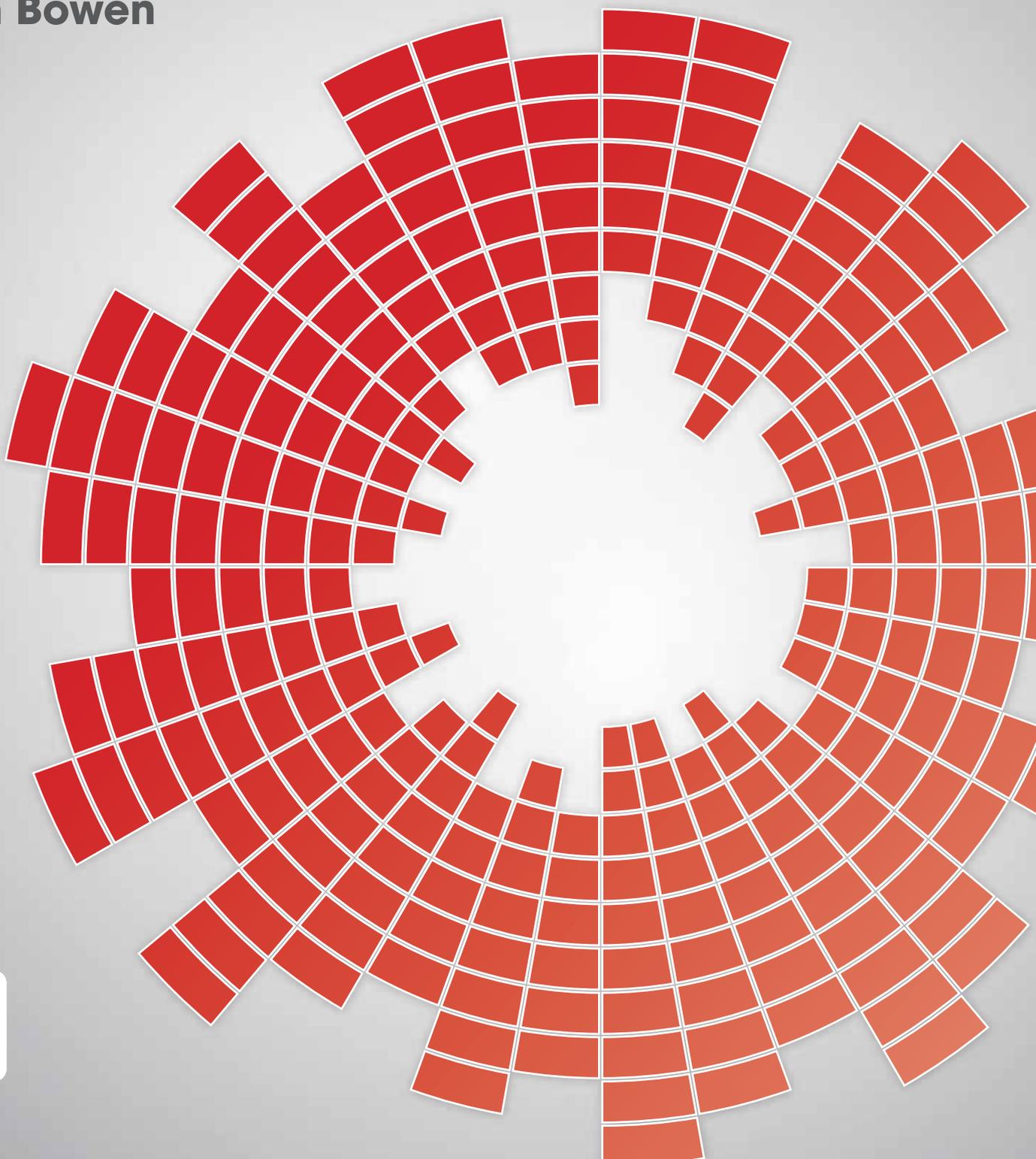


SAMPLE UNIT

NEW Teacher's Book **PULSE 1**

Tim Bowen



Why **NEW PULSE**

Building on the success of teenage-appropriate topics, authentic texts, integrated skills and engaging activities of the first edition, New Pulse offers:

Short, sharp, meaningful videos

including flipped classroom grammar presentations to make learning more successful



Mixed ability materials which allow the teacher to level up for stronger students and offer support to those needing more guidance



Extensive vocabulary syllabus which equips students with the high frequency language necessary for real-life use outside the classroom



Scaffolded production tasks which provide students with the sub skills they need to improve their communicative competence



Focus on life skills as well as **cultural and social awareness** which prepares students to meet the challenges of life in the 21st century



Engaging videos supplied by the BBC with authentic footage to offer students real world content



UNIT	VOCABULARY ▶ GETTING STARTED	GRAMMAR ▶ FILMED CLASSROOM	READING ▶ COURSE TEXT	LISTENING	INTEGRATED SKILLS ▶ SPEAKING SECTION	WRITING
STARTER page 4	<ul style="list-style-type: none"> Family Months, dates and times Prepositions of Place be: affirmative, negative and interrogative 	<ul style="list-style-type: none"> have got Question words Grammar in context: Literature 	<ul style="list-style-type: none"> Demonstrative pronouns Subject pronouns and possessive adjectives Possessive 's Object pronouns Life skills: Introduction to life skills 			
1 MOVIE TIME! page 9	<ul style="list-style-type: none"> Talking about films Describing people The body 	<ul style="list-style-type: none"> Present simple: affirmative and negative Present simple: questions and short answers Grammar in context: PSHE 	<ul style="list-style-type: none"> A film blog: Film technology: constantly changing Critical thinking: Understand Cultural awareness: The British film industry The Film Industry 	<ul style="list-style-type: none"> Descriptions of characters in a film 	<ul style="list-style-type: none"> ▶ At the cinema <ul style="list-style-type: none"> Speaking: Buy tickets Reading: cinema tickets 	<ul style="list-style-type: none"> A description of a film character Focus on Language: 's = is, has or possession
2 SCHOOL LIFE page 19	<ul style="list-style-type: none"> Talking about school School subjects Everyday activities 	<ul style="list-style-type: none"> Present simple: affirmative and negative Present simple: questions and short answers Grammar in context: PSHE 	<ul style="list-style-type: none"> A TV programme review: School exchange 'Gangnam style' Critical thinking: Assess Life skills: Life skills at school 	<ul style="list-style-type: none"> A radio programme about The Royal Ballet School 	<ul style="list-style-type: none"> ▶ At an after-school club <ul style="list-style-type: none"> Speaking: Ask for information Reading: a noticeboard 	<ul style="list-style-type: none"> A questionnaire Focus on Language: Punctuation
3 KEEP MOVING! page 29	<ul style="list-style-type: none"> Talking about sport Sports and activities Action verbs 	<ul style="list-style-type: none"> Adverbs of frequency and love, hate, (don't) like, don't mind + -ing Question forms: word order Grammar in context: PE 	<ul style="list-style-type: none"> A travel blog: Urban sports Critical thinking: Imagine Cultural awareness: Sports in New Zealand Winter sports 	<ul style="list-style-type: none"> A profile of a sports personality 	<ul style="list-style-type: none"> ▶ At the sports centre <ul style="list-style-type: none"> Speaking: Ask about routines Reading: a survey 	<ul style="list-style-type: none"> A class survey Focus on Language: Word order
4 STYLE FILE page 39	<ul style="list-style-type: none"> Talking about clothes Clothes and shoes Adjectives of character 	<ul style="list-style-type: none"> Present continuous Present continuous and present simple Grammar in context: Design and technology 	<ul style="list-style-type: none"> A magazine article: Dressing up for Prom Critical thinking: Create Cultural awareness: Traditional hats Traditional costume 	<ul style="list-style-type: none"> A radio interview about colour and character 	<ul style="list-style-type: none"> ▶ Shopping online <ul style="list-style-type: none"> Speaking: Ask about trying on clothes Reading: a shopping website 	<ul style="list-style-type: none"> Describing pictures Focus on Language: Using adjectives
5 HEALTHY LIVES page 49	<ul style="list-style-type: none"> Talking about places to go Places to go Food and drink 	<ul style="list-style-type: none"> There is / There are + a / an, some and any and Countable and uncountable nouns Is there...? Are there...? and How much...? / How many...? Grammar in context: Science (nutrition) 	<ul style="list-style-type: none"> An online article: Where is the happiest place in the world? Critical thinking: Analyse Life skills: Making decisions 	<ul style="list-style-type: none"> Conversations about school lunches 	<ul style="list-style-type: none"> ▶ At a café <ul style="list-style-type: none"> Speaking: Order food Reading: a menu 	<ul style="list-style-type: none"> A recipe Focus on Language: Connectors of sequence
6 AT HOME page 59	<ul style="list-style-type: none"> Talking about homes In the house Places to stay 	<ul style="list-style-type: none"> Comparative adjectives and superlative adjectives can / can't and must / mustn't Grammar in context: Geography 	<ul style="list-style-type: none"> An online article: Sicily's tiny house Critical thinking: Compare Cultural awareness: Different lifestyles Different Lifestyles 	<ul style="list-style-type: none"> An informal conversation about holiday preferences 	<ul style="list-style-type: none"> ▶ Getting around town <ul style="list-style-type: none"> Speaking: Talk about directions Reading: a map 	<ul style="list-style-type: none"> An opinion essay Focus on Language: Because
7 ON SCREEN page 69	<ul style="list-style-type: none"> Talking about computer games Computer games TV programmes 	<ul style="list-style-type: none"> was / were and There was / There were Past simple affirmative: regular verbs Grammar in context: Technology 	<ul style="list-style-type: none"> A review: Let's play! Critical thinking: Discuss Cultural awareness: Cartoons and animation Animated TV 	<ul style="list-style-type: none"> An informal conversation about TV programmes 	<ul style="list-style-type: none"> ▶ Playing games <ul style="list-style-type: none"> Speaking: Explain rules Reading: an FAQ's page 	<ul style="list-style-type: none"> A review Focus on Language: also
8 MAKING MUSIC page 79	<ul style="list-style-type: none"> Talking about music Instruments and musicians Adjectives of opinion 	<ul style="list-style-type: none"> Past simple: affirmative and negative Past simple: questions and short answers Grammar in context: Music 	<ul style="list-style-type: none"> A concert review: How cool is that? Critical thinking: Imagine Life skills: Negotiating 	<ul style="list-style-type: none"> A radio programme about new songs 	<ul style="list-style-type: none"> ▶ At a music festival <ul style="list-style-type: none"> Speaking: Talk about past events Reading: a web page 	<ul style="list-style-type: none"> A personal profile Focus on Language: Time expressions
9 LET'S CELEBRATE! page 89	<ul style="list-style-type: none"> Talking about birthdays Celebrations Adverbs 	<ul style="list-style-type: none"> be going to for future: intentions and will for predictions Present continuous for future plans Grammar in context: History 	<ul style="list-style-type: none"> A message board: Becoming a teenager... Critical thinking: Examine Cultural awareness: Celebrating indigenous cultures National days 	<ul style="list-style-type: none"> A news report about mid-year resolutions 	<ul style="list-style-type: none"> ▶ Going on a day trip <ul style="list-style-type: none"> Speaking: Making arrangements Reading: a poster 	<ul style="list-style-type: none"> An invitation Focus on Language: Prepositions of time
COLLABORATIVE PROJECTS	Project 1: Making a wall page 108 Project 2: Making a leaflet page 110					
EXTERNAL EXAM TRAINER: SPEAKING	Giving personal information page 114 Giving basic personal information and talking about your life page 116 Talking about your life page 118 Discussing a topic (A) page 120 Discussing a topic (Z) page 120					
	STUDY GUIDE page 99				PRONUNCIATION LAB page 124	
	IRREGULAR VERBS page 126					

