



# Food!

## Unit aims

### I can ...

- identify different kinds of food.
- use simple expressions with *have*.
- talk about meals and courses.
- talk about countable and uncountable nouns.
- understand about food in the UK and other countries.
- order food and drink in a restaurant.
- write an essay about a celebration.
- use basic time connectors.

## Unit contents

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## Be curious

- Books closed. Write food on the board. Tell the class your favourite food.
- Write the following question on the board: *What's your favourite food?*
- Ask students to work in pairs to ask and answer the question. Encourage students to use (*don't*) *like, don't mind, love, hate + -ing*, which was introduced in Unit 3.
- Ask some students to tell the class their partner's favourite food.
- Ask students to open their books at page 42 and look at and describe the photo.
- Check students can pronounce *healthy* and then put them into small groups to answer the three questions.
- Check answers.
- Tell students that the theme of Unit 4 is food.

### Suggested answers

I can see a lot of food: sweet corn, apples, cauliflower, lettuce, mushrooms, pepper, carrot, garlic, onions, grapes, cucumbers, strawberries, peas, aubergine, courgette, kohlrabi, lime, lemon. They are all healthy.

## CEFR

SKILL AREA	GOAL	EXERCISE
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Writing	CREATIVE WRITING	3–7 p51
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Communicative language competence	VOCABULARY RANGE	1–4 p43 4–5 p44 6 p45 4–5 p46 4 p49 1–7 p52
	GRAMMATICAL ACCURACY	3 p43 1–5 p45 1–8 p47 1–9 p53
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## Objectives


- learn food vocabulary.
- classify food into different categories.
- talk about the food I like and don't like.

## Preparation

- Bring pieces of card for every student with food words from the same category (e.g. dairy, fruit, vegetables) from Exercise 1 written on each one.

## Warm-up

- Book closed. Put students into pairs. Give them one minute to write down simple verbs connected to food, e.g. *buy, eat, drink, cut, make, cook*.
- Ask the pairs to add up their totals. The pair with the lowest total can read their words out to the class. Other pairs can add their words.

- 1  1.35 Ask students to open their books at page 43.
- Read out the example and then ask students to work in pairs to complete the exercise.
  - Alternatively, if you have the Presentation Plus software, students can come to the board to match the food words with the pictures using the interactive whiteboard.
  - Play the recording for students to check their answers.
  - Play the recording again for students to listen and repeat the words.
  - Encourage students to translate new words into their language, but tell them not use translation as a substitute for learning the meaning and use of a word.

## Fast finishers

Students can turn to the **Vocabulary bank** on page 110 and do the *Jog your memory!* exercise for *Food and drink*.

## Answers

2 chicken 3 cheese 4 pasta 5 rice 6 apples  
7 banana 8 carrot 9 milk 10 eggs 11 butter  
12 bread 13 fish 14 meat 15 pizza

- 2
- Read out the five categories. Check students understand them.
  - Students can work in pairs to put the food vocabulary into the correct places in the chart.
  - Alternatively, give out the cards with the food words on. Ask students to organise themselves into the five categories. To check answers, ask each group *What are you?* to which the students can respond saying: *We are fruit/vegetables*, etc.
  - To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary bank** on page 110 and do the *Think again* activity for Food.

## Answers

**dairy:** milk, butter **fruit:** apples, banana  
**vegetables:** beans, carrot  
**meat and fish:** chicken, meat, fish  
**other:** pasta, rice, eggs, pizza, bread

## Game

- Play *The ball game* using the food vocabulary.
- See **Games Bank** on page 28.

## Optional activity

- Put students into pairs.
- Ask students close their books and then give them one minute to write down as many of the food and drink words in Exercise 1 as they can remember.
- Say *Stop!* when the minute is up.
- Find out which pair remembered the most words.

## Your turn

- 3
- Elicit the question: *Do you like \_\_\_\_\_ ?* and put it on the board.
  - Ask students to ask you *Yes/No* questions about the food you like and don't like.
  - Put students in pairs to ask and answer the same type of questions. Monitor and make sure students are writing their partner's answers in their notebooks.
  - To **extend** this, you could do a class survey to find out the most and least popular types of food.
- 4
- Read out the example sentence. Focus on the third person singular forms of the present simple. You may want to elicit some example sentences to test students' memory of the form, e.g. *My dad doesn't like rice. Kim loves pizza.*
  - Put students in small groups.
  - Students then take it in turns to tell their group about their partner.

