or *no*. Each team takes turns either asking a question or guessing the object.

meaning of new words from context and ignore words that are not necessary to complete the exercise. Be prepared to explain/translate *plug in/into, insomnia, muscles, toasted, roll off*.

Answers

- 1 False. *The bottle opener looks like a key.*
- 2 True
- 3 True
- 4 False. *They recommend wearing it for 30 minutes a day.*
- 5 False. *It's for toasting sandwiches.*
- 6 True
- 7 False. *It's for generating electricity.*
- 8 True

Optional activity

Get students to cover the text and practice describing the objects in the pictures to each other. They should say what the object looks like and what it is used for. Their partner guesses the object being described.

Your response

Individually, students choose the two gadgets they would like to have. Students compare answers with their partner and explain their choices.

4 Vocabulary

- Students match the words with the pictures and then listen to check. Play the recording again, pausing for students to repeat the words.

1.06 Recording and answers

- 1 can opener
- 2 frying pan
- 3 corkscrew
- 4 coffee maker
- 5 toaster
- 6 bread knife
- 7 teakettle
- 8 cheese grater

- Check that students understand *boil, fry, and slice*. Ask two students to read the example question and answer. Students continue in pairs. Monitor and help as necessary.

1 Opener

- The aim is to set the scene for the reading.
- Check that students understand *gadget* (a small useful machine or tool). Students look at the photos and guess what these gadgets are for. Accept all suggestions, and don't confirm or reject students' ideas at this stage.

2 Reading

- Students match the photos with the descriptions. Play the recording. Students listen and check their predictions.

1.05 Recording

See text on page 12 of the Student's Book.

Answers

1 C 2 A 3 B 4 E 5 D

3 After Reading

- Students read the sentences, and then read the texts again and decide if they are true or false.
- Check the answers before students correct the false sentences. Encourage students to figure out the

Optional activity

Say different things you find in a house, e.g. *a newspaper*. Give students the sentence starter *It can be used for ...* Students work in pairs/small groups and race to think of five different uses, e.g. *for finding out what's on TV, for swatting bugs, for putting on the floor when you clean your shoes*, etc. Other suitable household items might be: a hat, a glass, a cushion, a spoon.

LANGUAGE WORKOUT OPTION

If you want to pre-teach the language students will use in the following activities, you may like to go to the Language Workout box now.

Extension Students prepare their sentences individually. Monitor and help as necessary. Students can work in pairs to read their sentences to each other and guess the gadgets. Alternatively, students could do the task as a mingle activity, reading their sentences to different students and guessing the gadgets.

5 Pronunciation

- Students look at the words in the box and predict how they are said. Play the recording. Ask students what happens to the pronunciation when the two words are said together (the final sound of the first word more or less disappears). Play the recording again, pausing for students to repeat.

1.07 Recording and answers

front_door
bed_time
sand_wich
night_table
great_fun
bread_knife
cork_screw

Optional activity

Students try to put three of the words in one sentence which makes sense, e.g. *Why are the corkscrew and the bread knife on the night table?* They read their sentence to a partner. Ask some students to read their sentences to the class.

6 Listening

- Students look at the recipe. Ask *Do you eat/like Spaghetti Carbonara? Do you know how to make it?*
- Students read the instructions and put them in order. Encourage students to figure out new vocabulary, e.g. *stir, chop, sprinkle, drain* from the context.

- Students then listen to check their answers. Don't go through the answers in detail at this stage. Deal with any outstanding vocabulary queries students may have.

1.08 Recording

Spaghetti Carbonara Serves 4

Ingredients: 350 g spaghetti, 175 g bacon, 2 medium onions, 50 ml olive oil, 4 eggs, 100 ml cream, 100 g grated Parmesan cheese, salt

Chop the onions and bacon into small pieces. Heat the oil in a frying pan, and fry the onions and bacon slowly until the onions are almost clear.

Meanwhile, boil 3–4 liters of water in a saucepan. Put the spaghetti in the boiling water, add salt, and stir for a few seconds. While the pasta is cooking, use a fork to beat the eggs and cream together in a bowl, and then add half the Parmesan cheese.

When the pasta is cooked, drain it and add the onions and bacon. Then stir in the egg, cream, and cheese mixture. Sprinkle with the rest of the Parmesan cheese and serve immediately.