UNIT OBJECTIVES AND KEY COMPETENCES

In this unit the student will learn ...

- understand, memorize and correctly use words for places for leisure activities **CLC SCC**
- understand, memorize and correctly use words for different kinds of food **CLC CMST**
- understand and correctly use grammar structures related to the present and draw parallels to L1 **CLC L2L**
- about the life skill of making decisions **CLC L2L SCC**

In this unit the student will learn how to ...

- use a title to predict content **CLC L2L**
- identify specific information in an online article **CLC DC CAE**
- look for information online about a city and give a presentation **CLC DC SCC CAE**
- understanding conversations about food **CLC L2L**
- identify specific information in interviews about food **CLC CMST SCC**
- speak about their leisure habits **CLC SCC**
- write a recipe **CLC CMST CAE**
- listen to someone ordering food in a café, read a café menu and order food **CLC SCC**

LINGUISTIC CONTENTS

Main vocabulary

- Places for leisure: *bowling alley, cinema, etc*
- Food and drink: *juice, cheese, biscuits, etc*

Extra vocabulary

- Words in context: *bodysuits, measure, community spirit, public services, outdoor lifestyle, village, allergies, calories, vegetables, vegetarian*
- Word builder: Adjectives ending in *-ed*
- CLIL vocabulary: *vitamins, minerals, carbohydrates, calcium, dairy, bones, fat*

Grammar

- Present simple: *there is, there are + a / an, some and any*
- Countable and uncountable nouns; *How much? How many?*
- Words in context: *bodysuits, measure, community spirit, public services, outdoor lifestyle, village*
- Word builder: *Adjectives ending in -ed*
- CLIL vocabulary: *vitamins, minerals, carbohydrates, calcium, dairy, bones, fat*

Functional language

- Ordering food
- Phrases for describing where things are in a photo

Pronunciation

- Weak forms
- Difficult sounds: /ɪ/ and /i:/

SKILLS

Reading

- Read an online article about happiness
- Read a text about making decisions
- Read a menu

Writing: Interaction and production

- Write a personalized dialogue
- Write a recipe in three steps: plan, write, check

Listening

- Listen to interviews about food
- Listen to someone ordering food

Spoken interaction

- Exchange information about leisure habits

Spoken production

- Prepare and act out a dialogue about ordering food
- Prepare and describe a photo in a speaking exam
- Write, act out and film an original dialogue about ordering food

LIFELONG LEARNING SKILLS**Self-study and self-evaluation**

- Study guide:
Student's Book page 103
- Progress check:
Workbook pages 46–47
- Grammar reference and practice:
Workbook pages 92–93
- Wordlist:
Workbook pages 151–157

Learning strategies and thinking skills

- Listening for and understanding price information
- Using a title to predict content
- Critical thinking: A definition of happiness

Cultural awareness

- Happiness in different countries

Cross-curricular contents

- Science: nutrition
- ICT: searching the internet for information about a city
- Maths: prices
- Food technology: recipes

EVALUATION

- Unit 5 End-of-unit test: Basic, Standard and Extra
- CEFR Skills Exam Generator

KEY COMPETENCES

- CLC** Competence in linguistic communication
- CMST** Competence in mathematics, science and technology
- DC** Digital competence
- L2L** Learning to learn
- SCC** Social and civic competences
- SIE** Sense of initiative and entrepreneurship
- CAE** Cultural awareness and expression

DIGITAL MATERIAL**New Pulse Digital Course including:**

- Interactive vocabulary presentation
- Grammar and Vocabulary basics exercises
- Audio visual introduction to unit topic
- Audio visual flipped classroom grammar presentation
- Audio visual speaking model: Ordering food

Student's website**DIGITAL COMPETENCE**

- Web quest: A presentation on a city
- Digital worksheet: Presentation tools
- Filming a scripted conversation

REINFORCEMENT MATERIAL

- Basics worksheets, Teacher's Resource Centre pages 29–34
- Vocabulary and Grammar: Consolidation worksheets, Teacher's Resource Centre

EXTENSION MATERIAL

- Extra activities: Teacher's Book pages T52, T57
- Vocabulary and grammar: Extension worksheet, Teacher's Resource Centre pages
- Advance your vocabulary: Workbook page 106
- The longer read: Teacher's Resource Centre
- Advance your listening: Teacher's Resource Centre

TEACHER'S RESOURCE CENTRE

- Translation and dictation worksheets
- Evaluation rubrics
- Key competences worksheets
- Culture and CLIL worksheets
- Culture video worksheets
- Digital competence worksheets
- Macmillan Readers worksheets
- Integrated skills

Vocabulary

Places to go

LESSON OBJECTIVES

In this lesson students will:

- ◆ learn vocabulary for places
- ◆ learn vocabulary for activities
- ◆ write sentences about how often they do activities
- ◆ use expressions of frequency

▶ VIDEO: GETTING STARTED

In this video, students answer the question: *Which places in your town do you like going to in your free time?*

- Ask students to watch the video and answer the question: *Which places in your town do you like going to in your free time?* for each speaker.
- Play the video. Students answer the question from the video individually.
- They compare their answers in pairs.
- Check answers as a class (*answers*).

WARMER

Explain the meaning of the unit title (A healthy life is one which helps to keep you well and happy, physically and mentally.). Write these categories on the board: *relaxation, sport, holidays and hobbies*. Students work in pairs and discuss what makes them feel well and happy, using the four categories to help them. Check ideas as a class.

1 42

- Students look at the pictures
- Play the audio. Students listen and repeat.
- Ask which places they can go to.

LANGUAGE NOTE

In two-word noun phrases, the first word almost always carries the main stress, eg *bowling alley*, *sports centre*, *swimming pool*.

Vocabulary basics

Answer key: swimming pool, skate park, bowling alley, football stadium, sports centre, shopping centre

- 2 • Elicit what the poster is for (*Giving information to visitors on activities in Newville*).
 - Demonstrate the activity by doing the first example with the class – *park*.
 - Students copy and complete the sentences.
 - They compare their answers in pairs.
 - Check answers as a class.

EXTRA ACTIVITY

Focus on some of the expressions in the visitor information in exercise 2. Make sure students understand *relax, have fun, try your luck* and *get fit*. Ask them to translate them into their language and to write them in their notebooks.

- 3 • Nominate a student to read aloud the example sentence. Point out that we use the preposition *at* for places such as *swimming pool, bowling alley* and *gym*, *at* or *in* for places such as *restaurant, café* and *library*, but we say *in the park*.
 - Students write sentences beginning *You can ...* for the other activities, following the example sentence.
 - Check answers as a class. Note that many different answers are possible.

LOOK!

