

# 2

## Food

You are what you eat.

A proverb

BBC



WHAT'S FOR LUNCH?

7 Watch the BBC video.  
For the worksheet, go to page 110.

### UNIT 2 VIDEOS

BBC What's for lunch?

7

GRAMMAR ANIMATION

Lesson 2.2 8 Lesson 2.5 10

FOCUS VLOG Things you eat

Lesson 2.2 9

ROLE-PLAY

Lesson 2.6 11

24

### REFERENCES

Culture notes p. 153

Audioscript p. 161

Videoscript p. 169

Using videos in the classroom p. T14

### EXTRA ACTIVITIES

• Photocopiable resource 7 Shopping game (15 min.) pp. 178, 197

• Photocopiable resource 8 Test yourselves (10 min.) pp. 179, 198

• Extra digital activities: Vocabulary Checkpoint

## VOCABULARY

2.1

Food containers • food products

• phrases related to food

I can use language related to food and drinks.

### SHOW WHAT YOU KNOW

- 1 Think about food words and write down as many as you can in each group. Compare with other people in the class.

Fruit and vegetables	Dairy	Meat and fish	Drinks	Other
strawberry	cheese	salmon	juice	salt and pepper

- 2 **SPEAKING** What food do you like? Ask and answer the questions.

A: Do you like strawberries?

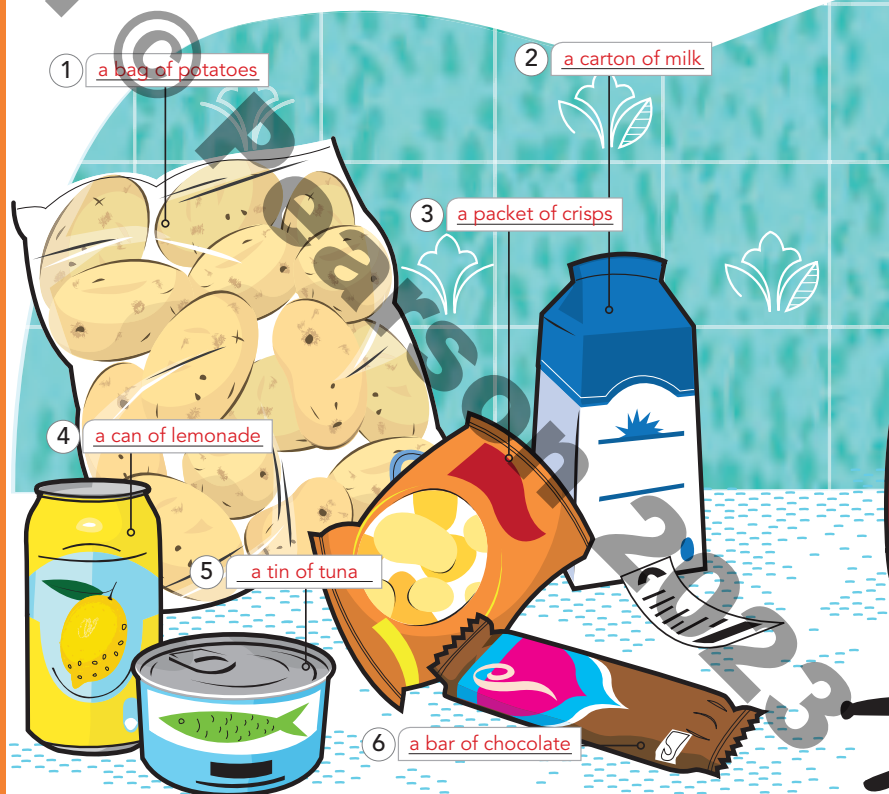
B: Yes, I do. or No, I don't. Do you like ...?

- 3 **SPEAKING** Are you similar or different? Compare your answers with other people in the class.

I like strawberries, but Anna doesn't. We both like cheese.

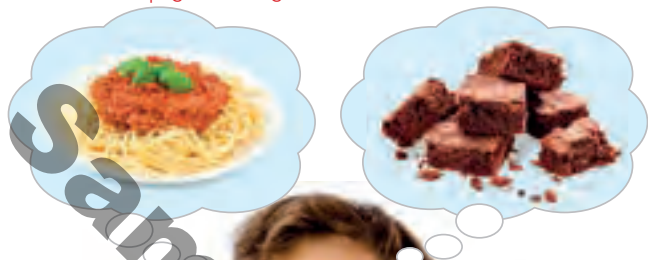
- 4 Match the phrases in the box with the items in the picture.

a bag of potatoes a bar of chocolate a bottle of ketchup  
a can of lemonade a carton of milk a jar of honey  
a loaf of bread a packet of crisps a tin of tuna  
a tub of ice cream

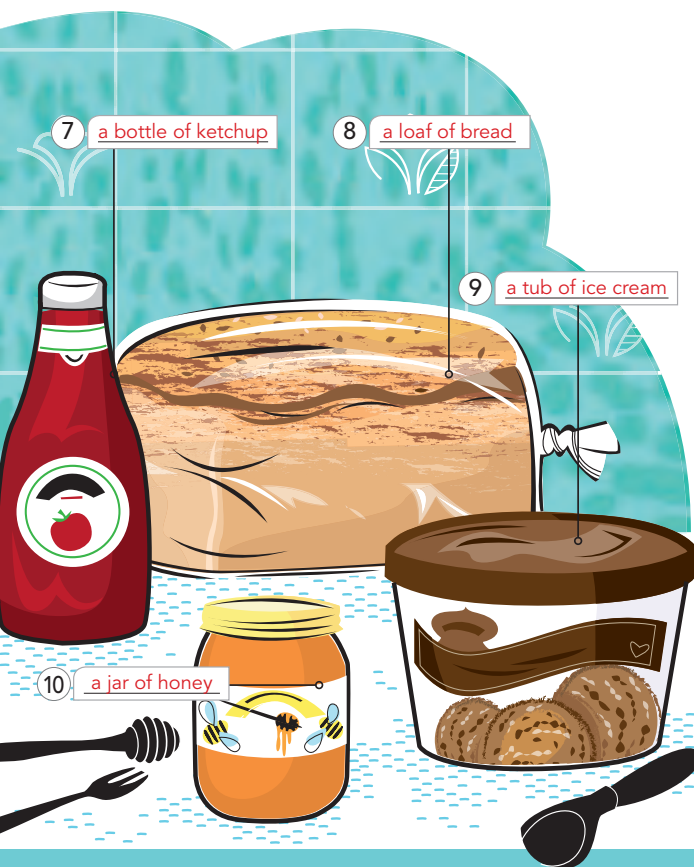


5 Read Jack's text message and answer the questions.

- 1 Who is the message for? *Jack's mum.*
- 2 Why does Jack invite Tom?  
*He wants to study together with Tom for the test.*
- 3 What does Jack want his mum to prepare?  
*Spaghetti Bolognese and brownies.*