Answers

1 C 2 G 3 A 4 F 5 H 6 E 7 B 8 H

Optional activity

Write these questions on the board for students to discuss in pairs: *Do you like cooking? What dishes can you cook? Who does most of the cooking in your house? Do you think it's important to be able to cook?*

LANGUAGE WORKOUT OPTION

If you have not already gone through the Language Workout box, you may like to go to it now, before moving on to the Speaking exercise.

7 Speaking

- Ask two students to read the example dialogue aloud. Students continue in pairs, checking their answers to exercise 6. Monitor and help/correct as necessary.

8 Writing

- Students can look up a dish that they like in class or at home, for homework. Ask students to write down the name of the dish and the ingredients. Be prepared to help with vocabulary. If some students have chosen the same dish, they could work together.
- In pairs, students discuss how to make their dishes and think about the order in which they prepare the ingredients.
- Ask students to identify useful time expressions in the Spaghetti Carbonara recipe and see how they are used: *meanwhile, then, when, while, before/after + -ing*. Elicit that the imperative form of the verb is used for a recipe.

- Give students ten minutes to write the recipe. Monitor and help/correct as necessary.
- Students exchange recipes and decide if they could make them. They could also try to follow them at home and report back on their success!

LANGUAGE WORKOUT

- Ask students to look at the Language Workout box and complete the sentences. Confident students can complete first and then check, while others can look back at exercises 2 and 3 and then complete.
- Students turn to page 112 of the Language File to check their answers.

Answers

Going Playing wearing opening
struggling turning

- Highlight that:
 - the gerund (verb + -ing) is used when a verb, e.g. *go*, *play* is used as a noun, for example as the subject of a sentence or after a preposition, such as *by* and *for*.
 - after the words *before* and *after* the present participle, which is the same in form as the gerund, can replace subject plus verb, e.g. *She came up with the idea after she struggled to ...* or *after struggling to ...*. This is only possible when the subject of the two clauses in the sentence is the same, i.e. it would not be possible in the sentence: *She came up with the idea after her brother struggled to get up in the morning.*

Answers

1 for waking 2 Before going 3 Counting 4 by turning
5 Cooking 6 after eating 7 Listening 8 by getting

Optional activity

Give each student a picture of a gadget. Make sure there is an even number of students, and two pictures of each gadget are given out to different students. Students work individually and prepare a description of their gadget. Students then mingle and read their definitions to each other, without showing the pictures. If students think they have the same gadget, they can show each other the picture they have. Once students have found their partner, they can sit down. Continue until all the pairs are matched up.

Follow-up activities

- ◆ In teams, students invent a gadget. Encourage them to think about things that are difficult to do or take a long time, and invent a gadget to solve the problem, e.g. a gadget to find your house keys, a gadget to massage your feet. They draw a picture of the gadget and say what it is for and how to use it. Each team then presents their gadget to the class, and the class votes on the best gadget.
- ◆ Guess the activity. Students think of an activity, e.g. going to bed. Students say what they do before and after the activity, e.g. *Before doing this, I get into my pajamas. After doing this, I sometimes read a book.* Their partner guesses the activity.

Practice

- Students do Practice exercise 2 on page 112 of the Language File. They complete the sentences. Do the first one together as an example.
- Check the answers by asking different students to say the completed sentences.

Homework

Students write about one or two gadgets in their own home. They say what they are used for, how they work, and when they are used, e.g. *before/after ...-ing*. They could also include other information, e.g. who uses it most, who bought it, how much it cost, how old it is.

NOTEBOOK SECTION

Complete the sentences, using the *-ing* form of one of these verbs: *leave, heat, exercise, see, walk*.

- 1 A flashlight is used for _____ in the dark.
- 2 After _____ the oil, fry the onions and bacon.
- 3 Before _____ the house, turn off the lights and TV.
- 4 You can reduce your fuel consumption by _____ more.
- 5 _____ also helps your skin stay healthy.

Answers

- 1 seeing
- 2 heating
- 3 leaving
- 4 walking
- 5 Exercising

WEBLINK

Students may like to visit www.kidscom.com/create/gadgetmaker/gadgetmaker to invent their own gadget, say what it's for, and then send it to a friend.

When people expect to get better ...