Students read the expressions of frequency. Point out that we usually use these at the end of the sentence, e.g. *I go to the swimming pool three times a week*.

LANGUAGE NOTE

Remind students about questions beginning with *How often?*, eg *How often do you play football?* and the possible answers eg *I play football every day*, etc. Ask them to look at the Look! box and point out that we can say, *every day, every weekend, every Saturday*, etc. Remind them that we say *once* and *twice*, not *one time* and *two times*.

- 4 • Nominate two students to read aloud the example question and answer.
 - Students work in pairs and ask and answer questions using language from exercise 1 and the Look! box.
 - Listen to some pairs with the whole class.

Study guide > Student's book page 103

HEALTHY LIVES

UNIT 5

LEARNING OUTCOMES IN THIS UNIT

- Use a title to predict content
- Understand conversations about food
- Practise ordering food
- Write a recipe

VIDEO: GETTING STARTED



Watch the teenagers talking about their free time activities and answer the question.

Low res image

Vocabulary

Places to go

- 1 Listen and repeat these words in the box. Can you go to all these places in your town? 42

bowling alley café cinema
football stadium gym
library park restaurant
shopping centre skatepark
sports centre swimming pool

Exercise 2

- 1 park
- 2 swimming pool
- 3 bowling alley
- 4 café
- 5 cinema
- 6 gym

- 2 Look at the poster. Copy and complete 1–6 with words in exercise 1.

- 3 Where can you do these activities? Write sentences.

- buy clothes • do sport
- go skateboarding
- meet your friends • read books
- relax

You can buy clothes in a shopping centre.

LOOK!

expressions of frequency

every ... day / weekend
once / twice / three times
a week / a month

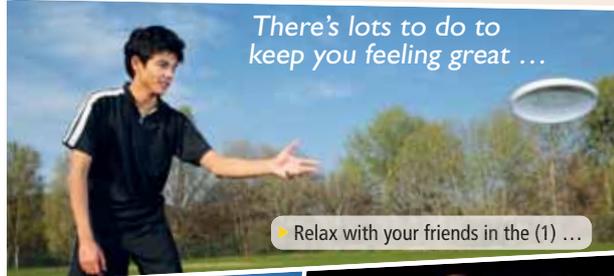
- 4 Work in pairs. Ask and answer about four places in exercise 1. Use *How often ...?* and expressions of frequency.

How often do you go to the bowling alley?

I go to the bowling alley twice a month.

WELCOME to NEWVILLE!

There's lots to do to keep you feeling great ...



► Relax with your friends in the (1) ...



► Have fun at the (2) ...



► Try your luck at the new (3) ...



► Meet your friends for a drink in a (4) ...



► Get fit – sign up for the (6) ...



► Watch a great film at the (5) ...

Reading

An online article

LEARNING OUTCOME

✓ Use a title to predict content

1 Read the title of the online article. What do you think the text is about?

- a) good holiday destinations
- b) countries with good weather
- c) the best places to live

Exercise 2

c)

2 Read and listen to the article and comments. Check your answer to exercise 1.  43

3 **Words in context** Look at these words in the article. How do you say them in your language?

measure community spirit
public services outdoor lifestyle
village

Exercise 4

- 1 a
- 2 b
- 3 a
- 4 b
- 5 a
- 6 a

4 Choose the correct answers.

- 1 There aren't any ... countries in the top three.
a) Asian b) European
- 2 People are happier in ... cities.
a) bigger b) smaller
- 3 Leon is ...
a) Danish b) Norwegian
- 4 SummerSun's town is in ...
a) Denmark b) Turkey
- 5 Kirstyo5 sometimes visits ... in the Outer Hebrides.
a) family b) friends
- 6 According to Kirstyo5, the Outer Hebrides have got very good ...
a) beaches b) shops

Exercise 5

- 1 True
- 2 False
- 3 False
- 4 True
- 5 True

5 Are the sentences true or false? Correct the false sentences.

- 1 The World Happiness Report says that we can measure happiness.
- 2 The UK is one of the top ten happiest countries.
- 3 London is the happiest place in the UK.
- 4 There are more than 100 parks in Denmark.
- 5 SummerSun thinks that good weather is important for happiness.

WHERE IS THE HAPPIEST

NATIONAL INTERNATIONAL CULTURE **HEALTH** SPORTS

Is it possible to **measure** happiness? Yes, according to the World Happiness Report! Apparently, the three happiest countries in the world are Norway, Denmark and Iceland. The USA is 14th, Ireland is 15th, and the UK is 19th.

But there are a lot of 'happiness surveys', with different results. According to a European Commission report, people are

COMMENTS

Leon01

17.42



It's true that in Denmark we are very happy and relaxed! 😊 I'm from Aarhus, Denmark's second city. We have lots of museums, theatres, concerts and music festivals – it's a European capital of culture. There are also 134 parks!



♥ LIKE ← REPLY

SummerSun

17.59



I think a good community spirit is important, but nice weather makes people happy too. People are usually friendly when it's sunny! I live in a town called Fethiye, in Turkey, and there's a great **outdoor lifestyle** here. There are a lot of nice cafes and restaurants next to the beach. We aren't in the top ten places, but I love living here!

♥ LIKE ← REPLY



Reading

Text type: An online article

LESSON OBJECTIVES

In this lesson students will:

- ◆ read an online article
- ◆ use a title to predict the content of a text
- ◆ say what they like and don't like in their town or village
- ◆ make a presentation

WARMER

Write these capital cities on the board: *Oslo, Copenhagen, Stockholm, Bern, Reykjavik, Helsinki, Madrid, Ottawa, Edinburgh, Canberra, Amsterdam*. Students work in pairs and write the names of the countries by capital. The pair with the most correct countries wins (Answers in respective order: Norway, Denmark, Sweden, Switzerland, Iceland, Finland, Spain, Canada, Scotland, Australia, Netherlands).

- 1 • Read the question aloud to the class.
 - Students discuss the question in pairs.
 - Check answers as a class.
- 2  43
 - Play the audio. Students read and listen to the article and comment and check their answer from exercise 1.
 - Ask students if their predictions in exercise 1 were correct.
 - Check the answer as a class.

LANGUAGE NOTE

Note that in English a *library* is a place where you can borrow books. If you want to buy books, you go to a *bookshop*.

- 3 **Words in context** This optional vocabulary exercise highlights extra rather than target vocabulary, and encourages students to work out the meaning of new vocabulary from context. Students only need to recognise these words.
 - Ask students to find the words in the box in the article so they can see them in context.
 - Students work in pairs and decide how the words are translated in their language.
 - Check answers as a class.

BACKGROUND

The first *World Happiness Report* was published in April 2012. It measures how happy people are, and why. About 1,000 people every year, in over 150 countries, are asked a simple question “*Imagine a ladder, with steps numbered from 0 at the bottom to 10 at the top. The top of the ladder represents the best possible life for you and the bottom of the ladder represents the worst possible life for you. On which step of the ladder do you feel you stand at this time?*” The report gives the main things to measure happiness: caring, freedom, generosity, honesty, health, income and good governance. Nordic countries have consistently ranked highest — Denmark in particular. This has encouraged other nations to adopt the Danish concept of *Hygge* – a cultural concept of cosiness and relaxation.

- 4 • Students read the questions carefully first. Make sure they understand all the sentences and what they have to do.
 - They work individually and read the article again and look for the information.
 - Students choose the correct answers a) or b) for each question.
 - Check answers as a class.

FINISHED?

Write these numbers from the article on the board: *15, 96, 17.42, 134, 05*. Ask fast finishers to find the information they refer to in the text (Answers: (15) Ireland's position in the list, (96) % of happy people, (17.42) time, (134) parks, (05) part of a contributor's name).

- 5 • Students read the questions first. Make sure they understand all the sentences.
 - Students read the article again and decide if the sentences are true or false.
 - They compare their answers in pairs.
 - Check answers as a class.



CULTURE NOTE

Focus students on the *Did you know?* box. Research shows that music helps to reduce blood pressure, heart rate and anxiety. Research also suggests that eight hugs a day can increase your levels of a chemical in your body called oxytocin, and make you feel happier.

Word builder

- Read the information and check students have understood.
- Drill the pronunciation of the words as a class.
- Students answer questions 1 and 2 in pairs and 3 individually.
- Check the answers as a class.

FINISHED?

Write these verbs on the board and ask students to make adjectives, *please, interest, surprise, inspire, satisfy* (Answers: pleased, interested, surprised, inspired, satisfied). Ask fast finishers to write their opinion on the text using these adjectives, eg *I'm interested to read that there are fantastic beaches in the Hebrides, I'm inspired to visit Norway, etc.*

- Nominate a student to read aloud the example sentence.
- Students write sentences like the example sentences about their town or village.
- They compare sentences in pairs.
- Listen to some sentences with the whole class.



CRITICAL THINKING

- Students think about the last time they were happy and what things make their friends happy. Encourage them to use these things to think about what happiness is.
- Students write a definition of what happiness is.
- They compare sentences in pairs.
- Listen to some definitions with the whole class.



WEB QUEST

Students work in groups to prepare a presentation of one of the cities in the happiness graph. Highlight the Web quest tip.

