

UNIT 3

Food and drink



UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand and convey information, texts and conversations about food, drink and meals
- ask and tell the time
- talk and ask about people's meal times and habits
- understand conversations in which people order and pay in a café and do so themselves
- write a text message

UNIT CONTENTS

G GRAMMAR

- Present simple: *I / you / we / they*
- Adverbs of frequency
- Language Plus: *What time ... ? / When ... ?*

V VOCABULARY

- Food 1: *bread, coffee, cola, eggs, fish, fruit, fruit juice, meat, milk, rice, tea, vegetables, water*
- Food 2: *apple, banana, biscuit, butter, cake, cheese, ice cream, orange, pizza, potato, sandwich, tomato*
- Time: *o'clock, half past, (a) quarter past, (a) quarter to, twenty past, twenty to*

P PRONUNCIATION

- Syllables and word stress
- Sound and spelling: /i:/, /ɪ/ and /aɪ/
- Sound and spelling: /ɑ:/ and /ɔ:/
- Sentence stress

C COMMUNICATION SKILLS

- Saying what you eat and drink
- Talking about food and meals
- Ordering and paying in a café
- Writing a text message
- Writing Plus: Contractions

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. On the board, draw 😊 and ☹️. Show students some pictures of food you think they'll know the words for in English. For each picture, elicit the food and then say: *Who likes (the food)?*, encouraging students to raise their hand if they do. If the majority of the class likes the specific food, write it on the board under 😊. If they don't, write it under ☹️. Repeat the procedure for the other pictures you've brought.

- a 1.71 Use the picture to teach *fridge, food* and *eat*. Put students into pairs to look at the picture and ask and answer questions 1–5. Monitor and notice whether students attempt to use *I eat / I don't eat* and *I like / I don't like*, but don't correct errors at this stage. Also check how easily students can talk about mealtimes and times of day. Take feedback as a class. Write any food words that students use on the board and leave them there for the next stage.



EXTRA ACTIVITY

Write this question on the board: *Who says it, the man or the woman?* Then write these statements:

- 1 *I can see eggs.*
- 2 *I can see some drinks too.*
- 3 *I have fruit and vegetables.*
- 4 *I like meat, but I don't like milk.*
- 5 *I sometimes have eggs in the morning.*
- 6 *When do you eat meat?*

Play the recording again for students to listen and decide if the man or the woman says each statement. Check answers as a class (1 man, 2 man, 3 man, 4 woman, 5 woman, 6 man).

- b In pairs, students answer the question. Monitor and check how much food vocabulary they can produce. Don't correct errors at this stage. Take feedback as a class.

Play the recording for students to listen to other people talk about the picture. Which food words on the board do the speakers say? Check as a class, ticking the food words the speakers say.

Audioscript

- | | |
|--|---|
| A So, what food can you see in the fridge? | A Well, I like fruit and vegetables. But I don't like meat. |
| B Oh, so fruit and vegetables. | B Oh, OK. Well, I like meat, but I don't like milk. |
| A Yes, potatoes, tomatoes ... | A Next question. When do you eat the food in the fridge? |
| B And oranges. | B I sometimes have eggs in the morning. For breakfast. |
| A Yes. And I can see eggs. | A I have eggs for breakfast too sometimes! |
| B Meat? | B Do you eat potatoes? |
| A Yes, I can see chicken. | A Yes, I do. At lunchtime. I don't like eating potatoes in the evening before I go to bed. |
| B Oh yes. | B Oh, I see. |
| A I can see some drinks too. | A When do you eat meat? |
| B Milk ... | B At dinnertime. What other kinds of food do you like? |
| A And juice. | A Emm ... fish? |
| B Do you have the same food in your fridge? | B Yes. And bread. |
| A Emm ... well, I have fruit and vegetables ... tomatoes. And cheese. Milk. | A And rice. |
| B Yes, me too. And carrots, mushrooms, eggs. And I have burgers actually! | B Oh yes. Rice. |
| A What food do you like in this fridge? | |
| B I like beans, eggs. And meat. What do you like? | |

3A Do you like fish?

OPTIONAL LEAD-IN

Books closed. Mime eating something. Elicit the words *eat* and *food*. Mime drinking something. Elicit or teach the word *drink*. Write *food* and *drink* on the board.

Say some names of popular foods and drinks from the country you're in, or some famous food and drinks from around the world (e.g. *spaghetti*, the name of a well-known fizzy drink, or *hamburger*). For each one, ask students to say *food* or *drink*.