Communicative aims

Talking about illness and medicine

Language

Verb + gerund or infinitive

Pronunciation

Weak forms

Vocabulary

Health
Illness and treatment

Optional aids

Warm-up 2: names of common illnesses on cards
Follow-up activity: copies of the *Find someone who ...* chart

WARM-UP 1

Game *Word race* Tell students the topic of the lesson is illness and medicine. Write **MEDICINE** vertically on the board. Ask students to copy it in their notebooks. In pairs/small groups students race to think of one word for each letter. The words must be connected with health and medicine, e.g.

aMbulance
hEadache
Doctor
pIll
Cure
hospItal
Nurse
accidEnt

WARM-UP 2

Game *Mime the illness* Organize the students into teams. One student from each team comes to the front. Show them a card with a common illness written on it. They mime the illness for their team. The first team to shout the correct word for their illness wins a point.

Useful information

Alternative medicine includes acupuncture, herbal medicine, homeopathy (a system of treating diseases in which sick people are given very small amounts of natural substances), massage, meditation, traditional Chinese medicine, hypnosis, and osteopathy (the treatment of injuries to bones and muscles using pressure and movement).

1.09 Recording

See text on page 14 of the Student's Book.

3 After Reading

- Students read the sentences and then read the text again more carefully and decide if the sentences are true or false. Check the answers before correcting the false sentences. Encourage students to figure out the meaning of new words from context and ignore words which are not necessary to complete the exercise. Be prepared to explain/translate *open-heart surgery* and a *general anesthetic*.
- When checking answers, ask students to underline the part of the text where they found the answer.

Answers

- 1 False. They saw the doctor less often.
2 True 3 True 4 True 5 True 6 True 7 True
8 False. The effects were the same.

Optional activity

Read aloud or write on the board these definitions of words from the text and ask students to find the words.
not causing any harm (harmless)
not natural (synthetic)
a drug that stops you feeling pain (anesthetic)
earning a lot of money for someone (profitable)

Your response

Have students discuss the question in pairs and then as a whole class.

4 Pronunciation

- Write *at*, *of*, and *to* on the board and ask the students how they are pronounced. Students are likely to say the strong form of these words: /æt/ /ɒv/ /tu/.
- Students look at the expressions in the box. Play the recording and ask students to listen carefully to the pronunciation of these three words.
- Highlight the weak form of the three words: /ət/ /əv/ /tə/. Play the recording again, pausing for students to repeat.

1 Opener

- The aim is to set the scene for the reading and pre-teach some useful vocabulary.
- Use the photo of acupuncture to pre-teach *acupuncture*, *needles*, *alternative medicine*. Discuss the questions with the whole class.

2 Reading

- Students read and listen to the text. Ask individual students what information they found the most surprising.

1.10 Recording

at best ... at worst
 at selected points
 thousands of years
 system of medicine
 a group of patients
 remember to take it
 two sides to the issue
 appeared to change

LANGUAGE WORKOUT OPTION

If you want to pre-teach the language students will use in the following activities, you may like to go to the Language Workout box now.

5 Speaking

- Students look at the three situations. With a less confident class, do the first situation as a whole class. Be prepared to teach/translate *risk + gerund*.
- Students complete the sentences and compare their ideas with their partner.

Optional activity

Make the activity more competitive by organizing the students into teams. Do one situation at a time. For each situation, the students write their ideas individually. Then they compare them with all the students on their team. For each sentence that is identical to that of someone else on the team they win a point, e.g. if three students have written *I'd try to study on the weekend*, they win three points.

Extension Students write three more situations and then ask a partner.

6 Vocabulary

- The aim is to improve students' vocabulary learning skills by encouraging them to relate new words to one another and to words they already know.
- Students copy the word map, and then work in pairs to add as many words as they can. Point out that they can use words from this lesson and any other words they know related to medicine.
- Ask students to compare word maps with other pairs and add any new words to their own map. With weaker classes, draw a mind map on the board and ask students to come out and add their ideas to it. Students can then copy the completed word map.

Optional activity

With weaker classes, give students a list of vocabulary to organize and add to the word map, e.g. *herbal medicine, headache, stop smoking, backache, a general anesthetic, a pill, aspirin, drugs, surgery, pharmacy, a prescription, homeopathy*.