- 1 **Decide** Students choose a country from the happiness graph. Try to allocate a different country to each group.
- 2 **Investigate** Ask students to open an internet web browser such as Internet Explorer. Students write a list of keywords they can type in to research pictures and find three things they can do in their chosen country. Students open a search engine and type in their keywords.
- 3 **Create** Students make a presentation (four or five slides) and allocate parts to present to each member of the team.

- 4 **Evaluate** Allocate three-minute time slots to groups. During each presentation, other students can give marks 1–5 on *structure, content* and *interaction with the audience*. This will encourage them to listen carefully to their classmates.

Web quest tip: Remind students that to focus a search they should use at least three keywords, and for many topics they will do better with five or six. Elicit unimportant words in a search such as *the, and, what, or in* and highlight that efficient keyword searching uses primarily nouns. Point out that adding extra words can prevent the search engine from focusing on the main topic of the search. If students omit unimportant words, select more focused synonyms, or add additional keywords they can improve search results.

EXTRA ACTIVITY

Students work in pairs and rank the following things in order of importance for a happy life: *money, love, health, freedom, weather, education* from 1–6. Highlight that 6 represents the most important thing for happiness and 1 represents the least important thing. Students compare in pairs or small groups. Listen to their ideas with the whole class.

The longer read > TRC/SRC

A longer, more challenging version of the reading text from this page is available to give students extra reading comprehension practice. This can be set as homework or given to fast finishers.

VIDEO: FLIPPED CLASSROOM

You may want to ask students to watch the flipped classroom video on page 52 of the Student's Book for homework in preparation for the following grammar lesson. The flipped grammar presentation focuses on comparative adjectives using the context of houses.

PLACE IN THE WORLD?

LOG IN

happier in smaller, less busy cities. Two Danish cities are top of their list, with Manchester, Cardiff and Newcastle all in the top 20. And a British survey says that the happiest place in the UK is the Outer Hebrides – a collection of small islands in Scotland.

What makes people happy in the place where they live? Is it a good **community spirit**? Or good **public services**, such as schools, parks, transport, libraries and sports centres? What do you think?

REPLY NOW

3 REPLIES

Kirsty05

18.36



My cousin lives in the Outer Hebrides and I sometimes go there on holiday. There isn't much to do in her **village**. There isn't a cinema or a gym. There aren't even any shops or cafés! But I don't mind going there in summer – there are some fantastic beaches and I love swimming in the sea. 😊

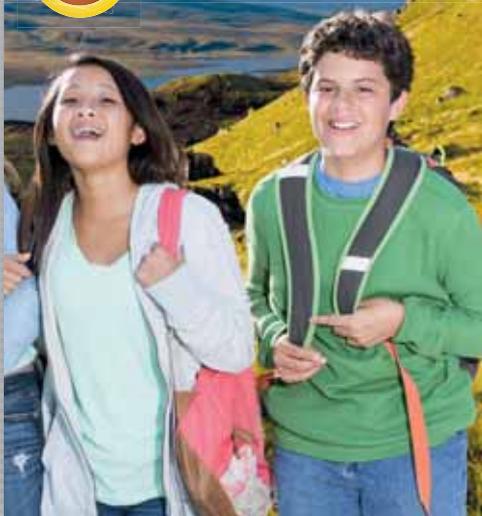
LIKE REPLY



The happiness graph

1	NORWAY
2	DENMARK
3	ICELAND
4	SWITZERLAND
5	FINLAND
6	NETHERLANDS
7	CANADA
8	NEW ZEALAND
9	AUSTRALIA
10	SWEDEN

The 10 Happiest Countries in the World



6 Word builder Read the information and answer the questions.

ADJECTIVES +ED

We form some adjectives with the suffix **-ed**.

excite – excited relax – relaxed
worry – worried

- 1 How do you say these adjectives in your language?
- 2 Write three example sentences using adjectives ending in **-ed**.
I feel excited before I go on holiday.

7 What do you like in your town or village? What don't you like?

*I like the sports centre and the ...
I don't like the ... or the ...*



CRITICAL THINKING

ANALYSE

What is happiness? Try to write a definition.

Think about the last time you were happy.

Think about the things that make your friends happy.

DID YOU KNOW?

On 20th March, people around the world celebrate World Happiness Day. Celebrations include a 24-hour global music video to the song 'Happy' by Pharrell Williams.



WEB QUEST

Work in groups. Make a presentation about a city in one of the countries in 'The happiness graph'.

- 1 **Decide** Choose a city.
- 2 **Investigate** Find pictures of the city and research three things to do there.
- 3 **Create** Organise the pictures of places to visit and the information about what you can do there. Prepare your presentation.
- 4 **Evaluate** Show your presentation to the class. Evaluate your classmates' presentations.

TIP! Use specific keywords when you search for information. This helps you find information more quickly.

Exercise 6

tbc

Grammar

There is / There are + a / an, some and any

Video

- 1 False
- 2 True
- 3 True

VIDEO: FLIPPED CLASSROOM



Watch the Grammar hub presentation and do the task



Exercise 1

- 1 an
- 2 a
- 3 some
- 4 any

- 1 Copy and complete the tables. Use *a, an, some* and *any*.

singular

There's a great beach.

There's (1) ... amazing museum near here.

There isn't (2) ... cinema there.

plural

There are 134 parks in Denmark.

There are (3) ... fantastic beaches.

There aren't (4) ... shops or cafés.

Exercise 2

- 1 There are
- 2 There is
- 3 There are
- 4 There are
- 5 There is
- 6 There are

- 2 Copy and complete the sentences with *There's* or *There are*.

There are two swimming pools.

- 1 ... a café.
- 2 ... five tables in the café.
- 3 ... four people sitting in the café.
- 4 ... a dance studio.
- 5 ... two gyms.

Exercise 3

- 2 True
- 3 False
There are two tables in the café.
- 4 True
- 5 True
- 6 False

- 3 Now look at the picture. Are the sentences in exercise 2 true or false? Correct the false sentences.

There are two swimming pools.
False. There aren't two swimming pools. There's one swimming pool.



Countable and uncountable nouns

- 4 Look at the tables, then copy and complete rules a) and b) with *Countable* or *Uncountable*.

countable nouns

We can count countable nouns.

There's **a** shop. ✓

There are **some** good shops. ✓

uncountable nouns

We can't count uncountable nouns.

There's **a** food. ✗ There are **some** foods. ✗

There's **some** food in the café. ✓

- a) ... nouns have got singular and plural forms.
- b) ... nouns haven't got plural forms.

Exercise 4

- a countable
- b uncountable

- 5 Copy and complete the lists with these words.

- apples
- meat
- oil
- fruit
- grapes
- bananas
- eggs
- water

countable nouns

uncountable nouns

apples

fruit

Exercise 5

countable:

apples, bananas, eggs, grapes

uncountable:

fruit, meat, oil, water

- 6 Copy and complete the recipe with *a / an, some* or *any*.

GREEN SALAD

Fancy a healthy treat? Don't worry if there aren't (1) ... salad bars near you! Try making this delicious green salad at home. Put (2) ... avocado, (3) ... lettuce and (4) ... green grapes in a large bowl – all chopped, of course. Add (5) ... peas and (6) ... oil. Mix it up then serve with (7) ... egg or (8) ... meat.



Exercise 6

- 1 any
- 2 an
- 3 a
- 4 some
- 5 some
- 6 some
- 7 an
- 8 some

ANALYSE

We use *There is* for singular nouns and also for uncountable nouns. Translate these sentences into your language.

- a) There's one banana.
- b) There's some fruit.
- c) There are ten strawberries.

Grammar

There is / There are + a / an, some and any

LESSON OBJECTIVES

In this lesson students will:

- ◆ learn and use *there is/there are* in the affirmative and negative
- ◆ use *a, an, some* and *any* with countable and uncountable nouns

WARMER

Ask students what facilities there are in their town and write them on the board (e.g. *cafes, sports centre, swimming pool, park*). Ask what facilities they don't have in their town but would like to have. Write these on the board too.

▶ VIDEO: FLIPPED CLASSROOM

- If you didn't set it for homework, ask students to watch the flipped classroom video and answer the questions.

- 1 • Students copy the tables and complete the sentences.
 - Check answers as a class.
 - Elicit that we use *there's / there isn't* for singular nouns and *there are / aren't* for plural nouns.
 - All of the forms have contracted forms except *there are*.
 - Remind students that *an* is used in gap 1 because *amazing* begins with a vowel.

LANGUAGE NOTE

Highlight the fact that we use *some* in affirmative sentences (eg *There are some great classes*) and *any* in negative sentences (eg *There aren't any dance classes*) and questions (eg *Are there any sports centres in your town?*).

Grammar Basics

Answer key: 1 There is 2 There are
3 There aren't 4 There isn't 5 There are
6 There is 7 There aren't 8 There are

- 2 • Students copy and complete the sentences.
 - They compare their answers in pairs.
 - Check answers as a class.
 - Point out that *people* is the plural form of *person*.

- 3 • Nominate two students to read aloud the example sentences.
 - Students look at the pictures and decide if the sentences in exercise 2 are true or false.
 - They correct the false sentences individually.
 - Check answers as a class.

