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4A Vocabulary**Are you hungry?****LESSON SUMMARY**

Vocabulary: Food

Grammar: Countable and uncountable nouns; articles

Speaking: Talking about food and meals

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief. Do exercise 11 only if you have time.

LEAD-IN 2–3 MINUTES

- Ask: *Do you always have a good breakfast? What about lunch? When do you have the main meal of the day? Do you eat anything between meals?*
- Elicit answers.

Exercise 1 page 40

- Focus attention on the photos. If students want to know the words for the different foods, tell them they will find out a little later.
- Then check the meaning of the words a–d, especially *filling* (making your stomach feel full).
- As a class, decide which meals look tasty, healthy, quick to make and filling.

KEY

(Possible answers)

a Students' own answers **b** 2, 5, 6 **c** 2, 6 **d** 1, 3

Extra activity

Ask students to list what they think are the top three healthy habits for eating and drinking, e.g.

Drink lots of water every day.

Always sit down to eat and don't eat fast.

Don't eat lots of sweet foods or foods with a lot of fat.

Don't eat just before exercising.

Exercise 2 2.16 page 40

- Focus attention on the words and check meaning.
- Play the audio for students to listen and repeat.
- Students can do the matching task in pairs.

KEY

1 sausages, (mashed) potato, peas, onion

2 bread, cheese, olives

3 prawns, pasta

4 crisps, tomatoes, sandwiches

5 fish, mushrooms

6 melon, strawberries, pineapple

Not shown: apples, beef, carrots, chicken, cucumber, green / red peppers, lamb, lemon, lettuce, rice

Exercise 3 page 41

- Focus attention on the photos and ask: *What are these photos of?*
- Elicit a few answers. Then say: *If you aren't sure about something, there are some phrases you can use.*
- Read out the six phrases. Encourage students to use them to discuss the photos and try to identify the food.

KEY

bread, mushroom, lemon / orange, potato, beef / lamb, pasta, fish, pineapple

Exercise 4 page 41

- On the board, write: *Countable* and *Uncountable*. Ask students to name some foods they have as a snack. Write them on the board under *Countable*, e.g. apples, olives, carrots, or *Uncountable*, e.g. bread, yoghurt.
- Students read the *Learn this!* box.
- With a **weaker class**, do the exercise together. With a **stronger class**, students work individually or in pairs.
- Check answers as a class.
- Explain to students that some items can be both countable or uncountable, depending on whether you are talking about the whole food item (e.g. one pineapple, two pineapples) or a portion of the whole food item (e.g. some pineapple).

KEY

Countable: apples, carrots, crisps, cucumber, green / red peppers, lemon, melon, mushrooms, olives, onion, peas, pineapple, potato, prawns, sandwiches, sausages, strawberries, tomatoes

Uncountable: beef, bread, cheese, chicken, fish, lamb, lettuce, pasta, rice

For further practice of countable and uncountable nouns: Grammar Builder 4A page 130

1 2 U 3 U 4 U 5 C 6 C

Exercise 5 page 41

- Focus attention on the menu. Check any unfamiliar vocabulary.
- With a **weaker class**, ask students to note which nouns are singular and which are plural.
- Students find the countable nouns.
- Check answers as a class. Then ask students what they would choose from the menu for breakfast.

KEY

Eggs, pancakes, cakes, bananas and oranges are all countable because they are plural.

Exercise 6 2.17 page 41

- Play the audio for students to listen and repeat.

Exercise 7 page 41

- Model the example dialogue with a confident student.
- Then say: *I really like olives*. Ask the student: *What about you?* Elicit: *Me too!* / *They're OK.* / *I don't like them.*
- With a **weaker class**, write the possible responses on the board for students to refer to.
- Students do the exercise in pairs and find three things they both really like.

Exercise 8 2.18 page 41

- Students read the questions and underline the key words. (a: What, for breakfast, when; b: What, usually, for lunch during the week; c: What, for lunch, weekends; d: What, favourite dinners, who cooks; e: What, usually order, dinner in a café)
- Tell students they are going to listen to people answering these questions.
- Play the audio and pause after speaker 1 for students to decide which question is being answered. Play the audio again if necessary.
- Check answers as a class.

KEY

Speaker 1: d Speaker 2: e Speaker 3: b Speaker 4: a

Transcript

- 1 On Saturdays, we usually have Italian food for dinner. I love it! My dad always cooks it because his dad is Italian, so he knows all the recipes. He usually cooks meat, fish or pasta – I think my favourite is the fish. My other favourite dinner is my mum's home-made pizza. It's mainly cheese and tomato, but she puts some olives on it too. It's really nice.
- 2 During the week, we usually have dinner at home. My mum always cooks because my dad doesn't get home from work in time. But at weekends, we often eat out. There's a café and a restaurant in our village, but the restaurant is quite expensive, so we usually go to the café. The burgers at the café are great: they're really big and they come with lots of chips. That's why I order them!
- 3 When I'm at school, I have lunch in the canteen every day. They sell hot food there, but I don't have that. I bring my own lunch. I have a sandwich and some crisps. Sometimes I'm still hungry after the sandwich and the crisps, so I buy an orange or a banana.
- 4 I don't have a lot of time in the mornings. I get up at seven o'clock and I leave the house at half past seven. I can't miss the bus! I usually have breakfast, but it's just a small cake; I eat it on the bus to school!

Extra activity: Stronger classes

The second speaker mentions eating in a restaurant and a café. In small groups or as a class, students describe three or four places to eat in their town or city. When are they open? What type of food do they serve? Do the students ever go there? If so, when?