7 Speaking

- Students read the example dialogue. Ask students for possible questions they could ask each other, e.g. *Do you think modern medicine works? Do you think there are any advantages to alternative medicine? Would you try alternative medicine?*
- Students interview three other students and record their answers. Ask some students to report back on their conversations.

8 Writing

- Tell students they are going to write a paragraph for a student magazine giving their opinion on alternative medicine. Give students a few minutes to reread the text in exercise 2 and make a note of advantages and disadvantages of alternative medicine. With weaker classes, you could elicit ideas and write them on the board.
- Give students ten minutes to write their paragraph. Monitor and write down examples of good language and errors on the board. Ask students to identify and correct the errors. Ask students to check their writing and correct any mistakes.

Optional activity

Students choose four or five paragraphs to make up the magazine page "Our opinions on alternative medicine." This page could then be added to the ongoing student magazine.

LANGUAGE WORKOUT

- Ask students to look at the Language Workout box and complete the sentences. Confident students can complete first and then check, while others can look back at the text and then complete.
- Students turn to page 112 of the Language File to check their answers.

Answers

having to quit going to take

- Highlight the change in meaning depending on whether the infinitive or the gerund is used.
- Check students understand by asking questions about the examples: He tried to quit smoking: *Did he attempt to quit?* (Yes) *Did he actually quit?* (No) They tried having acupuncture: *Did they have acupuncture to see what would happen?* (Yes) He didn't remember to take it: *Was it a necessary action?* (Yes) *Did he take it?* (No) I remember going to the doctor: *Did I go to the doctor? Did I remember it afterward?* (Yes)
- Point out that *forget* is rarely used with the gerund except when the sentence starts *I'll never forget/I've never forgotten ...*

Optional activity

Write the following sentence starters on the board:
I tried to ... , I tried + -ing ... , I remembered/didn't remember to ... , I remember/don't remember + -ing ...
Students write true sentences about themselves. Do an example with the students first, e.g. *I tried to call my friend last night. I tried calling his parents' house, but he wasn't there. I remembered to lock my door this morning. I remember arriving at this school for the first time.*

Practice

- Students do Practice exercise 3 on page 113 of the Language File.
- Tell students to read the text once for general meaning, ignoring the blanks. Ask *How did the doctor become interested in alternative medicine?* (He/She visited China and saw a woman having an operation without anesthetic.)
- Students fill in the blanks individually and then compare their answers in pairs. Check answers by asking different students to read the sentences to the class.

Answers

1 traveling 2 going 3 to see 4 to be 5 thinking
6 to take 7 to find 8 telling 9 to discuss

Optional activity

Write the answers on the board. With books closed, students try to recreate the story using the verbs.

Follow-up activities

- ◆ Hand out a copy of the chart below to each student. Students complete the sentences with their own ideas. Then they move around the classroom, asking each question until they find someone who says yes. They write the student's name next to each sentence.

Find someone who ...	Name
remembers meeting for the first time	
loves playing	
has pretended to be	
chose to watch on TV last night	
promised to do something and then forgot	
forgot to this morning	
has tried to watch a movie in English	
wants to tomorrow	

- ◆ In pairs, students invent a short dialogue between a patient and a doctor. The doctor is recommending some alternative medicine. The patient might be happy with this or confused or not believe in alternative medicine. Students practice the dialogue and act it out for the class. Write the following questions on the board for the listeners to answer after each role-play: *What is the matter with the patient? What exactly does the doctor recommend? Is the patient happy with this?*

Homework

Students write six true sentences about themselves using six of the verbs from the lesson followed by the gerund or infinitive.
Students make a wordsearch of ten words related to medicine. Students can write the words going across or down, forward or backward. Students can exchange puzzles as a Warm-up for the next lesson.

NOTEBOOK SECTION

- Circle the correct option in each sentence.
- 1 I expected *to see/seeing* him at school.
 - 2 We pretended not *to notice/noticing*.
 - 3 I couldn't help *to hear/hearing* the answers.

- 4 When I tried *to call/calling*, the phone didn't work.
- 5 I tried *to call/calling*, but no one answered.

Answers

1 to see 2 to notice 3 hearing 4 to call 5 calling

WEBLINK

Students may like to visit en.wikipedia.org/wiki/List_of_branches_of_alternative_medicine for a list of branches of alternative medicine.