## Optional activity

- Ask the students to stand with you in a circle. If you have a large class, organise students into several circles and choose a strong student in each circle to play the role of the teacher.
- Start clapping along to a regular four-beat rhythm. Ask students to clap along with you.
- On the first beat of four say one of the food category words, e.g. *dairy*.
- The student to your right in the circle says a food word in that category, e.g. *cheese*. They should say their word on the first clap of the next set of four claps.
- Change the food category and the direction of the sequence at the appropriate point. Do not allow repetitions.
- Encourage students to stop the clap to challenge a word, e.g. *Bananas aren't a vegetable*.



Set Exercises 1, 2 and 3 on page 37 of the **Workbook** for homework.

You can also ask students to play this game with food words:

<http://learnenglishkids.britishcouncil.org/en/word-games/balloon-burst/food>

# Reading A magazine article

## Objectives

- read about different types of lunch.
- learn expressions with *have*.
- ask and answer questions about street food and ordering food to your house.

## Warm-up

- Books closed. Elicit or teach the meaning of *lunch*.
- Tell students what you usually have for lunch.
- Put students in pairs to ask and answer the following question: *What do you usually have for lunch?*


- 1 If you have the Presentation Plus software, put the photos on the interactive whiteboard for students to say what they can see in them.

### Suggested answers

rice, vegetables  
sandwich, juice, orange  
chicken, salad, fruit, bread, milk

### Background

A **Bento Box** is the name given to a Japanese packed lunch. Presentation of food is important in Japanese culture, so care is taken to design not only the boxes, but also the food.

- 2  1.36 Check understanding of *packed lunch* (lunch prepared to be eaten elsewhere). Also check students remember the meaning of *canteen*, which they learnt in Unit 3.
- Students work alone to read the text and do the matching exercise.
  - Students compare answers in pairs before you check answers with the class.

### Answers

The blue and grey Bento box: C  
The clear lunchbox: A  
The black tray: B

- 3
- Give students a minute to read through the sentences.
  - Ask students to first complete the exercise without looking back at the text.
  - Students can then read the text again to check their answers.

### Answers

1 vegetables and fish 2 usually has 3 usually has  
4 isn't any 5 fun to eat 6 canteen

## Explore expressions with *have* 2

- 4
- Ask: *Can you remember the expressions with 'have' from Unit 2? (have a shower / a snack / dinner / a drink).*
  - Give students 30 seconds to find the two expressions with *have* in the text.
  - Check answers.

### Answers

has a hot lunch, have fun, have soup, have some ice cream

- 5
- Check students' understanding of the words in the box.
  - Students can then work in pairs to complete the sentences.

### Fast finishers

Students turn to the **Vocabulary bank** on page 110 to do the *Explore vocabulary* activity for *Expressions with 'have'*.

### Answers

1 lunch 2 fun 3 problem

## Your turn


- 6
- Read out the three questions.
  - **Weaker students** may only produce short phrases in response such as *at school*, *packed lunch* or *my mum*, so use the **stronger students** in class to elicit full examples sentences. Put these on the board as a model, e.g. *I usually have a sandwich for lunch. I always have a packed lunch. My mum often makes my lunch, but sometimes I make it.*
  - Put students in pairs to ask and answer the questions.

### Optional activity

- Put students into small groups of three or four to do this food quiz:  
<http://learnenglishkids.britishcouncil.org/en/play-with-friends/quiz-food>
- Students keep a note of their score.
- Find out which team got the most points.

You can show this video as either a lead-in or a follow-up to the Language Focus 1 lesson.



-  Ask: *Can you name any Japanese food? (e.g. sushi, tempura)*
- Read out the information about the video and then play the video.
- Students watch it and answer the questions.
- Check answers.
- Write the following question on the board: *Do you like eating fish?*
- Put students into pairs to ask and answer the question.
- See page 127 for further activities you can do with this video.

### Answers

It's in the Pacific Ocean.  
A lot of people live near the sea.  
They find healthy food (fish) there.



Set Exercises 4, 5, and 6 on page 38 and Exercises 1, 2, 3, 4 and 5 on page 41 of the **Workbook** for homework.