1 VOCABULARY Food 1

- a 1.72 Individually, students match the words with the pictures. Play the recording for students to listen and check their answers.

Answers

1 meat 2 fish 3 vegetables 4 fruit
5 rice 6 eggs 7 bread

- b 1.72 **Pronunciation** Remind students what syllables are by comparing the words *food* (one syllable) and *happy* (two syllables). Play the recording again for students to listen for the word which has more than one syllable. Check the answer as a class. Ask: *How many syllables does the word 'vegetables' have?* (three). *Which syllable is stressed?* (vege).

Answer

vegetables

- c Pre-teach the word *like* by pointing to the smiley face on the page, pointing to the pictures of fruit and bread, smiling and saying *I like fruit. I like bread*. Put students into small groups to say what they like. Take feedback as a class.

- d **Sound and spelling** /i:/, /ɪ/ and /aɪ/

1.73 For exercise 1, play the recording for students to listen and repeat the sounds and words. Ask students: *Which sound is short?* (/ɪ/).

1.74 For exercise 2, give students time to look at the task. Say *big* and ask which part of the table it goes in (the Sound 2 column). Play the recording once for students to complete the task individually. They compare answers in pairs. Play the recording again if necessary. Check answers as a class.

Answers

Sound 1 /i:/	Sound 2 /ɪ/	Sound 3 /aɪ/
eat me teacher	big sister it's his	nine China five Hi

For exercise 3, put students into pairs to practise saying the words.

At the end of this lesson, students will be able to:

- use a lexical set of food and drink words correctly
- use the present simple with *I, you, we* and *they* in positive and negative statements correctly
- understand a text about people's eating habits
- use the present simple with *I, you, we* and *they* in questions correctly
- talk and ask about eating habits

- e 1.75-1.76 Students complete the exercises in Vocabulary Focus 3A on SB pp.142-143. Play the recording for students to listen and repeat the words in exercise a. Monitor and correct students' pronunciation in exercise b as appropriate. Students do exercise c individually. Play the recording in exercise d for students to listen and check their answers. Then play it again for them to listen and repeat the words. Before students start exercise e, point to the speech bubbles and highlight the phrases *I think ...* and *Maybe ...*. Use gestures or facial expressions to convey the idea of uncertainty and guessing. Monitor and correct students' pronunciation as appropriate. Tell students to go back to SB p.24.

Answers (Vocabulary Focus 3A SB p.142)

d

1 water 2 milk 3 tea 4 coffee 5 fruit juice 6 cola

FAST FINISHERS

Ask fast finishers to write down their favourite kinds of the following: *tea, coffee, fruit, meat, vegetable*. Encourage them to use bilingual dictionaries if they have them. In pairs, they compare lists.

2 READING AND GRAMMAR

Present simple: *I / you / we / they*
positive and negative

- a Ask students which food words in 1a they can see in the pictures.

Answers

1 fruit, eggs, rice, bread, meat
2 fruit, vegetables, bread, rice
3 fruit, vegetables, meat, eggs, rice
There is no fish in any of the pictures.

- b 1.77 Play the recording as the students read the three texts. They match the texts with the pictures. Check answers as a class.

Answers

a 3 b 1 c 2

- c Individually, students complete the table. They can use the texts for help. Check answers as a class. Drill the two negative sentences, replacing the food words with other food and drink words, e.g. *I don't eat bread. I don't like tea*.

Answers

+			-		
I	eat	meat.	I	don't eat	meat.
We	like	fish.	We	don't like	fish.
They			They		

- d Tell students to read the three texts again and underline the correct answers. They then check in pairs. Check answers as a class.

Answers

1 don't eat 2 don't eat 3 don't like 4 eat 5 like

- e In pairs, students discuss which family's food they would like to have for a week and why. Take feedback as a class. Encourage students to give their reasons, encouraging them to express their opinions as far as they are able to. If you wish, give students information from the Culture notes below.



CULTURE NOTES

What people spend each week on food varies hugely from country to country. Here are some example figures from 2013:

- The Bainton family, UK (two adults, two children): about £160 a week
- The Aboubakar family, Sudan (two adults, four children): about 79p a week
- The Eto family, Japan (three adults): about £143 a week
- The Aymo family, Ecuador (two adults, four children): about £19 a week
- The Batsuuri family, Mongolia (two adults, two children): about £29 a week
- The Natomio family, Mali (nine adults, six children): about £16 a week
- The Melander family, Germany (two adults, two children): about £320 a week
- The Namgay family, Bhutan (seven adults, six children): about £3.20 a week

3 LISTENING AND GRAMMAR

Present simple: *I / you / we / they* questions

- a 1.78 Play the recording for students to listen and decide what Rajit eats. Play the recording again if necessary. Students compare their answers. Check answers as a class.