Exercise 9 page 41

- Ask: *Who has got a pen?* When a student holds one up, say: *Give me the pen, please.*
- Then ask: *Why did I use 'a' in the first sentence and 'the' in the second?*
- Go through the *Recycle!* box together and do the first item as a class.
- Students complete the sentences individually.

Exercise 10 2.18 page 41

- Play the audio for students to listen and check answers.

KEY

1 the 2 some 3 a 4 a 5 the 6 the 7 a
8 some 9 the 10 the 11 an 12 a 13 a

Transcript

See exercise 8.

Exercise 11 page 41

- Answer the first question in exercise 8, e.g. *For breakfast, I usually have coffee, toast and an egg. I usually have breakfast at seven o'clock on weekdays and at eight at the weekend.*
- Students work in pairs and ask and answer the questions in exercise 8. Circulate, monitor and help as necessary.

Extra activity

- Write the following questions on the board:
What's your favourite food in hot weather?
What's your favourite food in cold weather?
What do you eat when you are ill?
- Students ask and answer in pairs.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can talk about breakfast, lunch and dinner.*

4B Grammar

there is / there are; some and any

LESSON SUMMARY

Grammar: *there is / there are; some and any*

Speaking: Asking and answering questions about pictures

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than five minutes on exercise 8. Exercises 4 and 7 can be set for homework.

LEAD-IN 2-3 MINUTES

- Tell the class about an eating place you enjoy a lot. It could be an expensive city restaurant, a neighbourhood café or a stand that sells street food. Describe the food you can get there and why you like it.
- Ask students to tell you about an eating place they like.

Exercise 1 page 42

- Focus attention on the photo. Discuss the question as a class. A diet with fresh fruit and vegetables is very healthy.

Exercise 2 page 42

- Students read the text and answer the questions.
- Students read the text again. In pairs, students discuss the two questions at the end of the text. Circulate, monitor and help as necessary.

Exercise 3 page 42

- On the board, write: *There's a book and ___ some pencils.* Elicit the missing words. (*there are*)
- With a **weaker class**, complete the table as a class.

KEY

1 There isn't 2 Is there 3 There are 4 There aren't
5 Are there

Exercise 4 page 42

- Focus attention on the photo in exercise 1 again and elicit what students can see, e.g. peppers, oranges, apples, onions.
- Students complete the sentences. Then check answers as a class.

KEY

1 There are 2 There is 3 There isn't 4 There are
5 There aren't 6 There isn't 7 There aren't

Extra activity

- Play a game. Begin by saying what is in the classroom, e.g. *There are 40 students in the classroom. There's a door.*
- Put students in groups of three. Ask them to write six true correct sentences about the classroom or the school. They should write three sentences using *there is* and three using *there are*. When they have finished, they raise their hand.
- The first group to write the greatest number of true sentences, without any mistakes, is the winner.

Exercise 5 page 42

- Students read the *Learn this!* box.
- As a class, find the examples of *some* and *any* with uncountable nouns in the text in exercise 2 and match them with the rules.
- To check understanding, write the following on the board: *There's ___ milk in the fridge, but there isn't ___ butter.* Elicit the correct word for each gap. (*some, any*)

KEY

There's some meat and some fish. (uncountable)
There are some vegetables too. (countable)
There are some crisps ... (countable)
... there aren't any biscuits or sweets ... (countable)
... there isn't any chocolate. (uncountable)
There aren't any ready-made meals ... (countable)
... there isn't a microwave ... (countable)
Are there any things ... (countable)

Exercise 6 page 42

- Do the first item as a class.
- With a **weaker class**, ask students to read the remaining sentences and mark the affirmative sentences with +, the negative sentences with - and the questions with ?. Students then complete the sentences.

KEY

1 any 2 any 3 some 4 any 5 some 6 any

For further practice of *there is / there are; some and any*: Grammar Builder 4B page 130

2 2 There are 3 There's 4 There's 5 There are
6 There's 8 There aren't 9 There isn't 10 There are
11 There aren't 12 There isn't
3 2 Are there any 3 Is there a 4 Are there any
5 Are there any 6 Is there a 7 Is there a 8 Are there any
6 1 any 2 an 3 a 4 some 5 a 6 some 7 a
8 any / a 9 some 10 some 11 any

Exercise 7 page 42

- Students read the text, ignoring the gaps. Ask:
What is the writer describing? (a food market)
What food does the writer buy? (bread, vegetables, chicken, tomatoes, potatoes)
What food doesn't the writer like? (fish)
- Students complete the text.

KEY

1 is 2 isn't 3 any 4 some 5 some 6 isn't 7 any
8 aren't 9 any 10 are

Exercise 8 page 42

- Put students in pairs. Students ask and answer questions to find the differences between the pictures. Circulate, monitor and help as necessary.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can use there is / there are and some / any correctly.*

4C Listening

What a waste!

LESSON SUMMARY

Speaking: Discussing food waste and freeganism

Listening: Unstressed words

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief. Do exercise 8 only if you have time. Exercise 4 can be set for homework.

LEAD-IN 2-3 MINUTES

- Say: *Sometimes I buy too many vegetables and they become rotten.* (Explain that rotten food has gone bad and cannot be eaten or used.)
- Then ask:
Do you or your parents ever buy too much food?
What do you do with leftover food? (Explain that leftover food is food that has not been eaten at the end of a meal.)
- Elicit answers.

Exercise 1 page 43

- Focus attention on the words and check meaning. Then focus on the photo. Students work in pairs to describe it. Circulate, monitor and help as necessary.

