



# Feeling good

# 9

## READING

topic: Tiny Kitchen  
skill: reading for detail  
task: multiple choice

## GRAMMAR

first conditional  
advice: *should*

## VOCABULARY

food and health  
health collocations

## LISTENING

topic: fun food  
skill: writing down information  
task: gap-fill

## SPEAKING

topic: everyday activities  
skill: choosing your favourite idea  
task: debate a topic

## WRITING

topic: the perfect medicine  
skill: producing simple narratives  
task: a story

## SWITCH ON ▶

video: space food  
project: space menu

## Lead-in p107

Ask students to look at the photo and say what they can see (some food in paper cups – *churros*, a Spanish and Mexican sweet snack). Ask students if the people are eating at home, in a restaurant or somewhere else. Elicit what we call food we get from a restaurant but eat somewhere else (*takeaway*). Ask if the students often eat takeaway food. Read through the questions with the class and put students into pairs or groups of three to discuss. Give them a couple of minutes, then elicit some answers.

## Model answers

- 1 My favourite food is sushi. I love the taste of soy sauce and seaweed.
- 2 We like to order takeaway. When we get takeaway at home, we usually get pizza. We all love ham and pepperoni on our pizza, except Fiona who is vegetarian so she just has a margherita, which is cheese and tomato.
- 3 I do a lot of cooking with my parents. I have learned how to make a really good spaghetti Bolognese with some help from my mum. And I love making roast chicken with my dad on Sundays.

Read the quotation *Food tastes better together* and the unit title *Feeling good* and ask students what they think Unit 9 is about (food).

# READING

SB pp108–109

## To start

Put students into pairs or small groups and ask them to talk about whether they prefer making food from a recipe or without a recipe. If students use a recipe, do they use a recipe book or do they find something online? Are online recipes better to read or to watch as a video? Why? Monitor and help out with any language students might need, then elicit any ideas from around the class. Write new vocabulary on the board for students to record in their notebooks.

## Power up

- 1 Ask students if they often watch videos online. If they do, which websites and apps do they use? Read the question with the class and elicit things you can learn online with videos, e.g. a new language, then ask students about their experiences of learning online.

### Model answer

Yes, I use the internet a lot to learn new things, and videos are the best way because they can show you the steps one by one. Recently I've watched a lot of videos on gardening because I wanted to learn how to grow vegetables at home. I've learned how to grow tomatoes and lettuce in the garden. I'll have great food to eat when they're ready.

- 2 Put students into groups of three or four to discuss. If you have a large class, split the different activities between the groups or ask groups to choose just two or three topics, then have the groups feed back to the class. Encourage the rest of the class to ask follow-up questions. Ask the class if there are any other things they have learnt online.

### Possible answers

I have watched videos about being healthy, and about how to cook and how to make something. I found all of these very helpful, particularly when I don't know anyone who can teach me the thing they are talking about.

But I've never tried to learn a sport by watching videos. I think the best way to learn a sport is by doing it yourself. You can ask a sports trainer to teach you to help you get better.

### extra: whole class



Do this activity if students have access to the internet in the classroom and it's appropriate to use it. Split the class into five groups and allocate one of the things in Ex 2 to each group. Tell them to find a short video of each thing online to present to the class. The video should be no longer than 30 seconds. Ask the groups to present their video to the class. You could play the video on the IWB. When all the videos have been played, encourage class discussion on which video was the clearest and easiest to understand. Which video did they learn the most from? Has anyone changed their opinion about using online videos?

## Read on

- 3 Draw students' attention to the pictures. Ask students to describe what they think they can see in the photos. Don't tell them if they are right yet because students will find out when they read the reading text in the next activity.

### Model answer

It's in a kitchen studio. Somebody is making models or preparing small dishes of food.

## exam tip

Read through the exam tip with the class. Elicit what kind of words *it*, *they*, *them* and *this* are (pronouns). Ask students why it's important to be able to work out which words pronouns refer to (because they can refer to the answer to a question).

### extra



Ask students to look at the text and find the pronouns in the text, then look backwards to see which words they refer to (*them*, para 1 line 3 – cooking videos; *They*, para 1 line 6 – short videos; *it*, para 2 line 5 – the cooking; *it*, para 3 line 5 – the Vegetable Curry and Rice video; *they*, para 4 line 1 – teens; *They're*, para 4 line 2 – the videos; *them*, para 4 line 4 – the videos; *them* para 4 line 5 – the tiny dishes).

- 4 Give students two minutes to read the text quickly and find out if their ideas for Ex 3 were correct. Then read the exam tip together and give them time to read the article again, following the idea in the tip.

Ask students if they would like to watch a video like this. Why?/Why not?

### exam task: multiple choice

In the Cambridge A2 Key for Schools exam the reading task does not have a detailed lead-in as is provided here (all of paragraph 1). Here there is a lead-in to introduce what may be to some students an unusual idea. Note that the questions relate to the lead-in paragraph and not just the three below it (this will not be the case in the exam).

- 5 **e** Give students a minute to underline the key words in the questions and the answer options to help them locate the information in the text quickly. Remind students that this is an exam-like task so ask students to complete the activity alone, as they would do in the exam. If students underlined the key words, give them nine minutes to complete the task and remind them to leave time at the end to check their answers. When their time is up, elicit answers from around the class, and if you have a bigger class, give more students an opportunity to answer by asking other students to read the part in the text which gave them the answer.

- 1 A (*We enjoy watching them because it's easier to follow instructions when we can see what's happening.*)
- 2 B (*They show how to cook real meals in kitchens the same size as those in dolls' houses.*)
- 3 A (*She and her brother work well making the videos. Kate cooks the food and her brother films it.*)
- 4 B (*It's hard to believe more than 240,000 people have shared the video.*)
- 5 C (*But Kate thinks teens just enjoy watching them.*)

## Sum up

- 6 Weaker classes can do this activity with their books open so that they can look back over the text to find language to help them. Otherwise, ask students to close their books and attempt the activity from memory.