Countable and uncountable nouns

- 4 • Explain the aim of the activity – to complete rules for countable and uncountable nouns.
 - Students look at the table and rules a and b.
 - They copy and complete the rules with *Countable* or *Uncountable* using the information in the tables.
 - Check answers as a class.
 - Point out that we don't use *a* with uncountable nouns.

Grammar Basics

Answer key: 1 apple 2 juice 3 bananas
4 people 5 rice 6 water

- 5 • Students copy and complete the lists with the words in the word pool.
 - They compare answers in pairs.
 - Check the answers as a class.

LANGUAGE NOTE

Point out that we can use *some* with both countable and uncountable nouns, eg *some restaurants, some water*. In the negative we can use *any* with both forms, eg *there aren't any restaurants, there isn't any water*.

- 6 • Ask students to read the whole text first.
 - They work individually and fill the gaps using *a/an, some* or *any*.
 - They compare answers in pairs.
 - Check answers as a class.

ANALYSE

Ask students to translate sentences a–c into their language. Point out that we use the singular of *be* with uncountable nouns, not the plural.

[Study guide](#) > [Student's Book page 103](#)

[Grammar reference](#) > [Workbook page 92](#)

Vocabulary and Listening

Food and drink

LESSON OBJECTIVES

In this lesson students will:

- ◆ learn words for different kinds of food
- ◆ listen for specific information

WARMER

Write *breakfast*, *lunch* and *dinner* on the board. Check students remember what they mean. Ask students to work in pairs and compare their favourite foods for each meal. Check ideas as a class.

DIGITAL VOCABULARY FLASHCARDS

In this digital presentation, students match the vocabulary with pictures/definitions.

- Do the digital presentation with the class.
- Encourage students to repeat the words.

1 44

- Students read the article and decide if the lunches are similar to their school lunches.
- Listen to their ideas as a class.
- If you haven't done the digital presentation, play the audio. Students listen and repeat the words in blue.
- Make sure they pronounce all the words correctly, especially *yoghurt* /'jɒgə(r)t/ and *crisps* /krisps/ and *biscuits* /'bɪskɪts/.

Vocabulary basics

Answer key: 1 salad 2 chicken 3 orange
4 biscuits 5 yoghurt 6 cake 7 juice
8 potatoes

- 2 • Students work individually and copy and complete the list with blue words from exercise 1.
• Check answers as a class.

3 45

- Play the audio. Students listen and say where each student is from.
- Check answers as a class.

- 4 • Students copy and complete the table.
• Play the audio again. Students complete the table.
• Check answers as a class.

- 5 • Students answer the questions individually.
• Check answers as a class.

Advance your vocabulary > Workbook page 106

Pronunciation lab > Difficult sounds /l/ and /i:/; page 125

44 Audioscript, exercises 3 and 4

- 1 **Paul** We're at Newton High School in London, England. Let's see what the students are having for lunch today ... Hi there, we're doing a programme about school lunches around the world. What are you having for lunch today?
Sara Well, I'm having chilli with rice and for dessert I've got some yoghurt.
Paul Right. And what are you having to drink?
Sara Apple juice.
Paul OK. Is there a choice of food here?
Sara Oh, yes. There are lots of different things you can have ...
Paul And do you always have lunch at this time?
Sara Yes – at half past twelve. The younger children have lunch at twelve o'clock and we come in at half past twelve.
Paul Thanks! Enjoy your lunch!
- 2 **María** We're at the Instituto Manuel Diego in Madrid. Hello. What are you having today?
David Well, for first course today there's salad, then fish for the main course. I've got fruit for dessert.
María And you're drinking ... water?
David Yes, water.
María Are there always three courses for lunch here?
David Yes, we always have three courses.
María Do all your friends have lunch at school?
David No, some of my friends go home for lunch.
María Thanks for talking to us. Enjoy the rest of your lunch!
- 3 **Kevin** I'm talking to students at the Santa Monica High School in California. Hi there, what are you having for lunch today?
Maya I've got pizza and fries and for dessert I'm having ice cream.
Kevin And to drink?
Maya Cola!
Kevin Do you always have lunch here in the school cafeteria?
Maya I do – but some of the older students leave school for lunch.
Kevin Is there much choice here at school?
Maya No, not really. I mean, there aren't a lot of healthy options. There's mostly pizza, burgers and fries ...
Kevin Well, thanks for talking to us! So, now back to the studio ...

Vocabulary and Listening

Food and drink

LEARNING OUTCOME

✓ Understand conversations about food

DIGITAL VOCABULARY FLASHCARDS



Do the matching exercise to discover the new vocabulary.

biscuits cake cheese chicken crisps fish juice milk
nuts orange peas potatoes rice salad yoghurt

1 Read the article about school lunches. Are they similar to your school lunches? Listen and repeat the words in blue. 44

HOW HEALTHY IS YOUR SCHOOL LUNCH?

In the UK, about half of all students have a school lunch and half take a packed lunch.

Here's a typical school lunch. There's usually some **chicken**, meat or **fish** with **rice**, pasta or **potatoes** and bread. There's usually **salad** or vegetables like **peas**, broccoli or green beans. For dessert there's fruit, **yoghurt** or a piece of **cake**. And there's **milk**, **juice** or water to drink.



A typical packed lunch, but it isn't very healthy! There are sandwiches (usually with **cheese** or tuna) and there's a bag of **crisps**. There's a chocolate bar, some **biscuits** and a fizzy drink. But there isn't any fruit! It's a good idea to have an apple, **orange** or some **nuts** for a snack.



Top Tips!

If you want to study better:

- ★ don't forget to have breakfast – it gives you energy to start the day.
- ★ eat fish regularly – it contains Omega-3 which is good for concentration!

Exercise 2

Protein: fish

Carbohydrates: potatoes

Fruit and vegetables: salad, orange, nuts

Dairy products: milk, cheese

Fat and sugar: crisps, biscuits

Drinks: milk

2 Copy and complete the list with the blue words in exercise 1.

Protein: *chicken, ...*
Carbohydrates: *rice, ...*
Fruit and vegetables: *peas, ...*
Dairy products: *yoghurt, ...*
Fat and sugar: *cake, ...*
Drinks: *juice, ...*

3 Listen to three students talking about school lunches. Where are the students from? 45

4 Listen again. Copy and complete 1–6.

	Main meal	Dessert	Drink
Sara	chilli with (1) ...	(2) ...	apple juice
David	(3) ... , then fish	fruit	(4) ...
Maya	(5) ... and fries (chips)	(6) ...	cola

5 Answer the questions.

- 1 Is there a choice of food at Sara's school?
- 2 What time does Sara have lunch?
- 3 How many courses are there for lunch at David's school?
- 4 Where do David's friends have lunch?
- 5 Is there a cafeteria at Maya's school?
- 6 Where does Maya have lunch?

Exercise 4

- 1 rice
- 2 yoghurt
- 3 salad
- 4 water
- 5 pizza
- 6 ice cream

Exercise 3

- 1 London, England
- 2 Madrid, Spain
- 3 California, the USA

Vocabulary basics

Advance your vocabulary > Workbook p107

Pronunciation > p125

53

Exercise 5

- 1 Yes, there is a choice of food at Sara's school.
- 2 She has lunch at half past twelve.
- 3 There are always three courses for lunch at David's school.
- 4 Some of David's friends go home for lunch.
- 5 Yes, there is a cafeteria at Maya's school.
- 6 Maya always has lunch in the school cafeteria.

Scientists say that we make better decisions in the morning than in the evening. We also make better decisions when we get enough sleep and do exercise.

Exercise 1

Roast beef and vegetables

1 Jake and Holly are choosing their food. Read the food facts about options A and B quickly. Which meal has got the most carbohydrates?

WHAT'S ON THE MENU TODAY?

A ROAST BEEF AND VEGETABLES



Price: £3.80

FOOD FACTS

Calories: 697
Protein: 34 g
Carbohydrates: 127 g

OR

B PEPPERS STUFFED WITH RICE, CHEESE AND VEGETABLES



Price: £3.00

FOOD FACTS

Calories: 245
Protein: 12 g
Carbohydrates: 44 g

What do you want to eat today?

Here are some steps to help you decide:

Step 1: Identify the options

- How many choices are there?
- What are they?

Step 2: Collect the facts

- How many calories are there in each meal?
- Is the price the same for both meals?

Step 3: Think about your values

- Are you **vegetarian** or vegan, or do you have any food **allergies**?
- What is more important to you: to eat healthy food or food you like?

Step 4: List the advantages and disadvantages

- What are the advantages of each option?
- What are the disadvantages of each option?

Step 5: Make your decision!

- Which meal do you choose?
- Can you explain the reasons for your decision?

2 Read the food facts about A and B again. Are the sentences true or false? Correct the false sentences.

- 1 There isn't a vegetarian option.
- 2 There are vegetables with the meat.
- 3 There isn't any protein in option B.
- 4 There are 697 calories in option A.
- 5 There is some cheese in option B.

3 **Words in context** Find these words in the text. How do you say them in your language?

vegetables calories vegetarian allergies

4 Read the text. Then read what Jake and Holly say. Which meal do they choose?

Jake It's important for me to eat healthy food. I think this meal is a better choice because I don't like red meat.

Holly I'm not vegetarian and I'm really hungry today. This meal has got more protein than the other one.

5 Work in pairs. Read the text. Follow Steps 1–5 in the text to choose one of the meals. Is your partner's decision the same or different? Why?

