

6

A piece of cake!

UNIT AIMS

Exam preparation in Unit 6:

- identify synonyms in an article
- recognise similar meaning of words in a gap-fill exercise
- describe situations and actions in a photo task
- understand when to use collocations in a multiple-choice cloze exercise
- make suggestions in an email



TEACHER'S PRESENTATION KIT

- Talk2Me videos
- Speaking test videos
- Class and Workbook audio
- Workbook pages and answer key

UNIT OVERVIEW

Student's Book / Digital Student's Book		Workbook / Online Workbook
LESSON / EXAM TASK	EXAM SKILLS / LANGUAGE FOCUS	CONSOLIDATION
Reading 4-option multiple choice	Identifying synonyms An article	Workbook, pp 44–45, Exercises 1, 2, 3 Unit 6, Reading, Exercises 1, 2, 3
Grammar 1	Relative clauses	Workbook, p 46, Exercises 1, 2, 3 Unit 6, Grammar 1, Exercises 1, 2, 3
Vocabulary	Words connected with <i>food</i> Phrasal verbs Adjectives/nouns/verbs	Workbook, pp 46–47, Exercises 1, 2, 3 Unit 6, Vocabulary, Exercises 1, 2, 3
Listening Gap fill	Recognising similar meaning	Workbook, p 48, Exercises 1, 2, 3 Unit 6, Listening, Exercises 1, 2, 3
Grammar 2	Articles	Workbook, p 47, Exercises 1, 2 Unit 6, Grammar 2, Exercises 1, 2
Speaking Extended turn (photos)	Describing situations and actions	Workbook, pp 48–49, Exercises 1, 2, 3 Unit 6, Speaking, Exercises 1, 2, 3
Language in Use 4-option multiple-choice cloze	Collocations	Workbook, p 49, Exercises 1, 2 Unit 6, Language in Use, Exercises 1, 2
Writing An email	Making suggestions	Workbook, p 50, Exercises 1, 2, 3, 4, 5 Unit 6, Writing, Exercises 1, 2, 3, 4, 5
Progress check	Check language progress for Units 5 and 6	Workbook, p 51, Progress check and Cumulative progress Progress check and Cumulative progress

Additional material

PRESENTATION KIT	TEACHER'S / STUDENT'S RESOURCE CENTRE	TEST GENERATOR
Talk2Me video <i>The photo shows a ...</i>	Unit 6 worksheets: <i>Optimise your grammar</i> (Standard and Higher), <i>Optimise your vocabulary</i> (Standard and Higher), <i>Talk2Me video, Say it right</i> Units 5–6 worksheets: CLIL, Culture, Everyday English (TRC only), Grammar communication (TRC only)	Unit Test 6 (Standard and Higher)

READING

4-option multiple choice | An article

→ Student's Book, pages 58–59



Lesson aims

- Identify synonyms
- Practise a 4-option multiple-choice exam task

Lead-in

Elicit the meaning of the unit title **A piece of cake!** (something that is very easy, e.g. *A: How did you do in the exam? B: I got an A. The exam was a piece of cake!*). Elicit example sentences using this expression in open class. Ask them what they think the lesson is going to be about (*food*).

- 1 In pairs, students complete the task. Set a three-minute time limit and encourage students to race against each other to see who can think of the most food items. Elicit answers from different students around the class.



Answers

Students' own answers

Extra support

In a less confident class, brainstorm different types of food and write them on the board. Match at least one food item to each category from the healthy-eating plate in open class. Students then continue to classify each food item in pairs.

EXAM SKILL

Identifying synonyms

Ask students to read the tips.

- Paraphrasing statements in the exam task – retelling the information without changing the original idea – can help students understand the key idea and quickly locate words that have the same meaning in the text. Point out that paraphrasing is like rapping or talking to yourself, students can learn the acronym **RAP** for this key exam technique (**R**ead the question, **A**sk yourself what the main idea is, **P**ut it in your own words.).
- Remind students to watch out for 'word-spotting' in this task. Exact word matches are often a trap. If a key word in the text is exactly the same as the word in the question, it's almost certainly not the answer. They should also be careful of partial matches and find a sentence in the text that matches **all** the key words instead.
- Students often overuse common words due to their lack of knowledge of specific synonyms. Helping students choose synonyms that are appropriate for a given context encourages them to use more descriptive words in their speech and writing, as well as giving them a deeper understanding of how written texts work. Point out to students that they will practise this technique in Exercise 2.

