# **Unit contents**

#### Vocabulary

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- Meals
- Places to eat
- Cooking
- Popular supermarket foods

## Grammar

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- Countable and uncountable nouns
- Quantifiers

#### **Examples of 21st century skills/competencies**

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- Collaboration: page 21 (Activities 8 and 10), page 22 (Activity 6 and Warm-up), page 23 (Warm-up, Wrap-up, Extra activity and Activity 5), page 24 (Activities 1 and 6, Warm-up, Wrap-up and Extra activity), page 25 (Activity 7, Warm-up and Wrap-up), page 26 (Warm-up, Extra activity, and Activity 5), page 27 (Warm-up), page 28 (Wrap-up, Extra activity, and Activity 5), page 29 (Activity 6 and Extra activity)
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# 2.1 VOCABULARY

Food and drink, meals

pages 20 and 21

Lesson learning objective
Students can talk about food and drink

#### **Materials:**

- Student's Book
- audio tracks 1.28, 1.29, 1.30, 1.31, 1.32, 1.33, and 1.34
- pictures of food and drink items (e.g., apple, bread, potatoes, sandwich, cookies)

## Warm-up

- (Books closed) Organize the class into two groups.
   Choose one student from each group to sit at the front of the class, facing their group. Explain that you are going to write a word from the previous unit on the board. Suggested words: son, daughter, uncle, parents, France, Italian, pants, sneakers, jacket, hat.
- The two students sitting at the front of the class are not allowed to turn around to look at the word on the board, and the two groups are not allowed to say, spell, or translate the word. They should take turns to try to define, give examples for, or mime the word and the two students at the front of the class try to guess the word. When one of the two students guesses the word correctly, their group scores a point.
- Repeat the procedure with a new word and two different students at the front of the class.
- (Books open) Draw students' attention to the information in the left column of page 20. Go through the Vocabulary and Grammar items. Read aloud the question about the picture in the story in Lesson 2.4 Grammar. Encourage students to share their predictions with the whole class and write them down in their notebooks. Do the same with the question about the picture from Lesson 2.6 Speaking.

 Explain the lesson objective. Then ask students to predict what they will be able to say in English at the end of the lesson.

# Look at the pictures. Which food and drink items can you name?

- Make sure they understand the meanings of the words fruit, vegetables, meat, and drinks.
- Organize students into pairs. Have them look at the
  pictures and name the different kinds of food and drink
  items they are familiar with. When they have finished,
  ask pairs to say how many of the items they can name,
  but don't elicit the right words for them yet.

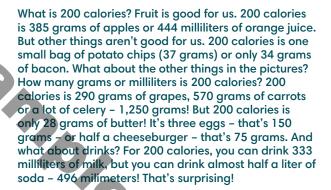
# 2 1.28 Study Vocabulary A box. Match pictures 1-12 to the words. Listen and check.

- Read the information in the box with the whole class.
   Students then study Vocabulary A box and match pictures to words.
- Play the audio for students to listen and check.

# 3 1.29 Read the text and look at the pictures. Guess the correct option for pictures 5–12. Listen and check.

- Make sure students understand the meaning of the word calories. Tell them to read the text and look at the pictures in Activity 1. They should guess the correct amount of each food or drink that contains 200 calories.
- Elicit students' ideas before playing the audio. Play the audio for students to listen and check.

#### **Audio script**



#### **Extra activity**

- Draw one of the food or drink items from the previous activities on the board and elicit its name.
   Then invite a student to come to the board and draw a different food or drink item and again have students say its name. Explain that they can draw any food or drink item from Activities 1-3.
- Repeat the procedure, giving different students a chance to come to the board, not just those students who are the first to recognize the items.

### 4 6 1.30 In your notebook, create a chart with the food groups from Vocabulary A. Then add the words below to the chart. Listen and check.

- Students create a chart with the food groups from Vocabulary A in their notebooks. Tell them to add the words from the list to the chart.
- Play the audio for students to listen and check.
- After the activity, organize students into groups of four.
   Set a time limit of two minutes for the groups to list as many items of food and drink as they can. When they have finished, elicit ideas and ask students to say which group each item belongs to (e.g., onions vegetables).

# 5 CLASS VOTE What are your favorite types of food and drinks? Are they good or bad for you?

- Read the model dialogue with the whole class.
- Carry out two class votes one vote for students' favorite type of food or drink which is good for them, and one vote for students' favorite type of food or drink which is bad for them. Encourage students to explain their choices.
- Finally, have an overall vote for a favorite food or drink and ask students if they are surprised about the winner.