Answers

fish, vegetables, rice, fruit

- b 1.78 Play the recording again for students to complete the conversation. Check answers as a class.

Answers

1 Do 2 like 3 eat

- c 1.79 Individually, students look at the conversation and complete the questions in the table. Play the recording for students to check their answers. Be aware that *there* is more than one correct answer, and both eat and like are possible as main verbs. Drill the two questions, replacing *fish* and *fruit* with other food and drink words, for example, *Do you eat eggs?* *Do you like coffee?*

Answers

+	-	?
I eat fish.	I don't eat fish.	Do you eat fish?
We like fruit.	We don't like fruit.	Do you like fruit?

- d 1.80-1.81 Students read the information in Grammar Focus 3A on SB p.116. Play the recording where indicated and ask students to listen and repeat. Students complete exercise a on SB p.117. Check answers as a class. As students do exercise b, monitor and point out errors for students to self-correct. Check answers as a class. As students do exercise c, monitor and help with vocabulary as necessary. Nominate a few students to read out their sentences to the class. Tell students to go back to SB p.25.

Answers (Grammar Focus 3A SB p.117)

a

1 don't 2 Do 3 do 4 eat 5 don't 6 don't

b

1 They eat meat. 2 They don't eat fish. 3 They eat vegetables.
4 They eat rice. 5 They don't eat bread.



LOA TIP DRILLING

Backward drilling (also known as backchaining) is an effective technique for building students' confidence with pronouncing longer phrases and sentences. It involves starting the drill with the last word of a sentence, and gradually building up the sentence by adding words. Drill the question *Do you like fruit?* as shown below:

Say: *fruit?* Students repeat.

Say: *like fruit?* Students repeat.

Say: *you like fruit?* Students repeat.

Say: *Do you like fruit?* Students repeat.

Repeat the drill, building up the question *Do you eat fish?*. Make sure you keep the pronunciation consistent as you build up the question.

- e Put students into pairs to practise the conversation in 3b.





EXTRA ACTIVITY

Write these short answers on the board: *Yes, I do. No, I don't. Yes, they do. No, they don't.* Drill each short answer for pronunciation, then draw a plus sign (+) and a minus sign (-) on the board. Ask the class the questions below, pointing each time to either the plus or the minus sign. Students must give the appropriate short answer. For example, ask: *Do you like fish?* Then point to the minus sign and elicit *No, I don't.* Repeat the activity a few times, increasing the pace to increase the challenge.

- *Do you like fish?*
- *Do they eat meat?*
- *Do you drink coffee?*
- *Do they eat rice every day?*
- *Do you eat eggs?*
- *Do they drink cola?*

4 SPEAKING

a  To demonstrate the activity, nominate one or two students to ask you some of the questions. Put students into pairs to interview each other and complete the table. Monitor and note down any common mistakes/errors to deal with during feedback. Take feedback as a class.

b  Tell students to write the words for three drinks. They then use these words to interview their partner using: *Do you like ... ?* and *Do you drink ... (every day)?*

Take feedback as a class. Ask a few pairs: *What food and drink do you like?* so that they can tell the class using *We ...*. For example, *We like rice. We don't like vegetables.*

ADDITIONAL MATERIAL

- ▶ Workbook 3A
- ▶ Photocopiable activities: Grammar p.152, Vocabulary p.159, Pronunciation p.166

3B I always have dinner early


OPTIONAL LEAD-IN


Books closed. Draw a simple picture of the sun rising on the board, as well as a very simple picture of what you ate and drank for breakfast this morning (If you had nothing, draw an empty plate!). Elicit or pre-teach the word *breakfast*.

Ask students: *Do you have breakfast?* Take a class vote on how many people eat breakfast.

1 READING

a If you didn't do the Optional lead-in, elicit or teach the word *breakfast* by pointing to the four typical breakfast foods in 1c. You may also wish to teach the word *nothing* (= 0). Give students one minute to tick their answers in the table.

b  In pairs, students compare their answers. Nominate a few pairs to share their answers with the class.

c  In pairs, students guess the answer to the question. Elicit students' ideas but don't check the answers at this point.


d Give students one minute to read the text and check if their idea in 1c was correct.