- 2 Ask students to complete the exercise individually. Set a time limit of two minutes to stop students from focusing on the text in detail at this stage. Elicit answers by asking different students around the class.



Answers

1 well known 2 preparing 3 recipes 4 meals for her family
5 videoed 6 make their own food

OPTIMISE YOUR EXAM

4-option multiple choice

Ask students to read the tips.

- Remind students that sometimes they will have to choose an option (A, B, C or D) based on information in two or more paragraphs. The first question in Exercise 3 will allow them to practise this technique. To choose the best answer, students need to carefully read both paragraphs 1 and 2 in order to back up their answer with enough evidence from the text.
- Highlight how important it is to understand the questions. All the options in the second question give correct information about Remmi, but only one answers the question. They are worded so that they all sound possibly correct and could distract you from your original understanding of the question. Wrong answers might be off by even one word and students need to eliminate these. The right answer needs to be 100% right.
- If students have no idea what the answer is, remind them to guess. They have a 25% chance of getting the answer right!

Exam task

3



2.08 Note: The reading text is also available on the audio CD. You may want to have students listen and read the text before doing the exam task.

Ask students to complete the exercise and have them compare in pairs before you check answers in open class. Elicit evidence for the answers.



Answers

1 C (*For most of us, it takes a long time to learn how to make something tasty, but not for Remmi Smith. Still a teenager, she's already creating fantastic dishes ... By the age of seven, Remmi ... could cook complete meals for her family.*)
2 A (*From the age of four, Remmi helped in the kitchen by preparing vegetables.*)
3 A (*A local cable channel broadcast them.*)
4 C (*... when young people make their own food, they care more about what they eat.*)
5 D (*For a monthly subscription, you receive snacks, which include ... and fun cooking activities that help you develop a healthy lifestyle.*)

4

Ask students to complete the exercise individually. Check their answers.



Answers

1 foodie 2 delicious ('tasty' can't be used after 'absolutely')
3 lifestyle 4 subscription 5 cookery 6 cable channel

Students complete the task in class or for homework. In pairs or groups, students could read out their answers for others to comment on and ask follow-up questions.

Optional extension 2.08

Mind maps are a useful way to record vocabulary. Write *food* on the board and include branches with the following subheadings: *food, adjectives, verbs, related words, expressions*. Have students copy this on their notebooks. Play the recorded reading text and ask students to underline all the words and expressions related to food and cooking. They then add the words to their mind map, organised in categories with subheadings. Students can add words and expressions as they come across them during the unit.

Answers

Food: anchovy, pizza, salad dressing, vegetables, paella, strawberries, kebabs, sandwich, fruit bars, popcorn

Adjectives: tasty, healthy

Verbs: prepare, cook, make (your own) food, eat

Related words: dishes, cookery shows, meals, school cafeterias

Expressions: to be a foodie, take healthy eating seriously, create a healthy meal, develop a healthy lifestyle

Cultural note

In 2016 Public Health England relaunched the *Eatwell Guide*, developed from evidence-based scientific knowledge and government recommendations on foods, nutrients and health. The *Eatwell Guide* helps to show how much of what you eat should come from each food group and uses simple messages to help everyone make good choices about the foods and drinks they consume on a daily basis.

Being overweight and obesity are prevalent in British adolescents. For example, in 2013 in England, 34% of boys and 39% of girls aged 13–15 were overweight or obese. UK National survey data show adolescents are still consuming too much saturated fat, added sugars and salt and not enough fruit, vegetables, oily fish or fibre. A proportion of teenagers (especially girls) have low intakes of some vitamins and minerals (in particular vitamin A, iron, calcium, zinc and iodine). A healthy diet is important for growth, maintaining a healthy weight and lowering the risk of developing heart disease, type 2 diabetes and some cancers.

Homework

Assign students Reading exercises 1, 2 and 3 on pages 44–45 of their Workbook.

OWB

GRAMMAR 1

Relative clauses

→ Student's Book, page 60



Lesson aims

- Identify the correct usage of relative clauses
- Practise using defining and non-defining relative clauses

Lead-in

Play **Noughts and crosses** to revise relative clauses. Divide the class into two teams, one team is noughts (O) and the other team is crosses (X). Draw a three-by-three grid on the board and write a relative pronoun (*who, that, which, where, when, whose*) in each square, followed by + or – to indicate affirmative or negative sentences. Teams take turns to choose a square and say a correct sentence using the relative pronoun to win the square. The first team to win three squares in a row wins the game.