### 6 1.31 Study Vocabulary B box, then listen and repeat the words. How do you say the words in your language?

- Read the information in the box with the whole class.
   Students then study Vocabulary B box individually. Play the audio for students to listen and repeat the words.
- Ask students how they would say the words in their own language.
- Critical thinking Discuss where and at what times
  people often eat meals on weekdays and on weekends.
  Ask students if these times are the same in every country.
  (In some countries people eat dinner much later than in
  other countries, e.g., people eat later in Spain than they

do in the United States.). Have them think about the importance of having the meals as a family.

# 7 (1.32 Listen to two friends talking and complete the times in the chart.

- Play the audio for students to listen and complete the times in the chart.
- Explain that a.m. and p.m. are from the Latin words ante meridiem (before midday) and post meridiem (after midday).
- Check answers with the whole class.

### **Audio script**

Lee: Trent, what time is breakfast in your house?

Trent: At 7:30, usually.

Lee: In my house it's at 7 o'clock. What about lunch?

Trent: Lunch is at 1:15 and dinner is at 6 o'clock. What

about you?

Lunch is at 1 o'clock in our house and dinner is at 6:30. What's a typical breakfast for you?

Trent: A typical breakfast? Hmm ... toast and butter, milk, and breakfast cereal. What about you?

#### 8 In pairs, ask and answer the questions.

- Organize students into pairs and have them take turns to answer the questions.
- Walk around the classroom to monitor students' work.
   When the pairs have answered the questions, invite some of them to ask and answer the same questions in front of the class.

# 1.33 Look at the menu. Then listen and complete Trent's notes. How many calories are in his menu for a day? Is that good or bad? Answer in your notebook.

- Ask students if they have a general idea about how many calories they should eat each day (approximately 2,000-2,500, depending on how active someone is. If you eat fewer calories, this doesn't necessarily mean that your diet is healthy.) Tell the class about the Olympic swimmer Michael Phelps, who won five gold medals in the 2016 Olympics. Ask them to guess how many calories he ate every day when he was training hard. (Once he claimed his calorie intake was about 12,500 calories a day. This is also the number of calories he used up during his training, so he didn't put on weight.)
- Tell students to look at the menu. Then play the audio and have them complete Trent's notes. After they have finished, check answers with the whole class and encourage them to discuss whether the quantity of calories in his menu is good or bad.

#### **Audio script**

Lee: Hey, Trent. This is a really interesting article about food and drink and the calories they have.

**Trent:** About what?

Lee: 200 calories is 37 grams of potato chips, but it's

385 grams of apples.

**Trent:** That is interesting, Lee.

Lee: Look, you can choose a menu for a day and

check the number of calories.

Trent: Cool!

Lee: Come on, choose your menu.
Trent: OK. What's on the menu?

Trent: Well, for breakfast, a small glass of orange juice, some breakfast cereal with milk, a banana, and

a muffin.

ee: OK, that's 800 calories. What about lunch?

**Trent:** For lunch, um ... a cheeseburger, a celery, apple and yogurt salad, a small bag of potato chips,

and a glass of soda.

Right, that's 900 calories.

Trent: And for dinner, um ... a bacon sandwich, three

cookies, and a fruit yogurt.

Trent: Um, water doesn't have any calories, right?

Lee: No.

Lee:

Trent: OK, so water to drink.

And to drink?

Lee: OK, so your menu for a day is 2,400 calories.

Trent: Is that good or bad?

Lee: Well, let's see ... You're a boy, and you're thirteen years old, so your calorie limit per day is 2,414 calories. So congratulations! Your menu for a day is inside your calorie limit. But potato chips and soda? They aren't very good for you and ...

Trent: OK. It's your turn now.

#### Speak Up!

# 10 1.34 Listen to these words. Do you use them in your language? How is the pronunciation different?

- Play the audio for students to listen. Have them repeat the words and point out they are used in languages other than English - sometimes with the same spelling. Then ask: Do you use those words in your language?
- If students use these words in their own language, encourage them to say what they have noticed about the difference in the pronunciation of those words in English and in their language. Explain that language borrowing is a common linguistic phenomenon and elicit from the class other words from English that are used in their language.

#### And YOU?

- 11 In pairs, use these prompts to choose food and drink from the menu in Activity 9 and write them in your notebook. Calculate how many calories are in your menu.
- Organize students into pairs. Tell them to use the prompts to choose food and drink from the menu in Activity 9 and write them in their notebooks. Then they should calculate the number of calories in their menu.
- Walk around the classroom to monitor the activity.
- When students have discussed their ideas in pairs, organize them into groups of four. Tell the groups to think of a day's healthy menu that contains exactly 2,000 calories. Set a time limit for the groups to discuss and have them share their ideas with the class. When all the groups have talked about their ideas, have a class vote for the best menu (apart from their own group's).

#### Wrap-up

- Organize the class into two groups and tell them to stand in line, facing the board. Divide the board into two parts (one for each group) and give a marker to the first students in line. Tell them you are going to show a picture with one of the food or drink items they have studied in this lesson and the first student in line should rush to the board and write the word that corresponds to that picture.
- Follow the same procedure with all the pictures. When
  you have worked with all the pictures, elicit students'
  help to correct the words each group has written and
  award a point to each word spelled correctly.