Answer

toast

EXTRA ACTIVITY

Write *toast* – 1 on the board. Ask: *What about the other pictures?* Encourage students to number the other pictures according to how popular they are for breakfast in the UK (cereal – 2, fruit – 3, eggs – 4).

e  Put students into pairs to ask and answer the questions, then take feedback as a class. If you wish, give students information from the Culture notes.

At the end of this lesson, students will be able to:

- understand a text about breakfast in the UK
- use a lexical set of food words correctly
- use a lexical set of time phrases to say the time correctly
- understand three people talking about dinner
- use adverbs of frequency correctly
- ask and answer questions about meal times

CULTURE NOTES

In some countries, including the UK and the USA, most people eat specific 'breakfast food' – things like cereal with cold milk and toast with butter and jam. They don't usually eat these things for lunch or dinner and they never or rarely have lunch food or dinner food for breakfast. In other places, however, breakfast meals are the same as or similar to other meals of the day. Here are some examples:

- In Pakistan, Northern India and Bangladesh, people often eat *khichdi* for breakfast; it's made of rice, lentils, spices and pickles – ingredients that are used in other meals during the day.
- Similarly, in Japan, people often eat a breakfast dish made of *natto* (fermented soy beans), rice, miso soup and green tea.
- In Turkey, people eat *tarhana* – a thick soup made of wheat, yoghurt and vegetables – at all meals, not just breakfast.
- In Morocco, people often eat the leftovers of the previous day's *tagine* (spiced meat and vegetable casserole) for breakfast.
- In El Salvador, a typical breakfast is fried sweet plantains, black beans and rice in onion sauce with salsa – all standard foods eaten at other meals.
- A popular Egyptian breakfast is *ful medames* – beans cooked with olive oil, onion, parsley, garlic and lemon juice.

2 VOCABULARY Food 2; Time

- a** In pairs, students match pictures a–c with sentences 1–3. Check answers as a class. Point out the time expressions on each picture too and drill *in the morning*, *in the afternoon* and *in the evening*.

Answers

1 b 2 c 3 a

- b** ▶ **1.82–1.83** Students complete the exercises in Vocabulary Focus 3B on SB p.143. Play the recording where indicated and ask students to listen and repeat the words in exercise a. In pairs, students match the words and pictures in exercise b. Check answers as a class and drill all the food words. For exercise c, students tell each other what they eat at different meal times. Monitor and correct students' pronunciation as appropriate. Nominate a few students to share their answers with the class. Tell students to go back to SB p.27.

Answers (Vocabulary Focus 3B SB p.143)

b

1 apple 2 biscuit 3 cheese 4 sandwich 5 tomato
6 banana 7 cake 8 ice cream 9 potato 10 orange
11 butter 12 pizza

- c** ▶ **1.84** Tell students to look at the three meal pictures on SB p.26. Ask: *What food and drink can you see in the pictures?* Play the recording for students to listen for the correct times in sentences 1–3. Check answers as a class by playing the recording again and pausing after the time in each sentence. Draw a clock face on the board showing *one o'clock*, and write the phrase. Repeat with *six o'clock* and *seven o'clock*.

Answers

1 one 2 six 3 seven

- d** ▶ **1.85** Students match the clocks with the times. Tell them to compare their ideas in pairs, then play the recording for students to listen and check, pausing after each time phrase.

Answers

1 four o'clock
2 half past four
3 (a) quarter past four
4 (a) quarter to five

- e** ▶ In pairs, students use the clocks to practise saying the times.

- f** ▶ **1.86** Students complete the exercises in Vocabulary Focus 3B on SB p.146. Play the recording for students to check their answers to exercise a. For exercise b, play the recording again for them to practise saying the times. Give students one minute to write their answers to exercise c before they talk in pairs. Tell students to go back to SB p.27.

Answers (Vocabulary Focus 3B SB p.146)

a

1 (a) quarter past two
2 twenty past two
3 twenty to two
4 (a) quarter to two
5 two o'clock
6 half past two



FAST FINISHERS

Ask fast finishers to draw more clock faces on a piece of paper and use them to test a partner by asking: *What's the time?*

g Sound and spelling /ɑ:/ and /ɔ:/'

- ▶ **1.87** For exercise 1, play the recording for students to hear and copy the long sounds /ɑ:/ and /ɔ:/. Point out that the two small triangles in the phonetic symbols /ɑ:/ and /ɔ:/ show that these are long sounds.

- ▶ **1.88** For exercise 2, play the recording for students to put the words in the correct place in the table. Play the recording again, then check answers as a class.

Answers

Sound 1 /ɑ:/'	Sound 2 /ɔ:/'
class father afternoon past	four all water daughter

- ▶ For exercise 3, put students into pairs to practise saying the words in the table.