Integrated Skills Discussing and correcting information

Skills

Reading Matching statements and paragraphs: *Reality Check*
Listening Noting details: beliefs

Speaking Correcting information
Writing A paragraph discussing the truth of a statement

Learner independence

Thinking skills
 Word creation: noun and adjective suffixes

Vocabulary

Popular beliefs
 Natural events
 Useful expressions

WARM-UP 1

If you assign the homework suggested in the previous lesson, students exchange wordsearch puzzles and race to find the ten words in their partner's puzzle.

WARM-UP 2

Game True or false? Write the following sentence on the board: *In the U.S., about half of all bottled water comes from tap water.* Students recall whether this is true or false (according to the article in Lesson 1, it's false—it's about a quarter). Ask students to look back at the first three lessons and write two true sentences and one false one. Students exchange sentences and try to identify and correct the false statement.

Answers

- 1 *It takes seven years to digest chewing gum.* F
- 2 *The Great Wall of China is the only man-made structure visible from the moon.* F
- 3 *Flying is the safest way to travel.* T
- 4 *Spinach is a great source of iron.* F
- 5 *You get less wet by running in the rain than by walking.* F
- 6 *Lightning never strikes the same place twice.* F

Optional activities

- ◆ Students find five new words in the text. They check the meaning in a dictionary, if possible an English-English dictionary, and write the definitions for the five words. Students exchange their definitions and identify their partner's words in the text.
- ◆ Ask students if they know any more popular myths like the ones in the text. Discuss the myths as a class and decide if you believe them.

1 Opener

- Students read the statements and match them with the photos. Encourage students to use the photos to figure out the meaning of new words. Check students' understanding of *lightning*, *to strike*, and *visible*.
- Ask students whether they think the statements are true or false.

Answers

- C *Lightning never strikes the same place twice.*
 A *Spinach is a great source of iron.*
 E *It takes seven years to digest chewing gum.*
 F *You get less wet by running in the rain than by walking.*
 B *Flying is the safest way to travel.*
 D *The Great Wall of China is the only man-made structure visible from the Moon.*

3

- The aim is to raise students' awareness of the use of general nouns and pronouns to link ideas in a text. Point out that there is one sentence from each paragraph. Do the first one together as an example.

Answers

- 1 *chewing gum* 2 *the Great Wall of China* 3 *flying*
 4 *spinach* 5 *people* 6 *the Empire State Building*

4 Listening

- In pairs/small groups, students discuss the three statements. Ask some students to report back on their ideas.
- Students listen to check their ideas. The aim here is to develop gist listening skills, so tell students they only need to listen to find out whether the statements are true or false.

2 Reading

- Encourage students to read for general understanding and to match the statements, rather than reading every word in detail. You could set a time limit of two or three minutes, to encourage students to read quickly.
- Check how many of the statements are true (one). Ask students whether they guessed right. Ask what information in the article they find surprising.

1.11 Recording

- 1 The number of people alive today is greater than the number who have ever died.
A lot of people say this, but it isn't true. The estimated number of people who have died in the last 5,000 years is about six billion, which is close to the current world population. But the truth is that modern humans appeared around 200,000 years ago. Most experts believe the number of dead in human history is over 60 billion, around ten times more than the number of people alive today.
- 2 It's essential to drink at least eight glasses of water a day. This is a myth. Our bodies lose water daily, and we need to replace it. But actually a lot of the water we need is provided by the food we eat. And we don't have to drink only water—we can take in water by drinking milk, tea, fruit juice, and other soft drinks, although tap water is the cheapest option if it's safe to drink. The sensible thing is to drink regularly so you don't get thirsty—obviously you are likely to want to drink more after exercising, or when the weather is hot.
- 3 We use only ten percent of our brains. This is nonsense. In fact, brain scans and other tests show that most of the brain is used at one time or another during a normal day. We use different parts of our brain for different activities, for example, reading, exercising, watching TV, listening to music, learning a language—even sleeping. We don't use all our muscles at the same time, so why should we use all of our brain at the same time?

Answers

All three statements are false.