KEY

(Possible answer)

This person is throwing away food she doesn't want. She's putting an egg in the rubbish bin with some old fruit and vegetables, probably because it isn't fresh.

Culture note

- A **vegetarian** is a person who does not eat meat or fish.
- A **vegan** is a person who does not eat any animal products such as meat, milk or eggs.
- A **freegan** is a person who only eats food that they can get for free and that would otherwise be thrown out or wasted.

Exercise 2 page 43

- Pre-teach or elicit the meaning of *sell-by date* (a date on food packages that says when the item should be removed from the shelf and not sold).
- Students read the article and complete it.
- Check answers as a class.

KEY

1 food 2 fruit 3 shape 4 meal 5 rubbish bin
6 angry 7 hungry 8 clothes

Exercise 3 2.19 page 43

- On the board, write: *Can I borrow a pen?*
- Ask: *What are the most important words in this question?* Elicit *I, borrow* and *pen* and write them on the board to illustrate that they are the words that convey the meaning.
- Students read the *Learn this!* box and do the exercise.
- Play the audio. Students listen and underline the content words.

KEY

1 Where's the bread? 2 Can you pass me the salt?
3 Dan is in the café. 4 His sister, Sophie, can cook.
5 What's the name of this song? 6 Sushi is from Japan.

Exercise 4 2.20 page 43

- Students read the Listening Strategy.
- Play the audio, pausing after each item for students to listen and repeat. Make sure they are using the schwa sound.

KEY

1 /frəm/ 2 /ə/ 3 /jə/ 4 /kən/ 5 /tə/ 6 /ən/
7 /səm/ 8 /fə/

Exercise 5 2.21 page 43

- Students read the three sentences and guess which one is correct.
- Play the audio and elicit the answer. In a **weaker class**, if students are unsure of the answer, play the audio again, pausing after *No, we don't find it in rubbish bins!* to show that sentence 1 is not correct. Then pause again after *I take it and I sometimes give it to homeless people* to show the correct answer. Pause again after *Are you a freegan because you don't want to spend money? And because you want free food? No, not at all ...* to show that sentence 3 is not correct, either.

KEY

2 Adam gives food to homeless people.

Transcript

Interviewer Adam, you are a freegan from London in the UK. So, what is a freegan, exactly?

Adam Freegans eat food that other people throw away. And they sometimes give the food to other people.

I Why do you do that?

A Well, I believe that rich countries throw away too much food. And they throw away good food. It's bad for the environment.

I I see. So what exactly do you do?

A We collect food from supermarkets and restaurants. It's food that the supermarkets and restaurants throw away.

I Do you find the food in rubbish bins? Isn't it disgusting?

A No, we don't find it in rubbish bins! Supermarkets usually put food in bags and leave them outside. The food is fresh and unopened. Supermarkets order too much food and they throw away the extra food. It isn't old food. It's good food. There's nothing wrong with it. It's a terrible waste.

I And how often do you collect food?

A Once or twice a week. I usually find a lot of food. I take it and I sometimes give it to homeless people. And I still have enough food for me!

I What about food that is past its sell-by date? Do you eat that?

A Sell-by dates on food are usually incorrect. The food is often fresh after the sell-by date.

I When do you collect the food? What time of day?

A We can't do it while the shops and restaurants are open. So we have to collect the food at night.

I Are you a freegan because you don't want to spend money? And because you want free food?

A No, not at all. I'm a freegan because I want to make the environment better. When people waste food, they waste money and they waste time and resources.

I Are a lot of your friends freegans too?

A Some of them are. But all of my friends understand my lifestyle. And they often come to my house for dinner!

Exercise 6 2.22 page 43

- Play the audio. With a **weaker class**, pause after each sentence to give students time to complete them.
- Elicit answers to the question *How many unstressed words are there in each gap?* This question is intended to make students aware that there can be different numbers of unstressed syllables between stressed words.

KEY

1 is a, from, in the 2 He, from, and 3 He, the, or, a
4 He has to, the, when it's 5 A lot of, are
6 They, to his, for a

Exercise 7 2.21 page 43

- Students read the sentences in exercise 6 again so that they know what to listen for.
- Play the audio for exercise 5 again for students to answer the questions.
- Check answers as a class.

KEY

1 F 2 T 3 T 4 T 5 F 6 F

Transcript

See exercise 5.

Exercise 8 page 43

- With a **weaker class**, do the exercise together. With a **stronger class**, students work in pairs while you circulate, monitor and help out as necessary.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can identify and understand unstressed words.*

4D Grammar

how much / how many, much / many / a lot of, a few / a little

LESSON SUMMARY

Grammar: *how much / how many, much / many / a lot of, a few / a little*

Speaking: Talking and asking about quantity

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief. Exercises 5 and 7 can be set for homework. If you run out of time, omit exercise 9.

LEAD-IN 2-3 MINUTES

- Ask questions and elicit answers:
*How many boys are there in the class? How many girls?
How much time have we got for the lesson today?*
- Say: *Today, we're going to talk about quantity.* Write *quantity* on the board and explain that is the number or amount of something – the number of girls in the class, for example.

Exercise 1 2.23 page 44

- Focus attention on the photo. Ask: *What are the children doing?* (They're preparing food.)
- Play the audio for students to read and listen to the dialogue. Elicit answers to the questions.

KEY

He wants to make a carrot cake. He needs flour, carrots, sugar and eggs.