Grammar in context

Ask students to complete the task and refer them to the information in the *Remember* box if they are not sure. Check their answers and ask students to say whether the other sentences they find in the article are defining or non-defining relative clauses.

Remind students that they can find more information in the Grammar reference, Unit 6, page 153.

Answers

1 a 2 b

Examples from the text:

She's also becoming well known for her Italian salad dressing, *which is delicious*. (non-defining)

By the age of seven, Remmi was a real foodie *who could cook complete meals for her family*. (defining)

Remmi, *who was born in China*, began making videos for fun. (non-defining)

That show focused on Remmi's main interest, *which is getting teenagers to take healthy eating seriously*. (non-defining)

Remmi works with a company in the USA *which shows her videos in school cafeterias*. (defining)

Remmi believes that young people can create a healthy meal for their family *which isn't expensive*. (defining)

In fact, strawberries, *which are Remmi's favourite food*, appear in other recipes, including strawberry sandwich! (non-defining)

For a monthly subscription, you receive snacks, *which include fruit bars and popcorn*, and fun cooking activities *that help you develop a healthy lifestyle*. (non-defining)

Language note

- The relative pronoun *whom* instead of *who* is formal and is more common in written English.
- Defining relative clauses with *who, which* and *that* as the subject pronoun can have the pronoun replaced with a participle. This makes the sentence shorter and easier to understand, e.g. *I told you about the girl who lives next door. / I told you about the girl living next door.*
- Non-defining relative clauses have a variety of uses in written English. As well as adding descriptive information, they are often used to indicate that one event happened after another, e.g. *He called out to the girl, who ran away.*
- Sometimes, non-defining relative clauses are used to make a comment about the situation described in a main clause, rather than someone or something mentioned within it, e.g. *She felt really upset about the exam, which was understandable.*
- Non-defining clauses can be introduced by expressions like *all of, many of* + relative pronoun, e.g. *There are a lot of friends in this class, many of whom I have known for years.*

- 1** Ask students to complete the exercise. Have them compare their answers in pairs before you check in open class. Ask students to justify their answers using the information in *Grammar in context* and elicit if other relative pronouns are possible in each sentence.

Answers

- 1** b (non-defining) **2** a (defining, *which* also possible)
3 a (non-defining) **4** a (defining)

Extra support

When checking answers, model each sentence and drill the pronunciation in open class. Highlight the pause at the commas in non-defining relative clauses compared to defining relative clauses, which have no commas and no pause.

- 2** Ask students to complete the exercise. Check their answers in open class.

Answers

- 1** which/that **2** when **3** whose **4** where **5** which **6** who/that

- 3** Ask students to complete the exercise. Students compare in pairs before you check in open class.

Answers

- 1** Jamie Oliver was born in Essex, which is a county in England.
2 He first worked in the kitchens of a restaurant which/that his parents owned.
3 His many cookery shows, which include *Jamie's School Dinners* and *Jamie at Home*, have appeared on TV around the world.
4 *Jamie's School Dinners* tried to improve the quality of food which/that is served in schools.
5 It was hard to get pupils, who didn't like eating vegetables, to eat well.
6 In the end, he was successful and the government, which pays for school meals, agreed to spend more on them.

Fast finishers

For more practice of non-defining relative clauses, students work in pairs asking each other questions to find out two pieces of information about their partner. Students then join the two pieces of information into one sentence using a relative clause. Check their answers in open class.

Optional extension

Ask students to write short simple sentences with information about their favourite food using relative pronouns. Students then pass their sentences on to their partner, who adds extra information to the sentences using non-defining relative clauses.

Cultural note

Jamie Oliver MBE is a British celebrity chef born in 1975, in Clavering, UK. He is known for his TV shows, cookbooks and restaurants. As a child he worked in his parents' restaurant, which greatly influenced his career direction. He attended Westminster Catering College and then gained valuable experience working at several reputable restaurants. His break

into television came when he appeared in a documentary while working at the River Café in London. From there, he gained fame after hosting a hit cooking show, *The Naked Chef*. In a documentary TV series, Oliver ran the kitchen meals in Kidbrooke School, Greenwich, for a year. He was shocked by the unhealthy food being served to schoolchildren and the lack of healthy alternatives on offer. His campaign to improve the standard of Britain's school meals eventually persuaded the British Government to spend £280m on school dinners.