5 1.11

- The aim is to develop listening for detail. Give students time to read through the notes. Point out that more than one word is needed to complete the sentences. In pairs, students briefly discuss any answers they remember.
- Students listen again to complete the notes. Students compare their answers in pairs. If necessary, play the recording again, pausing after each answer.

Answers

- 1
5,000 years is about six billion
200,000 years ago
60 billion
- 2
the food we eat
milk, tea, fruit juice, and other soft drinks
drink regularly
- 3
that most of the brain is used at one time or another during a normal day
for example, reading, taking exercise, watching TV, listening to music, learning a language—even sleeping
why should we use all of our brain at the same time?

Optional activity

This is an alternative approach to the listening exercise. Label the incomplete notes in exercise 5 A, B, and C for each section. Students work in groups of three. Each student in the group listens for the information to complete one of the sentences for each section, e.g. one student listens and completes all the A sentences, etc. Students then exchange their information with their group to form a complete set of notes. Play the recording again for students to check each other's ideas.

6 Speaking

- Students look at the expressions in the box. All of them are in the text, except "it isn't time," which is in the listening exercise. Ask students to find these expressions in the lesson and see how they are used.
- Give students one minute to look at their notes for exercise 5. Students then tell each other the facts about the three statements. They start by saying *Many people think that ...* and include one of the expressions for correcting information.

7 Guided Writing

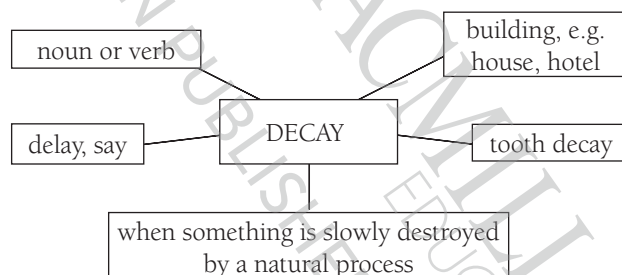
- Students choose one of the statements and write a paragraph about it. Ask students to use some of the language from the *Reality Check* article, their notes from exercise 5, and an expression for correcting information from exercise 6.

Optional activity

Students write a short paragraph about a "reality check" of their own, e.g. *Many people think that it would be wonderful to be rich and famous. The truth is that people who are rich and famous often have a difficult life.*

8 Learner Independence

- The aim is to show students one way to help remember new words and to show them all the aspects of a word. The exercise also consolidates words from the unit.
- With a less confident class, do the first one together as an example. Point out that the answers can be organized as a word map, e.g.



- Students answer all the questions for each of the words. Students then compare their answers with a partner, and answer the final questions.

Optional activity

Each student finds a different word from the unit and answers the five questions. Then they tell their partner the answers to the questions. Their partner listens and guesses the word they are describing.

9 Word Creation

- The aim is to build students' vocabulary by looking at noun and adjective forms. The exercise also makes students aware of some typical noun and adjective suffixes and some irregular forms.
- Students can try to complete the chart first, and then check by looking back through the unit.

Answers

Noun	Adjective
acid	acidic
danger	dangerous
harm	harmless
health	healthy
herb	herbal
illness	ill
importance	important
reality	real
risk	risky
sense	sensible
strength	strong
thirst	thirsty
truth	true

Optional activity

Fast-finishers can mark the stress on words of more than one syllable in the exercise. Ask if they notice anything (the stress sometimes moves when the part of speech changes, e.g. acid, acidic).

10 Phrasebook

- Ask students to look through the unit to find the expressions, and look at how they are used. Be ready to help with translation as necessary.
- Play the recording, pausing after each expression for students to repeat.

1.12 Recording and answers

It's not a good idea to ... (Lesson 1, exercise 2)
That's a different matter. (Lesson 1, exercise 2)
Not at all. (Lesson 1, exercise 2)
Do you realize that ...? (Lesson 1, exercise 2)
What's wrong with that?
It didn't work. (Lesson 3, exercise 2)
It's nonsense. (Lesson 4, exercise 2)
On the other hand ... (Lesson 4, exercise 2)
The sensible thing is to ... (Lesson 4, exercise 5)

- Individually, students write sentences that could come before five of the expressions. They say their sentence to their partner who chooses the correct expression to continue. Monitor and help as necessary.