# Language focus 1 Countable and uncountable nouns

## Objectives

- learn countable and uncountable nouns.
- learn *a/an*, *some* and *any*.
- draw a fridge and talk about what I've got in it.

## Warm-up

- Books closed. Elicit food and drink nouns, e.g. *bananas*, *apples*, *water*, *milk*.
- Put the words on the board in two columns according to whether they are countable or uncountable nouns.
- Ask students if they can tell the difference between the words in the two columns.

- 1 • Ask students to open their books at page 45 and copy the chart into their notebooks.
  - Put students in pairs to complete the chart with countable and uncountable nouns from the text on page 44.
  - Ask students to work out how countable and uncountable nouns are used by looking at examples of them. Students can then check their ideas with you.
  - Encourage students to learn grammatical terms such as *noun*, *adjective* and *verb*. Explain that knowing how to talk about language will help them learn.
  - For further information and additional exercises, students can turn to page 102 of the **Grammar reference** section.

## Answers

Countable nouns	Uncountable nouns
two sandwiches, an orange, a <b>chocolate bar</b> , an <b>apple</b> , <b>vegetables</b> , a <b>salad</b>	fruit, rice, ( <b>apple</b> ) <b>juice</b> , <b>soup</b> , <b>meat</b> , <b>fish</b> , <b>ice cream</b> , <b>chicken</b>

- 2 • Refer students to the two columns and check their understanding of the difference between a countable and an uncountable noun.
  - Students can work in pairs to put the words into the correct column in the chart.

## Answers

Countable nouns	Uncountable nouns
vegetables, sandwich, carrots, apple	meat, milk, water, cheese

## Common error

Students may 'pluralise' uncountable nouns, producing words like *waters* and *rices*. Uncountable nouns require other nouns such as *bottle* or *packet* if we wish to refer to specific quantities, e.g. *two bottles of water*, *four packets of rice*.

## *a/an, some and any*

- 3 • Put students in pairs. Ask them to copy the sentences into their notebooks and complete them. Encourage **stronger students** to do this without looking back at the text on page 44.
  - Once students have completed the sentences, they can check their answers by looking in the text.

## Answers

### Singular countable

I've got **an** orange.

I haven't got **a** chocolate bar.

Have you got **an** orange?

### Plural countable

I've got **some** sandwiches.

I haven't got **any** sandwiches.

Have you got **any** sandwiches?

### Uncountable

I've got **some** rice.

I haven't got **any** meat.

Have you got **any** rice?

- 4 • Students can work alone to do this exercise.
  - Encourage **weaker students** to think carefully about the type of sentence when completing the gaps: is it affirmative, negative or a question?
  - Give **stronger students** less time to complete the exercise. They can then do the *Fast finishers* activity below.

## Fast finishers

Students can write answers to questions 2 and 5 in Exercise 4.

## Answers

2 any 3 some 4 any 5 an 6 a

- 5 • Ask students to read the texts quickly to match the text to the pictures of the fridges.
  - If you have the Presentation Plus software, you could put this gapped text on the interactive whiteboard and ask students to come to the front of the class in turn to complete the gaps.
  - Alternatively, students could work in pairs to complete the texts.
  - Check answers.

## Answers

1 fridge a: 1 an 2 some 3 some 4 any 5 any  
6 some  
2 fridge b: 7 a 8 some 9 some 10 any

## Your turn

- 6 • Give students a couple of minutes to draw a fridge.
  - Students can either copy the one on the page or draw their own.
- 7 • Ask two students to read out the example conversation.
  - Put students in pairs to ask and answer questions about the fridges they drew in Exercise 6.
  - Monitor while students do this and check students use the new language correctly.
- 8 • Students draw a picture of their partner's fridge based on what their partner tells them.



Set Exercises 1, 2 and 3 of page 38 of the **Workbook** for homework.

# Listening and Vocabulary

## Objectives

- listen to a conversation about what to eat on a trip to London.
- learn vocabulary for meals and courses.
- talk about when I usually have breakfast, lunch and dinner.

## A conversation


### Warm-up

- Books closed. Ask: *What do people usually have for lunch in your country?*
- Elicit food commonly eaten for lunch and write the vocabulary on the board, e.g. *salads, pasta, rice, yoghurt*.

- 1
- Ask students to open their books at page 46 and look at the picture.
  - Elicit answers to the questions.