Mum, we have a big test next week. Can Tom come tomorrow so we can study together? Can he stay for dinner too? Your spaghetti Bolognese and brownies are the best!!! ☺ What do I have to get from the shop?



WORD STORE 2A Food containers

6 1.41 Complete WORD STORE 2A with the names of containers in Exercise 4.

7 Choose the correct option.

- 1 There is a bottle / can of ketchup on the table.
- 2 I've got a bag / bar of chocolate in my bag.
- 3 Is that your packet / tub of crisps?
- 4 Please buy a carton / can of milk and some bread.
- 5 Let's open that tin / jar of honey and eat some for breakfast.

WORD STORE 2B Food products

8 1.42 Complete WORD STORE 2B with the names of food products in the box. Then listen, check and repeat.

9 1.43 Look at the photos in Exercise 5 and decide what food products Jack needs to buy. Use the words in WORD STORE 2B. Then listen and check.

10 1.43 Complete the sentences from the dialogue with one word in each gap. Listen again and check.

- 1 For the brownies, we need a packet of butter , a packet of flour and a carton of eggs .
- 2 Jack: What about chocolate ? You always use a lot of it.  
Mum: Yes, get two bars.
- 3 Jack: What else?  
Mum: A packet of cocoa and a bag of sugar .
- 4 For spaghetti Bolognese, get a packet of spaghetti, a jar of tomato sauce. No, make it two jars, all right? A bottle of oil and a packet of Parmesan cheese.

Exercise 9

Jack needs to buy: a packet of butter, a packet of flour, a carton of eggs, two bars of dark chocolate, a packet of cocoa, a bag of sugar, a packet of spaghetti, two jars of tomato sauce, a bottle of oil, a packet of Parmesan cheese, a bag of onions

WORD STORE 2C Phrases related to food

11 1.44 Complete WORD STORE 2C with the phrases in red in the sentences. Then listen, check and repeat.

- 1 We don't have any **ingredients**.
- 2 **Make a snack** for Lena and yourself.
- 3 **Get a takeaway** from the Chinese restaurant.
- 4 Have some ice cream **for dessert**.

12 SPEAKING Ask and answer the questions in pairs. Compare with the rest of the class.

- 1 Do you invite friends to study together?  
How often?
- 2 What do you usually eat when your friends come?
- 3 What do you need to prepare the food? Name as many ingredients as you can.
- 4 What's your favourite snack?
- 5 Do you ever get a takeaway for dinner? Where do you get it from?
- 6 What do you usually have for dessert?

*My room is very small, so I don't often invite friends to study – maybe once a month, or when we can use my sister's room. When my friends come, we often get a pizza.*

WORKBOOK

pp. 24–25, including Show What You've Learnt

NEXT CLASS

- Ask students to prepare for a 10–20-minute Vocabulary Quiz: Assessment Package, Unit 2.1, Vocabulary.
- Ask students to do Show What You Know in the WB, p. 26.

## 2.2

## GRAMMAR

Countable and uncountable nouns

*I can talk about quantities using countable and uncountable nouns and some/any/much/many/a lot.*

## 1 Read the text. Are the sentences true (T) or false (F)?

- 1 A real Italian pizza has always got mushrooms. (F)  
 2 A classic pizza has got four ingredients. (T)  
 3 A traditional pizza hasn't got olive oil on it. (F)

## How many ingredients are there on top of a typical pizza?

Well, on my favourite pizza, there are five different things: there's some cheese, some tuna and a lot of tomato sauce. There are also some onions and a lot of mushrooms. But a classic Italian pizza hasn't got many ingredients; it's got only two main ingredients – tomato sauce and mozzarella cheese, and it's also got some olive oil and some basil. There isn't any tuna or seafood and there aren't any mushrooms. It's called a Margherita and it's great!



## 2 Read the GRAMMAR FOCUS. Complete the examples in the table using the words in blue in Exercise 1.

## GRAMMAR FOCUS 1 68

Countable		Uncountable
Singular	Plural	
an onion	1 <u>onions</u>	3 <u>cheese</u>
a mushroom	2 <u>mushrooms</u>	4 <u>tomato sauce</u>
		5 <u>olive oil</u>
		6 <u>tuna</u>

Note: Uncountable nouns are always singular.

- 3 Think of more names of food and add them to the table. Look at page 24 to help you. Compare with a partner.  
 4 Read the GRAMMAR FOCUS and find more examples of some and any in the text.

## GRAMMAR FOCUS 2

## some and any

- You use *some* in affirmative sentences.
- You use *any* in negative sentences and questions.

	Uncountable nouns	Plural countable nouns
+	There is <u>some</u> cheese.	There are <u>some</u> onions.
-	There isn't <u>any</u> cheese.	There aren't <u>any</u> onions.
?	Is there <u>any</u> cheese?	Are there <u>any</u> onions?

26

5 Complete the dialogue with *some* and *any*. What do Sue and Tom decide to have? They decide to have pizza.

Sue: I'm hungry.

