

4 THE GOOD THINGS IN LIFE?

Students will practise...

- the present simple: *he, she, it*
- object pronouns

and they will learn how to...

- talk about food and drink
- talk about sports & free-time activities
- talk about special days
- talk about prices
- write a post for a website

KEY VOCABULARY PAGES 30–31

1 Point to the photos and teach the word *food*. Point to each photo in turn and say: *I like this. It's really nice, or I don't like this. It isn't nice*. Ask individual students to do the same.

Students continue saying if they like or don't like the foods in pairs.

2 a Refer students to A in the Key vocabulary panel. Students can use their dictionaries to match the words to the photos. Alternatively, use the photos to teach the words. Model pronunciation of the words.

ANSWERS

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

b Play the audio and get students to point to the foods in the photos. You could do this as a competition, awarding a point to the first student to point to each item.

Check that students understand *good for you* and *bad for you*. You could do this by pointing to the fruit and yoghurt and saying: *It's good for you*. Then point to the cake and say: *It's bad for you*, indicating at the same time that it can make your waistline expand.

Elicit from the class which foods are good for you, and which are bad for you.

ANSWERS

egg – photo f yoghurt – photo d salad – photo c
meat – photo e fish – photo a cake – photo b fruit – photo d
sausage – photo f beans – photo f bread – photo c
vegetables – photo e rice – photo a



4.1

egg, yoghurt, salad, meat, fish, cake, fruit, sausage, beans, bread, vegetables, rice

Refer students to the Word bank on page 111. Play the audio for students to learn more food words. Then read the Notice box with the class.



4.2

cheese, biscuits, chocolate, soup, cereal, pasta, sandwich, ice cream, pizza

3 Teach the meaning of *favourite*. You could do this by saying in a fairly neutral voice: *I like meat. I like fruit*. Then say in a very enthusiastic voice: *Cake is my favourite food. I love it!*

Students can use a dictionary or ask you for the words for their favourite foods.

Students discuss their favourite foods in pairs. Ask some students to tell the class about their partner's favourite foods.

4 Refer students to B in the Key vocabulary panel. Teach *meal*. Students work in pairs to match the photos to the meals. Check answers and model pronunciation of *breakfast, lunch, dinner* and *snack*.

Refer students to C in the Key vocabulary panel. Point to the beer to teach *cold drink*, then point to the coffee to teach *hot drink*. Students complete the table with the drinks.

Play the audio for students to check their answers. Play the audio again for students to listen and repeat. Ask students to use their dictionaries to add more drinks to the table. Elicit answers from the class and write the new vocabulary on the board.

ANSWERS

B breakfast – d/f
lunch – a/c
dinner – e/f
a snack – b

C Cold drinks: juice, beer, milk, water, wine
Hot drinks: coffee, hot chocolate, tea



4.3

Cold drinks: juice, beer, milk, water, wine
Hot drinks: coffee, hot chocolate, tea

5 a Read through the table with the class and make sure that students understand the task.

Play the audio for students to listen and tick the meals that the people talk about.

ANSWERS

Julia: breakfast
Alberto: a snack
Brigid: lunch
Alan: dinner

4.4

Julia: Oh, I eat, er, yoghurt, fruit and juice for breakfast.

Alberto: In the afternoon, for a snack, I have coffee and cake.

I love cake!

Brigid: For lunch, I have salad, cheese and bread. I drink water.

Alan: Um, my favourite meal is dinner. I have meat and vegetables for dinner every day.

b Read the task with the class and check that students understand *eat* and *drink*.

Play the audio again, pausing as necessary for students to write down what the people eat and drink.

ANSWERS

Julia: yoghurt, fruit and juice

Alberto: coffee and cake

Brigid: salad, cheese, bread and water

Alan: meat and vegetables

Background notes

Most people in Britain have a light breakfast of cereal or toast. People usually have a light meal for lunch, often just a sandwich. Most people have their main meal in the evening, at any time between 6 p.m. and 8 p.m. The evening meal tends to be meat or fish, with vegetables. Between 5% and 10% of the British population are vegetarians, and so don't eat meat.

Read the Notice box with the class. Ask one or two students: *What do you eat for breakfast? What do you have for lunch?* Elicit a few answers using *I eat* and *I have*.

- 6** Read the questions with the class and check that students understand them. Read the example answer and point out that students should give more information in their answers, not just answer *yes* or *no*.