### Suggested answers

They're at the bus stop. They're talking about going to London.


- 2
-  1.37 Tell students they are going to listen to a conversation between the two teenagers pictured.
- Before you play the recording, check students understanding of *trip* (noun) and *spend*.
  - Play the recording.
  - Students listen to it and answer the two questions.
  - They can compare answers in pairs before you check answers with the class.

### Audioscript

**Tim:** Hey, Michelle. Are you ready for this trip?  
**Michelle:** Hi, Tim. You bet! I've got my packed lunch and £5 to spend on presents.  
**Tim:** Oh, I haven't got a packed lunch. There are a lot of cool places to eat in London.  
**Michelle:** Well, I haven't got much money. That's why I've got a packed lunch. I don't want to spend any money on food.  
**Tim:** I'm hungry now. Are you?  
**Michelle:** No, I'm not. I always have a big breakfast.  
**Tim:** Oh. I want a snack. Is there a fast food place near here?  
**Michelle:** No, there isn't.  
**Tim:** Oh dear. How much food have you got, Michelle?  
**Michelle:** Let's see. I've got a lot of food. My mum is very good! Let's see ... There's a small salad as a starter. Then I've got some chicken sandwiches as my main course and ... yoghurt with fruit for dessert.  
**Tim:** That's very healthy. Are there any sweets?  
**Michelle:** No. My mum never gives me unhealthy food.  
**Tim:** Michelle ... how many sandwiches have you got?  
**Michelle:** I haven't got many sandwiches. Only four.  
**Tim:** Can I have one, please?  
**Michelle:** Hmm. I don't know. This is my lunch! How much money have you got?  
**Tim:** I've got £20.  
**Michelle:** OK. Give me £5 for a chicken sandwich.  
**Tim:** £5! That's a lot of money for one chicken sandwich!  
**Michelle:** I know. I want to buy a burger for dinner on the way home.  
**Tim:** But there isn't a fast food place on the way home and *you* haven't got any money!  
**Michelle:** Ha ha! There's a *great* fast food place on the way home and *you've* got a lot of money!

## Answers


Michelle has got food.  
Tim wants to eat her sandwich.

- 3
-  1.37 Give students time to read through sentences 1–7.
- Play the recording again. Students listen to it and do the exercise.
  - When checking answers with the class, tell students they can choose which number in the exercise they wish to correct when called upon to give an answer.

## Answers

2 M 3 T 4 M 5 T 6 M 7 T

## Meals and courses

- 4
- Refer students to the words in the box and the column that students have to put the words in.
  - Read out the example and then ask students to work in small groups to do the exercise.
- 5
-  1.38 Play the recording for students to check their answers to Exercise 4 and repeat the words.
- To **extend** the work with the new vocabulary, you could ask students to do the *Jog your memory!* And *Think again* activities for *Meals and courses* on page 110 of the **Vocabulary bank**.

## Answers

**Meals:** lunch, dinner

**Courses:** starter, main course, dessert

**Extra word:** snack

## Your turn

- 6
- Ask two students to read out the example question and answer.
  - Put students in pairs to ask and answer similar questions.

## Game

- Play *Hangman* using the meals and courses vocabulary.
- See **Games Bank** on page 29.

## Optional activity

- Students work in small groups to design a three-course meal for you. They must choose a starter, main course and dessert.
- Each group presents its meal to you, e.g. *For your starter, you can have soup*.
- You then choose which of the meals you like best.



Set Exercises 1, 2, 3, 4 and 5 of page 39 the **Workbook** for homework.



# Language focus 2 *there is / there are*

UNIT  
4

## Objectives

- learn *there is / there are*.
- learn about intonation in questions.
- learn *much / many / a lot of*.
- talk about what I've got in my bag.

## Warm-up

- Books closed. Pick up and point to classroom objects.
- Elicit sentences with *there is/are*, e.g. *There are some bags*.
- Teach the negative and question forms. Write these on the board, e.g. *There aren't any bags. Are there any bags?*

- 1
- Ask students to open their books at page 47 and copy the sentences into their notebooks.
  - Put students in pairs to complete the sentences. Tell **weaker students** to look at the words after the gaps in the sentences. If it is singular (*fast food place*), they need to use *there is(n't) a/an*. If it is plural (*sweets*), they need to use *there are(n't)*.
  - Check answers and play the recording if necessary.
  - For further information and additional exercises, students can turn to page 102 of the **Grammar reference** section.