Homework

Assign students Grammar 1 exercises 1, 2 and 3 on page 46 of their Workbook.



VOCABULARY

Topic vocabulary | Phrasal verbs |
Word formation

→ Student's Book, page 61



Lesson aims

Understand the correct usage of:

- words connected with *food*
- phrasal verbs
- word formation

Lead-in

Personalised presentations by the teacher provide a good language model for students and can be highly memorable. Remember it need not be a monologue – you can tell your students to interrupt and ask questions as you go.

Tell students about your favourite food and how you make it. Tell the story twice and ask students to note down the ingredients, instructions and any utensils you use. Ask them to retell the recipe in pairs. Elicit the recipe from students around the class and also some of their favourite dishes.

Words connected with food

- 1** 2.09 Ask students to complete the exercise. Play the audio for students to listen and check their answers.



Answers/Audioscript

- 1** bitter: coffee, dark chocolate **2** juicy: orange, strawberries
3 salty: crisps, popcorn **4** sour: lemon, lime **5** spicy: chillies, curry
6 sweet: cake, milk chocolate

- 2** Ask students to complete the exercise. Elicit answers in open class.



Answers

- 1** boil **2** bake **3** fry **4** grill **5** barbecue **6** roast **7** microwave
Students' own answers

Refer students to the Vocabulary reference, page 165, for more information on topic vocabulary.

Phrasal verbs

- 3** 2.10 Ask students to complete the exercise. Play the audio for students to listen and check their answers.

Answers/Audioscript

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

- Next, you need to *chop* the tomatoes *up* into very small pieces.
- Wait for your soup to *cool down* or you'll burn your mouth!
- Recently, I've *cut down* on the amount of sugar I eat.
- Make sure you *eat up* all your vegetables, or there's no dessert!
- I think I should probably *give up* sweets and crisps, at least for a while.
- Fruit juice starts to *go off* after being open in the fridge for a few days.
- If it was up to him, my brother would *live off* takeaways and junk food!
- There's no time to cook, so I'll *warm up* the leftovers from last night's dinner.

Extra support

In pairs or as a group, ask students to discuss the meaning of each of the phrasal verbs in Exercise 3.

Answers

- chop up: cut into pieces
- cool down: to become cooler
- cut down: reduce
- eat up: finish
- give up: stop doing something you do regularly
- go off: to be no longer fresh
- live off: depend on
- warm up: make food or drink warm

Refer students to the Vocabulary reference, page 165, for more information on phrasal verbs.

Adjectives/nouns/verbs

- 4** 2.11 Ask students to complete the exercise. Play the audio for students to listen and check their answers. In many Language in Use exam papers there is a task where students use the root of a word and write a word in the same word family to fill a gap in a text. Students will practise this skill in Exercise 5.

Answers/Audioscript

- fry: a frying pan, a fried egg
- mix: a cake mixture, mixed flavours, a mixing bowl
- spice: a spicy curry
- cream: a creamy sauce, creamed corn
- blend: a food blender
- boil: boiling hot, boiled potatoes
- satisfy: feel completely satisfied, a satisfying meal
- taste: a tasty dish, tasteless vegetables

Cultural note

Creamed corn is a soup or sauce made by pulping corn kernels and collecting the milky residue from the corn. It is a common part of Midwestern and Southern American cuisine and is typically sold in cans.

- 5** Ask students to complete the exercise. Walk around the classroom to assist students and check for accuracy. Check their answers in open class.

Answers

- 1 fried 2 spicy 3 creamy 4 mixture 5 blender 6 boiled
7 satisfying 8 tasty

Optional extension

In pairs, students prepare a questionnaire using the phrasal verbs and vocabulary from the lesson. Elicit a few examples, e.g. *Could you live off just vegetables? Do you think you should cut down on something in your diet?* Walk round, monitoring students and helping them when necessary. Students then swap pairs and take it in turns to ask each other their questions. Elicit interesting or unusual information students have found out from their questionnaires.

Refer students to the Vocabulary reference, page 165, for more information on word formation.

SAY IT RIGHT

/ʌʊə/, /əʊə/

For the *Say it right* pronunciation activity and instructions, go to the Teacher's Resource Centre.



Homework

Assign students Vocabulary exercises 1, 2 and 3 on pages 46–47 of their Workbook.



