

5 Eat your heart out

Vocabulary ► p.48

Food

Aim

- to introduce vocabulary related to diets

Warmer: Eat your heart out

Write the unit title on the board. Tell students that this is an idiom: a fixed phrase with a special meaning that is different from the ordinary meaning of each separate word. It is used to say that something is very good, by joking that someone else would be very jealous of something. For example, *This is a great drawing. Picasso, eat your heart out!*

Ask students to take turns to talk about something they did or experienced recently that would make a famous person jealous. They should use the idiom *Eat your heart out*. For example: *I cooked a great meal last night. Jamie Oliver, eat your heart out!* (Jamie Oliver is a celebrity chef in the UK.)

- 1 Focus students' attention on the photos and elicit what students can see in each picture, what they know about the foods and if they have tried them. Depending on how much students already know, consider sharing some of the notes below.

Background note

Sushi, originally from Japan, is small portions of rice with seasoned vinegar. It may have a topping, such as raw fish. It is often wrapped into a roll with *nori*, a type of seaweed sheet. Popular fillings for sushi rolls include salmon, avocado, and chicken. It is served with soy sauce, pickled ginger and *wasabi*, a hot horseradish paste.

Originally from the Indian subcontinent, a curry is a dish which can include meat, vegetables or legumes cooked in a spiced gravy. It is usually served with rice, and may also be accompanied by various pickles and chutneys and flat breads.

Read the questions aloud and elicit the meaning of *diet* in the questions (the kind of food that a person eats each day). Note that the word *diet* can also mean a way of eating in which you only eat certain foods, in order to lose weight, or to improve your health. Elicit the opposite of appealing (*unappealing*).

Put students into pairs to discuss the questions. Then elicit some responses to each question from the class.

- 2 Put students into pairs to discuss the questions, giving reasons for their choices. If necessary, clarify *organic food* (food grown or produced without artificial chemicals).

Teaching tip: Reporting back

Following any pair or group discussion, ask students to report back to the class about what they discussed. This reinforces language used, and gives students confidence in using English to talk about a familiar topic.

- 3** Ask students to complete the phrases, then compare their answers in pairs before you do a class check. Check that students understand the meaning of each phrase. Elicit any other common diets people might have, e.g. *a gluten-free diet, nut-free, low-carb*, etc.

- 4** Students discuss the questions in pairs or small groups. Elicit a few responses.

Answers

1–2 Students' own answers

3 1 fat 2 vegetarian 3 vitamins 4 balanced 5 low
6 free

4 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.34, Vocabulary 1 | **MEL** Unit 5, Vocabulary | **ActiveTeach** Games: Noughts and Crosses; Pelmanism

Grammar focus ► p.49

Expressions of quantity

Aim

- to use expressions of quantity with countable and uncountable nouns

- 5** Elicit what students know about *sumo wrestling* and if necessary share the notes below.

Background note

Sumo wrestling is a Japanese form of wrestling, typically done by men who are very large. The two wrestlers face each other in a ring. Each wrestler tries to make their opponent step out of the ring or make a part of their opponent's body touch the ground.

Write on the board some types of athletes who need to have special diets e.g. *marathon runners, gymnasts, rugby players*. Ask students to discuss in pairs what kind of diet they think each of these athletes would be likely to have and how healthy they are, compared to a sumo wrestler.

- 6** Ask students to select the correct expression(s) of quantity before doing a class check. Ask: *Which fact about sumo wrestlers' diet did you find most interesting or surprising?* Elicit a few responses.

- 7** Students complete the activities in pairs, then compare answers with another pair.

- 8** Ask students to turn to the **Grammar Reference** section 1 on page 149 and read through it with the class, checking they understand the main points. Ask students to choose the correct option in each sentence in Exercise 1 and then do a class check.

Grammar Reference answers

Exercise 1

1 much 2 a lot of 3 very little 4 hardly any
5 a few 6 some 7 a lot of 8 any

- 9** Ask students to discuss the difference in meaning between the examples in pairs, then elicit responses. Read through the **Language Tip** aloud.

Additional activity: *a few/few, little/very little*

After Activity 9, ask students to write a pair of sentences using either *few/a few* or *little/a little*, e.g. *A few people want sushi today. Few people want sushi today.*

Put students into small groups and ask them to take turns sharing their sentences. The other students in the group have to say what the difference in meaning is. Monitor and check that students are able to explain the differences correctly.

- 10** Model the activity by asking a few questions using the sentences, e.g. *Does the shop sell any cakes? How much cheese is left?* Encourage students to ask each other follow-up questions. With weaker classes, get students to prepare the questions in pairs first and check the questions for accuracy before students ask and answer them in pairs.