### Answers

1 are 2 Is 3 Are 4 is 5 's

### Language note

When we want to say that something exists or is located somewhere we use *there is/are*, e.g. *There is a cinema next to the post office* not *A cinema is next to the post office*.

- 2
- Complete the first sentence as an example.
  - Ask students to work in pairs to complete the exercise.
  - Check answers.
  - Students can then tell their partner whether the sentences are true for their town or school.

### Answers


1 is 2 aren't 3 is 4 isn't

- 3
- Students work in pairs to do this exercise.

### Answers


1 Is 2 Are 3 Are 4 Is

### Say it right!

- a Refer students to the **Say it right!** box. Model the intonation in the example question and answer.
- Ask students to repeat the sentences after you.
- b Ask students to work alone to do the exercise.
- Students can compare their answers in pairs.
- c  1.39 Play the recording.
- Students listen and check their answers.
  - Play the recording again. Students listen and repeat the questions and answers.

### Answers

1 b 2 c 3 a 4 d

- 4  Students work in pairs to ask and answer the questions in Exercise 3.

## *much / many / a lot of*

- 5
- Write the following on the board: *We've got a lot of cheese. There aren't many olives. How much bread is there? How many bananas would you like?* Students identify how the underlined phrases are used.
  - Ask students to copy the sentences in Exercise 5 into their notebooks. Put students in pairs to complete them.
  - Tell **weaker students** they need to decide if the noun in the sentence is countable or uncountable. If countable they use *many*, if uncountable *much*.
  - Check answers.
  - For further information and additional exercises, students can turn to page 102 of the **Grammar reference** section.

### Fast finishers

Students write some true or false quiz questions, e.g. *There are lots of monkeys in our city*. Read these out at the end for the class to decide if the sentences are true or false.

### Answers

1 a lot of 2 much 3 much 4 a lot of 5 many

### Common Error

Students may produce sentences such as *How many water have you got?* or *How much oranges has she got?*

- 6
- Ask a student to read out the example sentence.
  - Put students in pairs to complete the remaining sentences.
  - Check answers.

### Answers

2 a lot of 3 many 4 How much 5 much 6 a lot of

## Your turn

- 7
- Give students two minutes to write sentences about what they have got in their bag.
  - Monitor while students do this and help as necessary.
- 8
- Ask two students to read out the example conversation.
  - Students then ask and answer questions about what they have got in their bags.

### Game

- Play *Correct the sentence* using *there is / there are* and *much / many / a lot of*.
- See **Games Bank** on page 28.



Set Exercises 1, 2, 3 and 4 on page 40 of the **Workbook** for homework. Students can also keep a food diary for a few days. They put this on a blog or record their diary as a podcast. They assess how healthy and varied their diet is.



# Discover Culture

## Dabbawallas

### Objectives

- watch a video about dabbawallas.
- talk about street food and having food delivered to my home.

### Warm-up

- Books closed. Write *India* on the board. Ask: *What do you know about India?*
- Put students into groups to think of ideas.
- Ask one member of each group to report back to the class.

- Ask students to open their books at page 48.
  - Students say where Mumbai is as well as anything they know about the city.
  - For **background on Mumbai** see the notes to the Reading in Unit 1 on page 51.

### Suggested answers

It's in India. It's a very big city.

- Check students' understanding of *deliver* and *delivery*.
  - Put students in pairs to do the matching exercise.
  - Check answers.

### Answers

a 2 – ice cream   b 5 – pizza   c 3 – coconuts   d 4 – tacos

- Read out the questions. Check understanding of *safe* and *dangerous*.
  - Ask students to work alone to answer the questions.
  - Students can compare their answers in pairs.

### Background

The word **dabbawalla** comes from Hindi and means *one who carries a box* but could be translated into English as *lunchbox deliveryman*.

See here for further information about dabbawallas:  
<http://mumbaidabbawala.in/>

- 4.2 Play the video.
  - Students watch it and check their answers to Exercise 3.