Follow-up activity

In groups, students prepare a news bulletin in which information previously believed to be true is revealed as being false, e.g. *Research now shows that drinking four cups of coffee a day is good for you.* Students can use real information or invent it. There are three roles: a news presenter, a journalist, and someone relevant to the story who is interviewed by the journalist. Students act out the news bulletin and take a class vote on the best performance and the most original idea.

Homework

Students ask friends and family whether they think the six statements in exercise 1 are true or false. Then they write a report on their results. Suggest expressions students could use, e.g. *Nobody believed ...*, *Most people believed ...*

NOTEBOOK SECTION

Complete the sentences.

- 1 The noun for healthy is _____.
- 2 The noun for true is _____.
- 3 The verb for frozen is _____.

- 4 The verb for belief is _____.
- 5 The noun for feel is _____.

Answers

1 health 2 truth 3 freeze 4 believe 5 feeling

WEBLINK

Students may like to visit www.pbs.org/wnet/brain/ to read more about the human brain.

Inspired EXTRA!

LANGUAGE LINKS

- Focus on the words in the box and ask students if any of the words are the same in their language. Elicit or explain that they are all international words that are used in many languages. Elicit that they all refer to food. Students read the descriptions and match them with the words. Allow time for them to compare their answers in pairs before you check with the class.

Answers

1 pizza 2 tea 3 curry 4 banana 5 coffee
6 salad 7 yogurt 8 chocolate 9 sushi
10 hamburger

- If students have access to the Internet in class, they can do this activity in pairs. Otherwise, they can do it for homework. Check the explanations with the whole class at the beginning of the next lesson.

Answers

Chop suey is a Chinese dish. The word comes from a Cantonese word meaning "mixed bits."

Fondue is a Swiss or French dish of melted cheese. The word means "melted" in French.

Kebab came into English from the Arabic word kabab.

An omelette is a dish of egg, which is beaten and then fried in a flat shape. It came into English from French.

Paella is a Spanish dish of rice and fish.

Salami is an Italian word for a cured sausage.

Spaghetti is an Italian dish of long, thin pieces of pasta.

Sauerkraut is a German dish of preserved cabbage. The name means literally "sour cabbage" in German.

A tandoor is a clay oven used for cooking in India, Pakistan, and some other countries. Tandoori dishes are traditionally cooked in such an oven. The word came into English from the Urdu or Punjabi word.

Tortillas are Mexican flat breads. The word is Spanish, and means literally "a little cake."

Optional activity

Give students two minutes to study the descriptions again, then ask them to close their books. Divide the class into two teams and read aloud a word from the Language Links box to each team. If they can give the correct origin of the word, they get a point. If not, the other team can offer an answer.

Game Acrosswords

- Ask students to read the instructions carefully and look at the example. Check comprehension by asking *Where do you find the word?* (in Unit 1), *Do you choose a long or a short word?* (long), *How many times do you write it on the paper?* (three). Give students three minutes to find a suitable word, copy it onto a piece of paper as shown in the example, and make a second copy for their partner.

- Use the example to show that they need to find words that begin with the letter on the left and finish with the letter on the right. Tell students they win a point for each letter so the student in the example has 25 points (not including the first and last letters). If possible, provide students with dictionaries.
- Divide students into A and B. A gives B a copy of their paper. Students count up their scores. B then gives A a copy of their paper, and they compete again. At the end, students total their scores to find out who the winner in their pair is and who the overall class winner is.

Optional activity

Do one as a class competition. Choose a word from the unit, e.g. *unhealthy*, and write it on the board as shown in the example. Students work in teams to find words and win points.

Skit The Expert

- The aim is for students to enjoy using their English while also reviewing language presented in this unit, and getting valuable stress and intonation practice.
- Ask the students to look at the title and the cartoon. Ask *Who is the expert? What kind of advice does the woman want? How does the woman feel? Why?*
- With a more confident class, play the recording with books closed. With a less confident class, play the recording while the students follow along in their books. Check the answers (the man is the expert, the woman wants advice on dying her clothes, she is getting angry because the man thinks she wants to go on a diet and to change her genes).

1.13 Recording

See text on page 18 of the Student's Book.

- Divide the class into two equal groups and play the recording again, with one group repeating the man's role in chorus, and the other group repeating the woman's role. Encourage students to exaggerate stress and intonation.
- Ask the students to close their books and play the recording again. Then ask the students to work in pairs and practice the skit. Choose several pairs to act out the skit in front of the class.