Answers

5 Student's own answers

6 1 an enormous amount of 2 very few 3 both
4 a little

7 1 an enormous amount of / a great deal of – a lot of
very few / very little – hardly any
a little – a bit of

2 **Countable:** a lot of, an enormous amount of, very few, hardly any

Uncountable: an enormous amount of, a great deal of, very little, a little, a lot of, hardly any, a bit of

9 1 A a few = a small number, 1 B very few = hardly any
2 A a little = a small amount, 2 B very little = hardly any

10 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.34, Grammar 1–2 | **MEL** Unit 5, Grammar | **ActiveTeach** Extra activity: Grammar Focus 1

Subject/Verb agreement

Aim

- to make sure verbs agree with the subject when using expressions of quantity

- 11** Focus students' attention on the first sentence as an example. Elicit the correct answer (*like*) and the reason (the subject *not many people* is plural, so the verb *like* also needs to be plural so that it agrees with the subject.) Ask students to work in pairs to complete the activity then do a class check. Refer students to the **Grammar Reference** section on subject/verb agreement on page 149 and read through it as a class. You can do Exercise 2 in class, as a quick check.

Grammar Reference answers

Exercise 2

1 are 2 are 3 is 4 are 5 are 6 is

- 12** Give students about four minutes to complete the sentences individually before sharing them with a partner. Monitor, checking that the subject/verb agreement is correct.

Answers

- 11** 1 like 2 is 3 needs 4 is 5 is 6 both possible
- 12** Students' own answers
- Most of my family (+ singular/plural verb)
 - Both of my parents (+ plural verb)
 - One of my friends (+ singular verb)
 - No-one in my house (+ singular verb)

ADDITIONAL PRACTICE | **Maximiser** p.35, Grammar 3 | **MEL** Unit 5, Grammar | Photocopiable 5A *Countable and uncountable opinions!* | **ActiveTeach** Game: Stepping Stones

Use of English

focus ► p.50

Open cloze (Part 2)

Aim

- to complete an exam-style Open cloze task (Reading and Use of English, Part 2)

Warmer: Taste

Write the following sentence starters on the board.

1 I can't stand the taste of ...

2 I love food which ...

3 I am addicted to ...

Ask students to think of ways they could complete the sentences so that they are true for them. Students compare their tastes in pairs. Invite a few students to share some of their tastes with the rest of the class.

- 1** Put students into pairs to discuss how far the statements are true for them. Ask for a show of hands of who agrees with each one. Elicit the opposite of *hot/spicy* (*mild*, e.g. *I only like mild curries*). Tell students who say they are addicted to caffeine that they are *caffeine addicts*. Point out the difference in stress between the noun *addict* and the noun *addiction* and the adjective *addicted*.

- 2** Elicit what students remember about Part 2 of the Reading and Use of English paper. Ask students to turn to the **Exam Focus** on page 186 and read it through it with the class, checking they understand the main points.

Ask students to read the text quickly for gist and choose the correct words. Elicit the answers.

- 3** Read the **Exam Tip** aloud. Focus students' attention on the example (0) in the text and elicit what kind of word this is (an expression of quantity). Ask students to work out what kinds of words fit in the remaining gaps. Elicit which gaps might require an expression of quantity and why (e.g. which gaps are in sentences which talk about quantity).

- 4** Emphasise that there is only one word missing in each gap. Students work through the activity individually. When they have finished, remind them to re-read the whole text and check their answers. Students can then compare their answers in pairs before you do a class check.

5 Students complete the activity. When you give the correct answers, point out the stress in the adjective *addictive*.

6 Put students into pairs to discuss the questions.

Answers

- 1 Students' own answers
- 2 1 doesn't like 2 isn't
- 3-4 1 few 2 get/become/grow 3 why 4 any
- 5 If/Provided/Assuming 6 been 7 every
- 8 without
- 5 1 not many, hardly any, only a few, almost no-one
- 2 has very few, hardly any, no addictive qualities
- 3 a huge amount of, a great deal of, a lot of
- 4 many, a large number of
- 6 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.35, Use of English 1-2 | **MEL** Unit 5, Use of English | Photocopiable 5B *What's the connection?*

Listening focus ► p.51

Sentence completion (Part 2)

Aim

- to complete an exam-style Sentence completion task (Listening, Part 2)

- 1** Put students into pairs to discuss the questions, then elicit a few responses to each one.
- 2** Ask students to turn to the **Exam Focus** on page 188 and read it through with the class, checking they have understood the main points. Tell students that they will be doing a listening activity about cooking and why it is important. Give students a minute to read the text quickly for gist. Focus students' attention on the first gap. Elicit the kind of information which is missing (a noun) and how we know (it is preceded by the preposition *of*).
- 3** Give students a few minutes to underline the key words in each sentence.
- 4** Read through the advice in the **Exam Tip** aloud. Play the recording once while students complete the sentences. Play it again for students to fill in any remaining blanks.