LISTENING

Gap fill

→ Student's Book, page 62



Lesson aims

- Recognise similar meaning
- Practise a gap-fill exam task

Lead-in

Play a game to recycle the phrasal verbs from the previous lesson (*chop up, cool down, cut down, eat up, give up, go off, live off, warm up*). Split the class into four or five teams. Call out a phrasal verb and ask teams to think of a grammatically correct sentence using the verb. The first team to produce a correct sentence gets a point. After you have used all the phrasal verbs, the team with the most points is the winner.

- 1** In pairs or as a group, students ask and answer the questions. Elicit ideas from different students around the class.

Answers

- The photo shows an extremely long pizza. Chefs are cooking the pizza in a huge oven and crowds of people are watching them.
- Students' own answers

EXAM SKILL

Recognising similar meaning

Ask students to read the tips.

- Highlight that students should use the time allowed before each recording to read through the text, so they are prepared for what they hear. Remind them to get into the habit of reading not only the text in front of the gap, but also the text which follows the gap, which may affect their answer.
- Remind students that in the reading lesson in this unit they worked on synonyms, thinking of words with similar meanings. In this lesson, students see how this skill can provide a lot of information about what they are going to hear, predict the type of information that is missing and help them identify more quickly relevant points in a listening exam. Point out to students that they will practise this technique in Exercise 2.

- 2** Ask students to complete the exercise. Do the first one together, if appropriate. Elicit answers around the class.



Answers

1 contained over 2 bun 3 easier to eat 4 cooking 5 training

OPTIMISE YOUR EXAM

Gap fill

Ask students to read the tips.

- Students should know that the missing information follows the order of the listening. They must write the exact words they hear and, in many official exams, use capital letters onto the answer sheet to get points in this type of exam task.
- In most listening exams at this level, answers do not exceed three words in length and minor spelling errors are usually not penalised if the candidate's intention is clear and unambiguous. Candidates are asked to spell words which are below the B2 level.
- Highlight that they should always check that what they write fits grammatically in a gap, e.g. singular or plural and that it makes sense in the complete sentence.

Exam task

- 3** 2.12 Play the audio for students to listen and complete the exercise. Don't check answers at this stage as students will listen again to check in Exercise 4.

- 4** 2.12 Play the audio again for students to check their answers. Remind them to always write something in the gap. Elicit answers in open class. Elicit the words and phrases that helped students decide on their answers.



Answers

1 (American) cheese (... 24 kilos of tomatoes, more than 18 kilos of American cheese ... The word 'tomatoes' signals the list of ingredients.)

2 7/seven hours (Even the bread took seven hours to cook. Highlight the synonym for *bun* here.)

3 3/three minutes (He got through a dozen of them on a TV show! Competitors had three minutes to eat as many as they could. Highlight the synonym for *dozen* (12) in the task.)

4 wet (... most people have a special way of eating them. They make each one wet by dipping it in water. That makes it less difficult to get down. Here students are primed for the information and must listen carefully to select the key word. Highlight the similar wording for *easier to eat*.)

5 (the/each) burger (Before being grilled and then added to the bun, which weighs 50 grams, the burgers all have the same weight: 110 grams. Highlight the non-defining relative clause which distracts the listener with extra information.)

6 exercising (His preparation involves eating 6,000 calories a day and then exercising to avoid putting on weight. Point out the *-ing* form that fits grammatically with *eating*.)

THINK

RESEARCH

CULTURE

LEARN

ME

Students work in small groups to discuss the questions. If you have internet access, students could do this in class. Alternatively, they could do this at home and present their information in the next class.



Homework



Assign students Listening exercises 1, 2 and 3 on page 48 of their Workbook.

GRAMMAR 2

Articles

→ Student's Book, page 63



Lesson aims

- Focus on articles
- Practise using articles

Lead-in

Play **First to five** to revise useful vocabulary. Say different word categories (*healthy food items, relative pronouns, adjectives to describe food, ways of cooking, national dishes*). Small groups compete to think of five words for each one. When they have five, they shout 'First to five'. Check their words, giving one point for each correct answer. The group with the most points wins.

Grammar in context

Ask students to complete the task and refer them to the *Remember* box if they aren't sure. Check their answers, explaining why each underlined word or phrase uses *a*, *the* or no article.

Remind students that they can find more information in the Grammar reference, Unit 6, page 154.



Answers

a hamburger: we use *a* for a singular countable noun when we are not being specific. **the world:** we use *the* because it refers to something there is only one of. **people:** we use no article with plural countable nouns when we are talking generally.