Optional activity

Make an audio or video recording of students performing the skit if possible.

Consolidation

Lesson 1
Students' own answers.

Lesson 2

Answers

- A bread knife is for slicing bread.
- A cheese grater is for grating cheese.
- A coffee maker is for making coffee.
- A corkscrew is for opening bottles.
- A frying pan is for frying food.
- A teakettle is for boiling water.
- A can opener is for opening cans.
- A toaster is for making toast.

Lesson 3
Students' own answers.

Extension

Lessons 1–3
Students' own answers.

YOUR CHOICE!

- The aim is to give students more learner independence and help them to identify their preferred way of learning. Encourage students to choose an activity that they feel less comfortable with if they want a challenge or are aware that they need practice in a particular area.
- Monitor and help groups. Check answers if necessary, or provide written answers for groups to check their own work against.

Language File pp112–113

Construction

Answers

- 1 going, to understand
- 2 to help, having
- 3 to take, to risk having
- 4 setting
- 5 to lock
- 6 meeting
- 7 to explain
- 8 taking
- 9 to give

Reflection

Answers

- gerund
- infinitive
- forget, try
- infinitive
- gerund
- either, same

Action

- Students work in small groups. Make sure each group has chosen six topics and one letter and that no students are using a dictionary.
- Students could report back on who scored the highest.

Interaction

- Students work in small groups. Allow students time to think of their ideas individually before they take turns talking to their group. Encourage the listeners to ask questions.
- Students could report back to the rest of the class on any interesting points.

Workbook Unit 1 Inspired EXTRA! pp10–11

Happiness and success

WARM-UP

Focus on the title *Happiness and success* and the four captioned photos of the people. Ask *What are their names? Where are they from?* For the two photos at the bottom of the page ask *Where are they? How are they feeling? Which of these two photos shows happiness? Which shows success?* Elicit a range of answers.

Optional activity

Students cover the words and try to find/recall the word in the text for each definition.

1 Reading

- Focus on the four captioned photos of the people, then read aloud the instructions and the two questions that were asked in the text. Students read the text, then complete the statements with the correct names. Ask students to underline the text where they found the answers.

Answers

1 Alex 2 Lucy 3 Takumi and Lucy 4 Alex 5 Natalia
6 Takumi 7 Lucy 8 Takumi and Lucy 9 Natalia
10 Natalia

Optional activity

Students cover the texts and, in pairs, try to recall the opinions of the four teenagers. With stronger groups, you could give each student one of the four roles, and they could answer the questions again in small groups from memory.

2 Vocabulary

- Ask students to use the context in the reading to help match the words to the definitions.

Answers

1 d 2 f 3 j 4 g 5 b 6 i 7 a 8 e 9 c 10 h

3 Speaking

- Students read the questions and think about their answers. Organize students into small groups to ask and then discuss their answers to the questions. Encourage students to write down each other's answers as these notes will be useful for the following mini-project.
- For each question, ask a different group to report their discussion back to the class. Encourage other students in the class to respond as they speak.

4 Mini-Project Happiness and success

- Students work in pairs and discuss their answers to the questions. Then they work individually to write two paragraphs answering each question. Make sure they give reasons for their points of view.
- Allow students time to read through and correct their work.
- Students then work in groups of three and read their paragraphs. In their groups, they can discuss whether they agree or disagree with each other's views.

Optional activity

Choose one of the questions as a class. Allow students a few minutes to formulate their opinions. Tell students they are going to debate the question as a class. Review expressions for giving opinions and agreeing and disagreeing. Ask a confident student to start the debate by expressing an opinion. Encourage all students to join in and express their views.

NOTEBOOK SECTION

Draw lines to match the items in the two columns to make nouns.

- | | |
|-------------|------|
| 1 Buddh | ese |
| 2 Christian | ence |
| 3 consumpt | ist |
| 4 Chin | ity |
| 5 independ | ion |

Answers

- 1 Buddhist
2 Christianity
3 consumption
4 Chinese
5 independence

WEBLINK

Students may like to visit news.bbc.co.uk/1/hi/programmes/happiness_formula/4785402.stm to read about happiness and take a quiz.