### Possible answers

Tiny Kitchen is a series of short videos about cooking real food in a kitchen the size of the one in a doll's house.  
Kate became famous when she made tiny cupcakes.  
Kate's brother films the cooking.  
240,000 people shared the Vegetable Curry and Rice video.

## Speak up

- 7 Read the instruction and give students a few minutes to discuss. Encourage students to give full answers and reasons. Then ask some volunteers to feed back to the class.

### Model answer

I really love watching movie adverts on the internet before I go to watch them at the cinema. I can learn more about the film I'm going to watch and if I'll like it or not. I also really like watching funny animal videos – you know, the ones people send in when their pets do something silly or funny.

### extra: digital

If students have access to the internet in class, and if it's appropriate, allow some students to share their favourite videos with the class. Pick a handful of videos which are age appropriate and will interest the whole class.

### game on

Read through the instructions with the class and elicit other possible pizza toppings. Demonstrate with a strong student, then allow students to continue in pairs. Students can vote for the best-sounding pizza.

## To finish

Put students into pairs and ask them to choose a food dish they both like. They should then film themselves pretending to make the food as if they were going to upload their video to the internet. Tell students to prepare first by making notes on the food-making process and also the names of the ingredients they are going to use and any cooking terms they think they might need. Students can use the internet to look up new words, but also offer help with any words they don't know. Give students five minutes to prepare a one-minute video, then another minute to record it on their phones. If you have the facility, you could play the students' videos on the IWB, otherwise students can swap phones with another pair and view each other's videos. Elicit feedback from the class on which was the best video and why.

To prepare for the Grammar lesson, ask students to complete Ex 1 on page 110 of the Student's Book for homework, and to read the Grammar reference on the first conditional on page 144.

Also share the PowerPoint Grammar Presentation on the first conditional with them. Tell them to write down any questions they have about any of the homework, and say that you will go over these in the next lesson.

Presentation tool:  
Workbook / Online Practice:  
Extra Practice App

Unit 9, Reading  
WB p72

# GRAMMAR

SB p110

## To start

Put students into pairs and ask them to talk about what can go wrong when you are cooking. Ask pairs to come up with three things. Give students two minutes to do this, then note on the board any examples of consequences that can be used to form first conditionals later in the explore grammar section, e.g. *Sometimes you can burn the food = If you cook the food too long, it will burn.* Tell students that you're saving the sentences for later (but don't make the first conditional sentences yet – you can add these later).

### alternative

You may want to download the Grammar Presentation for this lesson from the Teacher Resources area of the Pearson English Portal. This presentation has been created specifically for this lesson and is fully editable for teachers.

## explore grammar

SB p144

- 1 If you used the flipped classroom approach at the end of the last lesson, elicit any questions students might have from any element of their homework, then elicit the answers to Ex 1.

If you didn't use the flipped classroom approach at the end of the Reading lesson, go over the grammar now with the class.

Ask students to read through the explore grammar box (don't look at the Note at the bottom yet) and the grammar reference on page 144 of the Student's Book, then read through the instruction and example sentences in Ex 1 as a class. Ask students to complete the explore grammar box alone, then check answers with a partner (weaker students can do the exercise in pairs). Check answers as a class and answer any questions students might have.

Direct students' attention to the Note at the bottom of the grammar box and have a student read it aloud. Look at the two sentences from the reading text in Ex 1 again and elicit the sentences with the *if* clause moved to the middle of the sentence. Write the sentences on the board and ask students if they need a comma (no).

Draw students' attention to the sentences you wrote on the board during the To start activity. Elicit first conditional sentences from them. For weaker classes you could put them into clear prompts, e.g. *cook food / too long / it burn.* Tell them to try to form the sentences with the *if* clause at the beginning as well as in the middle. (If students didn't come up with many useable sentences, you could add a couple of prompts to the board to help them.)

1 'll bake 2 won't get


### watch out for

Due to L1 interference, some students will try to use *will* for both clauses, e.g. *If we will get hungry, we'll order a pizza.* Watch out for this and correct.




## 9 Feeling good

### GRAMMAR (Continued)

- 2**  **9.1** Read through the instructions with the class. Elicit what the key words are in the questions (*Where, What*). Play the recording, then elicit answers around the class.

They're at Dan's house, in the kitchen. They're baking a cake for Dan's sister.

- 3**  **9.2** Tell students that they are going to listen to the same conversation again. Stronger classes can complete the sentences then listen to check as in the Student's Book instruction. For weaker classes, you could play the recording first and, if necessary, pause the recording after each speaker to give students more time to write the answer.

1 I'll mix    2 won't have to    3 has, will love    4 don't stop

#### extra

Ask students to say or rewrite the sentences with the *if* clause in the middle of the sentence. Elicit the sentences around the class.


- 4** Students can either do this as a speaking activity in pairs or as a writing activity (for homework). Ask stronger classes to try to do the activity without referring to the explore grammar box. If you do the activity in class, allow students time to complete the sentences, then elicit some ideas from around the class.

#### Model answers

- 1 If we have a picnic after school, I'll bring some lemonade.
- 2 If I go shopping on Saturday, I'll buy some vegetables.
- 3 If you don't have breakfast, you won't have any energy to play sports.
- 4 I'll get you a sandwich if you give me the money.
- 5 If you eat lots of fruit, you will feel healthy.
- 6 I'll make you a meal later if you're hungry.