Tom: Me too. Let's make some sandwiches. Is there <sup>1</sup> any bread?Sue: Yes, there's <sup>2</sup> some bread.Tom: But there isn't <sup>3</sup> any cheese or ham in the fridge.Sue: That's OK. I don't like cheese or ham. Are there <sup>4</sup> any eggs?Tom: Yes, there are <sup>5</sup> some eggs.Sue: And tuna? Are there <sup>6</sup> any tins of tuna? Tuna and egg sandwiches are my favourite.Tom: No, there aren't <sup>7</sup> any tins of tuna.Sue: But I can see a packet of cornflakes. Have we got <sup>8</sup> any milk?Tom: No, we haven't got <sup>9</sup> any milk!Sue: Oh well, let's get a takeaway. We can get <sup>10</sup> some pizzas!

Tom: Good idea!

6 Read the GRAMMAR FOCUS and complete the questions with *how much* and *how many*.

## GRAMMAR FOCUS 3

## much, many and a lot of

## Uncountable nouns

How much cheese is there?

There isn't much cheese./Not much.

There's a lot of cheese./A lot.

## Plural countable nouns

How many onions are there?

There aren't many onions./Not many.

There are a lot of onions./A lot.

- 1 How much water do you drink a day?  
 2 How many pizzas do you eat a month?  
 3 How much bread do you eat a day?  
 4 How much cola do you drink a week?  
 5 How much milk do you drink a day?  
 6 How many hamburgers do you eat a year?

## 7 SPEAKING Ask and answer the questions in Exercise 6.

A: *How much water do you drink a day?*B: *I drink a lot of water. or A lot.*C: *I don't drink much water. or Not much.*8 SPEAKING What's on your favourite pizza? Use *some*, *any* and *a lot of*.

On my favourite pizza, there's some cheese ...

## FOCUS VLOG 69 Things you eat

Watch the Focus Vlog. For the worksheet, go to page 111.

Grammar page 127

## REFERENCES

Videoscript p. 170

Using videos in the classroom p. T14

## EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 9 What's the difference? (10–15 min.) pp. 179, 199

- Extra digital activities: Grammar Checkpoint

## WORKBOOK

p. 26, including Show What You've Learnt

## NEXT CLASS

- Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 2.2, Grammar.
- If you have access to the Internet, find a video clip of someone making a simple recipe. Write five short comprehension questions.



Note completion

*I can understand key phrases in a radio programme on a familiar topic.*

1 **SPEAKING** Do you like fast food? Why?/Why not?

2 **1.45** Listen to Part 1 of a radio programme. What is it about?

- 1 unhealthy fast food ☐  
 2 healthy fast food recipes ☒  
 3 a famous fast food chef ☐

3 **1.46** **SPEAKING** Look at the photo of the Spanish omelette and discuss what the main ingredients are. Then listen to Part 2 and check.

eggs, potatoes and olive oil

### WORD STORE 2D Cooking verbs

4 **1.47** Complete WORD STORE 2D with the verbs in the box. Then listen and check.

5 Work in pairs. How many different verbs can you use with each of these foods?

- 1 eggs  
 2 potatoes  
 3 meat  
 4 cheese

1 You can boil eggs. You can fry eggs ...

6 **1.48** Look at the photo of the fruit pancakes. Read the recipe and try to complete it with a partner. Then listen to Part 3 and check.

Spanish omelette

### EXAM FOCUS Note completion

7 **1.49** Listen to the complete programme and complete the information with up to four words in each gap.

- 1 The radio programme is called Food Today.  
 2 The Spanish omelette recipe is for four people.  
 3 Kate suggests we eat the omelette with some salad.  
 4 The presenter wants to know a healthy recipe for pancakes.  
 5 Kate thinks it's a good idea to eat fruit and ice cream with the pancakes.

8 **SPEAKING** Which healthy fast food recipe from the programme would you like to try? Why?

9 Write the instructions for your favourite recipe.

### PRONUNCIATION FOCUS

10 **1.50** Listen and repeat.

/i:/	seat	feel	teen	heat	eat
/ɪ/	sit	fill	tin	hit	it

11 **1.51** Listen and choose the word you hear.

- 1 a seat b sit 3 a teen b tin 5 a eat b it  
 2 a feel b fill 4 a heat b hit

## Fruit Pancakes

### Ingredients

some fruit (bananas and strawberries)  
 1 cup of flour, 1 cup of milk,  
 1 egg, some oil

### Instructions

- Chop the fruit.
- Mix the flour, milk and egg together.
- Put some oil into a pan.
- Put some of the mixture into the pan, make a pancake and fry it on both sides.
- Take the pancake out of the pan.
- Put fruit on top of the pancake.

GOOD FOR  
BREAKFAST,  
LUNCH OR  
DESSERT.

Fruit pancakes

27

### REFERENCES

Culture notes p. 153  
 Audioscript p. 161

### EXTRA ACTIVITIES

- In groups, students invent recipes for delicious meals and then vote for the best one.
- Students watch a clip or clips of people making simple recipes and answer the questions. Students then ask and answer the questions in pairs.

### WORKBOOK

p. 27

### NEXT CLASS

Ask students to think about the best or most unusual food markets they have ever been to.

## 2.4

## READING

Matching

*I can identify specific information in a short article on a familiar topic.*

- SPEAKING** Look at the photos. Think of two typical food items for each place. Discuss with a partner.
- Read texts A–C quickly. Do they mention any of the food you talked about?
- Match texts A–C with text types 1–3.
  - An extract from a tourist information book **C**
  - An advertisement for an activity **A**
  - An informal email to a friend **B**

1.52

A

## TALING CHAN



**C**ome and visit the Taling Chan Floating Market here in Bangkok. The visit lasts a few hours and is available only at the weekend.

Meet your tour guide at 11 a.m. and go by bus to the floating market. Walk round and hear about the history of the area. See the boats, full of fresh fruit and vegetables, and then stop to eat. For lunch you can try **traditional** Thai dishes like *pad thai* (noodles) and *tom yum goong* (a **spicy** soup with a hot, strong taste). Then, get on a boat and travel back through the market for the return journey. Don't forget your camera!

Prices start from £20 per person and include a full meal (lunch). Contact the office to buy your ticket.