# Further practice

Workbook, Activities 1-6, page 126.

### **2.2 GRAMMAR** there is/there are

# Lesson learning objective

Students can use there is/there are to talk about places to eat in town.

# **Materials:**

- Student's Book
- audio tracks 1.35 and 1.36
- · blank strips of paper

#### Warm-up

- (Books closed) Organize students into groups of four and give each group a few strips of paper. Explain that you are going to say a letter of the alphabet and that they have to think of a word from the last lesson that starts with this letter. They should write the word in large letters on a strip of paper and hold it up so that you can see it. The first group to write a suitable word correctly scores a point.
- (Books open) Students look at page 22. Explain the lesson objective.

page 22

- Read the information in the box with the whole class, provide a few examples, and elicit differences among the places. For example, a burger bar and a fast-food restaurant could both describe the same place, but a burger bar could also be more of a takeout place that doesn't have seats. Students then study the box individually. Play the audio for students to listen and repeat the words.
- Organize the class into groups and tell them to discuss places to eat in their town and what word best describes each of these places. Then hold a class vote for the name of their favorite place to eat and find out what type of place it is.

#### **Background notes**

Brixton is an area in south London which has been home to a large Jamaican community for many years. The Brixton Village Market is a multicultural place, with food from all over the world, including China, India, the Caribbean, Europe, and Africa.

- 2 Read the blog post. Which places from the Vocabulary box are in Brixton Village Market? Answer in your notebook.
- Students read the blog post and answer the question.<sup>4</sup>
   (One of the places mentioned isn't actually in Brixton Village Market: the café is about 1 km away.)
- 3 Study the Grammar box. Underline examples of there is/there are in the blog post. Then circle the correct option.
- Go through the information in the box with the whole class. Provide new examples and elicit others from students. Then tell students to study the box individually. They underline examples of there is/there are in the blog post and circle the correct option to complete the sentence.
- Students may confuse there, which denotes position, with there is, which denotes existence. It is useful to explain the different meanings. For example: What is that building there? (The building is away from us.) There is a cool building in our town. (A cool building exists.) We may need both there and there is: I like the shopping center. There are some good stores there. Explain that with singular nouns, there is is always followed by a/ an (e.g., There is a pizzeria.), and with plural nouns, there are is usually followed by some or by a specific number (e.g., There are some cafés. There are three burger bars.). In questions, we can decide whether to use Is there a/an ...? or Are there any ...?, depending on whether we think there will be only one or more than one (e.g., Is there a good café in your town? Are there any good cafés in your town?).

- 4 Complete the sentences with the correct form of there is/there are.
- Students complete the sentences with the correct form of there is/there are.
- Walk around the classroom to monitor their work.
   Check answers with the whole class.
- 5 1.36 Read the description of the market and circle the correct option. Listen and check.
- Discuss the example with the class and elicit why some is correct (because the sentence is positive).
- Students read and circle the correct options individually. Check answers with the whole class and elicit the explanations for each of the answers.

#### **Extra activity**

- Tell students that they should each choose one type of place to eat. Encourage them to mingle and take turns to ask and answer questions about whether or not their town has their chosen type of place to eat. When they answer, they should give the name of the place and share their opinion about it (e.g., Is there a Chinese restaurant in your town? Yes, there is. The Shanghai. It's great.).
- When students have finished, ask them if they found out about any places to eat that they hadn't known about previously.

# And YOU?

- 6 In pairs, take turns to play the role of a tourist in your town. Ask about places to eat. Your classmate answers your questions.
- Go through the example dialogue with the whole class.
- Organize students into pairs and set a time limit for them to practice their role-plays. Then invite pairs to act out their role-plays in front of the class.

#### Wrap-up

- Organize the class to play Hangman to review the main vocabulary of this lesson. Have a student come to the board and tell him/her to write the number of blanks that correspond to the letters of a word they have learned in this lesson.
- Play the game, calling out a different student each time.

#### **Further practice**

- Workbook, Activities 7-11, page 127.
- Grammar Time, page 107.

# **Lesson learning objectives**

Students can identify the purpose of a blog post and talk about preparing food.

### **Materials:**

- Student's Book
  - audio tracks 1.37, 1.38, and 1.39

### Warm-up

- (Books closed) Tell students to work on their own and write five different places to eat in their notebooks. Explain that they can write general words (e.g., café, restaurant, pizzeria) or they can write more specific places (e.g., an Italian restaurant, a vegetarian restaurant).
- When students have finished, organize them into pairs and tell them not to show each other their lists.
   They should take turns to ask is there a...? / Are there any ...? about the places listed by their classmates.
   The winner is the first student to find out all of their classmate's places to eat.
- Walk around the classroom to monitor students' work.
- (Books open) Students look at page 23. Explain the lesson objectives.