- h** ▶ Teach these questions: *What's the time? What's the time in (London/Tokyo/New York)?* Divide the class into pairs and assign A and B roles. Student As go to SB p.103 and Student Bs go to SB p.108. Students exchange information about the time in different cities around the world. Monitor, but don't interrupt fluency. Tell students to go back to SB p.27. To close this stage of the lesson, look at your phone, watch or a clock and ask: *What's the time?*

3 LISTENING

- a** ▶ **1.89** Play the recording for students to listen and match the people with the countries. Check answers as a class.

Answers

1 the USA 2 Russia 3 Spain

Audioscript

CONVERSATION 1

INTERVIEWER Are you from China, Julie?

JULIE No, I'm not. My parents are Chinese, but I'm American.

I What time do you have dinner?

J In my family, we usually have dinner at about 7 o'clock.

I And what do you have?

J We usually have rice with meat and vegetables.

CONVERSATION 2

I Where are you from, Misha?

MISHA I'm from Russia.

I And when do you have dinner?

M I always have dinner early.

I What time?

M At 5 o'clock.

I And what do you have?

M Different things, but I like fish for dinner.

CONVERSATION 3

I Are you Spanish or Mexican, Bianca?

BIANCA I'm Spanish.

I What time do you have dinner?

B I usually have dinner between 9 and 10 o'clock.

I You have dinner late.

B Yes. People never have dinner early in Spain.

I What do you have?

B I usually have meat and vegetables, but I sometimes have bread and cheese.

- b** ▶ **1.89** Play the recording again for students to listen in more detail and complete the table. They then check in pairs. Check answers as a class.

Answers

Name	Dinner time	Food
Julie	about 7 o'clock	rice, meat, vegetables
Misha	at 5 o'clock	different things, fish
Bianca	between 9 and 10 o'clock	(usually) meat and vegetables, (sometimes) bread and cheese

- c Students discuss the question in pairs. Invite a few students to share their answers with the class. Briefly give your own response too.

4 GRAMMAR Adverbs of frequency

- a 1.90 Play the recording for students to listen and complete the sentences with the words in the box. Check answers as a class.

Answers

- 1 usually
- 2 always
- 3 never
- 4 sometimes

- b In pairs, students complete sentences 2 and 4 with the adverbs of frequency. Check answers as a class. Write on the board: *We usually have rice.* Highlight the position of the adverb of frequency (*usually*). It goes between the subject (*We*) and the verb (*have*).

Answers

- 2 usually 4 never

CAREFUL!

Of the four adverbs taught in this lesson, *always* is the most commonly used, followed by *usually*, then *sometimes* then *never*. Students often make mistakes with word order, e.g. *I eat always at 7 pm.* (Correct form = *I always eat at 7 pm.*), and *The food usually is good.* (Correct form = *The food is usually good.*). This mistake is most commonly made with *always*. Another typical error is students splitting *sometimes* into two words, e.g. *We some times eat rice.* (Correct form = *We sometimes eat rice.*).

- c 1.91 Students read the information in Grammar Focus 3B on SB p.118. Play the recording where indicated and ask students to listen and repeat. Students then complete exercises a and b on SB p.119. Check answers as a class. Tell students to go back to SB p.27.

Answers (Grammar Focus 3B p.119)

a

- 1 We sometimes have dinner at 10:00.
- 2 I never have coffee in the evening.
- 3 I usually have a tomato sandwich for lunch.
- 4 We always have dinner at home.
- 5 I always eat fruit at lunchtime.
- 6 I usually have lunch in a café.

b

- 1 sometimes
- 2 never
- 3 always
- 4 always



LOA TIP DRILLING

A prompt drill is a useful form of very controlled practice. Instead of just listening and repeating, students have to think. In the prompt drill below, the prompt is a percentage which students have to translate and apply as an adverb of frequency.

Write these percentages on the board: 0%, 50%, 80% and 100%. Remind students that these numbers match adverbs of frequency. As you say each of the sentences below, point to one of the numbers on the board. Students change the sentence by adding the correct adverb of frequency. For example, say: *I eat fish* and point to 50%. The students follow by saying: *I sometimes eat fish.*

- *I eat fish.*
- *They have breakfast.*
- *You drink coffee.*
- *We eat bread.*
- *I have lunch.*
- *They drink cola.*

Repeat the drill a few times, changing the percentage each time.

- d Individually, students complete the exercise. Monitor and make sure the students have placed the adverbs of frequency in the correct position. Check answers as a class.