5 Give students time to check their sentences make sense grammatically, and that their spelling is correct. They can do this by comparing their answers with a partner. Then, do a class check.

Teaching tip: Using the audio script

All the listening recordings are accompanied by audio scripts. Whenever students have found a listening activity challenging, consider referring them to the audio script. They can read through the script at their own pace.

You may also ask students to read the audio script for any recording you have done in class as a homework activity. They can check any new vocabulary and underline useful phrases.

6 Students discuss the questions in pairs or small groups. Elicit a few responses.

Answers

- 1 Students' own answers
- 2 B
- 3 Students' own answers
- 4 1 fruit 2 sugar 3 stomach(s) 4 6/six hours
- 5 meat 6 brain 7 meal 8 thieves 9 fire
- 10 energy
- 5-6 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.35, Listening 1-2 | **MEL** Unit 5, Listening | **MEL** Extra practice, Listening 10 *Listening for detail: Make the right notes*

Reading focus ► p.52

Multiple choice (Part 5)

Aim

- to complete an exam-style Multiple-choice task (Reading and Use of English, Part 5)

- 1** Elicit the meaning of *bother* in the first question (to make the effort to do something). Ask students to discuss the questions in pairs. Elicit a few answers from the class for each question.
- 2** Refer students to the **Exam Focus** on page 187. Read it through with students, making sure they understand the main points. Give students three minutes to read the article on page 53 for gist to find out three pieces of information about Soylent. Ask students to share the three pieces of information they found with a partner.

- 3 Read the **Exam Tip** aloud. Give students up to nine minutes to re-read the article and answer the questions. If students finish early, encourage them to check their answers carefully.
- 4 Students compare their answers in pairs. Then do a class check.
- 5 Put students into new pairs to discuss the questions, then elicit a few answers from the class.

Answers

- 1 Students' own answers
- 2 Suggested answers: It's a liquid food product. It contains soya and algae. There is only one flavour.
- 3 1 D 2 D 3 B 4 C 5 A 6 B
- 4–5 Students' own answers
- 6 Students match the definitions with the underlined phrases in the article. Give students time to compare their answers in pairs before you do a class check.
- 7 Check students know what *collocates* means (when words collocate, they are often used together and sound natural together). Students complete the activity before checking in a dictionary or with you.
- 8 Ask students to select a topic to talk about and make notes on what changes there have been using the verbs in Activity 7. Students take turns to share their ideas in pairs. For example: *The City Council has introduced electric car-charging stations. The shopping mall has doubled in size. The number of businesses has grown rapidly.*

Alternative activity: Write about changes

Ask students to write a paragraph about the changes, using some of the verbs and collocations from Activity 7. The paragraph could be completed individually or in pairs. Ask students to then share their paragraph with another student/pair to compare their ideas and check that the verbs have been used correctly.

Answers

- 6 1 having none of it 2 do away with 3 hit upon
4 reached the end of the line 5 be confined to
6 went viral
- 7 1 both 2 both 3 raised 4 raised 5 increase
- 8 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.36–37, Reading 1–5 | **MEL** Unit 5, Reading | **MEL Extra practice**, Reading 5 *Understanding attitude and opinion in reading: Match the meaning* | **ActiveTeach** Extra activity: Reading Focus | **ActiveTeach** Game: Sheep Out!

Grammar focus ► p.54

Passive forms

Aim

- to review passive forms

Warmer: Discussion

Ask students to discuss the following question in pairs:
*Would you like to be given a surprise birthday party?
Why/Why not?*

- 1 Write the following sentences on the board:

A Since 1368, people have eaten moon cakes in China to celebrate the Mid-Autumn festival.

B Since 1368, moon cakes have been eaten in China to celebrate the Mid-Autumn festival.

Tell students that the *Mid-Autumn festival* is an important harvest festival in China and some other parts of Asia. A *moon cake* is a small round pastry often filled with red bean or other paste. Ask students to discuss in pairs which sentence is better and why. (Sentence B is better because the focus is on the moon cakes, rather than the people who eat them.)

Ask students to complete Activity 1 then compare their answers in pairs. Then do a class check.