#### 1 Read the blog post. What is the purpose of the text?

- Go through the information in the Reading tip box with your students. Clarify any questions they might have and explain they will determine the purpose of the text by looking at the verbs. Mention they should also observe the layout and the pictures in the text.
- Students read and answer the question. Elicit the answers.

# 2 1.37 Study the Vocabulary box. Match the words to pictures A-F. Listen and check your answers.

- Read the information in the box with the whole class and have students match words to pictures. When they have finished, play the audio for students to listen and repeat the words. Ask them to say which items go together (e.g., bowl and plate, salt and pepper).
- You can also teach the categories tableware, cutlery, spices, and pans, and encourage students to think of more words for each category (e.g., tableware: cup, mug, saucer, glass; silverware: spoon, knife, teaspoon; spices: chilli, paprika; pans: saucepan, baking sheet, pot). Elicit ideas and write the words on the board so that all students can make their own written record in their notebooks.

# 3 1.38 Read and listen to the blog post. Answer the questions in your notebook.

- Before explaining the activity, encourage students to describe the pictures and ask if they can say the names of the dishes. (Spanish omelet, scrambled eggs, bacon and eggs, boiled egg).
- Students read and listen to the text. Allow them enough time to answer the questions in their notebooks. Walk around the classroom to monitor their work.

#### **Extra activity**

- Organize students into groups of three. Read each of the following definitions and ask students to find the words related to them in the text:
  - Instructions telling you how to cook something (recipe); The different food items needed to make a meal (ingredients);
  - An adjective to describe food, meaning "very nice" (delicious);
  - Sweet food which you eat after your dinner (dessert); An adjective meaning "big" (large).
- The first group to find each word scores a point.

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- Organize students into pairs. Draw their attention to the words listed. Tell them to read and check if they understand them before completing the phrases with the highlighted verbs in the text.
- Walk around the classroom and monitor students'
   work. When they are ready, play the audio for them to listen and check.

# And YOU?

### 5 In pairs, talk about your favorite recipes with eggs.

 Organize students into pairs. Before they discuss their favorite recipes in pairs, ask them about the different kinds of dishes that are made with eggs and give them some ideas if necessary (e.g., pancakes, brownies, cakes). When they have finished, invite pairs to share their ideas with the class.

## Wrap-up

- Organize the class into groups of three and tell them they are going to make a word snake in their notebooks. Tell them they should hide five words representing items of a specific kind of recipe in it. If necessary, write an example on the board: frreingepotatoesleastenkeggsrowdgarlicmemrustoil nutespepperletters.
- When the groups have finished, have them exchange their notebooks with another group so they can find the five words.

#### **Further practice**

• Workbook, Activities 12-15, page 128.

# 2.4 GRAMMAR Quantifiers

page 24

# **Lesson learning objectives**

Students can use countable and uncountable nouns and talk about quantities of food.

#### **Materials:**

- Student's Book
- audio tracks 1.40 and 1.41

### Warm-up

- (Books classed) Divide the board into three columns. For the column on the left, elicit instruction verbs (e.g., put, mix, add, boil, fry, bake, cut up, beat). For the middle column, elicit food items that can be cooked (e.g., onions, eggs, potatoes, oil, cheese, pasta). For the column on the right, elicit things that we use when we cook and eat, as well as the relevant prepositions (e.g., in a bowl, with a fork, on a plate, in a frying pan).
  Organize students into pairs and tell them to choose
- Organize students into pairs and tell them to choose items from each column to write instructions, adding any other words as necessary (e.g., Mix some eggs with some cheese in a bowl.).
- Tell the pairs to exchange their instructions with another pair. Then have pairs mime the instructions they have been given in front of the class. Ask the rest of the class to guess the instruction. Repeat the procedure with different pairs.
- (Books open) Students look at page 24. They discuss
  what they think they will learn in this lesson. Elicit ideas
  from the class and then explain the lesson objectives.

# 1 In pairs, look at the picture. Which of the ingredients below can you see?

- Organize students into pairs. They look at the picture and identify which ingredients listed they can see in it.
- When students have finished, ask them to think about what Max and Andre could make with these ingredients.

# 2 6 1.40 Listen. What's Andre's idea for a meal? Do they make it?

- Play the audio. Students listen, answer the questions, and check the predictions they made about the picture in Lesson 2.1.
- After you have played the audio, go through the Out of class box with students. Point out that I'm starving means the same as I'm very hungry. Explain that we use let's when we are suggesting an idea (e.g., Let's go out.). Make sure they understand that of course has a similar meaning to yes, and that we use it when the answer is obvious (e.g., Can you read? Of course!) and that we can also use of course not instead of no. Explain that the expression keep an eye on it means the same as watch it or look after it (e.g., Keep an eye on my bag.), and Can you give me a hand? means the same as Can you help me?