Exercise 2 page 44

- On the board, write:
*How ___ flour is there?
How ___ carrots are there?*
- Elicit the missing words. (*much, many*)
- Students read the *Learn this!* box. Then ask them to find examples of *How much, How many, much, many* and *a lot of* in the dialogue.

KEY

How much flour have we got? How many carrots are there? There isn't much sugar in the bowl. And we haven't got many eggs. Look, there's a lot of sugar in the cupboard.

Exercise 3 page 44

- Do the first item as a class. With a **weaker class**, remind students that countable nouns have got a plural. Ask them to read the sentences and tick the ones with plural nouns to remind them which form to use.

KEY

1 How many 2 How much 3 How much
4 How many 5 How much

For further practice of *How much / How many; much / many / a lot of, a few a little:*

Grammar Builder 44 page 130

- 7 2 There is a lot of cheese in the fridge.
3 We've got a lot of dictionaries in our classroom.
4 Have you got a little butter?
5 How much flour is there in the cupboard?
6 There are a few pens on the desk.
7 How many cakes are there on the table?
8 We've got a lot of milk.
- 8 1 a few; a little 2 a little 3 a few 4 a few
5 a little; a little 6 a few
- 9 2 How much homework do you usually get at the weekend?
3 How many English lessons do you have every week?
4 How much money do you spend on clothes every month?
5 How many CDs have you got at home?
6 How much food do you eat at lunch time?

Exercise 4 page 44

- Model the task with a confident student. Ask the first question in exercise 3 and elicit an answer.
- Students work in pairs asking and answering the questions.

Exercise 5 page 44

- Students can do the exercise individually. With **stronger classes**, you can ask students to explain why the incorrect options are wrong.
- Remind students that in affirmative sentences *a lot of* is more natural than *much* or *many*: *I've got a lot of friends*, not *I've got many friends*.

KEY

1 a lot of 2 many / a lot of 3 a lot of
4 much / a lot of 5 much / a lot of 6 a lot of

Exercise 6 page 44

- Students read the *Learn this!* box.
- As a class, students find examples of *a little* and *a few* in the dialogue in exercise 1.

KEY

There's a little flour in the cupboard, and there are a few carrots in the fridge.

Exercise 7 page 44

- Do the first item as a class. With a **weaker class**, continue working together. With a **stronger class**, students do the exercise individually and then check answers as a class.

KEY

1 a little 2 a few 3 a few 4 a little 5 a few

Exercise 8 page 44

- Focus attention on the photo. Say: *There are a few olives*.
- With a **weaker class**, students work in pairs. With a **stronger class**, students work individually. Circulate, monitor and help as necessary.

KEY

There are a lot of sandwiches. There are a lot of crisps. There are a few sausages. / There aren't many sausages. There are a few olives. / There aren't many olives. There are a few tomatoes. / There aren't many tomatoes. There are a few grapes. / There aren't many grapes. There's a lot of pizza. There's a little cheese. / There's not much cheese. There are a lot of strawberries.

Exercise 9 page 44

- Model the exercise with a confident student. Students do the exercise in pairs. Circulate, monitor and help as necessary.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can talk and ask about quantity*.

4E Word Skills

Adjective + preposition

LESSON SUMMARY

Vocabulary: Adjective + preposition collocations

Speaking: Talking about likes and dislikes

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than 2–3 minutes on exercise 1. Exercises 4 and 6 can be set for homework.

LEAD-IN 2–3 MINUTES

- Ask:
What is the most popular junk food in your country?
How is fast food advertised?
Who are the advertisements aimed at? Adults? Teens? Children?
- Elicit ideas.

Exercise 1 page 45

- Focus attention on the photos. Ask: *What foods can you see?* and elicit answers. Write the words on the board and help with vocabulary as necessary.

KEY

chips, cheeseburger, doughnuts, crisps, pretzels, pizza, fizzy drink / soft drink

Exercise 2 page 45

- Students read the three sentences.
- With a **stronger class**, ask students to read the text and find the correct answer. Ask them to underline the relevant sentences (the final sentence of the second paragraph, and the first and final sentences of the final paragraph).

- With a **weaker class**, ask students to read the text. Ask: *What does the text say about adverts and kids eating junk food?* (After they watch the adverts, the children eat on average 45% more junk food.)
Is sentence 1 true or false? (true)
Are there places where there are no junk food adverts? (yes: Quebec, Sweden and Norway)
Is sentence 3 true or false? (true)
What does the food industry say about adverts? (that they aren't a problem)
Is sentence 2 true or false? (false)

KEY

Sentence 2 is false.

Exercise 3 page 45

- Discuss the question as a class.

Exercise 4 page 45

- Students read the *Learn this!* box.
- With a **weaker class**, tell students they can refer to the text to help them do the exercise. With a **stronger class**, ask students to try to do the exercise before checking their answers in the text.

KEY

1 for 2 about 3 to 4 with 5 of 6 on 7 for 8 with

Extra activity

- Write a few questions using adjectives and prepositions in exercise 4 on the board, e.g.
Which of the world's problems are you worried about?
Who or what is responsible for causing the problem?
What bands are popular with your friends?
What foods are you keen on?
- Discuss the questions as a class. Alternatively, ask students to write answers to the questions for homework.

Exercise 5 page 45

- On the board, write:
Aslan is afraid ___ snakes. (of)
Thanks for your help. It was very kind ___ you. (of)
You should be kind ___ animals. (to)
Elicit the missing words.
- Focus attention on the dictionary entries and point out that most good dictionaries give information about prepositions that are commonly used with a word.