Allow students time to prepare their answers individually, then they work in pairs to ask and answer the questions.

Ask some pairs if they are similar or different to their partner.

Extra activity

Ask students to work individually and write on a piece of paper what they usually have for breakfast, lunch, dinner and a snack. Tell them not to show anyone else. Monitor and help while students are working.

Collect the papers in, then mix them up and hand them out again to students in random order. Students take turns to read out what is on the paper they have been given. See if the class can guess whose food list it is.

4.1

HAPPY AND HEALTHY PAGE 32

VOCABULARY & LISTENING

Lead-in

Ask: *What foods and drinks are good for you?* Elicit a few ideas, then point to the photos on page 32 and ask: *Are these things good for you?* Ask students to point to the photos which show things that are good for you. Teach *sports* and *free-time activities*, then focus on the lesson title and explain the meaning of *happy* and *healthy*. You could do this by smiling and saying: *I'm happy*, then pretending to jog, looking fit, and saying: *I'm healthy*. Ask: *Are you healthy?* Elicit a few answers.

- 1** Students work in pairs to match the words to the photos. Students can use dictionaries, or you can use the photos to teach the words for the activities.

ANSWERS

1 the guitar 2 cooking 3 shopping 4 swimming
5 running 6 computer games 7 cards 8 football
9 eating out 10 dancing

- 2 a&b** Focus on the photos and point out that A includes activities 1–4, B includes activities 5–7 and C includes activities 8–10.

Ask students to guess which of the three people likes each set of activities. Play the audio for students to listen and check their answers.

ANSWERS

Ling: B **Jan:** C **Hope:** A

4.5

Ling: In the evenings, I play cards with friends. At the weekend, I go running and I play computer games with my boyfriend.

Jan: I play football and I watch football on TV. In the evenings, my wife and I eat out or we go dancing.

Hope: I go swimming every week. At the weekend, I go shopping. I buy food at the market and I cook lunch or dinner for friends. Oh, and I play the guitar!

- 3 a&b** Play the first part of the audio and elicit that we use *play* + *cards*. Play the rest of the audio for students to listen and complete the table.

Refer students to transcript 4.5 on page 122 to check their answers. Point out that we can also say *watch football*. Elicit the difference in meaning between *play football* and *watch football*.

ANSWERS

go: dancing, running, shopping, swimming

play: cards, computer games, football, the guitar

Other phrases: cooking, eating out

- 4 Students use their dictionaries or ask you to find three more words for sports or free-time activities.

Write all the extra vocabulary on the board and model pronunciation of the words.

- 5 Check that students understand *at the weekend* and *in the week*.

Allow students time to prepare their ideas individually. Monitor and help as necessary. Students work in pairs to talk about their free-time activities.

Extra activity

Play a miming game to practise the vocabulary. Ask students in turn to mime one of the sports or free-time activities. The first student to guess the correct activity gets a point. That student then chooses a different activity to mime. Continue until all the vocabulary has been practised.

LISTENING

- 1 Focus on the photo and ask: *Who is Michel Roux? What's his job?* Elicit the answer (*He's a chef.*). Ask students to read the profile quickly and complete 1 and 6.

BACKGROUND NOTES

Michel Roux, son of chef Albert Roux, is British but of French heritage. He is well-known in Britain as one of the best restaurant chefs in the country, and also for his many appearances as a judge on TV food programmes and a promoter of young chefs.

- 2 a Play the audio for students to listen and check their answers to exercise 1.

ANSWERS

1 chef 6 running



4.6

Michel Roux is a chef. He's British, but his father is French and he cooks French food. He has a restaurant in London. He works there every day.

Does he have a favourite food? Yes, he does. He likes salad and fruit, but his favourite food is expensive Italian chocolate! But he doesn't eat it every day.

Michel goes running every week. He likes football, but he doesn't play it. He watches it on TV!

- b Play the audio again for students to complete the rest of the profile.

ANSWERS

2 British 3 salad 4 fruit 5 Italian chocolate 7 football

- 3 Students discuss the questions in pairs. Ask some students to tell the class what they think about Michel, and if they think their partner is healthy or not.

GRAMMAR PAGE 33

- 1 a Students work individually or in pairs to underline the verbs.

ANSWERS

1 works 2 watches 3 doesn't eat 4 Does (he) have, does

- b Read through the information in the Grammar panel with the class and elicit the answers. Then refer students to the grammar reference on page 101.