# 3 Study Grammar A box. Underline the countable nouns and circle the uncountable nouns in Activity 1.

 Go through Grammar A box with the whole class and elicit other example sentences from students. Point out

- that with food items we can spot the countable nouns because they have a plural form, usually ending in -s.
- Elicit sentences about the picture in Activity 1, using there is/isn't and there are/aren't (e.g., There aren't any cookies. There is some celery. There isn't any cheese. There aren't any potato chips. There are some eggs. There is some ketchup. There is some oil. There are some onions. There are some potatoes.).
- Students then study the box individually, underline the countable nouns and circle the uncountable ones in Activity 1.
- Walk around the classroom to monitor students' work.
   Check answers with the whole class.

# **Background notes**

Countable nouns refer to items we can count (e.g., one egg, two eggs). After there is we need a/an or the number one and the singular form of the noun (e.g., There is an/one apple.). After there are we need some or a number greater than one, and the plural form of the noun (e.g., There are some/three apples.).

Uncountable nouns are singular (e.g., *milk*, *cheese*). They don't have a plural form.

Some nouns are always plural (e.g., pants, shorts). They don't have a singular form.

Some nouns are always plural (e.g., pants, shorts). They don't have a singular form. Mention that they might hear or see uncountable nouns being used as countable nouns, (e.g., Would you like a coffee?). Explain that this happens because the speaker is really asking Would you like a cup of coffee? The noun cup is countable, which is why we sometimes use a in this case.

# 4 Study Grammar B box. Find examples of quantifiers in the dialogue.

- Go over Grammar B box with the whole class, explain the different quantifiers, and elicit other example sentences from students. Point out that we use some in positive sentences, and that we can use both forms with countable and uncountable nouns, while we use any in negative sentences and questions, also with countable and uncountable nouns. Explain that we use much/many in negative sentences and questions and that we use many with countable nouns and much with uncountable nouns.
- Students then study the box individually and underline examples of quantifiers in the dialogue. Check answers with the whole class.

#### 5 1.41 Circle the correct option. Listen and check.

- Tell students to look at the example and elicit why *any* is the correct choice (because *butter* is an uncountable noun, so it isn't preceded by *a/an* or a number).
- Students circle the correct options to complete the conversation. Play the audio for them to listen and check. Encourage students to justify the answers.

#### And YOU?

- 6 In your notebook, write about the food and drink in your kitchen. Then, in pairs, ask and answer questions to find out what's in your classmate's kitchen.
- Give students some time to think about the food and drink in their kitchen. If they can't remember exactly, tell them not to worry and that their sentences don't have to be true. Set a time limit rather than giving students a specific number of sentences to write.
- Then organize students into pairs. They should ask and answer questions to find out what's in their classmate's kitchen.
- Walk around the classroom to monitor students' work.

### **Extra activity**

Organize the class into groups of three. Tell them
you are going to write a category on the board (e.g.,
cake ingredients, drinks) and they should write in their
notebooks as many words to fit that category as they
can in two minutes.

 When the time is up, collect their notebooks and check each group's list. Award one point for words spelled correctly. You might repeat the procedure to review different word groups.

#### Wrap-up

- Keep students in pairs. Have them role-play the conversation from Activity 6 in front of the class.
- Critical thinking Have students think and talk about typical food items and dishes from different countries.
   Teach them to be respectful of other cultures and avoid negative words to talk about the food items or dishes that they don't like or from cultures which are different from theirs.

#### **Further practice**

- Workbook, Activities 16-20, page 129.
- Grammar Time, page 107.

# 2.5 LISTENING and VOCABULARY B

**Buying groceries** 

page 25

# **Lesson learning objectives**

Students can identify specific information in a conversation and talk about buying groceries.

#### **Materials:**

- Student's Book
- audio tracks 1.42, 1.43, 1.44, 1.45, 1.46, and 1.47
- sheets of paper

#### Warm-up

- (Books closed) Write on the board: milk/in my kitchen.
  Ask students to make a true sentence starting with
  there is/isn't or there are/aren't (e.g., There is some
  milk in my kitchen.).
- Organize students into pairs and give each pair a sheet of paper. Tell them to write five similar combinations of food and places (e.g., cheese/in my bag, potatoes/in this classroom). When they are ready, tell them to exchange their sheets with another pair. They should make five true sentences about the combinations, starting with there is/isn't or there are/aren't. When they have written their sentences, the pairs should join with another pair to form a group of four. They then take turns to say their sentences. Invite groups to share one or two of their sentences with the class.
- Play Lip Reading with There is/There are/There isn't/There aren't + countable and uncountable nouns with the class. Have a student come to the front of the class and whisper a sentence to him/her. He/She should silently mouth the sentence to his/her classmates, who have to guess the complete sentence. Be sure to include any/some/a/an in your sentences.
- (Books open) Students look at page 25. Explain the lesson objectives.