KEY

afraid of; kind of / to

Exercise 6 page 45

- Students complete the sentences.

KEY

1 in 2 at 3 with 4 of 5 to 6 worried 7 popular 8 bad 9 used 10 kind

Exercise 7 page 45

- Students complete the questions.

KEY

1 at 2 at 3 in 4 for 5 for 6 for

Exercise 8 page 45

- Model the example with a confident student.
- In pairs, students take turns asking and answering the questions in exercise 7. Circulate, monitor and help as necessary.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can use adjective + preposition collocations.*

4F Reading

Unusual restaurants

LESSON SUMMARY

Vocabulary: Things you find in restaurants

Speaking: Describing a restaurant

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than 5–6 minutes on exercises 7 and 8. Exercises 5 and 6 can be set for homework.

LEAD-IN 2–3 MINUTES

- Tell the class about your favourite restaurant, or a restaurant that you really enjoyed going to. Tell them something about the food and about the decoration inside. Then ask: *What's your favourite restaurant? Why do you like it?* Elicit answers.

Exercise 1 page 46

- Focus attention on the photos. Then ask students to read the questions. Check the meaning and pronunciation of *hammock* /'hæmək/ (a type of bed made from a net or from a piece of material, with ropes at each end that are used to hang it between two trees, posts, etc.).
- Answer the questions as a class.

KEY

a 2 b 1 c 4 d 3

Exercise 2 page 46

- Students discuss the questions in pairs.
- Does the class agree on a favourite restaurant?

Exercise 3 page 46

- Students read paragraph A and check the meaning and pronunciation of *gimmick* /'gɪmɪk/ (an unusual trick that is used to attract attention or to persuade people to buy something). Ask: *Do you know any restaurants with a gimmick?* Elicit answers or tell the class about a restaurant you know about in your city or country.
- With a **stronger class**, students scan paragraphs B–D for the names of the restaurants. When they find the names, they underline them. They then circle the names of the restaurants in the photos. Check answers as a class.

- With a **weaker class**, students read paragraph B. Ask:
What is the name of the restaurant in Spain? (El Diablo)
What is its gimmick? (It is on a volcano.)
Where is the restaurant called Ithaa? (in the Maldives)
What is its gimmick? (It is under water.)
What is the gimmick of Dinner in the Sky? (The restaurant is at a special table 50 metres in the air.)
- **Weaker students** now read paragraph C. Ask:
Where do customers sit at the Hammock Café? (in hammocks)
Where do customers sit at B.E.D.? (on a bed)
Students now read paragraph D. Ask:
What is the name of the restaurant in this paragraph? (Zauo)
What is its gimmick? (Customers must catch their own fish.)
Students match the names of the restaurants to the photos.

KEY

1 Zauo 2 Ithaa 3 Dinner in the Sky 4 Hammock Café
Other restaurants: El Diablo; a restaurant in an old DC-10
aeroplane in Ghana; B.E.D in Miami

Exercise 4 page 46

- Go through the Reading Strategy together. Then students read sentences 1–7 and underline key words. With a **weaker class**, suggest that some key words will be the names of restaurants.
- Students scan the text to find the key words.

KEY

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

Exercise 5 page 47

- With a **weaker class**, students do the exercise in pairs. With a **stronger class**, students work individually and then check answers as a class.

KEY

1 customers 2 different 3 Indian Ocean 4 countries
5 aeroplane 6 chairs 7 catch it

Exercise 6 page 47

- With a **weaker class**, students do the exercise in pairs. With a **stronger class**, students work individually and then check answers as a class.

KEY

2 Customers 3 knife 4 fork 5 tray 6 chef
7 menu 8 waiter

Exercise 7 page 47

- Students discuss the questions in pairs. Circulate, monitor and help as necessary.

Exercise 8 page 47

- Go through the instructions together and make sure students understand what they have to do.
- As a class, brainstorm some interesting locations, e.g. a boat, the top of a building, an old train carriage, a cave.
- Then brainstorm types of food, e.g. vegan or vegetarian, seafood, traditional food from their country.
- Finally, brainstorm gimmicks, e.g. singing waiters, a toy train that delivers food, customers can order food using their mobile phone.
- Students work in pairs to invent a restaurant. They then present it to the class.
- The class votes on the best idea.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about unusual restaurants.*

4G Speaking

In a restaurant

LESSON SUMMARY

Vocabulary: Menu items

Speaking: Ordering food and drink in a restaurant

Grammar: *would like*

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than 3–4 minutes on exercise 4. Do only as much of exercise 9 as you have time for.

LEAD-IN 2–3 MINUTES

- On the board, write *I like ...* and tell the class about some of your favourite foods.
- Then write *I don't care for ...* and explain that this is a polite way to say you don't like certain kinds of food. Tell the class about some foods you don't care for.
- Students work in pairs to tell each other about foods they like and don't like.

Exercise 1 page 48

- Focus attention on the photo. Ask students to describe the photo and answer the questions.

KEY

(Example answer)

A young couple are sitting at a table in a restaurant or café. They are ordering some food and the waitress is writing down what they want. The man is looking at the menu.

The waitress is asking: *What would you like to drink / eat?*
The customers are saying: *Can I have ... , please?*

Exercise 2 2.25 page 48

- Focus attention on the menu and check the meaning of *starters, soup, prawn salad, pâté, main course, roast, pie* and *dessert*.
- Students read the dialogue. Then play the audio while students read again. Ask them to complete as many gaps as they can.
- Play the audio again, pausing if necessary to give students time to write or check their answers.