#### exam task: open cloze

In the Cambridge A2 Key for Schools exam there is an example at the beginning, but this is not needed here as the students have you, the teacher, to guide them. Additionally, words that are used as answers (or answer options) would rarely be seen elsewhere in the text, but here, for the sake of maximising practise opportunities of the target language, answer words may appear elsewhere. Also bear in mind that this task reflects the lesson focus on first conditional, whereas the real exam would be more varied.

- 5**  Before students do the exam-like task, ask them to quickly read the text and say which of the gaps is part of a first conditional sentence (1, 4 and 5). Knowing this will help students to deconstruct the sentences and find the answer using the information they have just learnt in the explore grammar box. Some students might also choose gap 2. Elicit from the class why this isn't a first conditional sentence (because both verbs are in the present tense – in the first conditional the result/consequence clause uses *will* for future). Tell students that this is a zero conditional sentence and they won't learn about these at the moment.

Ask students to complete the text alone. When they have finished, they should read their completed text to check that it makes sense. Elicit answers from around the class.

- 1 you (first conditional sentence – we need the present simple and we know the second person *you* is needed from the result clause)
- 2 they (present simple – and we know the third person *they* is needed from the first clause in the sentence)
- 3 to (the infinitive is needed here after *how*)
- 4 will (first conditional sentence – we need *will* here in the result clause)
- 5 if (first conditional sentence – we need *if* here before the subject clause)
- 6 was (past continuous – we know that the sentence is in the past because the previous sentence is also in the past, and we know that we need the past continuous because the word after the gap is the main verb +*ing*)

#### extra: fast finishers



Ask fast finishers to go back over the text and decide which part of speech each gapped word is. When you check the answers to Ex 5, you can also ask fast finishers what type of word the answer is and how they know. Learning to deconstruct the language of a sentence in this way will help students find the answer in the exam.

## Speak up

- 6** Review the explore grammar box quickly with weaker classes, if necessary. Brainstorm some more summer activities/courses with the class and put these on the board if you think it will help students. Choose one of the activities and elicit a first conditional sentence from a strong student, e.g. *If you help in a café, you will meet lots of new people.*

Put students into pairs to choose an activity and formulate first conditional sentences to show why their course/activity is a good one. While students are talking, go around the class and help with any problems with the target language. Allow 2–3 minutes for discussion, then ask pairs to join with another pair and swap ideas. When they have swapped ideas, they can then decide on the best idea of their group. Elicit the groups' choices, then have a class vote on the best one.

#### Model answers

- If you do a cooking course, you will learn how to make great food.  
If you help in a café, you will get free cake.  
If you do a language course, you will learn to speak a new language.  
If you go to tennis classes, you will spend time outdoors.

## game on

Read through the instructions with the class and demonstrate with a strong student, then continue on around the class or let students nominate each other. Check that all speakers are forming the target structure accurately and correct any errors.

## To finish

Put students into groups of four and tell them that they are going to do a matching activity. Give them a piece of paper which they should fold into 16 pieces. Tell them they will tear it later, once they have written on each piece. Ask each student in the group to write down one or two first conditional sentences. Tell them it's important that all the sentences have the *If* clause at the beginning of the sentence or the activity won't work. To reinforce this, you could write *If...* on the board. Ask students to write eight of their sentences onto their folded paper, with one half of each sentence on a different section of the paper, so that they can tear the paper up and have the two separate clauses on two pieces of paper. Students should put all the *If* clauses in one pile and the result clauses in another pile. Shuffle both piles. Students then take it in turns to take one piece of paper from each pile and try to make a sentence. If the sentence makes sense, they can keep the pieces of paper. If it doesn't, they must return the bits of paper to the piles and shuffle them. Students continue until all the sentences have been matched, or as many as possible have been matched. The student with the most sentence pairs is the winner.

Presentation tool:	Unit 9, Grammar
Workbook / Online Practice:	WB p73
Grammar Reference and Practice:	SB pp144-145
Audioscript:	SB p157
PowerPoint Grammar Presentation:	Unit 9, Grammar
Extra Practice App	

# VOCABULARY SB p111

## food and health


### To start

Brainstorm some food with the class – ask students what they often eat at home and what they like to eat with their friends. They can mention meals, ingredients, snack, or drinks – anything is fine. Write ten of their suggestions on the board. Put students into groups of three and ask them to rank the words on the board from the healthiest to the unhealthiest foods. Give students two minutes to complete the activity, then ask groups for their rankings. You could write the ranking numbers next to each food item on the board. Did all the groups get the same rankings? If not, ask the groups to defend their choices to each other and decide on a ranking the whole class agrees with. Ask the class their opinion about their findings: ask the students if they think they eat healthily enough. Leave the rankings on the board to help students with Ex 2.

- 1 Go over the meaning of any words from the box students aren't sure about. Then tell them to discuss the items as a pair but that each student should produce their own list of their favourites. Tell them to use number 1 for the food they like the most and number 10 for the one they like the least. Give students three minutes to do the activity with their partner, then discuss everyone's answers as a class.
- 2 Students can refer to their rankings and the discussion in To start to help them.

#### Model answer

Biscuits, cake and burgers are definitely unhealthy. Chips aren't very healthy, but I think they're okay if you only have them sometimes. Pasta isn't healthy or unhealthy, cereal can be both healthy or unhealthy. An omelette can be healthy if you don't put unhealthy things in it! I think that soup is usually very healthy but it depends what is in it. Also sandwiches can be healthy if they are brown bread sandwiches with lots of salad. Salad is the healthiest thing on the list. It's very good for you.