6 Choose one or two situations. Use your decision-making skills to reach a conclusion. Explain the reasons for your decision.

- 1 You have to study another school subject. Do you choose art or biology?
- 2 You want to do more exercise. Do you go running or do yoga?

Exercise 3

- 1 **False**
Option B is a vegetarian option.
- 2 **True**
- 3 **False**
There are 12 g of protein.
- 4 **True**
- 5 **True**

Exercise 4

Jake A
Holly B



Holly

Jake



Life skills

Making decisions

LESSON OBJECTIVES

In this lesson students will:

- ◆ learn skills for decision making
- ◆ practise reading to find specific information
- ◆ talk about school dinners

WARMER

Play an alphabet game to revise food vocabulary. Write the alphabet on the board and elicit a food beginning with the letter *a* (e.g. *apple*). Students work in pairs and think of other food words beginning with the remaining letters of the alphabet.

FACT!

- Ask students to read the fact.
- Point out that to make a decision means to choose between two or more options.

LANGUAGE NOTE

Highlight that *make a decision* is a collocation – two or more words that often go together. These combinations just sound “right” to English speakers, who use them all the time.

- 1 • Explain that students are going to read information on a poster about school dinners.
 - Students read the information in A and B quickly and find the answer.
 - Check their answer as a class.

2 Words in context

This vocabulary exercise highlights extra rather than target vocabulary, and encourages students to work out the meaning of new vocabulary from context. Students only need to recognise these words.

- Ask students to find the words in the box in the article so they can see them in context.
- Give students these references to help them find the words quickly in the text:
 - vegetables – choice A
 - calories – choice A
 - vegetarian – Step 3
 - allergies – Step 3
- Students work in pairs and decide how the words are translated in their language.
- Check answers as a class.

BACKGROUND

The number of vegans in the UK is increasing. According to leading researchers Ipsos MORI, 42% of vegans are aged 15–34. Most people give these reasons for becoming a vegan: animal cruelty, health, food safety and the environment. Vegans don't consume dairy, eggs or any other products of animal origin, in addition to not eating meat like vegetarians. Strict vegans don't buy any products tested on animals, wool or leather. Keeping healthy is essential as a vegan. It is very important that you research what to eat before or while changing your diet.

- 3 • Students read the poster again and decide if the sentences are true or false.
 - They compare their answers in pairs or small groups.
 - Check answers as a class.
- 4 • Students match A and B to Holly and Jake.
 - They compare answers in pairs.
 - Check answers as a class.
- 5 • Students work individually and follow steps 1–5 in the poster.
 - Students work in pairs and compare their decisions.
 - They should say if they are the same or different and explain why.
 - Listen to some choices as a whole class.
- 6 • Students work individually and choose one of the situations.
 - They then follow the five steps in the box and make a decision.
 - In pairs or small groups, students say which situation they chose and explain their decision.
 - Monitor and help students with vocabulary, if necessary.
 - Listen to some answers as a whole class.

EXTRA ACTIVITY

Write these everyday situations on the board: *read a book or watch a film, save money or buy clothes, meet with friends or stay at home, eat chocolate or eat an apple*
Students work in pairs and make decisions between the two options. Ask them to give reasons for their choices. Listen to some decisions as a whole class.

Grammar

Is there ... ? Are there ... ?

LESSON OBJECTIVES

In this lesson students will:

- ◆ ask and answer questions with *Is there ... ?* and *Are there ... ?*
- ◆ make questions using *How much ... ?* and *How many ... ?*

WARMER

Play a word race game. Write *There is* and *There are* above two columns on the board. Put the students into pairs. Tell them they have three minutes to write down as many words as possible for objects they can see in the classroom. Do one example for each first, eg *There is a table. There are twenty desks.* The first pair to write five words in each column is the winner.

- 1 • Ask students to translate the questions.
 - Check answers as a class.

LANGUAGE NOTE

In short answers, only the negative answers have contracted forms. We never say *Yes, there's*. In all these examples of short answers, the final word carries the strongest stress, eg *Yes, there is.*

- 2 • Students work individually and copy and complete the questions.
 - They compare answers in pairs.
 - Check answers as a class.
 - Ask students whether we use *some* or *any* after *Are there?* (*any*)
 - Elicit what word is used after *Is there?* (*a/an*)
- 3 • Nominate two students to read aloud the example question and answer.
 - Students work in pairs and ask and answer the questions in exercise 2 about their own lives.
 - Listen to some pairs as a whole class.

How much ... ? How many ... ?

- 4 • Students look at the tables
 - Highlight that we use *How much* with uncountable nouns (eg *How much water?*) and *How many* with countable nouns (eg *How many students?*).

- Students work individually and complete the questions with *How much* or *How many*.
- They compare answers in pairs.
- Check answers as a class.

Grammar Basics

Answer key: 1 *Is* 2 *How* 3 *much* 4 *there*
5 *Are* 6 *many*

- 5 • Students read answers a–c and match them with the questions in exercise 4.
 - They compare answers in pairs.
 - Check answers as a class.

EXTRA ACTIVITY

Write these questions on the board: *How often do you eat crisps? How many flavours of crisps are there in your country? What is your favourite flavour?* Students write their answers to the questions. They compare their answers in pairs. Listen to their ideas as a whole class.



Grammar in context: Science (nutrition)

- 6 • Ask students to read the whole text.
 - Students work individually and choose the correct answer from the three possibilities.
 - They compare their answers in pairs.
- 7  46
 - Play the audio. Students check their answers.
- 8 • Students work in pairs and decide how to translate the words in blue into their language.
 - Check answers as a class.

CLIL TASK

Set this task for homework. Students choose their lunch or dinner. They make a list of all the foods they eat and match them with the different food groups. At the beginning of the next lesson, they present their results to the class.

[Study guide](#) > [Student's Book page 103](#)

[Grammar reference](#) > [Workbook page 92](#)

Grammar

Is there ...? Are there ...?

1 Look at the table. How do you say the questions in your language?

singular

Is there a vegetarian option?

Yes, **there is**. / No, **there isn't**.

plural

Are there any vegetables with the meat?

Yes, **there are**. / No, **there aren't**.

Exercise 2

- 1 Are there
 - 2 Is there
 - 3 Are there
 - 4 Is there
- We use *any* after *Are there?*

2 Copy and complete the questions with *Is there* or *Are there*. Do we use *some* or *any* after *Are there?*

- 1 ... any cafés in your town?
- 2 ... a swimming pool at your school?
- 3 ... any Chinese restaurants in your town?
- 4 ... a bowling alley near your house?

3 Work in pairs. Ask and answer the questions in exercise 2.

- Are there any nice cafés in your town?*
 Yes, there are. I like the one in my street.

How much ...? How many ...?

Exercise 4

- 1 How much
- 2 How many
- 3 How many

4 Look at the table, then copy and complete the questions with *How much* or *How many*.

uncountable nouns

How much protein is there in option A? There's **a lot**. There isn't **much**.

countable nouns

How many calories are there in each meal? There are **a lot**. There aren't **many**.

- 1 ... salt is there is there in a bag of crisps?
- 2 ... children eat crisps every day in Britain?
- 3 ... bags of crisps do British people buy?

Exercise 5

- 1 c
- 2 a
- 3 b

5 Match answers a–c with the questions in exercise 4.

- a) A lot! About 50% of children eat crisps every day.
- b) People buy more than 6 billion bags a year!
- c) There's a lot. Crisps consist of about 8% salt.



Grammar in context: Science (nutrition)

6 Read the text and choose the correct answers.

7 Listen and check your answers. 0.00

8 Look at the words in **blue** in the text. How do you say them in your language?

Exercise 7

- 1 any
- 2 How much
- 3 some
- 4 There are
- 5 is
- 6 There are
- 7 There's
- 8 an



WHAT'S ON YOUR PLATE FOR LUNCH TODAY?

Are there (1) **a / some / any** vegetables? (2) **How much / How many / How are protein** is there? Is there any fruit for dessert? If there isn't a variety of food in your lunch, read this information and make (3) **a / some / any** changes to your menu!

THE FIVE FOOD GROUPS:

Fruit and vegetables

(4) **There's / There are / Is there vitamins** and **minerals** in fruit and vegetables. You should eat five portions every day.

Protein

There (5) **is / are / aren't** protein in meat, fish, eggs and beans. It helps your body grow.

Carbohydrates

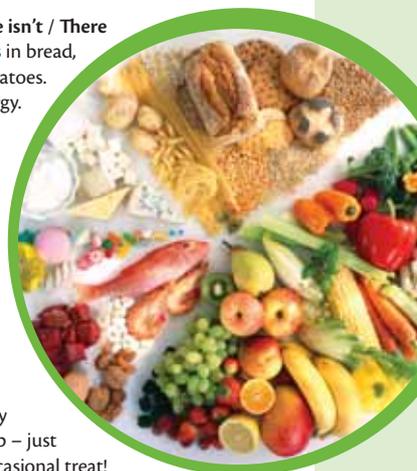
(6) **Is there / There isn't / There are carbohydrates** in bread, rice, pasta and potatoes. They give you energy.

Dairy products

(7) **There are / There's / Is there calcium** in **dairy** products like milk and cheese. Calcium is necessary for healthy **bones**.