Answers

- 1 I sometimes have breakfast at 9:00 at weekends.
- 2 I usually have a sandwich for lunch.
- 3 I never have breakfast.
- 4 In the evening, I always have dinner at about 7:00.



FAST FINISHERS


Ask fast finishers to write more sentences about their eating habits, using adverbs of frequency.

- e In small groups, students discuss which sentences are true for them. Take feedback by reading each sentence and asking students to put up their hand if it's true for them.

Language Plus What time ... ? / When ... ?

Tell students to read the two questions. Point out that *What time* and *When* have the same meaning. Drill the two questions. Invite two strong students to ask and answer questions with *have breakfast*, *have lunch* or *have dinner*. Repeat a few times with different pairs of students.

5 SPEAKING

- a** Give students two minutes to write their answers to the four questions and then write another question about meals and food. Monitor and help as necessary.
- b**  Students use their questions to interview three or four other students. They write down the names of students who have the same answers. Monitor, but don't interrupt fluency. Take feedback as a class.



LOA TIP REVIEW AND REFLECT

Write these number ranges on the board:

- 0–8
- 9–14
- 25–21
- 22–28

Ask students: *How many words for food, drink and meals do you know from this lesson?* Indicate the four number ranges on the board and ask students to each choose a number range from the board. Give them two minutes to write down as many food, drink and meal words from the lesson as they can, without looking in their books or notebooks. Ask them to count their words. Take feedback as a class. Are they surprised how many words they know?

ADDITIONAL MATERIAL

- ▶ Workbook 3B
- ▶ Photocopiable activities: Grammar p.152, Vocabulary p.159

3C Everyday English

I'd like a cup of tea, please



OPTIONAL LEAD-IN


Books closed. Write the names of some local cafés on the board. Ask: *Do you know these cafés? Do you like these cafés? What food and drink do people eat at these cafés?* Encourage students to express their opinions without worrying about accuracy.

To continue personalising the topic, write these sentences on the board:

- *I sometimes have breakfast in a café.*
- *I usually have coffee and a cake in a café.*
- *I always have lunch in a café.*
- *I never go to cafés.*


Ask: *Are these sentences true for you?* Put students into pairs to discuss their answers, then take feedback as a class.

1 LISTENING

- a**  Point to the picture of Sophia and Megan in a café on SB p.29. Ask the class: *Where are Megan and Sophia?* (in a café). Put students into pairs to look at the menu on SB p.28 and discuss what food and drink they like. Take feedback from a few students. Tell the class what you like.


At the end of this lesson, students will be able to:

- understand a conversation in a café
- use sentence stress correctly in *a piece of cake, a cup of tea*, etc.
- use appropriate phrases to order and pay in a café
- order something in a café
- write a text message

- b**  **2.2–2.3 Pronunciation** Play the first recording for students to hear the two syllables in *coffee*. In pairs, students find words with two syllables in the box. Play the second recording for students to check their answers.

Answers

sandwich and *orange* both have two syllables
(*banana* and *tomato* both have three syllables)

- c**  **2.3** Play the recording again for students to listen and underline the stressed syllables in each word. Check answers as a class.

Answers

sandwich, banana, orange, tomato

- d**  In pairs, students practise saying the words.

- e** In pairs, students find the items in pictures a–c. Check answers as a class.

Answers

1 b 2 c 3 a

- f** **2.4** Play the video or audio recording for students to understand the general meaning and put pictures a–c in order. They check in pairs. Check answers as a class.

Answers

a 2 b 3 c 1

Video/Audioscript

MEGAN Hi, Sophia. How are you?
SOPHIA I'm well. In fact, I'm very well!
M What's that? A key?
S It sure is!
M Your new flat!
S That's right.
M Great.
S I'm so happy! Come on – time for a coffee!
M Yes, good idea.

S OK – something to drink?
M Yes, I'd like a cup of coffee, please.
S Coffee. OK.
ASSISTANT Hi.
S Hi. So two cups of ...
M No ... um ... I'd like tea. Yes, a cup of tea, please.
S Tea – right. Cake?
M No, thank you.
S OK. Can I have a cup of tea, a cup of coffee and a piece of chocolate cake, please?
A OK ... So that's a cup of tea, a cup of coffee and a piece of chocolate cake.
S That's right. Thanks.
M Sorry, but I'd like a piece of chocolate cake too. Sorry!
S Sure – no problem. Can we have two pieces of chocolate cake, please?
A Certainly. That's £11.00, please.
S Here you are.
A Thank you.
M So – the flat?
S It's nice. Look – it's quite big and very beautiful.
M Oh yes, lovely.
S And it's quite old. I like that.
M Is it near the office?
S Yes, it is. It's also near a park. It's great.
M Sorry. It's from my cousin, James.
S That's OK.
M Sorry. I can answer later. So, London's now home!
S Yes! London's now home.