- 3 Go through each of the pictures with the class and ask them to say exactly what they can see. Try not to give the answers away as you discuss each picture. Help students with any words that they don't know. Then put students into pairs and ask them to spend just one minute on the activity. Don't discuss the answers because the students will listen to an audio track in Ex 4 to check their answers.
- 4  9.3 Tell students to listen to the audio track to check their answers to Ex 3. Then check answers as a class. Go through any words in the pictures that you didn't cover at the beginning of the exercise, e.g. A tongs; B oven dish; C saucepan/pot; D frying pan; E grill (n); F roasting dish.

A barbecue B bake C boil D fry E grill F roast

## explore language

Read through the explore language box with the class. Ask why some take *-d*, some *-ed* and some *-ied*. Elicit that if they end in *-y* or *-e* the spelling changes. Then ask students to close their books. Read some of the verbs/adjectives out to the class and ask them to call out whether it's an adjective or a verb.

- 5 Tell students to complete the sentences on their own, then check answers around the class.

1 fried 2 roast 3 barbecued 4 bakes 5 grills 6 boiled

## Speak up

- 6 Read through all the sentences with the class and check students' understanding of *relax*, then ask them to do the quiz on their own. Give students a couple of minutes to choose their answers, then put them into pairs to discuss and compare. Alternatively, pairs can ask and answer the questions together using *How often ...?*

Ask students to note the similarities and differences between theirs and their partner's answers, then ask students to feed these back to the class.

### alternative: whole class



Have students do the quiz as a class survey. Split the questions equally among the students, ignoring a question or two if it suits you best to do so. Students circulate around the class and ask each student their question(s), writing a tick under the appropriate word for each student. When the class has finished the survey, elicit some feedback from each student on their findings. If more than one student asked each question, give them a moment together to swap notes on their results before you elicit feedback. Discuss with the class any surprising results.

- 7 Read the instructions with the class. Students can also draw on their discussion in the To start activity and the ratings on the board. Give students three minutes to prepare a short presentation of no longer than 30 seconds. While they are preparing their presentation, go around the class and offer any help needed. Ask pairs to come up to the front of the class to deliver their presentation. When everyone has finished, have a class vote on the best presentation. Ask the class to consider not only the best information about staying healthy, but the best use of English, including any adjectives from verbs.

## Fun footer

Read the fun footer with the class. Ask students to explain if they can, why the joke is funny – the humour relies on the double meaning of *long* to mean 'take a long time' but also *long* in shape. The customer is asking if the pizza will take a long time to be ready, and the waiter misunderstands this and replies it will be round (in shape). Ask students if they can think of any waiter/restaurant jokes in their own language or any jokes about shapes. If they can, help them to translate them into English. Are they still funny in English? You could also brainstorm other foods which are long and round, e.g. a baguette (long), a fried egg (round).

## To finish

Draw students' attention back to the explore language box. Ask students around the class to make sentences with the adjectives. Say a sentence with a verb from the box and help students to make a related sentence with the adjective form. Demonstrate with a strong student: Teacher: *You can bake a potato.* Student: *We had baked potatoes for dinner.* Elicit a few sentences from the class, then let students practise in pairs.

To prepare for the explore grammar section in the Listening lesson, ask students to complete Ex 5 on page 112 of the Student's Book for homework, and to read the Grammar reference on *should* on page 144.

Also share the PowerPoint Grammar Presentation on *should*. Tell them to write down any questions they have on any aspect of the homework, and say that you will go over these in the next lesson.

Presentation tool:	Unit 9, Vocabulary
Workbook / Online Practice:	WB p74
Photocopiable activity:	9A
Extend vocabulary:	SB p146
Audioscript:	SB p157
Extra Practice App	

# LISTENING SB p112

## To start

Call out or elicit from students 4–5 foods which are popular in the country you are teaching in. They can be local delicacies or international comfort foods – anything is fine. For each food item, ask for a show of hands to find out if it's popular and record the number next to each word. When you have numbers for all five foods, draw the X and Y axis of a bar chart on the board and write the foods along the X axis. Ask students to reproduce the bar chart in pairs and complete it with the number of students on the Y axis. You can then elicit information from the students about the most and least popular foods in the class, e.g. *Pizza was the most popular food with 6 votes. The least popular was kebabs, with no votes.*

## Power up

- 1 Ask students what food they can see in the photos, (A pizza, B paella, C fruit kebab dipped in chocolate sauce). Read the question with the class and ask students to discuss in pairs. Stronger classes can do Exs 1 and 2 together. Elicit opinions from the students.

### Model answer


At the moment, I'm really hungry so I would like to have paella because it's healthier than pizza. I don't really like fruit so I wouldn't enjoy the fruit kebab.

- 2 If students didn't do Exs 1 and 2 together, ask them to talk about this now, then elicit any ideas. Suggest to students that they think about festivals in their country, rather than just everyday parties. Monitor in case students need help describing some of their local traditional food in English. Write any new words on the board for them to record in their notebooks.

### Model answer

In Greece we eat a big cake at New Year. It's called *tsourekhi*. We hide a coin in the cake when we're baking it and when we cut the cake, someone gets the slice with the coin in it. We say that whoever gets the coin will have good luck for the whole year.

## Listen up


- 3  9.4 Read the instruction with the class, then ask students to underline the key words in the question (*message, What sort, party*). Play the recording, then elicit the answer.

It's a birthday party/a swimming party.

## exam tip

Tell students that it is important to spell all words correctly because incorrectly spelled words *may* be marked wrong in the Listening paper. If they incorrectly spell a word that is spelled out for them in the audio (e.g. a name), it *will definitely* be marked wrong.

## exam task: gap-fill

- 4  9.5 Tell students this is an exam-style task so they should work on their own. Give students one minute to read through the information on the page so that they know what information they should be listening for. Point out to students that, just as in the exam, there is an example answer filled in. Play the recording once. Remind students that they should listen carefully when the recording is played a second time and check their answers, even if they are confident they are correct. Play the recording again, then check answers around the class.