ANSWERS

1 -s 2 -es 3 doesn't 4 does 5 does

PRESENT SIMPLE: HE, SHE, IT

Students often struggle to remember that we add *-s* or *-es* to verbs with *he*, *she* and *it*: *He likes chocolate*, not ~~*He like chocolate*~~.

They also often make mistakes with negatives and questions, as they forget that in these forms we don't add the final *-s* or *-es*: *He doesn't like meat*, not ~~*He doesn't likes meat*~~. *Does she watch football?* not ~~*Does she watches football?*~~

Extra activity

Focus on the sentences in 1a again and elicit or teach the meaning of *every day*. Refer back to the profile of Michel, and ask: *How often does he go running? Every day? Every week?* Students can check in transcript 4.6 on page 121 to find the answer (every week). Write on the board *How often?*

Ask individual students some questions using *How often*, e.g. *How often do you go swimming? How often do you eat out?* Elicit some answers using *every day*, *every week*, *every year*.

- 2 Read the example answer with the class, and elicit another answer from the class if necessary. Students then complete the task.

ANSWERS

1 Michel doesn't have a restaurant in Egypt.
2 Michel eats salad.
3 Michel likes Italian food.
4 He doesn't play football.
5 He goes running.

- 3 a Students work individually or in pairs to write the questions. Check the answers carefully, making sure that students have formed the questions correctly.

ANSWERS

1 Does your friend like football?
2 Does your friend go swimming?
3 Does your friend have a favourite meal?
4 Does your friend drink coffee?
5 Does your friend cook good food?

b Give students time to prepare their ideas individually, then they work in pairs to ask and answer questions about their friends. Monitor while students are working and correct any errors in a feedback session at the end.

PRONUNCIATION: /ʃ/ & /tʃ/

- 1** Play the audio for students to listen and repeat the words. Focus on the phonetic symbols and model the sounds. Play the audio again for students to listen and underline the sounds.

ANSWERS

/ʃ/ she English chef
/tʃ/ lunch chips watch



4.7

/ʃ/ she, English, chef

/tʃ/ lunch, chips, watch

- 2 a&b** Students work individually or in pairs to add the words to the table.
Play the audio for them to check their answers. If you think your students need extra practice, play the audio again for them to listen and repeat.

ANSWERS

See transcript 4.8.



4.8

/ʃ/ fish, Russian, shopping, Spanish

/tʃ/ cheese, Chinese, French, question, sandwich, teacher

- 3** Play the sentences, pausing after each one for students to repeat. Ask individual students which sentences are true for them.



4.9

1 I like French and Spanish food. I love Chinese food!

2 I eat cheese sandwiches for lunch.

3 I ask my English teacher questions in every class!

SPEAKING

- 1** Read through the profile with the class and elicit some possible answers. Students then complete the profile about a person they know. Monitor and help as necessary, encouraging students to self-correct if they have made mistakes.
- 2 a&b** Students work in pairs and tell their partner about the person they know. Encourage the students listening to ask more questions.
Students then swap roles and practise again.

Extra activity

Students work in pairs to complete the profile about one of their classmates, but they are going to guess the answers.

Ask pairs in turn to read out the completed profile, without giving the name, and see if the rest of the class can guess which student they are describing. Ask them to reveal the name, and ask that student which guesses are true and which are not true.

4.2 FOOD FOR THE FAMILY PAGE 34

Lead-in

Give students, in pairs, one minute to write down as many words for food as they can, from memory. After one minute, tell students to stop and see who has got the most words. Elicit all the food words from the class, and check that students can remember all the meanings.

Point to the photos and elicit that they show shops. Teach the words *buy* and *sell*. You can do this by pointing to the photo of the bakery and saying: *I buy bread here. This shop sells bread.*

VOCABULARY

- 1** Read the questions with the class. Students discuss the questions in pairs, then tell the class what they think.
- 2** Students match the sentences to the photos. Check answers. Model pronunciation of the bold words and check that students understand them.

ANSWERS

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

Extra activity

Say the food words below in turn and ask students where you can buy the things. There may be more than one possible answer, so accept all correct answers.

Words: a cake, a sandwich, eggs, hot chocolate, a salad, chips, wine, coffee, rice, cheese.

- 3** Students discuss the questions in pairs. Ask some pairs to tell the class about their and their partner's answers.