### Videoscript

**A:** Is that India?  
**B:** Yes, it is.  
**A:** Aren't you from India, Aruna?  
**B:** Yes, I am! I'm from the city of Mumbai. Look. This is it.  
**A:** It's a big city!  
**B:** It is. There are more than 20 million people there.  
**A:** Wow!  
**B:** But some people only work there – they don't live there.  
**A:** Have you got any family in Mumbai?  
**B:** Yes, my cousins live there. This is my cousin Arvind. He's a dabbawalla.  
**A:** Sorry? A *what*?  
**B:** A dabbawalla. He takes lunch to people.  
**A:** Huh.

**B:** For lunch, a lot of Indians eat rice, and soup, and vegetables ... you know, hot food. A lot of people, like this man, prepare the food in their kitchens. The food goes in a metal lunchbox, and then a dabbawalla comes for it.

**A:** Aren't there any good restaurants in Mumbai?

**B:** Of course, but a lot of Indians prefer a hot meal from home.

**A:** I see. How many dabbawallas are there in Mumbai?

**B:** There are 4,000 of them – and they take lunches to 175,000 people!

**A:** Really? That's amazing! That's hard work!

**B:** It is. There's a lot of food to carry, and all those lunchboxes are heavy. The job is dangerous, too. The city is very busy and there's always a lot of traffic.

**B:** Here's Arvind now – with a hot lunch!

**A:** That's a nice office ...

**B:** ... with a lot of hungry people!

### Answers

1 He's a dabbawalla. 2 He delivers rice, soup and vegetables / hot food. 3 He collects a metal lunchbox and delivers it. 4 The job is difficult and dangerous.

- 4.2 Give students a minute to read through the sentences.
  - Play the video again.
  - Students watch it and do the exercise.

### Answers

1 F 2 T 3 F 4 F

- 4.2 Refer students to the gapped text.
  - Play the video again.
  - Students watch it and complete the text.
  - They can compare answers in pairs before you check answers with the class.

### Answers

2 lunch 3 metal 4 4,000 5 175,000 6 traffic

- 4.2 Read out the words in the box.
  - Ask students to work alone to note down which of the places feature in the video.
  - You can check answers by playing the video again.

### Answers

kitchen busy street station office

### Your turn

- Read out the example sentence.
  - Give students two minutes to write some sentences of their own. Help them with vocabulary.
- Ask two students to read out the example.
  - Put students in pairs to practise similar conversations.
  - Ask a few students to report back to the class on what their partner said.



For homework, students write about the daily routine of a dabbawalla. Encourage students to use their imagination.

# Reading A magazine interview

UNIT  
4

## Objectives

- read about English food.
- talk about the kind of food I eat at home.

## Background

Food seen as **typically British or English** includes roast dinners (consisting of lamb or beef, potatoes, vegetables and gravy) and fish and chips. However, food habits in the UK have been transformed by mass immigration since the end of the Second World War. There are lots of Chinese takeaways and Indian restaurants in the major towns and cities as well as food from other countries. In fact, going out for an Indian meal has long been an established part of modern British life.

## Warm-up

- Books closed. Ask: *Can you name any examples of British food?*
- Elicit students' ideas and write them on the board.

- 1 • Ask students to open their books at page 49.  
• Read out the question and elicit answers from the class.


## Suggested answers

a meat (in a sauce) b a British family

- 2 • Give students time to read through the five questions.  
• Ask students to read the text and then add the questions to it. Encourage students to look for links between the questions and the text. **Weaker students** can use their dictionaries to give them extra support when reading the text.  
• Check answers.

## Answers

1 So who cooks in your house? 2 And what about your mum? 3 OK, so the food in your house is excellent. But what do you think about English food? Is it bad? 4 Do you have a favourite restaurant? 5 What do you like to eat when you go there?

- 3  1.40 Play the recording.
  - Students listen to it and complete the exercise.
  - Students can compare answers in pairs before you check answers with the class.
  - Refer students to the information in the **FACT!** box. Tell students that the most famous chocolate manufacturer in the UK is Cadbury, which is famous for many bars, including *Dairy Milk*, *Double Decker*, *Flake* and *Crunchie*.

## Answers

1 Rupa's mother is from India and her father is from France.  
2 They are chefs.  
3 fish and chips  
4 You can eat food from all over the world: Mexican tacos, Japanese sushi, Italian pizza, American burgers and British food.