- 1 24/twenty-four (*I've invited twenty-three people but twenty-four are coming because Sam's bringing his cousin.*)
- 2 Gower (*That's G-O-W-E-R*)
- 3 burgers (*this year the café at the pool is going to do burgers for everybody*)
- 4 7.15 (*Can you be outside the swimming pool at a quarter past seven?*)
- 5 cake (*don't forget the cake*)

## alternative

You may want to download the Grammar Presentation for this lesson from the Teacher Resources area of the Pearson English Portal. This presentation has been created specifically for this lesson and is fully editable for teachers.

## explore grammar

SB p144 

If you followed the flipped classroom approach suggested at the end of the last lesson, you can ask students if they have any questions from their homework and check the answers to Ex 5. Otherwise, go through the grammar point with the class now.

Elicit what words we use to talk about rules (*have to*). If necessary, revisit the explore grammar box in Unit 7. Tell students that we use *should* to talk about things that are a good idea and *shouldn't* to talk about things that are a bad idea. Explain that *should/shouldn't* isn't as strong as *have to/don't have to*. Tell students that we form sentences with *should* with the infinitive without *to*. Some students might try to use the infinitive with *to* so correct this if you hear it.

- 5 Read the instructions to Ex 5 with the class and ask students to complete the conversations on their own, then compare their answers with a partner. Check answers as a class and go over any errors.

- 1 should go   2 should take   3 shouldn't run   4 should join
- 5 shouldn't eat   6 should find

## Speak up

- 6** Give each student one piece of paper and ask them to write down the thing they want to do. Collect all the pieces of paper into a bag, then ask a student to take one out and read it. Elicit advice from one or two students, getting the other students to say if the student used the target language correctly. Which was the best advice? Repeat the process for as long as time permits.

### Model answers

- I really want to get fitter but I don't know how to.
- You should join a running club. The runners are really friendly. You get to make friends and get fit at the same time!

## To finish

Put students into pairs and ask them to each think about what they would like to do for their next birthday. In pairs, students should then tell each other about their birthday plans and ask each other advice on how to organise their perfect birthday party. Allow students 4–5 minutes to give each other advice using *should/shouldn't*. Go around the class and correct any mistakes with the target language, then ask some students to share their plans. Share the structure *I said she/he should ...* with the class for reporting back their conversations. Students can then say whether they agreed with the advice or not.

Presentation tool:	Unit 9, Listening
Workbook / Online Practice:	WB p75
Photocopiable:	9B
Grammar Reference and Practice:	SB pp144–145
Audioscript:	SB p157
PowerPoint Grammar Presentation:	Unit 9, Grammar
Extra Practice App	

# SPEAKING

SB p113

## To start

Tell students what you do to relax after a day of teaching, e.g. *I usually take my dog for a walk, then I cook dinner with my family*. Put students into pairs and ask them to discuss what they like to do when they are not at school, then ask some volunteers to tell you about their partner's free-time activities.

### Model answer

Victor likes to play basketball with his friends after school. There's a court in his street that anyone can use and he usually meets his friends there for about an hour before dinner.

## Power up


- 1** Stronger classes can answer Exs 1 and 2 together. Read through the question(s) and the answer options with the class. Students discuss them in their pairs, then share some of their opinions with the class. Ask students: *Which of these activities do you think it is the most important to make time for? Which is the least important? Why?* Elicit students' opinions and encourage them to give full answers.

### Model answer

We do P.E. most days at school so I don't usually do exercise in the evenings. My family always eats dinner together at the weekends but my dad doesn't get in till quite late during the week. My sister and I usually eat together and my mum waits for my dad. Sometimes I help her with the cooking and we talk about our days.

- 2** If students didn't do Exs 1 and 2 together, read through the Ex 2 question with the class now and ask students to work in pairs to talk about each of the activities and decide whether they are important, then decide which one is the most important. Elicit from each pair the activity which they thought was the most important and encourage them to give reasons why.


## Speak up

- 3**  9.6 Draw students' attention to the photos and ask them to describe what activity they can see in each one, (A talking with friends, B doing exercise, C going online/gaming/listening to music, D playing outdoors, E eating with the family).

Tell students that they are going to hear the Part 2 Discussion element of the A2 Key for Schools speaking test. They will hear the examiner tell the candidates (Ivan and Maria) what he wants them to do, then they will hear Ivan and Maria have a discussion, as instructed. For weaker classes, tell students to write down four headings in their notebooks – *Maria likes/Maria doesn't like/Ivan likes/Ivan doesn't like* – to make it easier for them to write the activities down while they are listening. Play the recording for students to write the answers. Check the answers around the class.



Maria likes meeting friends, spending time outdoors, going online, eating with the family. (A, D, C and E)  
 Maria doesn't like the gym. (B)  
 Ivan likes being with friends (usually at the gym), being outdoors, eating with friends. (A, (B,) D and E)  
 Ivan doesn't like spending a lot of time online or eating at home, because his little brothers are noisy. (C and E)

- 4**  **9.7** Tell students that they are going to listen to the recording again to complete the sentences. Read the sentence stems with the class, then play the recording. Check answers, then ask students to talk to their partner about whether they agree with Maria and Ivan's opinions.

Ivan: 's healthy  
 Maria: can chat

#### Model answer

I agree with Ivan. I think being outdoors is good for you and helps you to relax. I don't agree with Maria because I prefer to talk to my friends at the park.

### exam tip

Read the exam tip with the class before students answer the questions in Ex 5. Tell students that during the discussion part of the exam, they will need to give their opinion and should always give reasons for their opinion. We often introduce a reason with *because*. Ask them to look back at Ex 4 to see two good examples of this.