Fat and sugar

Don't eat too many things in this group – just (8) **a / an / any** occasional treat!



CLIL TASK

Analyse your lunch or dinner. Write a list of all the things you eat. Which food group are they in?

At a café

LEARNING OUTCOME

✓ Order food in a café

My friend Katy and I are having lunch at The Health Café. Katy's a vegetarian. Are any of your friends vegetarian?



TASK Order food in a café

- 1**

Understand a dialogue in a café
- 2**

Practise a dialogue
- 3**

Read a café menu
- 4**

Write a dialogue
- 5**

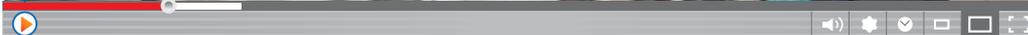
Present a dialogue

Communication kit

- Can I help you? • I'd like a / an / some ... , please. • Anything else?
- Would you like anything to drink? • Have you got any ...? • Is that everything?
- How much is it? • Enjoy your meal.



WATCH THE VIDEO



Hi, can I help you?
 OK. Anything else?
 Would you like anything to (3) eat / drink?
 Yes, sure.
 OK. Is that everything?
 That's (5) £8.95 / £9.85, please.
 Thank you and enjoy your meal!

Yes – I'd like a (1) tuna / pasta salad, please.
 Yes – some (2) tomato / vegetable soup for my friend, please.
 Oh, yes. Have you got any (4) orange / apple juice?
 OK. One orange juice and one apple juice, please.
 Yes, I think so. How much is it?
 Here you are.
 Thanks.

Exercise 1

Two drinks – one orange juice and one apple juice.

Exercise 2

- 1 tuna
- 2 vegetable
- 3 drink
- 4 orange
- 5 £9.85

1 Listen

- 1 Watch or listen to the dialogue. How many drinks does Hazel order? ▶ 47
- 2 Listen again and choose the correct words for 1–5.

2 Speak

- 3 **Pronunciation** Listen and repeat. Notice how the word in red is pronounced very quickly. ▶ 48
 I'd like a tuna salad, please.
- 4 Work in pairs. Practise the dialogue. Pay attention to the pronunciation of the sentence in exercise 3.

Integrated skills

At a café

LESSON OBJECTIVES

In this lesson students will

- ◆ work on all four skills
- ◆ listen to conversation in a café
- ◆ practise a dialogue
- ◆ read a menu
- ◆ write and present a personalised dialogue
- ◆ make a video dialogue

WARMER

Highlight Hazel's speech bubble. Elicit what vegetarians don't eat (*fish, chicken or meat*). Students in pairs ask and answer the question *Are any of your friends vegetarian?* Listen to some answers as a whole class.

1 Listen

1 » 0.00 ● REC

- Encourage students to cover the dialogue. Read the question.
- Play the video or audio for students.
- They compare answers in pairs.
- Check the answer as a class.

2 » 0.00

- Play the video or audio again. Students choose the correct answers for 1–5.
- They compare answers in pairs.
- Check the answers as a class.



CULTURE NOTE

Highlight that '*Anything else?*' is short for '*Would you like anything else?*'. Both phrases are typically used in the food service industry in the UK.

2 Speak

3 » 0.00 Pronunciation

In this pronunciation exercise, students focus on stress and intonation in questions.

- Play the audio for students to repeat the question as a class.
- Highlight that main stress is on the important word in the sentence, eg *orange*, and that in a Yes/No question, the intonation usually goes up on the most important word.
- Remind students that we usually use rising intonation in Yes/No questions.

- 4 • Students practise the dialogue in pairs. They then swap roles and practise the dialogue again.
- Ask students to pay attention to the pronunciation of questions in the dialogue.

» X.XX Videoscript / Audioscript, exercises 1 and 2

Waiter Hi, can I help you?

Hazel Yes – I'd like a tuna salad, please.

Waiter OK. Anything else?

Hazel Yes – some vegetable soup for my friend, please.

Waiter Would you like anything to drink?

Hazel Oh, yes. Have you got any orange juice?

Waiter Yes, sure.

Hazel OK. One orange juice and one apple juice, please.

Waiter OK, Is that everything?

Hazel Yes, I think so. How much is it?

Waiter That's £9.85 please.

Hazel Here you are

Waiter Thank you and enjoy your meal!

Hazel Thanks.



CULTURE NOTE

Point out that only people who are not participating in the meal, eg a waiter, say '*Enjoy your meal*'. If you are with friends or family, some people say the French phrase '*Bon appetit*' or more informally '*Tuck in!*'.

3 Read

5 Reading a menu

- Students look at the menu. Ask ‘*Is there any meat on the menu?*’ (no). *Why?* (because the menu is healthy).
- Students put the menu headings in the correct order.
- Make sure students understand the difference between *still* water (no gas) and *sparkling* water (with gas).
- They compare answers in pairs.
- Check answers as a class.



CULTURE NOTE

Highlight the two ways to say 95p in English – *ninety-five pence* or *ninety-five p* – and that the £ symbol is used for *pounds*. When people say prices they sometimes omit these words, so £1.95 is *one ninety-five* rather than *one pound ninety-five pence*.

4 Write

- 6 • Ask students to imagine they are at The Health Café in exercise 1.
- Students choose a meal and a drink for themselves and a friend.
- They work individually and write their order using the dialogue on page 56 as a model.
- Monitor while they are writing and help students if necessary.

5 Present

- 7 • Students practise their dialogues in pairs.
- For extra practice, they swap roles in both dialogues.
- Students act out their dialogue for the class, or with larger classes in small groups.
- Students raise their hand if another pair has the same food or drink as they do. This will encourage them to listen carefully to their classmates.

Optional activity: Make a video dialogue

↳ Ordering food at a café in my town

This task gives students an opportunity to write a less controlled dialogue, drawing on previous language knowledge. They then go on to film their dialogues.

- 1 **Choose** Tell students they are going to make a video of themselves performing a new dialogue ordering food in a café. Students work in groups of three and four and decide on the food and drink they’re going to order.
- 2 **Write** Students write their new dialogues in their groups. Explain that they should use the words and phrases in the Communication Kit but can add in their own language too. They should then decide who is going to act, film or direct.
- 3 **Practise** Students practise their dialogue in their groups.
- 4 **Record** They record their video dialogues in their groups. Students then upload their videos.
- 5 **Present** Students present their video to the class. Ask the class to vote on the best dialogue.

WARMER

Write five or six food words on the board with the letters in the wrong order, eg *t t s e o a p o* – *potatoes*; *e e e s c h* – *cheese*). Students work in pairs and put the letters in the correct order. The first pair to spell all the words correctly is the winner.

VIDEO TIP: LIGHTING

Smartphone cameras have smaller image sensors and lenses. Encourage students to record their videos in brightly lit areas or organise back-lighting. This help to reduce shadows and grainy areas in their videos. Remind students not to point the camera directly at bright light sources because this causes overexposure. Lighting should be stable and stead because the image sensors in most smartphones do not react to dramatic changes in lighting very quickly.

Integrated skills > Resource centre

For consolidation and further practice, refer students to the Integrated skills pages in the Resource centre.

3 Read

Exercise 5

- 1 Salads
- 2 Soup
- 3 Sandwiches
- 4 Baked potatoes
- 5 Drinks

- 5 **A café menu** Look at the menu and complete the menu headings 1–5 with these words. Is there any meat on the menu? How many types of juice are there?

The Health Café menu



Salads		Baked potatoes	
Tuna salad	£4.95	With cheese and beans	£3.25
Pasta salad	£4.60	With vegetarian chilli	£3.60
Soups		Drinks	
Vegetable soup	£2.50	Juice	£1.20
Tomato soup (served with bread)	£2.25	(apple, orange, pineapple or mango)	
Sandwiches		Mineral water	95p
Cheese and tomato	£1.95	(still or sparkling)	
Egg	£1.95		

4 Write

- 6 Imagine you are having lunch at The Health Café. Write a dialogue ordering food and drink for you and a friend. Use the menu in exercise 5 and the information in the menu to help you.

Hi, can I help you?	Yes – I'd like ... , please.
OK. Anything else?	Yes – ... for my friend, please.
Would you like anything to ...?	Oh, yes. Have you got any ...?
Yes, sure.	OK. One ... and one ... , please.
OK. Is that everything?	Yes, I think so. How much is it?
That's ... , please.	Here you are.
Thank you and enjoy your meal!	Thanks.

5 Present

- 7 Work in pairs. Take turns to practise your dialogues. Then present them to the class.

- Hi, can I help you?
- Yes – I'd like a ...

Make a video dialogue REC

↳ Ordering food at a café in my town

- 1 **Choose** something to eat and drink from a menu you know.
- 2 **Write** the dialogue. Remember to include phrases from the Communication kit.
- 3 **Practise** your dialogue in pairs.
- 4 **Record** your dialogue.
- 5 **Present** your video dialogue to the class.

Writing

A recipe

LEARNING OUTCOME

- ✓ Write a recipe

1 Look at the recipe. Which is your favourite jacket potato filling?

Jacket potatoes

1 Jacket potatoes are very popular in the UK. They're easy to make and they're healthy and delicious. There's a lot of fibre in jacket potatoes because we eat the potato skin, too. There are also a lot of vitamins and minerals. But be careful with the filling – there's a lot of fat in butter and cheese! Here's the recipe ...