KEY

1 salad 2 Fish and chips 3 soup 4 roast lamb
5 orange juice

Exercise 3 page 48

- On the board, write:
I want water.
I'd like some water, please.
Ask: *Which is more polite? (I'd like some water, please.)*
Which words make it polite? (would like, please)
- Students read the *Learn this!* box and then do the exercise.

KEY

There are three examples: *I'd like the salad to start, please.*
I'd like the soup to start, please. *Would you like anything to drink?*

Exercise 4 page 48

- In groups of three, students read the dialogue as it is written.
- Then ask them to act it out but order different food and drinks. Circulate, monitor and help as necessary.

Exercise 5 2.26 page 48

- Go through the instructions and items a–c together so that students know what information to listen for.
- Teach or elicit the meaning of *bill* (a piece of paper that shows what you ate and gives the cost of the meal).
- Play the audio for students to answer the questions.

KEY

a 1, 3 b 2, 3 c 4

Transcript

- 1 **Waitress** Good evening.
Woman Can we have a table for two, please?
Wa Certainly. Is that table by the window OK?
Man Yes, that's perfect. Thanks.
Wo Can we see the menu, please?
Wa Yes, of course. One moment ... Here you are.
Wo Thanks.
Wa Would you like to order drinks now?
Wo No, it's OK. We can order drinks with the food.
Wa Of course.
- 2 **Waitress** Is everything OK for you?
Woman Yes, it's great. The fish is really nice.
Man Actually, can I have some bread, please?
Wa Certainly. Anything else?
Wo I'd like some water, please.
Wa Of course. Would you like some water, sir?
M Yes, I would. Thank you.
Wa Anything else?
Wo No, that's all. Thank you.
- 3 **Woman** Excuse me!
Waitress Yes. Can I help you?
Wo Can we see the dessert menu, please?
Wa Yes, of course. Here you are.
Man Er ... I'd like the fruit salad, please.
Wa Fruit salad. And for you, madam?
Wo Chocolate cake, please.
Was So that's one fruit salad and one chocolate cake. Thank you.
M Thanks.
- 4 **Waitress** Would you like a coffee or a tea?
Man No, thank you. Can we have the bill, please?
Wa Yes, of course. One moment. ... Here's your bill.
Woman Does it include service?
Wa No, it doesn't.
Wo OK. Thanks.

- M** How much is it?
Wo It's £54. That isn't expensive.
M No. It's a good café!
Wo And the waiters are nice.
M Yes. Let's leave a tip.

Culture note: Tips

In the UK, it is usual to leave a tip of 10–12% in a restaurant when you have had good service. For excellent service, a tip of 15% might be left. When paying by credit card, it is sometimes possible to add a tip, but credit card tips often go to the restaurant rather than the waiter, so some people prefer to leave cash.

Exercise 6 2.26 page 48

- With a **stronger class**, students try to complete the phrases before listening again. Then play the audio for students to check their answers.
- With a **weaker class**, play the audio, pausing after each phrase for students to write.

KEY

- 1 for two – C 2 we see – C 3 OK for – W
4 I'd like – C 5 for you – W 6 Would (you) like – W
7 Can we – C 8 Does it – C 9 Let's – C

Transcript

See exercise 5.

For further practice of partitives:

Vocabulary Builder 4G page 119

- 1 bread 2 soup 3 crisps 4 tea 5 jam
6 orange juice 7 jam 8 lemonade

2 (Possible answers)

- 1 bowl 2 packet 3 glass 4 cup 5 packet 6 jar

Exercise 7 page 48

- Students read the *Look out!* box. If necessary, explain that we can use *a coffee* to refer to *a cup of coffee*.
- Students find a countable noun that can be uncountable.

KEY

orange juice

Exercise 8 page 48

- Go through the instructions and the five points together.
- Put students in groups of three. Remind them to use language from exercises 2 and 6 in their dialogue.

Exercise 9 page 48

- Volunteers act out their dialogue for the class. If you have time, get the class to vote for the best dialogue in these categories: a) the funniest and b) the best use of English.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can order food and drink in a restaurant.*

4H Writing

An invitation

LESSON SUMMARY

Vocabulary: Invitations

Writing: An invitation

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief. Exercise 5 can be set for homework.

LEAD-IN 2-3 MINUTES

- Tell the class about a birthday celebration of your own or that of someone you know. Say where you were, what food you had and what the activities were, if any.
- Ask: *How do you celebrate your birthday?* Elicit answers.

Exercise 1 page 49

- Pre-teach the meaning and pronunciation of the following: *BBQ*, which is an abbreviation of *barbecue* /'bɑːbɪk.juː/ (a party where meat is cooked over a fire) and *sleepover* /'sliːpəʊvə(r)/ (a party when a group of friends spend the night at someone's house).
- Ask students to read the four invitations at the top of the page. Ask:
Which invitation is more formal? (2)
How do you know? (1, 3 and 4 are like conversations between friends and are in the first person. Invitation 2 uses formal language and is written in the third person.)
- Focus attention on the photo. Ask:
Which invitation does it match?

KEY

The photo matches invitation 3.
Invitation 2 is the formal one.

Exercise 2 page 49

- Students read the three points. With a **weaker class**, find the information together. With a **stronger class**, students read the invitations and underline the information.
- Check answers as a class.

KEY

Invitation 1 event a BBQ to celebrate a birthday date and time Sunday afternoon, 16 August place the beach

Invitation 2 event a New Year party date and time Saturday 31 January from 8 p.m. place 27 Stanton Road

Invitation 3 event a sleepover date and time Saturday 18 January at 6 place Lisa's house

Invitation 4 event a party to celebrate the end of exams date and time the end of June place the village hall in Greenwood

Exercise 3 page 49

- Students read the invitations and complete the key phrases.

