

Language checkpoint: Unit 4

>>> FAST TRACK

Students read the Grammar reference and Vocabulary sections on page 54 before completing the revision exercises on the following page.

Grammar revision p55

Present simple for future

- 1 Students complete the dialogue with the present simple or *will*.

Answers

- a** does (your train) leave **b** arrive **c** will look
d Will (you) remember **e** get **f** 'll call

will, be going to, present continuous for future

- 2 Students choose the correct alternative.

Answers

- 1** 'm having, 'll call **2** going to rain **3** will get **4** will be
5 will win **6** 'm going

Future continuous and future perfect

- 3 Students look at the situations and complete the sentences using the future continuous or future perfect.

Answers

- 1** I will have done my homework
2 she will be studying English
3 I will be sleeping
4 I will have left the dentist
5 we will have given him the money
6 I will be running
7 he will have read the book

Vocabulary revision p55

FOOD

- 1 Students put the letters in order to make names of food. Then they write what type of food each one is.

Answers

- 1** lettuce (vegetable) **2** turkey (meat)
3 carrot (vegetable) **4** plum (fruit)
5 cream (dairy product) **6** prawn (fish/seafood)
7 pancake (sweet)

DESCRIBING FOOD

- 2 Students complete the sentences with the words. Remind them there are two words they do not need.

Answers

- 1** fresh **2** stale **3** fried **4** boiled **5** spicy **6** raw

PREFIXES

- 3 Students underline the prefix and write the meaning of the prefix.

Answers

- 1** dis, 'the opposite' **2** re, 'again' **3** co, 'with'
4 under, 'not enough' **5** inter, 'between'
6 mis, 'wrong' **7** over, 'too much'

HOMEWORK

Assign students page 37 in their Workbook or the relevant sections of the Online Workbook.

Reading p56



► **TIP FOR READING EXAMS**

Ask students to read the tip and then look at Exam success on page 144 for more ideas.

- In pairs, students make predictions for the text they are going to read about the coldest city on Earth.
- READING** Students read the text and check their predictions. Remind them not to pay any attention to the gaps at this stage.
- Students read the text again in more detail and put sentences a–g in the gaps.

Answers

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

Speaking p56



► **TIP FOR SPEAKING EXAMS**

Students read the tip and look at Exam success on page 144 for more ideas.

- In pairs, ask students to make a list of six different places or things to visit near where they live.
- SPEAKING** Ask students to read the task and ask for their partner's opinions. Refer students to the example dialogue on the page. For students who are less confident, photocopy the model dialogue below and either read it aloud yourself or allow students to practise it in pairs.

Model dialogue

- A:** What do you think about taking Tom to the cinema?
B: Good idea, but let's see what type of films he likes. I think bowling would be good, too.
A: I agree. Bowling is always fun. Let's check when everyone can go.
B: OK. I'll email everyone tonight. How about going for a walk near the river, too? It's really beautiful there.
A: Yes, you're right. Why don't we go there in the afternoon?
B: Personally, I think it's nicer in the morning when it's less busy.
A: OK. Then in the afternoon we could take him ice-skating.
B: Great idea. After that we could go to the natural history museum.
A: Hmm. In my opinion, that museum is a bit boring.
B: Well, why don't we wait to see what Tom wants to do on Saturday?
A: OK.

Use of English p57

► **TIP FOR USE OF ENGLISH**

Students read the tip about doing multiple-choice cloze activities. Tell them to look at Exam success on page 144 for more ideas.

- Students read the text about genetically-modified foods and discuss what they are and the good and bad aspects of them. Tell them to ignore the gaps at this stage.
- Students read the text again and decide which answer best fits each gap.

Answers

1 C 2 A 3 B 4 C 5 A 6 B 7 C 8 A

Writing p57



► **TIP FOR WRITING EXAMS**

Students read about transactional activities and about writing in the correct style. Tell students to look at Exam success on page 145 for more ideas.

- Students write a reply to Matt's invitation following the task instructions. Remind them to write in an informal style, using contractions and informal expressions. For students who are less confident, photocopy the model reply below for extra support during the writing task.

Model text

Hey Matt,
 Thanks for the invitation to the party. I'd love to come. Unfortunately, I will be there at 9 pm because I've got the end-of-term football match that afternoon. I'm sorry that I won't be able to help you get the party ready. But don't worry. I promise I'll stay late and help you tidy up after the party. Oh, a quick question! Can I bring my friend, Jason? He'll be staying with us that weekend. I'll bring some pizzas and a big salad to eat, too!
 Hope it's OK.
 Thanks,
 Alicia

HOMEWORK

Assign students pages 38–39 in their Workbook or the relevant sections of the Online Workbook.

'CAN DO' PROGRESS CHECK p57

- Ask students to read the 'can do' statements and mark from 1–4 how well they can do these things in English.
- Ask students to look at their marks and decide what they think they need to do to improve. Elicit other suggestions.