- 5** Look at the first question as a class. Tell students that we can use *do* and *get* with *exercise*. Find one student who likes doing exercise and one student who doesn't like doing exercise, and ask each of them to tell the class their reason. Then leave the class to work through the rest of the activity in pairs. Tell them they don't have to write anything down but that you will be asking for feedback afterwards on what their partner told them.

### alternative

Turn this exercise into a game. Students can make their sentences true or false and their partner can try to guess which sentences are false. They get two points for guessing correctly, and the speaker steals the points if they guess incorrectly.

## explore language


Read through the explore language box with the class. Tell students that in Part 2 of the Cambridge A2 Key for Schools Speaking test, candidates are asked to choose their favourite thing from a set of pictures and say why it's their favourite. These two phrases will prove very useful.

- 6**  **9.8** Tell students that they are going to listen to Maria and Ivan being asked a follow-up question each after the Discussion part of the Speaking test. For weaker classes, stop the recording after each answer to give students a chance to write the answers.

He asks them which of the activities they like best.  
 Ivan says his favourite activity is sport because exercise is important to him.  
 Maria says she likes eating with family the best because her dad makes great food.

## exam task: discussion

→ SB p148

- 7**  Tell students to treat this exercise like an exam. In the Cambridge A2 Key for Schools exam, follow-up questions like these would come from the examiner, but here the task has been set up to work for a pair of students with no examiner/teacher input. They should take it in turns to be the examiner and ask the questions. The 'candidate' student should look at the 'examiner' while they are giving their answer and not down at the book, and give reasons for their choice.

### alternative

Put two pairs together so that one pair of students is observing the other pair. They should take notes and give feedback on whether the candidates gave reasons using *because* and also whether they remembered to look at the examiner when they were speaking.

## Speak up

- 8** For weaker classes, you could brainstorm some ideas on the board with the class before students form two groups. For example:
- For: good for students' bodies and brains, helps students to concentrate; some students have to travel a long way, don't have time for breakfast; it's sociable
- Against: It's parents' responsibility to provide food; schools don't have time/money; students might eat too much if they eat at home and at school.
- Put students into two groups to prepare for the debate. If you have a particularly quiet class, you could divide the two groups up into pairs so that each pair has one or two points each. Give students five minutes to prepare, then invite one pair from each side up at a time to give their opinions. At the end of the debate, have a class vote by a show of hands on whether school breakfasts are a good idea.

## Fun footer

Ask students if they know anything about the important role bees play in our ecosystem. Discuss what we can do to help them.

## To finish

Put students into groups of three or four and tell them they have been asked by their school to design a menu for school breakfasts. Tell them their menu should be healthy but it must also be food that school children will want to eat. Give students three minutes to come up with their menu, then another minute to present their menu to the class. Have a class vote on the best menu and invite students to say why they chose the menu they did using *because*.

Presentation tool:	Unit 9, Speaking
Workbook / Online Practice:	WB p76
Speaking file:	SB p148
Audioscript:	SB pp157-158

# WRITING

SB pp114–115

## To start

Review *should/shouldn't* from the Listening lesson on page 112. Tell students your head hurts and elicit some advice from a strong student, e.g. *You should lie down*. Put students into pairs and ask them to talk about one problem each and give advice to their partner. Give students just a couple of minutes to do this, then elicit some ideas around the class.

## Power up

- 1 Look at the six sentences with the class and ask students if there are any words they don't know. Ask other students to mime the ailments until everyone understands each one. Then ask them to look at the picture and elicit which sentence the picture represents. Ask students some personalisation questions to consolidate the vocabulary, e.g. *What do you do if you get stomach ache? How often do you get a cold?* Try not to overlap with the questions that will follow in Ex 2.

2

- 2 Ask students to discuss the questions in small groups. Then ask some students to share something they learnt about one of the other students in their group.

### Model answer

I got a headache yesterday. I drank lots of water and that made it go away.

- 3 Draw students' attention to the picture story on the left-hand side of the page. Ask students to say what they can see and talk about what is happening in the story, (Max made a cake which won a competition. Ana didn't feel well, so Max made her some soup to make her feel better). Put students into pairs and ask them to choose the best title for the story. Elicit answers from the class and ask them to give reasons why they chose their title.

A, because it's the medicine (good, healthy food) that is important. B would only be good if there was an emergency. This isn't an emergency.

- 4 Ask students to order the story on their own then compare answers with a partner. If they have different answers, they should try to decide together which version they think is correct. Elicit the correct order from the class by asking seven students to each read out one part of the story.

- 1 E (Picture 1)
- 2 D (Picture 1)
- 3 B (Picture 2)
- 4 G (Picture 2)
- 5 C (Picture 3)
- 6 A (Picture 3)
- 7 F (Picture 3)

- 5 Students do this activity in pairs. Encourage them to make notes as it will help them to do this in the exam.

### Possible answers

Picture 1: Last week Max won a cooking competition. He baked a cake with fruit.

Picture 2: The next day Ana had a headache. Max felt sorry for Ana and decided to cook her something.

Picture 3: Max brought Ana some fish and vegetable soup. He said, 'If you eat this you'll soon feel well again'. Ana liked the soup because it was healthy.

- 6 Have students look back at the story in Ex 4. Ask them which parts of the story the idea is in (G, then C). Point out that the idea isn't specifically mentioned – C just tells us the result of the idea, so we have to put together the pieces to know what the idea was. To check students' understanding of *suddenly*, ask: *What other things can happen suddenly?*

Max's idea was to make some food to help his sister feel better.