28

## EXAM FOCUS Matching

- 4** Read the texts again. Match questions 1–7 to places A–C. There is one extra question.

- |   |                         |
|---|-------------------------|
| 1 Which market can you visit every day?                                     | <input type="radio"/> C |
| 2 Where do you have to pay to visit the market?                             | <input type="radio"/> A |
| 3 Where can you walk round the market or take another form of transport?    | <input type="radio"/> A |
| 4 In which text does the writer mention food for people who don't eat meat? | <input type="radio"/> C |
| 5 In which text does the writer describe his/her food?                      | <input type="radio"/> B |
| 6 Which market is very expensive but good to visit?                         | <input type="radio"/>   |
| 7 Which market is the best place to visit if you like seafood?              | <input type="radio"/> B |

- 5** **SPEAKING** Discuss the questions.

- Which place would you most like to visit? Why?
- Which food sounds most interesting? Why?

B

Hi Sam!

How are you? I'm still in Finland. Today we're at Kauppatori Market – it's right next to the sea! It's one of the best places in the world to eat **fresh** fish. The cooks all use **local** ingredients, of course. The market's got around thirty food stalls and some have got covered areas where you can sit. We can watch the boats from our table! I've got **grilled** salmon with potatoes and it's really **delicious** (better than fast food!!). Later, I want to buy some fruit from the food market – I hope they speak English! Love, Anna



## REFERENCES

Culture notes pp. 153–154

## EXTRA ACTIVITIES

- Elicit ideas about what makes a food market unusual or special. Students describe the best or most unusual food

market they have been to. The class listen and ask questions.

- Students read the texts again carefully and then work in teams. They close their books. Ask teams questions in turn, e.g. *What kind of market is there in Bangkok? (floating market). How many food stalls are there at*

*Kauppatori Market? (around thirty), etc. If nobody can answer, allow them to look in their books. The first team to answer gets an extra point.*

## WORKBOOK

pp. 28–29



## WORD STORE 2E Food adjectives

6 **1.53** Complete WORD STORE 2E with the words in blue in texts A–C. Then listen, check and repeat.

7 Complete the statements with the words in WORD STORE 2E.

- I like vegetarian food because it doesn't have any meat or fish in it.
- I always say food is delicious when it tastes very good.
- Pizza is a traditional Italian food. It's a recipe from that country.
- I don't like spicy food because it has a hot strong taste.
- I only eat grilled fish. It's the best way to cook it!
- I enjoy eating fresh fruit because it isn't old.
- My parents never buy local food from places near our home.

8 **SPEAKING** Are the sentences in Exercise 7 true for you? Tell a partner.

*No, I don't like like vegetarian food because ...*

9 **1.54** Match the underlined words in texts A–C with the definitions. Then listen, check and repeat.

- an occasion when you eat food, e.g. breakfast = meal
- fresh food that people prepare and serve on the street = street food
- food prepared and cooked in a certain way = dish
- a food or drink that a person or restaurant is well known for, that you can't always get in other places = speciality

10 **SPEAKING** Discuss the questions.

- Where do you usually go out for a meal with your family?
- What's your mum's speciality?
- What's your favourite dish?
- Do you like street food?



### La Merced

**What:** La Merced is a huge market in Mexico City and the main focus is food. You can also buy other goods, such as shoes or kitchen equipment. This is not a place to visit in a hurry – the market is inside a huge building and it's easy to get lost. There are plenty of places to eat street food inside. It's cheap and popular with local people as well as tourists.

**Don't miss:** Try specialities like *mole* (a sauce) and *quesadillas* (a type of thin bread filled with cheese). You can get vegetarian or meat *quesadillas*.

**How to get there:** It's a short walk from the main tourist area or take the metro to Merced (line 1).

**When:** Open daily 5 a.m. – 7 p.m.



29

### NEXT CLASS

- Ask students to do Show What You Know in the WB, p. 30.
- Look at the three texts on page 30 and write sentences to give clues about the festivals, e.g. *It happens in August. People throw about 265,000 kilos of food. People go to the main*

*square. You can't buy the food at this festival in a supermarket, etc.*

## 2.5

## GRAMMAR

## Articles

*I can use articles to refer to specific nouns and to make generalisations.*

## 1 Read the text and complete the table.



**The Tomatina** is a festival in Spain. The festival happens every August in Buñol – on the last Wednesday in August. Buñol is a small town near Valencia. Thousands of people go to the festival every year. At the Tomatina, people go to the main square and they throw tomatoes! They squash the tomatoes first, so they don't hurt anyone. It's messy but lots of fun!

## The Tomatina Festival

What	<sup>1</sup> <u>A Spanish festival</u>
Where	<sup>2</sup> <u>In Buñol in Spain</u>
When	<sup>3</sup> <u>On the last Wednesday in August</u>

## 2 Read the GRAMMAR FOCUS and underline the articles in the text.

## GRAMMAR FOCUS 10

## Articles

You use **a/an**:

- with a singular noun when it is one of many things/people:  
*Buñol is a small town.* (There are many towns in Spain)
- when you mention something for the first time:  
*It's a festival in Spain.*

You use **the**:

- when you talk about a specific thing that everybody knows:  
*People go to the main square.* (= a specific place)
- when you mention something for the second time:  
*It's a festival in Spain. The festival happens every August.*

There's **no article (Ø)**:

- when you speak in general:  
*Do you like tomatoes? I hate cheese.*
- with days of the week or months, names of places or countries: *in Buñol, in August.*

30

## 3 1.55 Read the text and choose the correct option. Then listen and check.



**The Battle of the Oranges** is <sup>1</sup> the / a food festival.

It happens every year in <sup>2</sup> Ø / an Ivrea. Ivrea is <sup>3</sup> a / the town in the north of Italy. At <sup>4</sup> the / a festival, nine teams of people throw <sup>5</sup> Ø / the oranges. Thousands of people take part! <sup>6</sup> Ø / The oranges are not from Ivrea – they are from the south of Italy. Each year, people throw about 265,000 kilos of <sup>7</sup> Ø / the oranges!