## Explore international words

- 4 • Ask students to work alone to find the words from the box in the text.  
• With the class as a whole, go through the question of whether these words are the same in the students' own language.  
• You can then elicit further examples of food words that are both the same in English and in their students' language. Examples could include: *kebab*, *kiwi*, *croissant*.  
• To **extend** this work, you could ask students to turn to the **Vocabulary bank** on page 110 and do the *International words* activities.

## Your turn

- 5 • Give students a couple of minutes to answer the questions.  
• Monitor while students write their answers. Help with vocabulary as necessary. Encourage them to make their answers as long as possible.  
• Put students in pairs to ask and answer the questions.  
• Encourage students to ask additional questions.

## Optional activity

- Students can use the Internet to research food in Britain. You can ask them to investigate one of the following: Cornish pasty, Devon cream tea, Welsh cakes, shepherd's pie, chicken tikka masala or Sunday roast.
- Divide the class into groups of three and give each group one dish to research.
- Students write a short report about it, saying what the food is, what are its main ingredients, where and when people eat it, and present their information to the class.



Set Exercise 5 on page 40 of the **Workbook** for homework.

Students can video friends and family (if they speak English) answering the question: *What do you think of English or British food?* At the beginning of the next class, students can play their videos to a partner.



# Speaking Ordering food


## Objectives

- watch teenagers talking about what they usually have for lunch.
- learn phrases for ordering food.
- practise ordering food.

## Warm-up

- Books closed. Elicit different places outside the home where we can go to eat, e.g. restaurant, café, canteen.
- Ask students to tell their partner about their favourite café or restaurant. Students can say where it is, what it's called, how often they go there, and what they usually eat while there.

## Real Talk: What do you do usually have for lunch?

- 1  **4.3** Ask students to open their books at page 50.
- Tell students they are going to watch some teenagers answering the following question:  
*What do you usually have for lunch?*
  - Play the video.
  - Students work alone to do the exercise. They can compare answers in pairs before you check answers with the class.





## Videoscript

- Adult:** What do you usually have for lunch?  
**Freddie:** Uh, I usually have chicken and rice for lunch. But my favourite food is steak.  
**Rachel:** I usually have egg salad and vegetables. My favourite vegetables are carrots. And I always have a piece of fruit – an apple or a banana.  
**Petra:** Uh, for lunch I usually have soup or pasta with fruit or vegetables and a drink.  
**Evan:** For lunch, I usually have chicken sandwiches. But my favourite is chicken tacos, with cheese and tomatoes. But I don't like lettuce.  
**Courtney:** I usually have the school lunch. My favourite is Caesar salad, but sometimes I have soup. Chicken soup.  
**Steve:** During the week, I have some lemonade, some chips and a cheese sandwich for lunch. On the weekend, I have sushi.  
**Binny:** Um, pizza. I love pizza, everyone loves pizza.  
**Adult:** What do you usually have for lunch?

## Answers


a 3 b 1 c 1 d 3 e 2

- 2  Ask students to work in pairs to ask and answer the question.
- Ask some students to report back to the class on what their partner said.

- 3  **1.41** Give students time to read the question, then play the recording.
- Students can compare answers in pairs before you check the answer.



## Answer

a (spicy chicken) sandwich

- 4
  - Read out the phrases in the *Useful language* box. Make sure students know how to use them. Check students' understanding of the *word filling* (what we put in a sandwich, e.g. cheese or ham).
  - Put students in pairs to complete the conversation using the phrases in the box.
- 5  **1.41** Play the recording again for students to check their answers to Exercise 4.


## Answers

1 What can I get 2 Can I have 3 would you like?  
4 I'd like 5 Anything else 6 Here 7 are  
8 How much is that?

- 6  Ask students to work in pairs to practise the conversation. They can read it twice, taking a different part each time.
- 7  Read through the instructions and make sure that students understand what they have to do.
- If you have the Presentation Plus software, put the menu on the interactive whiteboard.
  - Before students begin their conversations, check they know to read the menu. Point to £2.25 on the board and say that this can be read *two pounds twenty-five pence* but that we usually shorten it to *two pounds twenty-five* or even *two twenty-five*. Ask students to say the other price on the menu.
  - Check that students are able to pronounce the following: *spicy, bacon, sausage, roast beef*.
  - Put students in pairs to practise their conversations.
  - Monitor while students are practising their conversations. Check that they are using the phrases from the *Useful language* box.