Language note

- Remind students that spelling is not a reliable indicator of when to use *a* or *an*. *An* goes in front of any word that begins with a pure vowel sound or a silent *h*, e.g. *an hour, an SOS*.
- The indefinite article is placed in front of a countable noun that is being mentioned for the first time. Once introduced, further references to it can be preceded by the definite article, e.g. *I have two children, a boy and a girl. The boy is 10 and the girl is two.*
- In English, an indefinite article is needed in front of professions, e.g. *She is a doctor.*
- *Little* and *few* are more positive when preceded by the indefinite article, e.g. *She has little money. / She has a little money.*
- Nouns preceded by superlative adjectives and ordinal numbers require the definite article, e.g. *It's the best idea I ever had. / He is the first one to go.*
- We use *the* with the names of musical instruments (*She plays the piano.*), currencies (*the US dollar*), newspapers (*The Guardian*), hotels (*The Hilton*) and also in proper names consisting of noun(s) and/or adjective(s) + noun (*the English Channel*).
- We use *the* with oceans, seas, rivers, island and mountain chains, deserts and noun forms of points of the compass, e.g. *the Mediterranean, the north-west of England.*
- We use *the* with countries whose names include words like *kingdom, states* or *republic*, e.g. *the United Kingdom* and countries which have plural nouns as their names, e.g. *the Netherlands, the Philippines.*
- No article is needed before *bed, court, hospital, prison, school, college, university*, etc. when these are used for their primary purpose, e.g. *I'm going to school.* If, however, you start talking about some place in particular, then the definite article is required, e.g. *You're sleeping in the bed by the door.*

- 1** Ask students to complete the exercise. Students compare in pairs before you check in open class.



Answers

1 an 2 – 3 the 4 a 5 – 6 – 7 the 8 – 9 – 10 –

- 2** Ask students to complete the exercise. Have students check in pairs before you check their answers in open class.



Answers

1 the Thailand (should be 'Thailand') 2 carrot (should be 'the carrot')
3 the insect (should be 'an insect') 4 the jar (should be 'a jar')

- 3** Ask students to complete the exercise. Check answers in open class.



Answers

1 the 2 the 3 an 4 an 5 a 6 the 7 the 8 the 9 the 10 – 11 –
12 – 13 – 14 – 15 – 16 – 17 a 18 the 19 – 20 –

THINK

RESEARCH | CULTURE | LEARN | ME

In pairs, students discuss the question. Elicit ideas in open class. (One reason honey never goes off in a sealed jar is because it contains very little moisture and bacteria cannot survive on the surface.)



Homework



Assign students Grammar 2 exercises 1 and 2 on page 47 of their Workbook.

Assign students the Flipped classroom tasks on page 64 of their Student's Book if you'd like them to prepare for the next lesson. To complete this task, students need to watch the *Talk2Me* video which can be found on the Resource Centre.

SPEAKING

Extended turn (photos)

→ Student's Book, page 64



Lesson aim

- Describing situations and actions

The *Talk2Me* video in this unit focuses on describing situations and actions. In the audio track, people talk about who or what is in a photo, where it was taken and what is happening. Students answer some comprehension questions and then listen out for the present simple or present continuous tense and adverbs. The video can be used in one of two ways:

Flipped classroom

Flipped classroom option

Using this approach, students watch the video and complete the exercises for homework. This prepares students for the speaking lesson by introducing them to the topic and the key phrases to use in the exam task. Teachers who use this method will find they have more class time to spend on activating the target language and developing fluency for the final task.

Talk2Me worksheet

Ask students to also complete the *Talk2Me* worksheet on the Resource Centre for more detailed comprehension exercises and more practice of the key phrases.

Classroom option

Lead-in

Dictate or write these questions on the board:

How often do you eat out at a restaurant?

When did you last have a takeaway?

What was the last special meal you ate?

What do you usually do for school lunch?

In pairs or small groups, students take it in turns to ask and answer each other questions. Walk round, helping students if necessary. When students have finished talking, elicit some answers from different students around the class.

- 1 Ask students to read the questions. Play the *Talk2Me* video for students to complete the exercise. Play the video again, if necessary, before checking their answers.

Answers

- 1 buy a takeaway
2 She is doing a nutrition diary for food tech/homework.
3 Pizza is easy to eat and easy to share.

- 2 Play the *Talk2Me* video again, so students number the phrases in the *Phrase expert* box. Pause the video from time to time if necessary. Check answers in open class.