## 4 Complete the text with a/an, the or Ø.



**The Hokitika** is <sup>1</sup> a festival in <sup>2</sup> Ø / a New Zealand.

It takes place every year in <sup>3</sup> Ø / a March. <sup>4</sup> The festival is about <sup>5</sup> Ø / a wild food – food you find in <sup>6</sup> The / a countryside. You can't buy wild food in <sup>7</sup> a / the supermarket! At <sup>8</sup> the / a festival, you can try <sup>9</sup> Ø / a different kinds of wild food, for example, crocodile. It's <sup>10</sup> a / the popular festival and thousands of people go!

## 5 SPEAKING Discuss the questions.

- Which festival would you like to go to? Why?
- Do you know any other food festivals? What happens there?

Grammar page 128

## REFERENCES

Using videos in the classroom p. T14

## EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 10 Test yourselves (10 min.) pp. 179, 200

- Extra digital activities: Grammar Checkpoint
- After students have read all three texts, read out the sentences you prepared earlier. Students identify the festival.

## WORKBOOK

p. 30, including Show What You've Learnt

## NEXT CLASS

Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 2.5, Grammar.



## 2.6

## SPEAKING

Ordering food

*I can use simple phrases to order a meal.*

- 1 **1.56** Look at the photo and the menu. Listen and repeat the prices.

- 1 twenty-five p/pence
- 2 thirty-five p/pence
- 3 two pounds forty-five
- 4 one pound fifty
- 5 seventy-five p/pence
- 6 two pounds ninety-nine

- 2 **1.57** Listen to the prices and say which you hear. Then listen again and repeat.

- 1 a £2.15 b £2.50 4 a 70p b 17p
- 2 a €3.45 b €2.45 5 a €0.99 b €0.90
- 3 a €4.85 b €4.85 6 a 25c b 35c

- 3 **1.58** Read and listen. Then complete the sentences. What does Ben have to eat and drink?

Amy: Hi. Are you ready to order?

Ben: Yes. I'd like a <sup>1</sup> cheese sandwich with <sup>2</sup> tomato.

Amy: OK. What would you like to drink?

Ben: Can I have a <sup>3</sup> cola, please?

Amy: Large or small?

Ben: Small, please.

Amy: Anything else?

Ben: Yeah ... Can I have a banana?

Amy: Anything else?

Ben: No, thanks. That's it. How much is it?

Amy: It's <sup>4</sup> £4.90.

Ben: Here you are.

Amy: Enjoy your meal.

Ben: Thanks.

- 4 **1.58** Read the SPEAKING FOCUS. Put B (Ben) and A (Amy) next to the sentences. Then listen again and check.

## SPEAKING FOCUS

## Ordering food

Are you ready to order? **A**

I'd like a/an/some ... /Can I have a/an/some ...? **B**

What would you like to drink? **A**

Large or small? **A**

Anything else? **A**

No, thanks. That's it. **B**

How much is it? **B**

It's ... (+ price) **A**

Here you are. **B**

Enjoy your meal. **A**



- 5 Match questions 1–6 with responses a–f.

- 1 How much is it? **c**
  - 2 Are you ready to order? **f**
  - 3 What would you like to drink? **a**
  - 4 Anything else? **b**
  - 5 Large or small? **d**
  - 6 Enjoy your meal. **e**
- a A bottle of mineral water, please.  
b No, thanks, that's it.  
c It's four pounds sixty-five.  
d Large, please.  
e Thanks.  
f Yes, can I have a burger?

- 6 **SPEAKING** Follow the instructions below to order food. Use the SPEAKING FOCUS to help you.

Student A: You work at the café.

Student B: Look at the menu and decide what you want.

## ROLE-PLAY 611 Ordering food

- 611** Watch the video and practise. Then role-play your dialogue.

31

## REFERENCES

Audioscript pp. 161–162

Using videos in the classroom p. T14

## EXTRA ACTIVITIES

In pairs, students prepare a short dialogue with missing expressions and pass it to another pair to complete and read out.

## WORKBOOK

p. 31

## NEXT CLASS

Ask students to think about planning a party and consider what type of party it is, the type of food and drink they are going to have and what type of music they will listen to.

31



An email of invitation

*I can write a simple informal email of invitation.*

- 1 **SPEAKING** Discuss the questions.
- How often do you go to parties?
  - Do you bring anything with you? If yes, what?
- 2 **Read the email. Does Emma mention any of the things you bring to parties?**
- 3 **Read the email again. Match parts of the email A–F with descriptions 1–6.**
- Making the invitation (C)
  - Finishing the email (F)
  - Asking for confirmation (E)
  - Giving the details (where? when? what kind of party?) (D)
  - Greeting (A)
  - Opening the email (B)

**To:** Anna  
**Subject:** Party

[A] Hi Anna,

[B] How are you?

[C] Would you like to come to my party? [D] It's on Saturday at my house at 7:30 p.m. It's a 'bring-your-own' party – everyone makes some food and brings a drink. Then we all eat the food together! You can make any recipe you want. Your pizzas are fantastic and you always make delicious salads, too. Or you can bring an interesting dessert. 😊

[E] Can you come? What can you make? Email or text me and let me know!

[F] Love,

Emma xxx

### Exercise 6

- Your sandwiches are delicious.
- After dinner I listen to my favourite music.
- The music is fantastic.
- You can make an easy recipe.



- 4 Complete the **WRITING FOCUS** with the headings in Exercise 3.

### WRITING FOCUS

#### An email of invitation

##### A Greeting

Hi John,/ Hello!

##### B Opening the email

How are you?

How are things?

##### C Making the invitation

Would you like to come to my party?

Do you want to come to a party?

##### D Giving the details

It's on Friday. It's at 8 p.m./It's on Friday at 8 p.m.

It's at my house/at Moon Club.

It's a birthday/fancy-dress/bring-your-own/post-exam party.

##### E Asking for confirmation

Can you come?

Email or text me and let me know.

I hope you can come! Let me know!

##### F Finishing the email

Love,/Lots of love,

Best wishes,

- 5 Read the example sentences in the tables and choose the correct option in the sentences below.