*Suddenly*

## explore language

Read through the explore language box with the class. Remind students that they learnt how to use *because* in the last lesson to introduce a reason when we are speaking, and explain that we use it in the same way when we are writing stories to give more information and make our writing sound more interesting. Another way to give more information and add interest to our writing is to use *so* to introduce a result. Point out to students that in the box the meaning of the *because* and *so* sentences is the same, but the content has been turned around.

### extra

Practise turning sentences around to use *so* instead of *because*. Put students into pairs and ask them to look back at Ex 5 on page 113 of the Student's Book. They will also need to look in their notebooks at the sentences they wrote down to complete the exercise. Ask pairs to say the sentences again but this time using *so* instead of *because*, e.g. *I want to get fit so I like getting exercise*. Monitor as students talk and help with any problems students are having forming the sentences. Make a mental note of any good examples to elicit during class feedback. Give students a couple of minutes, then elicit some sentences from the class.

- 7 Read the instruction with the class, then put students into pairs to find the examples in Ex 4. For weaker students, tell them that they are looking for one *because* and one *so* example.

Ana had a bad headache, so she couldn't go out.

Ana loved Max's meal because it was healthy.

- 8 Students should work on their own to complete the activity. When they have finished, ask them to pair up with another student to compare answers. Tell them to help each other if their answers don't match. Move around the class and help with any difficulties, then check the answers.

1 because 2 so 3 because 4 because 5 so 6 so

### extra: fast finishers



Ask fast finishers to write the sentences the other way round, i.e. with *because* for the first sentence and *so* with the second sentence, e.g. 1 *I've got toothache so I'm going to see the dentist*. Elicit these when you check the answer key to Ex 8.

## Plan on

### exam tip

- 9 Read the exam tip with the class before they do Ex 9. Tell them this is the purpose of this exercise. Put students into pairs and ask them to use the questions to write notes about each of the pictures, just as they did with the previous set of pictures in Ex 5. Remind them to try and include *so* and *because* this time, to make their writing more interesting.

#### Model answers

Picture 1: Ben and Emily were in the park. It was sunny and warm.

They had sandwiches and grapes next to the river.

Picture 2: The weather changed after lunch. It started raining. Emily put her jacket on.

Ben was very cold because he didn't have a jacket.

Picture 3: Ben was at home because he had a cold. Emily made him a hot drink so he would feel better.

She said, 'If you drink this, you'll soon feel great!'

## Improve it

- 11 If students do Ex 10 for homework, they can also do this activity for homework. Alternatively, students can swap work, and their partner can check their story for each of the criteria. Tell students to give positive and encouraging feedback to their partner alongside any negative: they should try to find one or two good things they liked.

## To finish

Put students into groups of four and ask them to write a new story as a group. There should be seven parts to their story, as in Ex 4 on page 114. Tell students to write their story on a piece of paper and leave a gap between each line. When they have finished, they should cut the story up into seven different strips of paper and shuffle them. Give the groups just five minutes to do this, then ask them to swap their shuffled stories with another group. The new group then has just one minute to sort the sentences into the correct order. They should then read out their story to the class and the original group can say if the story is in the correct order. Alternatively, if time allows, swap stories again and have each group reorder a different story. You could keep going until all groups have done all stories. Have a class vote on the best story.

Presentation tool:

Unit 9, Writing

Workbook / Online Practice:

WB p77

Photocopiable:

9C

Writing file:


SB p150

## Write on

### exam task: story

→ SB p150

The rubric in the Cambridge A2 Key for Schools exam is slightly different to the one used here: *Look at the three pictures. Write the story shown in the pictures. Write 35 words or more*. Candidates are not specifically asked to write a title in the exam, but they are asked to here.

- 10  Students can either do this task in class or for homework. If students do the task for homework, there will be more time available for peer marking and improvement. If you do the activity in class, allow students 10 minutes to complete their story on their own.

#### Model answer

##### Emily's medicine

Last Saturday Ben and Emily went to the park because the weather was lovely. They ate some sandwiches and grapes next to the river.

After lunch, the weather changed. Suddenly, it started to rain, so Emily put on her jacket. Ben didn't have a jacket and soon he was cold and very wet.


The next day, Ben stayed at home because he had a bad cold. Emily made him a hot drink of lemon and honey. 'If you drink this, you'll soon feel great!' she said.

# SWITCH ON SB p116


## Space food

- 1 Elicit or teach *gravity* and talk about the problems not having gravity in space can cause for people. Brainstorm some of the everyday difficulties of living and working in space. Draw a spidergram on the board and write 'living in space' in the middle. Elicit some ideas and write them on the spidergram, e.g. washing your hair, cooking.

Ask students to work in pairs and discuss the question. Give students two minutes, then elicit answers from pairs and add them to the spidergram.

- 2  Tell students they are going to watch a video about space food. Read through the Ex 2 questions with the class, then play the recording. At the end of the recording elicit the answers, then ask the class if he was successful with his project (yes).

Heston Blumenthal is a chef. His project is to improve the food that astronauts have to eat in space.

- 3  Read through the questions, check students' understanding of *taste* and *ingredients*, then play the recording again. Go through the answers with the class.

- 1 He tries pasta with cheese. It tastes like baby food.
- 2 British astronaut Tim Peake.
- 3 beef, potatoes and mushrooms
- 4 It tastes fantastic.

- 4 Students can stay in the same pairs as in Ex 1 to discuss the question. Give students two minutes, then elicit some opinions.

### Model answer

I don't think I would like to try space food because it doesn't look very tasty or fresh.