Answers

It looks like it's ..., The photo shows a ..., It looks like a ..., The people seem to be enjoying ..., The photo was probably taken in a ...

Talk2Me worksheet

Ask students to also complete the *Talk2Me* worksheet on the Resource Centre for more detailed comprehension exercises and more practice of the key phrases.

Answers

The transcript and answer key for the *Talk2Me* video exercises and Worksheet can be found on the Teacher's Resource Centre.

- 3 In pairs or groups, students brainstorm as many words and phrases as they can think of related to the photo. Elicit answers from different students around the class.

Suggested answers


(birthday) party, celebrate/celebration, dinner, family, balloons, (birthday) present, (birthday) cake, smiling, happy

EXAM SKILL

Describing situations and actions

Ask students to read the tips.

- Photos are often used for practising the present continuous, e.g. *What is happening in the photo?*, but it can be misleading to extend this to a description of the scene. A photo is like a moment, so if there is action in it, we use the present continuous because the action is happening right now in our mind as we look at the picture. If there isn't any action, we use *there is / there are* and the present simple. These two tenses are very natural for speaking about photos which you are showing to someone.
- Highlight that adverbs can often be identified by their *-ly* ending, e.g. *quickly, slowly*. They add more detail and interest and students will score high marks if they use them correctly to describe people doing things in a photo.

- 4  2.13 Students complete the exercise. Then play the audio for students to listen and check their answers. Check answers in open class.

Answers/Audioscript

- 1 *is/are having*
2 *is/'s*
3 *looks*
4 *is opening*
5 *be having*

Language note

Dynamic and stative verbs

Remind students that some verbs can function as dynamic and stative verbs, e.g.

Have

Stative: possession

I have a car. He has a dog.

Action: expressions with *have*

He's having fun (experiencing fun).

Look

Stative: appearance

That cake looks delicious!

Action: directing your eyes to something

He's looking at the camera.

OPTIMISE YOUR EXAM

Extended turn (photos)

Ask students to read the tips.

- The Five Ws (and one H) is a concept used in journalism and is a very useful formula for developing a full description of a photo in a minute. The maxim of the Five Ws (and one H) is that information is only complete when we can answer a checklist of six questions: *Who? What? Where? When? Why? and How?*

Exam task

- 5 In pairs, students take it in turns to complete the task by describing the photo. Walk round, monitoring students and noting down good use of language and errors to go over in a feedback session at the end of the activity. Elicit interesting or surprising information about the photo from different students around the class.

Homework

Assign students Speaking exercises 1, 2 and 3 on pages 48–49 of their Workbook.



LANGUAGE IN USE

4-option multiple-choice cloze

→ Student's Book, page 65



Lesson aims

- Focus on collocations
- Practise a multiple-choice cloze exam task

Lead-in

Write these international dishes on the board: *goulash, injera, curry, roast beef, tacos, sushi, moussaka, couscous, coq au vin, paella*. In pairs, ask students to guess which countries the dishes come from and what they think the main ingredients are.

Answers

Hungary: goulash; Ethiopia: injera; India: curry; Britain: roast beef; Mexico: tacos; Japan: sushi; Greece: moussaka; Morocco: couscous; France: coq au vin; Spain: paella

- 1 Students answer questions. Elicit answers.

EXAM SKILL

Collocations

Ask students to read the tips.

- Collocations are frequently tested in multiple-choice cloze exam tasks. Tell students they can record collocations in a variety of ways, according to personal preference: by topic (jobs, family, food, etc.), by key word (work, holiday, etc.) or by grammatical structure (noun + noun, verb + noun, adjective + noun).

Refer students to the Vocabulary reference, page 165, for more information on collocations.

- 2 Students complete the exercise and compare answers in pairs. Check answers.

Answers

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

Extra support

Ask students to write personalised sentences with the collocations from Exercise 2 individually. Then, in pairs, students take it in turns to read out their sentences without saying the collocation (they could substitute this for a 'beep' sound) for their partner to guess.

- 3 Ask students to complete the exercise. Check answers in open class.

Answers

1 Because they didn't exist in Europe. 2 tomatoes, potatoes, chocolate, corn, beans, turkey, chilli peppers 3 coffee, onions, bananas, other fruit, horses, cattle, sheep 4 diseases

OPTIMISE YOUR EXAM

4-option multiple-choice cloze

Ask students to read the tips.