You could then ask students to turn to the **Grammar Reference** on page 150 and go through it together, checking that students understand everything. You could do Exercises 3 and 4 in class, or set them for homework.

Grammar Reference answers

Exercise 3

1 was 2 were 3 be 4 have 5 be

Exercise 4

- 1 It was reported that there were gunshots.
- 2 It was claimed that the money was stolen.
- 3 The suspect was thought to have left the country.
- 4 The police are said to have made a lot of mistakes.
- 5 It is believed that the criminal had a false passport.

- 2 Ask students to read the text. Elicit what is unusual about the celebration.

- 3 Read the **Language Tip** aloud. Students complete the text in Activity 2 then compare their answers in pairs.

- 4 Ask students to discuss the questions in pairs. Elicit a few responses, checking that passive forms are used correctly.

Answers

- 1 The passive would be better in sentences 1 and 2 because we don't know, or it's not important to know who does the action.
The active would be better in sentences 3, 4 and 5 as the person/people doing the action are important.
- 2 The celebration is held in honour of monkeys.
- 3 1 will be taking place 2 will be donated
3 have been invited 4 can be seen
5 are believed 6 was started
- 4 Students' own answers

Passive reporting verbs

Aim

- to review and use passive structures to report what people say, believe or think

- 5 Give students time to read the sentences and answer the questions. Tell them to read the **Language Tip** to help them. Then do a class check.
- 6 Write the following example on the board:
Locals believe that 2,000 kilos of food were consumed at the last feast. HAVE.
2,000 kilos of food _____ consumed at the last feast.

Elicit how the second sentence can be completed using **HAVE** with a similar meaning to the first sentence (*are believed to have been*). Give students time to complete sentences 1–5. Ask students to compare their answers in pairs when they have finished.
- 7 Spend a few minutes brainstorming some stories that have been in the news or on social media recently before students discuss them in pairs.

Alternative activity

If students do not have much interest in or knowledge of current events, instead of Activity 7, ask students to discuss traditional advice about eating and whether they follow the advice. Share some examples such as the ones below and then ask students if they can think of any similar beliefs in their own culture.

Some examples:

Eating carrots is believed to help you see in the dark.

It is often said that an apple a day keeps the doctor away.

Answers

- 5 Sentences B and C. Sentence C uses an impersonal third-person pronoun.
- 6 1 are expected to carry 2 are thought to be 3 is claimed by 4 has been estimated 5 are said to
- 7 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.38, Grammar 1–3 | **MEL** Unit 5, Grammar | **ActiveTeach** Extra activity: Grammar Focus 2

Speaking focus ► p.55

Long turn (Part 2)

comparing and giving a reaction

Aim

- to practise comparing and giving a reaction in an exam-style task (Speaking, Part 2)

Warmer: Discussion

Elicit the meaning of *to eat out* (to eat in a restaurant instead of at home).

Ask students to discuss these questions in pairs:

- 1 *Is it better to eat out or eat at home?*
- 2 *What kinds of eating places appeal to you?*

Ask students to turn to the **Exam Focus** on page 190. Go through it, checking that students understand the main points.

- 1 Ask students to look at the photos and the task and tick the statements they agree with. Put students into pairs to compare their ideas and any other points of comparison, then elicit ideas from the class.
- 2 Ask students to underline the linking expressions in the statements in Activity 1.
- 3 Students work in pairs to match the sentences to the photos (if necessary, explain that A is on the left; B is on the right). Point out that the phrasal verb *to dress up* in sentence 1 means to wear clothes that are more formal than the clothes you would usually wear. Elicit answers from the class.

Additional activity: Opposites

Elicit some possible opposites for each sentence in Activity 3, e.g.:

- 1 You have to dress up. There's a dress code.
- 2 It's nice and quiet. There's a peaceful ambience.
- 3 It's good value for money.
- 4 They're good for informal get-togethers.
- 5 The atmosphere is quite formal.
- 6 The food's a bit fancy.

- 4** Ask students to read the questions, then play the recording. Ask students to compare answers in pairs. Play the recording again before eliciting responses.

- 5** Ask students to look at the audio script on page 211 to check the adjectives used.

- 6** Put students into A/B pairs and tell them they are going to complete an exam-style speaking task. Give them a minute to look at the instructions and photos for Task 1 on page 134. Prompt student A in each pair to start, allowing one minute to talk about the photos. Student B should time Student A, and then finish by answering the follow-up question.

Next, students should repeat the task by turning to page 136 and swapping roles.

As they are speaking, go round and monitor correct use of the linking expressions in Activity 2.