## Project

- 5 Put students into pairs to create their menu. If students have access to the internet in class, they can do an online search for *What astronauts eat for breakfast/lunch/dinner* to help them. Go around the class and help students with any new words they might need for food and ingredients.
- 6 Students can do this task either in class or for homework. If they do the task for homework, there will be more time for peer feedback during class time. If you have a multi-national class, it might be worth trying to give the students a menu created by someone else from their region of the world, to make it easier for them to address the 'reminder of home' part of the brief. If this is not possible, remind students that space is far from everyone's home, so it need only remind them of being back on earth to have succeeded!

When they are writing their blog, tell students to think about:

- whether the meal was interesting
- if it had enough ingredients
- if it reminded them of something at home
- if they think it would fill them up

## Project extension

If you have a classroom online space, students can upload their blog for class members to comment on. Otherwise, hang the blogs on the classroom walls. Provide an extra piece of paper underneath each blog for students to write on, then give students time to wander and read each one and leave a comment. When they have finished, you can then return the comments to the person who wrote the blog so that they can read their feedback. Give students a few minutes to read their feedback, then invite any comments from the class.

Presentation tool:

Unit 9, Switch on

Switch on videoscript:

TB p156

# INDEPENDENT LEARNING SB p116

## Final assessment

- 1 Students might benefit from doing this exercise as a small group so that they can share ideas with each other. Tell students to look back through the previous Independent Learning sections to remind themselves of some of the positives and negatives they commented on earlier in the course. Then ask them to share with their partner/group how their study skills have changed or progressed.

- 2 Students can stay in the same pairs/groups as they were in for Ex 1. They could talk about the easy things to begin with as this will come more easily. Give students two minutes to talk about this then ask them to discuss what they find hard. Elicit some ideas from the class. Did everyone find the same things hard? Ask students if anyone has any advice to offer to any of the other students for the issues they faced.

- 3 You could discuss these questions as a class or ask students to discuss in their pairs/groups. It might be worth reassuring students that it's OK not to ask lots of questions in class.

- 4 Go through the bulleted points with the class. Ask each student to pick out the one thing which they think is the most important for them to do in order to become a better student. Then ask them to highlight any others that are also important, and to add two more ideas to the list. Afterwards, discuss with the class which points they *didn't* highlight and why (presumably because they are already good at it, or they don't feel it is important). If anyone is struggling for additional ideas, ask the class to help them.

Alternatively, you could ask students to write a paragraph of self-reflection. They should try to include some of the ideas from the bullet points plus their own ideas, and then hand their paragraphs in to you. This way you will be able to see what areas students feel they need help in. Correct them and return them to the students so that they can refer to them in the future.



# UNIT CHECK SB p117

This Unit check covers vocabulary and language related to food and drink, cooking methods, collocations and illnesses.

## extra

- Put students into pairs. Tell one of the students to choose a food from the Food and drink list. Their partner must then tell them how to make the food using one (or more) of the cooking methods on the list. Demonstrate: ask a student to choose a food word, e.g. *burger*. Say: *Fry the burger on the frying pan, or you can barbecue or grill it.*
- Put students into pairs and tell a student to choose one of the illnesses on the list and say a sentence using *should*. Their partner has to guess what's the matter with them, e.g. *A: I should go to the dentist. B: You've got toothache.*

## Practice

- 1 1 knife, spoon  
2 burger, chips, omelette  
3 do/get exercise, go for a walk
- 2 1 C 2 A 3 F 4 B 5 D 6 E
- 3 1 feels sick 2 instructions 3 healthy  
4 cooking video 5 go for a walk 6 knife
- 4 5 9.9 9.10 1 sandwich 2 snack 3 temperature  
4 have a good breakfast 5 dessert 6 has stomach ache

## Review

- 1 1 'll feel 2 get 3 'll love 4 's 5 'll buy 6 'll miss
- 2 1 go, 'll come 2 'll eat, go 3 'll have, go  
4 have, 'll work 5 is, 'll go 6 'll make, come
- 3 9.11 1 are 2 's 3 will 4 If 5 'll 6 won't 7 'll  
8 will 9 be 10 if
- 4 1 D 2 C 3 B 4 F 5 E 6 A
- 5 1 should 2 shouldn't 3 shouldn't 4 should  
5 should 6 shouldn't
- 6 1 should 2 shouldn't 3 will 4 'll 5 should  
6 shouldn't 7 won't 8 if 9 If

### 7 Model answer

It's important to eat well. You should always start the day with a good breakfast. You shouldn't eat fried food for breakfast. You should eat something like cereal or a boiled egg. You can have snacks but they shouldn't have a lot of sugar in them. For lunch you should eat a salad or a sandwich. For dinner it's better to eat barbecued meat than fried meat. You should also eat lots of boiled or roasted vegetables.

# GRAMMAR FILE SB p145

- 1 1 If you eat too much cake, you'll get stomach ache.  
2 I'll eat your burger if you don't feel hungry.  
3 If there isn't any soup, I'll have a sandwich.  
4 If we hurry up, we won't be late for lunch.  
5 I won't be upset if I don't get a birthday cake.  
6 Liam will be sick if he finishes that packet of biscuits!
- 2 1 it's 2 don't follow 3 'll buy 4 doesn't finish  
5 won't be 6 do
- 3 1 start, will be  
2 'll have, doesn't rain  
3 'll be, don't have  
4 will call, needs  
5 make, 'll be  
6 'll eat, wants
- 4 1 should 2 shouldn't 3 should 4 should  
5 shouldn't 6 shouldn't
- 5 1 Should (we) grill  
2 should (we) have  
3 Should (I) bake  
4 should (I) invite  
5 Should (I) wear  
6 should (I) bring
- 6 1 should find 2 shouldn't be 3 should eat  
4 shouldn't go 5 should make sure 6 should drink

Presentation tool:

Unit 9, Unit check

Workbook / Online Practice:

WB p78

Audioscript:

SB pp158

Extra Practice App