READING

- 1 a&b** Read the task with the class and check that students understand *blog post*. Ask: *Whose blog post is it?* Elicit the answer (Carlos's).
Ask students who they think the cake is for, then ask them to read the blog post quickly to check.

ANSWERS

The cake is for Carlos's grandfather.

- 2 Pre-teach *special* and *birthday*. You could do this by writing the two words on the board, then writing your birthday and saying: *It's my birthday. I'm (25) years old on that day. I like my birthday. It's a special day.* Point out that *grandad* means the same as *grandfather*.

Focus on sentences 1–6 and explain to students that only two of the sentences are true. Students read the sentences, then read the blog again to decide which sentences are true.

ANSWERS

Sentences 2 and 5 are true.

- 3 Allow students time to prepare their ideas individually, then discuss the questions in pairs. Ask some students to tell the class about their partner.

GRAMMAR PAGE 35

- 1 Students find the bold words in the blog and match them to the people.

ANSWERS

1 b 2 e 3 c 4 d 5 a

- 2 Read through the information in the Grammar panel with the class. Students complete the table with the object pronouns. Then refer students to the grammar reference on page 101.

ANSWERS

1 me 2 him 3 it 4 us 5 them

 OBJECT PRONOUNS

Students may forget that we need to use object pronouns, not subject pronouns, after a verb: *I see her after school*, not *I see she after school*.

Students whose languages have masculine and feminine nouns may need reminding that we use *it* for objects: *This is my new dress. Do you like it?* not *Do you like her?*

- 3 **a&b** Elicit the first answer from the class as an example. Students then complete the task. Play the audio for students to listen and check their answers.

ANSWERS

1 it 2 her 3 them 4 him 5 us



4.10

- 1 We don't buy our food at the supermarket. We buy it at the market.
- 2 Eric's wife loves coffee. Eric makes coffee for her every morning.
- 3 I don't see my friends every day. I see them at the weekend.
- 4 My boyfriend loves cakes. I buy cakes for him from the bakery.
- 5 Our dad is a chef. He makes dinner for us every night.

- 4 Pre-teach *presents*. You could do this by miming giving something to a student, and saying: *It's for you. Today is your birthday, so it's a present.* Students complete the sentences with the correct object pronouns.

ANSWERS

1 them 2 you 3 me

- 5 Students ask and answer the questions in pairs. Monitor while students are working, and correct any errors in a short feedback session at the end.

SPEAKING

- 1 Read the task with the class and read through the example answer. Elicit some other examples of special days appropriate for your students, e.g. birthdays, religious festivals, national celebrations. Students make notes individually. Monitor and help as necessary.
- 2 Students work in pairs to tell their partner about their special day. In a multilingual class, students might like to repeat this activity with more than one partner to learn about each other's special days.
- 3 Ask individual students if they like their partner's special day and what they like about it.

Extra activity

If students are interested in this topic, they could bring some photos to the next lesson to show how they celebrate a special day in their country. Students could take turns to give a mini-presentation to the class.

4.3 FUNCTIONAL LANGUAGE PAGE 36

TUNE IN

- 1 Focus on the price tags by the photos and teach the words *price* and *currency*. Ask the questions to the whole class and elicit the answers.

ANSWERS

a and e – pounds – the UK
b and d – dollars – the USA
c and f – euros – Europe

Extra activity

You could briefly revise numbers with your class before they go on to the next exercise. Get students to count from 1–20 and then from 20–100 around the class. Then write some random numbers from 1–100 on the board and elicit how to say them.

- 2 Play the audio for students to listen and match the conversations to the photos. Check answers and elicit which photo is not mentioned.

ANSWERS

1 f 2 e 3 c 4 a 5 b We don't hear about photo d.



4.11

- 1 A: How much are the chocolates, please?
B: Those? They're fourteen euros forty-nine. They're really good.
- 2 A: How much does this mobile phone cost?
B: That phone is... ninety-nine pounds and ninety-nine pence.
A: Oh, that's expensive!
- 3 A: How much is the juice, please?
B: It's three euros and twenty-five cents.
A: Two euros twenty-five?
B: No, three euros twenty-five.
A: OK. Thanks!
- 4 A: How much are the sandwiches, please?
B: The cheese sandwiches? They're two pounds eighty. They're very nice!
- 5 A: Excuse me. How much do the pens cost?
B: They cost one dollar and fifty-four cents.
A: One dollar and fifty-four cents?
B: That's right.
A: They're cheap! Thank you.