Subject	Verb	Article	Adjective	Object (noun)
Everyone	makes	Ø	Ø	food.
You	make	a	delicious	salad.

Subject	to be	Article	Adjective	Noun
Your pizzas	are	Ø	fantastic!	Ø
It	is	a	bring-your-own	party.

- The subject comes before /after the verb.
- The adjective usually comes before /after the noun.
- When there is no object, the adjective comes before /after the verb 'to be'.

- 6 Put the words in the correct order to make sentences.

- fancy-dress / party / a / It's  
*It's a fancy-dress party.*
- Your sandwiches / delicious / are
- listen to my / After dinner / I / music / favourite
- The music / fantastic / is
- make an / recipe / easy / You can

### SHOW WHAT YOU'VE LEARNT

- 7 Write an email of invitation to a friend. Use the **WRITING FOCUS** to help you. Write about:

- what kind of party it is,
  - the details – where, what date and time,
  - what you want your friend to bring.
- Ask for confirmation.

### EXTRA ACTIVITIES

- Elicit different ideas for parties from the students and write them on the board.
- In pairs, students plan a party. They design the invite and write it as an email. The class votes on the most 'fun'

party or the one they would most like to attend.

### WORKBOOK

p. 32, including *Show What You've Learnt* and *Show That You've Checked*

### NEXT CLASS

Ask students to study the Word list on page 33.

## 2.1 Vocabulary 4.8

a bag of onions /ə ,bæg əv 'ʌnjənz/  
 a bag of potatoes /ə ,bæg əv pə'teɪtəʊz/  
 a bag of sugar /ə ,bæg əv 'fʊgə/  
 a bottle of ketchup /ə ,bɒtl əv 'ketʃəp/  
 a bottle of oil /ə ,bɒtl əv 'ɔɪl/  
 a can of lemonade /ə ,kæn əv ,lemə'neɪd/  
 a can of soup /ə ,kæn əv su:p/  
 a carton of eggs /ə ,kɑ:tn əv 'egz/  
 a carton of milk /ə ,kɑ:tn əv 'mɪlk/  
 a carton of orange juice /ə ,kɑ:tn əv 'brændʒ ,dʒu:s/  
 a jar of honey /ə ,dʒɑ:r əv 'hʌni/  
 a jar of mayonnaise /ə ,dʒɑ:r əv ,meɪə'neɪz/  
 a jar of tomato sauce /ə ,dʒɑ:r əv tə'mɑ:təʊ ,sɔ:s/  
 a loaf of bread /ə ,ləʊf əv 'bred/  
 a packet of butter /ə ,pækɪt əv 'bʌtə/  
 a packet of cocoa /ə ,pækɪt əv 'kəʊkəʊ/  
 a packet of crisps /ə ,pækɪt əv 'krɪspz/  
 a packet of flour /ə ,pækɪt əv 'flaʊə/  
 a packet of Parmesan cheese /ə ,pækɪt əv ,pɑ:mi'zæn 'tʃi:z/  
 a packet of spaghetti /ə ,pækɪt əv spə'geti/  
 a tin of peas /ə ,tɪn əv 'pi:z/  
 a tin of tuna /ə ,tɪn əv 'tju:nə/  
 a tub of ice cream /ə ,tʌb əv ,aɪs 'kri:m/  
 bread /bred/  
 brownie /'braʊni/  
 crisps /krɪspz/  
 (dark/milk) chocolate /,dɑ:k/,mɪlk 'tʃɒklət/  
 dessert /dɪ'zɜ:t/  
 egg /eg/  
 favourite /'feɪvərət/  
 flour /'flaʊə/  
 for dessert /fɔ dɪ'zɜ:t/  
 freezer /'fri:zə/  
 get a takeaway /,get ə 'teɪkəweɪ/  
 honey /'hʌni/  
 ingredients /ɪn 'ɡri:diənts/  
 juice /dʒu:s/  
 ketchup /'ketʃəp/  
 lemonade /,lemə'neɪd/  
 make a snack /,meɪk ə 'snæk/  
 mayonnaise /,meɪə'neɪz/  
 milk /mɪlk/  
 oil /ɔɪl/  
 on the way back /ɒn ðə ,wei 'bæk/  
 onion /'ʌnjən/  
 pepper /'pepə/  
 potato /pə'teɪtəʊ/  
 prepare /prɪ'peə/  
 salt /sɔ:lt/  
 sauce /sɔ:s/  
 snack /snæk/  
 soup /su:p/  
 spaghetti Bolognese /spə,geɪ bələ'neɪz/

strawberry /'strɔ:bəri/  
 take out /,teɪk 'aʊt/  
 tomato /tə'mɑ:təʊ/  
 tuna /'tju:nə/  
 (two) bars of chocolate /tu: ,bɑ:rz əv 'tʃɒklət/  
 (vanilla) ice cream /('vænɪlə) ,aɪs 'kri:m/

## 2.2 Grammar 4.9

a packet of cornflakes /ə ,pækɪt əv 'kɔ:nflekks/  
 basil /'bæzəl/  
 classic /'klæsɪk/  
 cola /'kəʊlə/  
 (egg and tuna) sandwich /(eg ən 'tju:nə) 'sænwɪdʒ/  
 fridge /frɪdʒ/  
 ham /hæm/  
 hamburger/burger /'hæmbɜ:gə/'bɜ:gə/  
 hungry /'hʌŋɡri/  
 (mozzarella) cheese /('mɒtsə,relə) 'tʃi:z/  
 mushroom /'mʌʃru:m/  
 olive oil /'ɒlɪv 'ɔɪl/  
 pizza /'pi:tə/  
 seafood /'si:fu:d/  
 typical /'tɪpɪkəl/