- In an exam, students should always read the text for general understanding first, as they did in Exercise 3. Remind them that when they have finished the task, they should read the text again and make sure the text makes sense with all their answers in place.
- Remind them to look at the text before and after the gap. Multiple-choice cloze is a test of vocabulary rather than grammar. Tell students that they develop their intuition by saying the options to themselves. If one 'sounds right', they should go for it. They should only change an answer if they are 100% sure it is wrong. Point out that it is far more common to change a right answer than to change a wrong one.
- Students should not leave the answer sheet blank for any question. If they don't know the correct answer, they should always make a guess.

Exam task

- 4 Ask students to complete the exercise. Check their answers in open class.

Answers

1 A 2 C 3 C 4 D 5 B 6 A

THINK RESEARCH CULTURE | LEARN | ME

Students work in small groups to research information on food, plants or animals they have in their country as a result of the Columbian Exchange. If they have internet access, students could do this in class. Alternatively, they could do this at home and present their information in the next class.

Answers

Students' own answers

Homework

Assign students Language in Use exercises 1 and 2 on page 49 of their Workbook.

WRITING

An email

→ Student's Book, pages 66–67



Lesson aims

- Focus on language for making suggestions
- Plan and write an informal email

Lead-in

Play **Back to the board**. Ask for a volunteer to come to the front and stand with their back to the board. Write a word from the unit on the board. The student mustn't see what's written. Invite other students to give verbal clues to help the student in front of the board guess the word. The only rule is that they mustn't say the word written on the board. When the student guesses, repeat the exercise with a different volunteer and word.

- 1** In pairs or as a group, students answer the questions. Elicit answers in open class.

 **Suggested answers**

1 The photos show different desserts. One photo has little cakes. One photo has an ice cream sundae with cream, sprinkles and cherries. The third photo shows a chocolate fountain with fruit on sticks for dipping. They could all be part of a birthday party. The little cakes and chocolate fountain could be for a wedding. The ice cream could be a treat for a special occasion like passing an exam.
2 Students' own answers

EXAM SKILL**Making suggestions**

Ask students to read the tips.

- Students should make sure that their email answers any questions in the email they are replying to. Before students start writing, they should note the main point they want to make in each paragraph. It is important to cover all the points in order to get a good grade. They will work on this in Exercise 2.
- Point out that in this lesson students will look at ways of making suggestions that are useful for both writing and speaking exams.

- 2** Students complete the exercise. Check their answers in open class.

 **Answers**

1 T 2 T 3 F 4 T

Language note

Highlight that *Why not serve ...?* uses the bare infinitive in a question and *What about making ...?* uses the *-ing* form of the verb in a question.

- 3** Ask students to complete the exercise. Check answers in open class.

 **Answers**

1 If I were you, I'd make
2 What about making ...?
3 Why not go ...?
4 You could make ...

OPTIMISE YOUR EXAM**An email**

Ask students to read the tips.

- Remind students that emails have a simple format which is easy to follow.
- There are a lot of similarities between informal emails and everyday conversation. Informal emails usually show a lot of interest and enthusiasm.
- Remind students that they must always pay attention to accurate spelling and punctuation.

For more information on email writing, refer students to the Writing reference, page 173.

Exam task

- 4** Ask students to complete the exercise individually. Monitor students for good use of language and errors to go over at the end of the activity.

 **Answers**

Students' own answers

- 5 Plan** Ask students to complete the paragraph plan using their notes from Exercise 4.

- 6 Write** Students write their email in about 100 words. Depending on time, it may be a good idea to set this and the subsequent checklist exercise for homework.

- 7 Check** Students complete the checklist before they hand in their email.

 **Homework**

Assign students Writing exercises 1, 2, 3 and 4 on page 50 of their Workbook, and Progress check 6 on page 51.

 **Answers** **PROGRESS CHECK Units 5–6****Exercise 1**

1 could 2 should 3 don't have to 4 be able to 5 could 6 should 7 can't

Exercise 2

1 where 2 when 3 whose 4 that 5 who 6 which

Exercise 3

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

Exercise 4

1 get 2 ✓ 3 coming 4 ✓ 5 cool 6 Cheer 7 ✓ 8 cut

Exercise 5

1 take 2 make 3 make 4 do 5 have 6 make 7 do 8 make

Exercise 6

1 decision 2 boiling 3 tasty 4 prescription 5 frying 6 spicy 7 entertainment 8 equipment

Exercise 7

1 – 2 an 3 – 4 the 5 – 6 the 7 a