- 2**
- a big potato for each person
 - some butter
 - a filling (for example: cheese, tuna, baked beans, chilli, etc)

- 3**
- First, wash the potatoes. Then, cut the top of the potatoes and cook them in the oven (200°C) for about 60 minutes. Next, add some butter to the potatoes. Finally, prepare the filling. My favourite is cheese and beans!



Exercise 2

- a First
- b Finally

2 **Focus on language** Look at the information and answer the questions.

Connectors of sequence

We use connectors of sequence to show the order of events or instructions.

First, wash the potatoes.

Then, cook the potatoes in the oven.

Next, add some butter.

Finally, prepare your favourite filling.

- 1 Which connector do we use at the start of the sequence?
- 2 Which connector do we use at the end of the sequence?

3 **Copy and complete instructions a–d in the correct order. Use connectors of sequence.**

Instructions for making French toast:

- (a) ... , put a slice of bread in the egg and milk (both sides).
- (b) ... , put some oil in a pan to get hot.
- (c) ... , mix one egg with some milk and sugar.
- (d) ... , fry the bread in the pan for about one minute on each side.



4 **Focus on content** Look at the recipe. Match paragraphs 1–3 with a)–c).

- a) List of ingredients
- b) Method of preparation
- c) Introduction to this dish

5 **Write a recipe for a simple dish from your country.**

Exercise 4

- 1 c
- 2 a
- 3 b

Exercise 3

- 1 First, mix one egg with some milk and sugar.
- 2 Then, put a slice of bread in the egg and milk (both sides).
- 3 Next, put some oil in a pan.
- 4 Finally, fry the bread in the pan for about one minute on each side.

Writing kit

1 **Plan** your recipe.

- Choose a dish and make notes.

2 **Write** three parts.

- 1 nutritional information
- 2 ingredients
- 3 method

3 **Useful phrases**

First, ... Next, ... Then, ... Finally, ...
... is / are very popular / easy to make / delicious
There is / There are a lot of fibre / vitamins / fat

4 **Check** your writing.

- three parts
- connectors of sequence
- There's / There are and a / an / some*
- vocabulary for food and cooking

Writing

A recipe

LESSON OBJECTIVES

In this lesson students will

- ◆ learn some key verbs related to cooking
- ◆ write a short recipe

WARMER

Write five or six food words on the board with the letters in the wrong order, eg *t t s e o a p o* – *potatoes*; *e e e s c h* – *cheese*). Students work in pairs and put the letters in the correct order. The first pair to spell all the words correctly is the winner.

- Ask students to look at the verbs.
 - Check they understand all the verbs, especially *boil* (cook in very hot water) and *fry* (cook in hot oil). If necessary, ask them to translate the verbs into their language.
 - Check students understand the word *recipe* (instructions for making food).
 - Students read and decide if they like the recipe.
 - Listen to some responses as a whole class.
- 2 **Focus on language**
 - Students look at the information in the box and answer the questions a and b.
 - They compare answers in pairs.
 - Check answers as a class.

The 'Focus on language' box focuses on useful language students can use to improve their writing. This one focuses on connectors of sequence to show logical progression in a recipe.

Point out that *Next* and *then* are interchangeable, so we could say *Next, put the potatoes in the oven* and *Then, add some butter* without changing the meaning.

- 3 • Students copy the instructions and write them in the correct order to create the recipe for French toast.
 - They then complete the text with the correct connectors of sequence, *First*, *Then*, *Next* and *Finally*.
 - They compare answers in pairs.
 - Check answers as a class.



CULTURE NOTE

The recipe for French toast can be found in medieval cookbooks. Medieval European cooks probably wanted to make use of bread that was old and stale. Around the world, people enjoy French toast in different ways, eg with cinnamon, vanilla, bananas, maple syrup.

4 Focus on content

- Students look at the recipe. They match paragraphs 1–3 with headings a–c.
- They compare answers in pairs.
- Check answers as a class.

LANGUAGE NOTE

Point out too many actions in one step can be confusing for the reader. Remind students to keep sentences short and plan their instructions in a logical progression. Highlight that we use a numbered list when the order is important. This helps the reader locate information quickly and easily. Ask students to notice how each instruction starts with a verb that tells the reader

- 5 • Explain the task. Ask the students to follow the stages in the Writing kit.
 - Encourage them to use connectors of sequence in their recipes.
 - Monitor while they are writing and give help with vocabulary if necessary.
 - At the Check stage, ask them to swap notebooks and check each other's writing.

Writing Task

The aim of this activity is for students to produce a piece of guided writing that includes the key verbs related to cooking and the correct use of connectors of sequence in a recipe. It also gives them practice in using *there's / there are* and *a / an / some* and food vocabulary.

Writing reference and practice > Workbook page 120

For further writing practice and consolidation, refer students to the Writing reference and practice in the Workbook.

Study guide

Grammar, Vocabulary and Speaking

Tell the students the Study guide is an important page which provides a useful reference for the main language of the unit: the grammar, the vocabulary and the functional language from the Integrated skills pages. Explain that they should refer to this page when studying for a test or exam.

GRAMMAR

- Tell the students to look at the example sentences which present *There is / there are, a, an, some* and *any*. Make sure students know how to use the words within sentences correctly.
- Then tell students to look at the example sentences which present countable and uncountable nouns, *Is there...? / Are there...? + How much...? / How many...?* Get students to translate into their own language if necessary.
- Refer students to the Grammar reference on pages **xx–xx** of the Workbook for further revision.

VOCABULARY

- Tell students to look at the list of vocabulary and check understanding.
- Highlight that Words in Context and Passive vocabulary is extra vocabulary from the unit and students will not be tested on this.
- Refer students to the Wordlist on page **xxx** of the Workbook where they can look up any words they can't remember.

SPEAKING

- Check that students understand the phrases to order food in a café.
- Tell students to act out a conversation between someone ordering food and drink and the other person taking the order.

LEARNING TO LEARN

- Students copy the table into their notebook.
- They draw the symbol that is true for them each time.

Additional material

WORKBOOK

- Progress check page **xx**
- Self-evaluation page **xx**
- Grammar reference and practice page **xx**
- Vocabulary extension page **xx**
- Integrated skills page **xx**
- Writing reference and task page **xx**

TEACHER'S RESOURCE FILE

- Pulse Basics worksheets
- Vocabulary and grammar consolidation worksheets
- Translation and dictation worksheets
- Evaluation rubrics pages
- Key competences worksheets
- Culture and CLIL worksheets
- Culture video worksheets
- Digital competence worksheets
- Macmillan Readers worksheets
- The longer read worksheets
- Integrated skills listening worksheets

TESTS AND EXAMS

- Unit 5 End-of-unit test: Basic, Standard and Extra
- CEFR Skills Exam Generator
- End-of-term test: Basic, Standard and Extra

Grammar

There is / There are + a / an, some and any

singular	plural
There's a bowling alley near here.	There are three restaurants in town.
There's an apple on the table.	There are some cafés, too.
There isn't a park there.	There aren't any skateparks.

Countable and uncountable nouns

countable nouns	uncountable nouns
There's a biscuit. There are some biscuits.	There's some rice.

Is there ...? Are there ...?

singular	plural
Is there a cinema?	Are there any gyms?
Yes, there is . No, there isn't .	Yes, there are . No, there aren't .

How much ...? How many ...?

uncountable nouns	countable nouns
How much protein is in an egg sandwich?	There's a lot . There isn't much .
How many calories are there in jacket potatoes?	There are a lot . There aren't many .



Vocabulary

Places to go

bowling alley	gym	shopping centre
café	library	skatepark
cinema	park	sports centre
football stadium	restaurant	swimming pool

Food and drink

biscuits	fish	peas
cake	juice	potatoes
cheese	milk	rice
chicken	nuts	salad
crisps	orange	yoghurt

Adjectives with -ed

excited	relaxed	worried
---------	---------	---------

Words in context

measure	outdoor lifestyle	calories
community spirit	village	vegetables
public services	allergies	vegetarian

Science (nutrition)

vitamins	dairy
minerals	bones
carbohydrates	fat
calcium	

Speaking

Order food

Can I help you?
I'd like a / an / some ..., please.
Anything else?
Would you like anything to drink?
Have you got any ...?
Is that everything?
How much is it?
Enjoy your meal.

LEARNING OUTCOMES

Which symbol matches your progress for each section?

- Use a title to predict content 😊 😐 😞
- Understand conversations about food 😊 😐 😞
- Order food 😊 😐 😞
- Write a recipe 😊 😐 😞



NEW *Encourage, engage, energise* PULSE 1

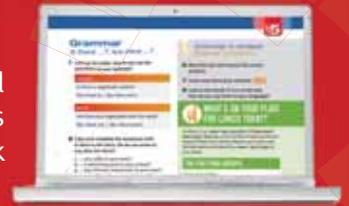
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Student's Book



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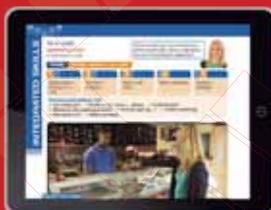
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