## Optional activity

- Students work alone to write a menu for a café, including the names and prices of the dishes.
- Put students in pairs.
- Students use the menus they wrote as the basis to practise more conversations in which they order food.

 For homework, students can listen to a conversation in a café and do the accompanying exercises: <http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/ordering-food-cafe>  
They can also do the following vocabulary and reading exercises:  
<http://learnenglishteens.britishcouncil.org/grammar-vocabulary-exercises/restaurants>  
<http://learnenglishteens.britishcouncil.org/skills/reading-skills-practice/restaurant-menu>  
You can also set Exercises 1–11 on pages 42 and 43 of the **Workbook** for homework.

## Objectives

- read about a celebration.
- learn about the use of time connectors *before*, *then* and *after that*.
- write an essay about a celebration.

## Preparation

- Bring pens, thin strips of paper, newspapers and glue sticks.

## Warm-up

- Books closed. Write *celebration* on the board.
- Ask students to repeat the word after you.
- Check understanding and elicit some example celebrations, e.g. *birthday*.

- 1 • Ask students to open their books at page 51 and look at the photo.  
• Ask the question and elicit answers from the class.

### Answer

It's her birthday.

- 2 • Students work alone to read the text and answer the question.  
• Students can compare answers in pairs before you check answers with the class.

### Answers

They eat soup, fish, ice cream and birthday cake.

- 3 • Refer students to the information in the *Useful language* box.  
• Ask **stronger students** to translate the words and phrases into their language.  
• Give **weaker students** translations of the words and phrases in their language before they look in the description for examples.  
• Check answers.

### Answers

**Before** dinner, I always open my presents.

**After that**, we have the main course.

**Then** we have ice cream and some lovely birthday cake.

- 4 • Complete the first sentence with the class as an example.  
• Students can then work in pairs to complete the exercise.  
• Encourage stronger students to do this task without referring to the *Useful language* box, while allowing weaker students to make use of the box.  
• Check answers.

### Answers

2 After that/Then 3 after that/then

4 After that/then 5 After that/then

- 5 • Read out the three paragraph headings.  
• Ask students to read the text again.  
• Students can work in pairs to put the headings in the correct place in the text.  
• Check answers.

### Answers

1 When, where and who 2 What we eat

3 And after that



## Get Writing

## PLAN

- 5 • Students should do their planning in class. The writing can either be done in class or at home.  
• Tell students they are going to write about a celebration meal.  
• Give a couple of minutes to make some notes.

## WRITE

- 6 • Refer students to the language in Exercise 6.  
• Tell students to use Eva's text in Exercise 1 as a model to follow and write at least 80 words.  
• Encourage students to add extra information to their description of the celebration meal, e.g. the clothes they wear, the meaning of the celebration, etc.  
• Remind students to make use of the time connectors *before*, *then* and *after that*.  
• Give students ten minutes to complete the writing task. If they do the writing at home, encourage them to put their work to one side for a period of time before coming back to it and taking a look at what they have written. It is often easier to spot mistakes that way.  
• Monitor while students are writing. Help with grammar and vocabulary as necessary. Suggest specific phrases or ways of organising paragraphs to **weaker students**.

## CHECK

- 7 • Give students a few minutes to look through their writing and check it against the points here.  
• Collect students' descriptions and mark them.

### Optional activity

- Play *Pass the Parcel*, a game played at birthday parties.
- Give each student three or four strips of paper.
- Students write sentences on their strips of paper describing other students in the class, e.g. *He lives near the park*. Students must not use names.
- Collect the strips. Glue them to the wrapping paper.
- Wrap the paper in several different layers of newspaper.
- Keep students occupied throughout by describing what you're doing, e.g. *I'm wrapping the pen* or by commenting on the sentences, e.g. *That's not easy to guess*.
- Give the parcel to a student. He/She reads out the sentence, and then passes the parcel to a student that the sentence describes.
- The game continues with students passing on the parcel for others to unwrap a layer from and read out a sentence.
- The student who unwraps the last layer keeps the pen.



Students can do these quizzes on UK celebrations:  
<http://learnenglishkids.britishcouncil.org/en/word-games/fill-the-gap/festivals-the-uk>  
<http://learnenglishkids.britishcouncil.org/en/word-games/multiple-choice/festivals-the-uk>  
 You can also set Exercises 1-11 on pages 42 and 43 of the **Workbook** for homework.