FOCUS ON LANGUAGE

- 3 a Play the audio again, pausing after each question for students to complete the missing words.

ANSWERS

1 chocolates 2 mobile phone 3 juice 4 sandwiches
5 pens

b Focus on the questions in 3a and elicit which nouns are singular and which are plural. Students then work individually or in pairs to complete the rules.

Check answers, then play the audio again, pausing for students to repeat the questions.

ANSWERS

1 is 2 does 3 are 4 do

- 4 Play the audio for students to listen and match the prices to the photos.

ANSWERS

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



4.12

one dollar and fifty-four cents
ninety-nine pounds and ninety-nine pence
eighty-five dollars
three euros and twenty-five cents
two pound eighty
fourteen euros forty-nine

Read the information in the Notice box with the class. Tell students that we sometimes say *p* instead of *pence*, e.g. *two pounds forty-five p*.

Refer students to the Intonation box. Play the audio for students to listen and notice how the intonation changes. Play the audio again for students to listen and repeat. Encourage students to use the correct intonation.



4.13

How much are the cakes?
How much are the cakes, please?
How much does this book cost?
How much does this book cost, please?

- 5 Demonstrate the task by asking individual students about some of the prices and eliciting answers. Ask one or two pairs of students to ask and answer questions across the class. Then students continue asking and answering questions about the prices in pairs.

Monitor while students are working, and encourage them to use the correct intonation.

Mixed ability

Stronger students could work in pairs and write a conversation about photo d. You could refer them to transcript 4.11 on page 122 to help them.

Some pairs could perform their conversations for the class.

OVER TO YOU

- 6 Students do the task in pairs. Direct Students A to page 115. Read through the menu with the class and check that students understand everything.

Demonstrate the task by asking and answering questions with a confident student. Students then work in their pairs to ask and answer questions and complete the menu. Students can check their answers by looking at their partner's menu.

ANSWERS

Student A: 1 £7.65 2 £7.99 3 £2.00 4 £1.85
5 £2.75 6 £2.99
Student B: 1 £3.95 2 £8.99 3 £3.50 4 £2.25 5 £2.35
6 £3.49

Extra activity

Students could work in pairs and write their own menu with four or five items on it, with three prices missing. They could then work in groups of four to show their menus to each other and ask about the missing prices.

4.4 WRITING TASK PAGE 37

Tune in

- 1 a&b** Focus on the website and check that students understand *My five favourite things*.

Students work in pairs and discuss what things they think Natalie likes. They then read the post to check.

Check answers, and check that students understand *fishing, surfing* and *talk*.

ANSWERS

Natalie likes fish, Lulu's café, her phone, surfing and her boyfriend.

- 2** Students work in pairs and discuss which of Natalie's favourite five they also like.

PREPARE FOR TASK

- 3 a** Students find and underline examples of *and, but* and *because* in the post.

ANSWERS

- 1** My friends go fishing and I cook it! I talk to my friends and my family every day.
2 My favourite food is fish, but I don't buy it from a supermarket. My dog doesn't go surfing, but I like the photo.
3 I like it because they have great cakes! He's my favourite person because he likes music.

b Ask students to translate the words into their own language, to check that they understand them correctly. Point out that we often use a comma before *but*.

- 4 a** Do the first one with the class as an example. Students then complete the task individually or in pairs.

ANSWERS

1 and 2 but 3 because 4 but 5 and 6 because

b Ask students to discuss in pairs which sentences are true for them.

- 5** Refer students back to the website and the five categories. Students make notes on their own favourite things. Monitor and help as necessary.

TASK

- 6** Students write a post on their favourite things. Monitor and help as necessary. Encourage students to use *and, but* and *because*.

REPORT BACK

- 7** Pin the posts around the class and allow students time to read them.
8 Ask individual students to tell the class which posts they like and why.

Alternative task

If students are struggling to think of their own ideas in exercise 5, write the five categories on the board and brainstorm some ideas with the class. Write four or five ideas for each category on the board.

Choose some of the items from the board and call out sentence beginnings using *and, but* or *because*, e.g. *I like meat, but..., I play football and ..., I like my best friend because...* Elicit answers and add notes to the board next to the ideas you have written.

Students can use the ideas on the board to help them write their posts.

Pin the posts around the class and allow students time to read them. Ask students to find the post that is most similar to theirs.

Refer students to Review B, Unit 4 on page 39.