- g** **2.4** Play the video or audio recording again for students to decide whether the statements are true or false. Check answers as a class. Encourage students to correct the false answers. You may wish to pre-teach *cousin* by drawing a very simple family tree on the board.

Answers

- 1 T
- 2 F (Sophia has a cup of coffee. Megan has a cup of tea.)
- 3 T
- 4 F (The message is from Megan's cousin.)

2 PRONUNCIATION Sentence stress

- a** **2.5** Play the recording for students to listen to the pronunciation of the words and phrases. Check the answer as a class.

Answer

No, it isn't. In 1 (in isolation) it is pronounced /bʌ/. In 2 and 3 (in phrases) it is pronounced /əv/.

- b** **2.6** Play the recording for students to listen and notice which word isn't stressed. Check the answer as a class.

Answer

The word *a* in these phrases isn't stressed. It is pronounced /ə/.

LANGUAGE NOTES

English is a stress-timed language, unlike some other languages which are syllable-timed. This means that in connected speech, the words *a*, *an*, *and*, *of* and *the* are usually unstressed and contain the weak /ə/ (schwa) sound.

EXTRA ACTIVITY

Say these word pairs a few times, clapping as you say each word: *cup, tea; piece, cake*.

Ask students to say and clap the word pairs with you. Then, without changing the beat of two claps, and without clapping the weak sound of (/əv/), say:

- *cup of tea*
- *piece of cake*

Again, ask students to speak and clap along with you. Finally, still without changing the beat of two claps, and without clapping the weak sounds for *a* (/ə/) and *of* (/əv/), say:

- *a cup of tea*
- *a piece of cake*

This focus on the rhythm of the stressed words should help students pronounce the unstressed words *a* and *of* naturally as the weak forms /ə/ and /əv/.

- c** In pairs, students practise saying the phrases in 2b.
- d** Remind students of the food and drink in Vocabulary Focus 3A and 3B on SB pp.142–143. Elicit a few more phrases with *a ... of ...*. Then put students into pairs to think of more phrases and practise saying them.

3 USEFUL LANGUAGE

Ordering and paying in a café

- a** **2.7** Play the recording for students to listen and complete the sentences. Check answers as a class. Play the recording again for students to listen and repeat the questions. Write on the board: *I'd like ... , please.* and *Can I have ... , please?*. Elicit some different examples from the class, e.g. *I'd like a glass of cola, please.*, *Can I have a piece of banana cake, please?*.

Answers

- 1 like
- 2 have

- b** **2.8** Individually, students put the words in the correct order. Play the recording for students to listen and check their answers.

Answers

- 1 Can I have a cup of coffee, please?
- 2 I'd like an egg sandwich, please.
- 3 Can we have two tomato sandwiches?

- c** In pairs, students practise saying the sentences.


- d** **2.9** Individually, students put the conversation in the correct order. Play the recording for students to listen and check.

Answers

- 3 A cheese sandwich, please.
- 4 Of course. That's £6.00, please.
- 2 Certainly. And to eat?
- 5 Here you are.
- 1 Can I have a glass of cola, please?
- 6 Thank you.

- e** Put students into pairs to practise the conversation, but with different details (drink, food and price). Monitor and correct students' pronunciation as appropriate and listen for correct usage of the target language from this lesson.

4 SPEAKING


- a  Divide the class into pairs and assign A and B roles. Give students one minute to read the instructions and prepare what they want to say. Monitor and note down any common mistakes/errors to deal with during feedback.



LOA TIP MONITORING

Rather than writing down comments at random as you monitor, try grouping them under grammar, vocabulary, pronunciation and everyday English headings. Note down good uses of the target language, as well as mistakes.

Working like this will help you find out which areas your students need more help with. It will also give you an organised list of points to address at the feedback stage. When feeding back to your students, be specific about their positive achievements. Write any mistakes that you noticed on the board. Let the mistakes be anonymous – don't attribute them to individual students – and get the whole class involved in correcting them.

- b  Students swap roles and repeat the activity. Give feedback on the students' achievements using the notes you made while monitoring.



FAST FINISHERS


Ask fast finishers to have more café conversations in pairs, using different food and drink words.