## 2.3 Listening 4.10

a cup of (flour) /ə ,kʌp əv ('flaʊə)/  
 banana /bə'nɑ:nə/  
 boil (potatoes) /,bɔɪl (pə'teɪtəʊz)/  
 chop (fruit) /,tʃɒp ('fru:t)/  
 fantastic /fæn'tæstɪk/  
 fast food /,fɑ:st 'fu:d/  
 for breakfast /fɔ 'brekfəst/  
 fry (meat/an omelette) /,fraɪ ('mi:t/ən 'ɒmlət)/  
 healthy /'helθi/  
 heat /hi:t/  
 mix eggs with (potatoes) /mɪks ,egz wɪð (pə'teɪtəʊz)/  
 mixture /'mɪkstʃə/  
 omelette /'ɒmlət/  
 on both sides /ɒn ,bəʊθ 'saɪdz/  
 pan /pæn/  
 pancake /'pæнкеɪk/  
 put on top of /,pʊt ɒn 'tɒp əv/  
 recipe /'resəpi/  
 recommend /,rekə'mend/  
 salad /'sæləd/  
 slice (cheese) /,sleɪs ('tʃi:z)/  
 take out of the pan /,teɪk ,aʊt əv ðə 'pæn/  
 try /traɪ/  
 unhealthy /ʌn'helθi/  
 yummy /'jʌmi/

## 2.4 Reading 4.11

chef/cook /ʃef/kʊk/  
 delicious (food) /dɪ,lɪʃəs ('fu:d)/  
 dish /dɪʃ/  
 expensive /ɪk'spensɪv/

experience /ɪk'spiəriəns/  
 floating /'fləʊtɪŋ/  
 fresh food /,freʃ 'fu:d/  
 go out for a meal /,gəʊ ,aʊt fɔə ə 'mi:l/  
 grilled (salmon) /,ɡrɪld ('sæmən)/  
 guide /gaɪd/  
 hot/spicy /hɒt/'spai:si/  
 kitchen equipment /,kɪtʃɪn r'kwɪpmənt/  
 local food /,ləʊkəl 'fu:d/  
 meal /mi:l/  
 noodles /'nu:dlz/  
 office /'ɒfəs/  
 per person /pə 'pɜ:sən/  
 price /praɪs/  
 serve /sɜ:v/  
 speciality /,speʃi'æləti/  
 spicy food /,spai:si 'fu:d/  
 stalls /stɔ:ldz/  
 street food /'stri:t fu:d/  
 strong /strɒŋ/  
 take the metro /,teɪk ðə 'metrəʊ/  
 taste /teɪst/  
 traditional food /trə'dɪʃənəl fu:d/  
 vegetarian food /,vedʒə'teəriən fu:d/

## 2.5 Grammar 4.12

crocodile /'krɒkədail/  
 (food) festival /('fu:d) ,festəvəl/  
 happen /'hæpən/  
 main square /,meɪn 'skweə/  
 orange /'brændʒ/  
 squash /skwɒʃ/  
 supermarket /'su:pə,mɑ:kət/  
 team /ti:m/  
 throw /θrəʊ/  
 wild /waɪld/

## 2.6 Speaking 4.13

Anything else? /,eniθɪŋ 'els/  
 Enjoy your meal! /ɪn,dʒɔɪ jə 'mi:l/  
 Here you are. /'hɪə jʊ ɑ:/  
 large /lɑ:dʒ/  
 menu /'menju:/  
 (mineral) water /('mɪnərəl) ,wɔ:tə/  
 order /'ɔ:də/  
 pence /pens/  
 pound /paʊnd/  
 small /smɔ:l/

## 2.7 Writing 4.14

birthday party /'bɜ:θdeɪ ,pɑ:ti/  
 bring-your-own party /,brɪŋ jəɪ 'əʊn ,pɑ:ti/  
 fancy-dress party /,fænsi 'dres ,pɑ:ti/  
 post-exam party /pəʊst ɪg,zæm 'pɑ:ti/

## WORD LIST ACTIVITIES

- Divide the class into teams. Students study the list for a few minutes, then close their books. Play *Snowman* with words from the list. Give points for the first team to guess the word and say the correct category.

- Divide the class into four or five teams. They have to give definitions of *vegetarian food*, *snack*, *street food* and *dessert* and then give examples of food for each category.



## VOCABULARY AND GRAMMAR

- 1 Complete the sentences with the words in the box. There are two extra words.

(bar bottle carton jar loaf packet tin tub)

- We've got a tub of ice cream for dessert.
- I want to buy a packet of crisps for the party.
- Can you buy a loaf of bread at the supermarket?
- That jar of honey is almost empty. We need to buy a new one.
- Please can you pass me that bottle of ketchup?
- There's a carton of juice on the table.

- 2 Complete the sentences with the correct form of the words in capitals.

- My father makes delicious omelettes. They are his speciality. **SPECIAL**
- Fish and chips are a traditional food in Britain. Many people eat them. **TRADITION**
- The food in that restaurant is local. It is from farms near to the town and it's very good. **LOCATION**
- I usually have grilled fish and salad for lunch. **GRILL**
- I don't eat meat. I'm a vegetarian. **VEGETABLE**
- Curry can be very spicy – it's often too hot for me to eat. **SPICE**

- 3 Choose the correct option.

- There isn't much / many bread.
- I drink any / a lot of water every day.
- There's any / some orange juice in the fridge.
- How much / (many) pizzas do you eat a month?
- Are there any / some mushrooms on the pizza?
- There isn't any / some cheese in my sandwich.

- 4 Complete the sentences with a/an, the or Ø (no article).

- Do you like Ø mushrooms?
- Let's go out for a meal tonight.
- Please can I have an apple?
- Dino's is a restaurant near my house. The restaurant is popular with young people.
- We always have an omelette for breakfast on Ø Sunday.
- Cheese is an ingredient for pizzas.

## USE OF ENGLISH

- 5 Choose the correct answer, A, B or C.

- X: Hi, Mum. I'm hungry!  
Y: Good morning! Do you want sausages for \_\_\_?  
A dinner **B** breakfast C dessert
- X: Do you want anything from the shops?  
Y: Yes, I'd like \_\_\_ bar of chocolate, please.  
A the B Ø **C** a
- X: A mushroom pizza. Is that everything?  
Y: Yes. How \_\_\_ is it?  
X: It's £6.50, please.  
**A** much B many C any
- X: What do you want to drink?  
Y: Some \_\_\_, please.  
A honey B ham **C** juice
- X: Can I have a sandwich?  
Y: Sorry, we haven't got \_\_\_ bread.  
A some **B** any C a
- X: Do you want to go to a restaurant tonight?  
Y: No, let's get a \_\_\_\_\_.  
A street food **B** takeaway C fast food

- 6 Read the text and choose the correct answer, A, B or C.