- 1.42 Match pictures A–E to the words in the Vocabulary box. Listen and check your answers.
- Read the information in the box with the whole class. Students then match pictures to words.
- Check answers with the whole class.
- 2 1.43 Listen to Greg and his parents. Complete the supermarket list with words from the Vocabulary box.
- Make sure students understand the meaning of supermarket list.
- Play the audio for students to complete the list with words from the box. Check answers with the whole class.

# **Audio script**

**Tom:** What's on the shopping list?

Yvonne: Tea, bread, milk, and apples. Oh, and ice

cream!

Greg: Yogurt?

Yvonne: Um, it's not on the list. Good idea! Yogurt.

Tom: Beans?

Yvonne: No, we have lots of beans.

Tom: Oh yes! We don't have many cookies! Can we get chocolate chip cookies?

Yvonne: OK. Chocolate chip cookies. Anything else?

Greg: Chicken nuggets!

Tom: What about hamburgers? They're my favorite.

Yvonne: OK, chicken nuggets or hamburgers? Greg/Tom: Chicken nuggets! / Hamburgers!

Tom: OK, chicken nuggets.

**Greg:** Potato chips!

Tom: We have lots of potato chips!

Yvonne: Right, let's go.

- 3 6 1.44 Study the Watch out! box. Listen to how we say prices. Then write the prices below in words.
- Read the information in the box with the whole class.
   Provide new examples and elicit others from the class.
   Have students study the box. Then play the audio for them to listen to how we say prices.
- Have students write the prices in words. Check answers with the whole class.
- Play the audio. Students listen and match prices and pictures. If students are struggling with the activity, play the audio twice.
- Check answers with the whole class.

#### **Audio script**

Greg: Here are the potato chips.

Yvonne: Twenty-six cents a bag that's a great price!

Announcer: It's a great day for chicken nuggets! Get

delicious chicken nuggets – only two dollars,

twenty-eight a bag.

Greg: Look, Mom - I have the chicken nuggets.

Yvonne: That's good.

Greg: Oh! Brownies! A special price, only four

dollars fifteen!

Yvonne: No, Greg! No brownies. We have chocolate

chip cookies.

Tom: How much are the cookies?

Yvonne: Two dollars ten.
Tom: That's a good price.

Announcer: Today we have a special price for beans.

Only seventy cents a can!

Yvonne: How much?

Tom: Seventy cents a can. That's really cheap.

How many cans?

Yvonne: Four. OK.

Yvonne: OK, let's go!

- 5 1.46 Greg and his friend Lucy are at the supermarket. Complete their dialogue with the words below. Listen and check.
- Read the words listed and make sure students are familiar with them. Play the audio for them to complete the dialogue with those words. If students are struggling with the activity, play the audio twice.
- · Check answers with the whole class.

#### **Audio script**

Greg: Let's buy some fruit.

Lucy: Yes, good idea. I like bananas. How much are they?

Greg: They're cheap. A kilo of bananas is only

sixty-four cents!

Lucy: OK, let's get some bananas.

Greg: What about chocolate cookies?

Lucy: No, they're expensive.

- 6 1.47 Listen to the whole dialogue and complete the supermarket flyer. Which things do Greg and Lucy buy?
- Ask students to read the flyer and elicit the number of prices (four) and food items (two) that they will be listening out for. Tell them to look at blank 5 and elicit if they think this refers to food or to drink (drink - 250 ml tells us that it refers to liquid).
- Play the audio. Students listen to the whole dialogue and complete the supermarket flyer. If students are struggling with the activity, play the audio twice.
- Check answers with the whole class.

### **Audio script**

**Greg:** How much money do you have, Lucy?

Lucy: Five dollars fifty.

**Greg:** I have four dollars fifty, so we have ten dollars to buy food for the party. Let's buy some fruit.

Lucy: Yes, good idea. I like bananas. How much are they?

Greg: They're cheap. A kilo of bananas is only sixty-four

cents!

Lucy: OK, let's get some bananas.

Greg: What about chocolate cookies?

Lucy: No, they're expensive. Look, they're three dollars

eighty-nine for a bag!

Greg: Yes, that's expensive. Let's buy some ice cream.

It's only one dollar ninety-five. And these muffins are cheap. They're two dollars twenty cents for

four. Let's get them.

**Lucy:** OK. What about drinks?

**Greg:** Orange juice?

Lucy: No, it's expensive. It's one dollar twenty-five. The

soda is only eighty-nine cents. OK, let's get the soda then.