5 WRITING

- a Point to the image in blue and elicit what it is (a text message). Tell students to look at the picture and the text message. Give the students one minute to read the text and answer the questions. Check answers as a class. Ask: *Who is the text message about?* (Sophia).

Answers

It's from Megan. It's for James, her cousin.

- b  Students go to Writing Plus 3C on SB p.155. Read through the information in exercise a as a class. Write on the board: *you're, she isn't, I don't*. Ask: *What are the full forms? (you are, she is not, I do not)*. Individually, students do exercises b and c. Check answers as a class by inviting students to come and write them on the board. Tell students to go back to SB p.29.

Answers (Writing Plus 3C SB p.155)

b





1 you're 2 she's 3 I'm 4 don't 5 they're 6 aren't
7 we're 8 isn't

c

1 He's 2 They're 3 isn't 4 don't 5 aren't 6 I'm
7 don't 8 I'm not

- c Give students up to five minutes to look at the ideas and write their own text message to a friend. Monitor and point out errors for students to self-correct.
- d In pairs, students read each other's text messages. Invite students to tell the class who their partner wrote about.

ADDITIONAL MATERIAL

-  Workbook 3C
-  Unit Progress Test
-  Personalised online practice
-  Photocopiable activities: Pronunciation p.166

UNIT 3

Review

1 GRAMMAR

- a Individually, students write sentences and questions from the prompts. Check answers as a class.


Answers

- 1 Do you like eggs?
- 2 We eat bread every day.
- 3 I don't drink juice.
- 4 We don't eat meat.
- 5 You like fruit.
- 6 Do they eat fish?

- b Individually, students underline the correct answers. Check answers as a class.

Answers

- 1 I always
- 2 sometimes drink
- 3 usually eat
- 4 never
- 5 I never have
- 6 sometimes don't

- c  In pairs, students discuss whether the sentences in 1b are true or false for them.

- d Students correct the sentences. Check answers as a class. Write the corrected sentences on the board.

Answers


- 1 No, we don't.
- 2 I always have breakfast.
- 3 We don't eat fish.
- 4 I usually drink water.
- 5 Do you like tea?
- 6 Yes, I do.

2 VOCABULARY

- a In pairs, students use the words in the box to complete the groups. Check answers as a class. Allow the students to name what the groups are if they can.

Answers

- 1 juice (cold drinks)
- 2 coffee (hot drinks)
- 3 banana (fruit)
- 4 dinner (meals)
- 5 fish (these foods come from animals)
- 6 cakes (these foods are sweet)

- b  In small groups, students tell each other what their favourite group of food or drinks is.



EXTRA ACTIVITY

Students play a guessing game. Write these sentence beginnings on the board:

- You like ...
- You don't like ...
- You eat ... every day.
- You never eat ...


Individually, students guess and write down five eating and drinking facts about students sitting near them, e.g. (name of partner) *likes cereal*. They then talk together to see if their guesses were correct, e.g. *Do you like cereal?* Take feedback as a class. Find out if anyone got all their guesses right or wrong.

- c Tell students to look at the pictures and complete the food words.

Answers

- 1 bread
- 2 rice
- 3 meat
- 4 apples
- 5 oranges
- 6 eggs

3 SOUND AND SPELLING

- a  2.10 Write /ɪ/, /i:/ and /aɪ/ on the board. Then, write these word groups on the board and ask students to match the words with the sounds in the groups:


- 1 *nine, my, time*
- 2 *cheese, key, we*
- 3 *is, this, it.*

Check answers as a class (1 = /aɪ/, 2 = /i:/, 3 = /ɪ/).

Play the recording for students to choose the correct answers. They check in pairs. Play the recording again if necessary. Check answers as a class. In pairs, students practise saying the sentences.

Answers

- 1 a
- 2 a
- 3 b
- 4 a

- b  2.11 Write /ɔ:/ on the board and then write the words *two, three, four*. Ask: Which word has the /ɔ:/ sound? (four). Play the recording for students to tick the correct words. They check in pairs. Play the recording again if necessary. Check answers as a class. In pairs, students practise saying the words.

Answers

- 1 water
- 4 morning
- 7 quarter
- 8 all



FAST FINISHERS

Ask fast finishers to find food and drink words on SB p.30 and group them into words of one syllable, two syllables and three syllables. For example, one-syllable words include: *rice, cakes, fruit, eggs, meat, milk, tea, bread, fish*. Two-syllable words include: *ice cream, biscuits, water, orange, coffee, apple, cola*. Three-syllable words include: *vegetables, tomatoes, banana, oranges*.



LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.