## FOOD FOR SUMMER

Salad is the perfect food for summer. It's easy to <sup>1</sup> \_\_\_\_\_ and it's very good for you. Salads usually have <sup>2</sup> \_\_\_\_\_ tomatoes, onions and lettuce. But, you can put any ingredients you want <sup>3</sup> \_\_\_\_\_ your salads! For example, you can add fruit such as strawberries or apples. You can add a <sup>4</sup> \_\_\_\_\_ of tuna or some ham too. You can also make a salad with rice – it's <sup>5</sup> \_\_\_\_\_! So next time you want to make a meal or a <sup>6</sup> \_\_\_\_\_, remember – try a salad.

- |                 |                    |               |
|-----------------|--------------------|---------------|
| 1 A makes       | B making           | <b>C</b> make |
| 2 <b>A</b> some | B any              | C many        |
| 3 <b>A</b> into | B with             | C at          |
| 4 A bag         | B packet           | <b>C</b> tin  |
| 5 A favourite   | <b>B</b> delicious | C strong      |
| 6 A tea         | <b>B</b> snack     | C dessert     |

## LISTENING

- 7 **1.59** Listen to a conversation between Beth and Katie. Complete the information with up to four words in each gap.

- Date of meeting: Friday (afternoon)
- Place: Katie's home
- Food: Spaghetti with vegetables/tomatoes and mushrooms
- Dessert: Strawberry ice cream
- Time of meeting: 3:30 p.m.

## REFERENCES

Audioscript p. 162

## EXTRA ACTIVITIES

- Photocopiable resource 11 Vocabulary and grammar check 1 (15 min.) pp. 179, 201
- Word Practice 2, WORD STORE booklet, p. 4

- Photocopiable resource 12 In a café (speaking; 8 min.) pp. 179–180, 202
- Photocopiable resource 13 Food festival (writing; 11–12 min.) pp. 180, 203
- Extra digital activities: Reading and Use of English

## READING

8 What does each notice say? Read notices A–C and match them with questions 1–7. There is one extra question.

- 1 Where can you learn some new recipes? **B**
- 2 At which food festival can you listen to live music? **C**
- 3 Which festival has got food from only one area of Britain? **B**
- 4 Which festival is free for everybody? **A**
- 5 Where can you buy clothes as well as food? **C**
- 6 At which festival can you try out your own recipes? **A**
- 7 Where can you try food from other countries? **A**

### A The Loch Lomond Food & Drink Festival

is one of the most popular festivals in Scotland. It brings over 20,000 people to the area to enjoy the delicious food and drink. It takes place every year in September and lasts two days. You can try and buy local food and traditional Scottish food. There is a Continental Market with foods from many different countries in Europe too. You can also watch top chefs prepare food. It's free!

### B The Cheshire Food Festival

is a celebration of all the different foods from Cheshire in the north of England. The festival also supports local restaurants, farmers and food producers. You can try some fantastic food and watch some cooking demonstrations. There are also cooking classes so you can prepare some dishes. It takes place in the gardens of Walton Hall and only costs £2 per person. It's free for children under 12 years old.

### C THE GREAT BRITISH FOOD FESTIVAL

is a fantastic event for all the family. Watch top chefs cook, try amazing food from all over the country and enjoy the many bands that play there. There are several competitions, such as the famous Cake Off. There's entertainment for children too, including a magician. There's also a market with crafts and T-shirts, tops and trousers. A family ticket is £20 (two adults + two children). Don't miss it!

## SPEAKING

9 Put C for Customer or S for Server next to each sentence.

- 1 I'd like a small pizza, please. **C**
- 2 Anything else? **S**
- 3 Are you ready to order? **S**
- 4 No, thanks. That's it. **C**
- 5 Enjoy your meal. **S**
- 6 How much is it? **C**

10 Do the task in pairs.

### Menu

#### Main course

Chicken salad	4.50
Burger and chips	4.25
Pizza	3.75
Cheese omelette	3.80

#### Drinks

Cola	small	0.60	large	1.45
Juice	small	0.80	large	1.70
Lemonade	small	0.50	large	1.10
Tea		1.20		

#### Dessert

Chocolate cake	2.50
Ice cream	1.25
Pancakes	2.45

#### Student A

You work in a café.

- Greet Student B and ask for his/her order (*ready/order?*) for food and drink (*what/drink? what/size? anything else?*).
- Use the menu to help you.
- Give price and thank Student B.

#### Student B

You are a customer in a café.

- Ask Student A for something to eat and drink.
- Use the menu to help you.
- Choose your drink size.
- Ask how much it costs and pay for your order.

## WRITING

11 Read the writing task. Match sentences a–d to points 1–4 in the task. Then do the task.

- a It's a Festival of Spicy Food. It's next weekend and it's free.
- b Can you come? Email or text me and let me know.
- c Would you like to come to a fantastic food festival with me?
- d How are you?

You are interested in healthy food and you like trying dishes from different countries. You're going to a food festival and want to invite your friend. Write an email to him/her and include these points:

- 1 Greet him/her and ask how he/she is. **d**
- 2 Say where and when the festival is. **c**
- 3 Say what you can see and do there. **a**
- 4 Invite him/her to come. **b**

## NEXT CLASS

- Ask students to do Self-check 2.9, WB pp. 34–35, as homework.
- Ask students to prepare for Unit Test 2: Assessment Package, Unit 2.
- Ask students to prepare for Review Test 1: Assessment Package, Unit 2.

## PROJECT

- How to teach with projects p. T19
  - Think about your favourite food.
- What ingredients do you need to make it? When do you eat it? Do some research and prepare a presentation or video about it. Then present it to your class.