# And YOU?

- 7 In groups, look at the prices in pictures A–E and in the flyer in Activity 6. Imagine you have ten dollars. Use these phrases to make a supermarket list for a party in your notebook.
- Go over the suggested phrases/expressions with your students. Get them started by giving them an example conversation. Say: Let's get some potato chips. Write a question mark (?) on the board and elicit the question: How much are they? Say: They're cheap, only 26¢ a bag. Write 10 on the board. Elicit: OK. Let's buy ten bags.
- Organize the class into groups of four students and tell them to write down similar conversations to create their supermarket list. Walk around the classroom to monitor their work.

#### Extra activity

- Students play Bingo. Write 15 prices on the board and have them choose three and write them into their notebooks. Say the prices at random. Students mark a line through the prices as they are called.
- The first student to mark all the prices is the winner.

#### Wrap-up

• Students work in the same groups from Activity 7. Have them act out the conversation they have written in front of the class.

#### **Further practice**

• Workbook, Activities 21-22, pages 129-130.

# **2.6 SPEAKING** Ordering food

page 26

# **Lesson** learning objective

Students can order food and drink.

### Materials:

- Student's Book
- audio tracks 1.48 and 1.49

#### Warm-up

- (Books closed) Tell students to think of food items that
  they sometimes buy in the supermarket or at local
  stores, including any details about weight or size.
  They should write the price that they pay for each
  food item in their notebooks.
- Organize students into groups of four. They should take turns to ask one another about the price of their food item (e.g., How much is a small bag of chips?). The other three students should try to guess the price, and the student who guesses a price closest to the price written beforehand, scores a point. When all four students have had a turn, elicit the names of the food items and prices from each group.
- (Books open) Students open their books to page 26, look at the picture, and describe it. Have them discuss what they will learn in this lesson. Explain the lesson objective.

# 1 **CLASS VOTE** Look at the snacks below. What are the three favorite snacks in your class?

- Make sure they understand the meaning of snacks.
   Elicit examples of snacks and then tell students to open their books.
- Students vote on their favorite snacks. Ask them to explain their choice.

# 2 1.48 Look at the picture. Listen and answer the questions in your notebook.

- Play the audio for students to listen and answer the questions in their notebooks. Walk around the classroom to monitor their work.
- Check answers with the whole class. Remind students to check the predictions they made in Lesson 2.1.
- Then ask students why they think Dad isn't happy (because he obviously likes meat and dairy products).
- Critical thinking Make sure students know the difference between vegetarian food (it doesn't contain meat) and vegan food (it doesn't contain any animal

- products at all). Have a show of hands to find out how many students are vegetarians or vegans. Have students discuss why some people adopt those eating habits and how they related to a person's health.
- Then go through the Out of class box with students.
   Explain that we use Just joking! when we want to make sure that other people know we weren't serious about what we have just said. Point out that Sure means the same as Of course, and Never mind! means the same as It doesn't matter.
- Draw students' attention to the end of the dialogue, where Dad knows they don't have any ice cream - he's making another joke.

# 3 Study the Speaking box. Complete the blanks with the underlined phrases in the dialogue.

- Set a time limit for students to study the Speaking box and complete the blanks with the underlined phrases in the dialogue. Check answers with the whole class.
- Point out that we use *Here you are* when we give something to someone. Elicit what the waiter is giving and what the customer is giving when they say *Here you are* (the waiter is giving food and the customer is giving money).

# 4 1.49 Complete the dialogue with words from the Speaking box. Listen and check. In pairs, practice reading the dialogue.

- Organize students into pairs and have them complete the dialogue with words from the Speaking box. Play the audio for them to listen and check.
- Then students practice reading the dialogue. Walk around the classroom to monitor their work.

#### And YOU?

# In pairs, take turns to order food items from ActivityUse the dialogue in Activity 4 to help you.

- Keep students in pairs. They should take turns to order food items from Activity 1, using the dialogue in Activity 4 to help them. Walk around the classroom to monitor their work.
- When both classmates have had a turn to practice ordering food, tell the pairs to act out their role-plays, making them as realistic as possible. For example, the customer should sit at a table and the server should come to the table to ask what the customer wants, bring the food, ask if everything is OK and collect the money. Invite pairs to act out in front of the class.

#### **Extra activity**

- Organize the class into two groups. Tell one group to remain seated. Explain that they are going to play the role of the customers and the other half of the class is going to play the role of the servers.
- Each server should find a customer and ask him/her what he/she would like to eat and drink. They should write down their order on a piece of paper. Collect all the orders and redistribute them among the servers. Explain that the servers are now going to take the meals to the customers. The servers have to match their food and drink order to the correct customer by asking customers what their order is until they find the right customer. Students can change roles and repeat the procedures.

#### Wrap-up

Critical thinking Have students discuss the advantages and disadvantages of eating homemade food and eating at a restaurant. Encourage them to use the vocabulary and grammar they have learned in the previous lessons in their arguments.