KEY

1 celebrate 2 planning 3 join 4 bring 5 diary
6 hope 7 know 8 can 9 make

Exercise 4 page 49

- Go through the Writing Strategy and stress the importance of checking work.

- Students work in pairs to find the mistakes in the invitation. They should note if they are grammar, vocabulary or spelling mistakes. The exercise is not easy and some pairs may not find all the errors.
- Check answers as a class. Note that *some* vs. *any* and *A* vs. *The* could be seen either as word choice mistakes or grammar mistakes.

KEY

Hi Anna,

I'm (grammar) having a party at my house (spelling) on 16 February (spelling) to celebrate my birthday. I'm inviting all my friends so it should be great (spelling) fun. You don't have to bring (vocabulary) any food or drink, but can I please borrow (vocabulary) your speakers? I've got a lot of music on my MP3 player but I haven't got (grammar) any (grammar) speakers.

The (grammar) party starts at 6 p.m. but can you please take (vocabulary) the speakers a few hours before that – in the afternoon? Let me know (spelling) if you can come (vocabulary).

Take care,

Sally

Exercise 5 page 49

- Go through the instructions together.
- With a **weaker class**, plan the invitation together. Elicit notes for each of the four points. With a **stronger class**, students can write notes individually while you circulate, monitor and help as necessary.
- When students have finished, focus attention on the *Check your work* box and remind them to read their invitation again and make sure it is as good as it possibly can be.

KEY

(Model answer)

Dear Barry,

It's Children's Day next week and I'm having a picnic on Saturday 20 June to celebrate. I hope you can come. It's between 3.00 and 7.00 p.m. I'm inviting the whole class so it should be fun.

You don't need to bring any food, but please bring a football. Put it in your diary!

Take care,

Joanne

For further practice of parties and celebrations: Vocabulary Builder 4H page 119

3 A birthday party B end-of-exams party C New Year's Eve party D fancy-dress party E street party F barbecue

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can write an invitation.*

2 Exam Skills Trainer

LESSON SUMMARY

Reading: Thinking about people, places and things

Listening: Identifying wrong words while listening

Use of English: Checking that you have completed gaps with the correct words

Speaking: Using pairs of sentences that go together

Writing: An invitation – proofreading

LEAD-IN 2-3 MINUTES

- Ask:
Do you know the names of any famous restaurants or chefs in your country?
Describe the nicest meal you had in a restaurant or a friend's home.
What strange or unusual foods have you eaten?
Are there any interesting dishes that you have never tried, but would like to?
- Elicit answers.

Reading

Exercise 1 page 50

- Go through the strategy together. On the board, write *kitchen*, *burger* and *customer* and ask: *Which is a person? a place? a food?*
- Students do the exercise.

KEY

People	Places	Food	The senses
TV presenter chef guest restaurant-owner scientist	airport restaurant sweetshop university	curry dish peas sausage	sight smell sound taste touch

Exercise 2 page 50

- Students read the text and complete the gaps. Remind them to read the sentences before and after each gap carefully and decide if they are about a person, place, etc.
- Check answers as a class. Then ask some additional questions:
Describe some of Heston Blumenthal's surprising food combinations. (e.g. chicken curry ice cream, seafood soup served with an iPod)
Describe one of his very large dishes. (a one-metre tall house made from sweets, biscuits and chocolate; the world's biggest boiled egg; a teacup he could stand in)
How do you know that Blumenthal's restaurants are expensive? (The text says they aren't cheap.)
What other jobs does Blumenthal do? (He's a food writer and a TV presenter.)
Which of Blumenthal's recipes would you most like to try?
- Elicit answers.

KEY

1 E 2 C 3 G 4 B 5 H 6 F 7 A

Extra activity

- Ask students to try and think like Heston Blumenthal. Can they think of three or four unexpected combinations that they would like to try? Remind students of Blumenthal's chicken curry ice cream.
- Ask a few students to write their ideas on the board. Then ask the class to vote on which one they would most like to try and which one they would least like to try. Keep the activity light-hearted so that the person whose recipe is voted the worst does not feel bad.

Listening

Exercise 3 page 50

- On the board, write: *It isn't expensive. It isn't cheap.* Ask: *Do these sentences mean the same?* (no)
Write: *It's inexpensive.* Ask: *Which sentence on the board has the same meaning?* (It isn't expensive.)
What's another way of saying 'It isn't expensive'? (It's cheap.)
- Go through the strategy together. Then students do the exercise.

KEY

1 S 2 S 3 D 4 D 5 S 6 D

Exercise 4 2.27 page 50

- Students read the questions. Check the meaning of any unfamiliar words, or words students are not sure about.
- Play the audio, pausing after each recording for students to choose the answer.
- Check answers as a class. You could play the audio again, pausing after each section to ask some additional questions:
(Conversation 1) *Where are the girls going?* (to a party)
What's Tina wearing? (jeans, a long-sleeved top and trainers)
What's Emmy wearing? (leggings, a dress and trainers)
(Conversation 2) *What foods are for sale at the market?* (pies, meat, cheese, bread, cakes and biscuits)
(Conversation 3) *Where is the patterned T-shirt?* (on the bedroom floor)
(Conversation 4) *What's Katie making for lunch?* (tomato and red pepper soup)

KEY

1 C 2 C 3 D 4 D

Transcript

- 1 **Tina** Hi, Emmy.
Emmy Hi, Tina. Are you ready for the party?
T Yes, I think so.
E What are you wearing?
T Jeans, a long-sleeved top and trainers.
E You always wear jeans!
T They're comfortable! How about you? What are you wearing?
E Leggings and a dress. And trainers.
T With a dress?
E Well, they're quite smart. I think they look OK.
- 2 **Presenter** This is Bath Farmers' Market. You can get fresh fruit and vegetables here, and there are stalls, you know, tables, with all sorts of pies, meat, cheese, bread and cakes. It's busy here today because it's the middle weekend of a food festival

that takes place every October. The festival's called the Great Bath Feast and it's very popular. Hello. What are you selling?