Answers

- 1 Students' own answers
- 2 1 Although 2 whereas 3 While 4 Both
- 3 1 A 2 A 3 B 4 B 5 A 6 A
- 4 1 She mentions differences of price, food, service, reasons why you might go there.
2 She imagines how the restaurants make the customers feel.
- 5 special, expensive, adventurous, interesting, self-service, casual, basic, young, special, different, less formal, cheaper

ADDITIONAL PRACTICE | ActiveTeach Speaking test videos | **Maximiser** p.38–39, Speaking 1–3 | **MEL** Unit 5, Speaking | **MEL** Extra practice, Speaking 5 Part 2 Assessment: Put the examiner's comments together

Writing focus ► p.56

Describing a personal experience

Aim

- to identify ways that adverbs for emphasis, the passive and expressions for giving opinions can be used in a review

Warmer: Discussion

Ask students to discuss the following questions in pairs.

Where are the best places to eat out in your area?

Would any of the following things put you off going to a restaurant?

- a no-bookings policy
- having to queue
- a noisy atmosphere
- a limited menu

- 1** Ask students to read the review and tick the things that are mentioned. Then elicit the answers.

- 2** Students discuss the questions in pairs. Elicit a few responses.

- 3** Ask students to complete the activity individually. Then do a class check.

- 4** Copy the table onto the board. Ask volunteers to come up in turn and write one or two examples in the table. Check that students understand all the words and phrases, and elicit others that could be added to the table.

- 5** Find the first example together as a class (*it was definitely worth it*). Point out that *definitely* is an adverb, and makes *it was worth it* stronger.

Answers

- 1 staff, writer's expectations, experience, prices, food, other diners
- 2 Students' own answers
- 3 A 2 B 4 C 1, 3, 4 D 1, 4
- 4 **food:** best pizza restaurant in the city, six pizzas on menu, quality of the ingredients that count not size of the menu, taste authentically Neapolitan, top quality, affordable
staff: efficient, couldn't have been friendlier or more helpful
experience: hot, first-rate, better than a characterless pizza chain, great place, top-quality, affordable

- 5 A definitely, authentically, specially, quickly, extremely, strongly
 B is said to be, had ... specially designed, were given
 C There's nothing I hate more than ..., but for me ..., the only downside, But on the whole ... , I'd strongly recommend ...

Review (Part 2)

Aim

- to write an exam-style review (Writing, Part 2)

Refer students to the **Writing Reference** on page 172. Read through the Model answer and the tips with the class and point out the Useful language box. Encourage students to use this Useful language when completing the writing task.

- 6 Give students a few minutes to read the task. Before they start writing, read the **Exam Tip** aloud and ask students to make sure they include at least two positive and negative ideas in their review. The writing task can be completed in class or set as homework. Collect the reviews and provide individualised feedback.

Teaching tip: Writing genres

Point out to students that the **Writing Reference** includes a summary of writing genres on page 181.

Answer

- 6 Sample answer

I have just discovered a great Italian restaurant called Fratelli's in Manchester. It's a small restaurant tucked away in a side street near the city centre. From the outside, it doesn't look very special, but you won't regret stepping inside.

The atmosphere is quiet and relaxed. Although the restaurant is always full, the staff never seem rushed and they always have time to talk about the food and make recommendations. The food is all well cooked and full of flavour. There are delicious pizzas and pasta dishes and some wonderful meat and fish dishes. My personal favourite is the pasta, which is freshly made every day in the kitchens. The prices are a nice surprise too, as it isn't too expensive.

This is a great restaurant for anyone who wants a quiet meal with family or friends and wants to enjoy top-quality food at very reasonable prices.

ADDITIONAL PRACTICE | **Maximiser** p.39, Writing 1 | **MEL**
 Unit 5, Writing | Photocopiable 5C *What's my phrase?* | **MEL**
 Extra practice, Writing 4 *Informal functions in writing: Sort out this muddle*

Review ► p.57

Aim

- to revise structures and vocabulary covered in Unit 5

- 1 – 4 Ask students to complete the activities, circulating to provide assistance. Ask students to check in pairs before doing a class check. Alternatively, set this as a homework activity.

- 1 1 C 2 B 3 A 4 A 5 B 6 C 7 C 8 B
 2 1 little 2 many 3 bit/piece/slice 4 hardly 5 lots/plenty 6 few 7 deal 8 amount/quantity
 3 1 are 2 contain 3 is 4 eats 5 has 6 is 7 eat 8 is
 4 1 are taught 2 has been reviewed 3 be fried 4 is said 5 was eaten 6 have been invited / were invited