#### **Further practice**

Workbook, Activities 23-25, page 130.

#### 2.7 WRITING An encyclopedia entry

**Lesson learning objective** 

Students can write a short encyclopedia entry about food.

#### **Materials:**

- Student's Book
- strips of paper (8 per student)
- a recipe

#### Warm-up

- (Books closed) Organize students into groups of four. One student should play the role of a customer and one student the role of a server. Explain that these two are not allowed to speak. The other two students should play the role of interpreters. The server goes to the customer's table and mimes asking what the customer would like to eat. Their interpreter tells the customer what the server has asked. The customer then mimes the type of food they want to eat. Their interpreter tells the server what the customer has said. Students should develop their dialogue with the interpreters doing all the talking. Encourage them to use their imagination.
- Walk around the classroom to monitor their work. When they have finished, invite a group to perform their dialogue in front of the class.
- (Books open) Ask students to look at page 27 and guess what they will learn in this lesson. Explain the lesson objective.

### CLASS VOTE Read the texts quickly. Which dish do you prefer?

Students read the texts quickly and vote on their favorite food. Ask them to explain their choice.

#### 2 Read the texts again. Write S for sweet potato pie and B for baozi.

Have students read the texts again and identify whether the statements refer to sweet potato pie or baozi.

page 27

Go over the text with the whole class to check answers.

#### Circle the quantifiers in the text.

- Go over the Writing box with students. Clarify any doubts. Students circle the quantifiers in the text. Go over the text again with the whole class to check answers.
- 4 Read the encyclopedia entry again. Underline examples of how the entry introduces and describes the dishes.
- 5 Complete the encyclopedia entry with the words below.
- Read the suggested words with the whole class. Make sure students are familiar with them. Students then complete the encyclopedia entry.
- Check answers with the whole class.

### **Writing time**

# 6 Write an encyclopedia entry for a typical dish in your country or from another country.

- Read the steps in the writing activity with the whole providing examples and clarification whenever necessor
- Allow students some time to make notes about typical dish in their notebooks. Help with vocabulary if necessary and remind them to refer to the texts in Activity 1 and the Writing box for help.
- Once they have taken notes, students start writing their drafts. Walk around the classroom to monitor their work.
- Organize students into pairs for feedback. Monitor their work to ensure appropriate and constructive feedback. You can list on the board common mistakes students have made for whole class discussion.
- Students write the final version of their text on a separate sheet of paper for further correction.

### **Extra activity**

- Have students work individually.
- Hand out eight strips of paper and dictate eight steps of any recipe randomly. Allow students enough time to write down each step and then correct them on the board.
- Then tell students to place the strips of paper on their desks in the correct order for the recipe. Walk around the classroom to monitor their work.

#### Wrap-up

 Students read their encyclopedia entries to the whole class. Encourage those who are listening to ask questions about their classmates' dishes.

#### **Further practice**

Workbook, Activity 26, page 130.

# **Wordlist and Vocabulary in action**

page 28

### **Materials:**

- Student's Book
- audio tracks 1.50 and 1.5

#### **Activities 1-3**

• Allow students some time to do the activities individually. Check answers with the whole class.

# **1.50** Activity 4

- Play the audio and show students how to pronounce the /I/ and /i:/ sounds.
- Play the audio again for students to listen and repeat

# 6 1.51 Activity 5

- Organize students into pairs. Have them say the phrases as you walk around the class.
- Play the audio for students to listen, check, and repeat the sentences.

# **Extra activity**

- Organize students into pairs. Tell them to think of different food and drink items with the /I/ and /i:/ sounds and write them in their notebooks.
- When they have finished, have the pairs share their ideas with the class.

#### Wrap-up

- Organize students into pairs. Tell them to find different food and drink items from the Wordlist to replace the items in Activity 2 (e.g., breakfast: yogurt, scrambled eggs, a cup of tea).
- When the pairs have finished, they should join with another pair to compare their meals. Have students share their ideas with the class.

Self-check page 29

# **Materials:**

- Student's Book
- audio track 1.52

#### **Activities 1-5**

Allow students some time to do the activities. You can
use this lesson for informal assessment. Check answers
with the whole class or individually.

#### **Activity 6**

 Organize students into pairs and have them practice the dialogue. Walk around the classroom to monitor their work and make sure they change roles.

#### 1.52 Activity 7

 Play the audio for students to listen and write down what they hear. If students are struggling with the activity, play the audio a third time.

#### **Extra activity**

- Write the following words on the board: muffin, brownie; breakfast, lunch; bread, toast; fruit, vegetable; ketchup, mayonnaise; café, restaurant.
- Organize students into pairs and tell them to try to explain the difference between each of the words in a pair. When they have finished, elicit ideas from the class

#### **Further practice**

• Workbook, Self-assessment, Activities 1-6, page 131