Boy Cakes, mostly, and some biscuits too.

P They look good! Home-made, I hope!

B Yes, of course. Well, we make them at school.

3 Girl Mum!

Mum Yes?

G Where's my T-shirt?

M There's a T-shirt on your bedroom floor.

G But that's a patterned T-shirt. I need a plain one to go with my outfit.

M Your old blue T-shirt is in here.

G Thanks, Mum

4 Boy What are you doing, Katie?

Girl Oh, hi James. I'm making soup for lunch.

B What kind of soup?

G Tomato and red pepper.

B Ergh, I'm not keen on red pepper.

G Well, there's some cold pasta in the fridge. There isn't much, but—

B That's OK. I'm not really very hungry. Is there any cheese?

G No, I don't think so. But there are a few prawns to go with the pasta.

B OK, sounds good to me.

Extra activity

- Extend the topics of the listening – food and clothing – by having students discuss a few questions in small groups. On the board, write:

What are your favourite clothes?

When and where do you wear them?

Imagine you can wear any clothes you choose to school.

What will you choose?

What do you usually have for lunch during the school week?

Imagine you can have anything you choose for lunch.

What will you have?

- Ask a few students to share their group's answers.

Use of English

Exercise 5 page 51

- On the board, write: *Police cars often have a big number on the top.* Then ask:

What's the verb in this sentence? (have)

What are the nouns in this sentence? (police cars, number, top)

Is there a preposition? (yes: on)

Is there an adverb? (yes: often)

What's the adjective in the sentence? (big)

There are two articles. What are they? (a, the)

- Go through the strategy together. Students do the exercise. Remind them that there isn't one correct answer, but that the words they choose should make sense in the sentence.

KEY

(Possible answers)

1 read, verb 2 kitchen, noun 3 about, preposition

4 often, adverb 5 famous, adjective 6 a, article

Exercise 6 page 51

- Students read the text and complete it.
- Check answers as a class. Then ask a few additional questions:
What are some examples of plastic, paper, metal and glass things that we recycle? (food and drink containers, newspapers, magazines)
What is upcycling? (reusing things and making them more beautiful)
What are some examples of upcycling in the text? (old chairs painted to make them more beautiful, T-shirts made from old long-sleeved tops, old jumpers made into scarves, trousers made from an old Indian skirt)
- Ask: *Do you recycle or upcycle anything?* Elicit answers.

KEY

1 for 2 away 3 never 4 in 5 There 6 of 7 The
8 to 9 at 10 are

Speaking

Exercise 7 page 51

- Ask a confident student questions and get them to respond naturally:
Hello. How are you? (response: e.g. Fine, thanks, and you?)
Would you like some help with your homework? (response: e.g. Yes, please. / No, thank you.)
Can you help me, please? (response: e.g. Sure, no problem. / Yes, I can.)
Excuse me, I have to answer my phone. (response: e.g. OK, no problem. / Go ahead.)
- Go through the strategy together. Students then do the exercise.

KEY

1 E 2 C 3 A 4 D 5 B

Exercise 8 page 51

- Go through the task together.
- Students work in groups of three. Circulate, monitor and help as necessary.

KEY

(Model answer)

A Can we have a table for two, please?

C Yes, of course. Come with me.

B May we see the menu, please?

C Of course. Here it is.

A I'd like the soup to start, please.

C Certainly. And for your main course?

A I'll have the curry.

C Excellent. And for you?

B I'd like to start with the Italian salad.

C Certainly. And for your main course?

A I'll have the Japanese pizza.

Later

C Would you like anything else?

A No, thank you. We'd like the bill, please.

C Certainly.

Writing

Exercise 9 page 51

- On the board, write: *Have good day! I see you tomorrow!* Ask: *What's missing?* Elicit *a* in *a good day* and *'ll* in *I'll see you*.
- Ask: *Do these small mistakes change the meaning of the sentences?* (no)
Could these small mistakes lower your score in an exam? (yes)
- Go through the strategy together. Then students do the exercise.

KEY

- 1 We're planning a party to celebrate New Year.
- 2 Bring some DVDs with you.
- 3 I'm organising a film evening.
- 4 Would you like to join us?
- 5 Hope you can make it!

Exercise 10 page 51

- Go through the instructions together. Then brainstorm some ideas onto the board.
- Students write their invitation. Circulate, monitor and help as necessary.

KEY

(Model answer)

We're planning a party to celebrate the end of term. Would you like to join us? We're meeting on Friday 25 November at Ruby's Café. The theme of the evening is the 1960s, so please come dressed in 1960s fashion. And don't forget to bring 1960s music to play on Ruby's sound system!

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can think about people, places and things. I can identify the wrong words while listening. I can check that I have completed a gap with the right kind of word. I can use pairs of sentences that go together. I can write and proofread an invitation.*