3 Unit overview

Vocabulary

Preparing food: add, bake, boil, chop, fry, grate, grill, mix, peel, pour, roast, weigh
Kitchen equipment: baking tray, chopping board, fork, frying pan, grater, knife, mixing bowl, peeler, saucepan, scales, tablespoon, teaspoon, tin opener

Grammar

Present perfect with *just, already, yet, ever, never*
Present perfect and Past simple

Functions

Expressing preference:
What would you rather do? I'd rather (go for a meal).
Which do you prefer? I prefer (Indian) to (Thai).
Which one do you like more? I think I like (sushi) more.
What would you prefer to do? I'd rather (stay in with you guys).

Skills

Reading: Understanding a text about street food
Listening: Listening to a food podcast about a dish
Writing: Writing a restaurant review
Speaking: Talking about street food; Describing and explaining; Describing a picture

Pronunciation

homophones

Sustainable Development Goal 15

Life on land

Future skills

Future skills project 3: Self-management: adaptability

GSE Learning objectives	Development indicators
Speaking	
• Can ask and answer questions about past times and past activities. (GSE 40) • Can talk about past events or experiences, using simple language. (GSE 40) • Can make simple recommendations for a course of action in familiar everyday situations. (GSE 45) • Can explain the meaning of a word or phrase using simple language. (GSE 45) • Can express preferences about food and drink in detail. (GSE 46) • Can enter unprepared into conversation on familiar topics (e.g. family, hobbies, work). (GSE 47) • Can give straightforward descriptions on a variety of familiar subjects. (GSE 47) • Can express tentative agreement politely, using a range of fixed expressions. (GSE 51) • Can express tentative disagreement politely, using a range of fixed expressions. (GSE 51)	• Participate appropriately in simple social and interpersonal exchanges using simple language and expressions. • Participate in a variety of professional, academic, or transactional exchanges in standard speech, using a range of language as well as the appropriate level of formality. • Use simple language to talk about and describe familiar objects and situations or express basic opinions or attitudes in short stretches of speech. • Use a range of common language to talk about and describe a variety of situations, opinions, or attitudes in short stretches of speech. • Participate in a variety of social and interpersonal exchanges in standard speech, using a range of language and appropriate level of formality. • Participate in a variety of social and interpersonal exchanges in standard speech, using a range of language and appropriate level of formality.
Writing	
• Can write short texts about their likes and dislikes, with explanations. (GSE 38) • Can write a short list of instructions for using or doing something (e.g. playing a game), given a model. (GSE 42) • Can write a short, simple description of a familiar device or product. (GSE 45) • Can write a short review of a restaurant, movie, etc. using simple language. (GSE 46) • Can rewrite a short text following feedback. (GSE 46) • Can paraphrase information from a simple text, if guided by questions. (GSE 50)	• Write a short text on common topics and situations using simple language. • Write short texts to inform, instruct, or influence a general audience. • Identify and produce key features of familiar text types or genres and apply format conventions in short texts. • Revise or improve a simple piece of writing, focusing on correcting basic errors and adding in basic details. • Synthesise key information from short texts or sources to complete a simple written task or paraphrase (e.g. notes or summaries).

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3 Taste

What's your water footprint?

How many litres of water did it take to make this meal?

Everything has a water footprint. A water footprint is the amount of water you need to make something.





1 Discuss in pairs. What's your favourite food? What do you like to eat when you go to a restaurant?

2 How much water do you need to produce each item of food? Match the food items (1–7) to the water jugs (A–G).

3 3.1 Listen to a radio interview and check your answers to Exercise 2.

4 3.1 Listen again. Are the sentences true (T) or false (F)?

1 T Meat products have the biggest water footprint of all foods.
2 T Cheese takes less water to produce than meat.
3 F Food with different ingredients uses less water.
4 F It takes more than 300 glasses of water to make one glass of cola.
5 F Vegetables have a higher water footprint than bread.

5 iExplore Make a list of everything you ate for breakfast today. Find a water footprint calculator online and find out which food uses the most water.

6 iReflect Discuss in pairs. How could you reduce the water footprint of your breakfast? What could you cut or add to make a difference?

15 LIFE ON LAND

66% of the water we use is for food production. We can save water and produce more food if we make careful choices about the food we eat.

☐ I can talk about my water footprint.

Teacher's resources
- **Teaching notes** page 202
- **Audioscript** page 260

On the Portal:
- Sustainable Development Goals worksheet

Students' resources
- **Workbook** page 24

On the Portal:
- Digital Workbook

Lesson goal: Ss can talk about their water footprint.

Warm-up: Put Ss in groups of four to prepare word cards with twelve crime and punishment words they remember, with one word on each card. Swap the word cards between groups and ask them to play a miming game. Ss take turns to take a card and mime it for their group to guess. The next person in each group only takes their turn once a word has been guessed. Continue until all groups have completed the game.

Setting the goal: Write *water footprint* on the board. Elicit ideas for what the expression might mean. Explain that in this lesson, Ss will find out what *water footprint* means and why it is important.

Sustainable Development Goal 15: Teaching notes page 203

Exercises 2-3:

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

Reflecting on the goal: Read out the goal. Use the Exit Ticket technique. Ask Ss to write down one idea to reduce their water footprint on a piece of paper, then hand it to you as they leave class. Make a note to revisit the topic if some Ss have problems answering the question.

sample material © Pearson 2026

Lesson goal:
Ss can talk about preparing food and kitchen equipment.

Warm-up: Elicit what meal in the photo on p39 they analysed together. Read out the water measurements from Ex 2 on p39 and ask Ss to name the food item.

Setting the goal:
Ask Ss to write a list for the question: *What can you find in a kitchen?* Then repeat the task for the question: *What do people usually do in the kitchen?* Elicit ideas from both lists. Explain that in this lesson, Ss will learn vocabulary to talk about preparing food and kitchen equipment.

3 Vocabulary

Preparing food

1 3.2 **Label the photos with the verbs in the box. Then listen and check.**

add bake boil chop fry ~~grate~~ grill mix peel pour roast weigh


grate


1 boil


2 peel


3 add


4 chop


5 pour


6 roast


7 mix


8 fry


9 bake


10 weigh


11 grill

2 **Complete the spidergram with the verbs in Exercise 1.**

Preparing food

1 Preparation
add
chop, grate, mix, peel, pour, weigh

2 Ways of cooking
bake, boil, fry, grill, roast

3 **Complete the verbs in the recipe.**

SPANISH OMELETTE



First, weigh and 1p peel 300 g of potatoes.
2C Chop the potatoes and one small onion into small pieces.
3F Fry the potatoes and onion in olive oil.
Break four eggs into a bowl and 4m mix well.
5A Add salt and pepper.
6P Pour the eggs into the pan with the potatoes and onion.
Cook for around ten minutes.

Sample material © Pearson 202

Teacher's resources
- **Teaching notes** page 203
- **Audioscript** page 260

On the Portal:
- Extra practice activities
- Vocabulary game
- Unit 3 Quick Test Vocabulary

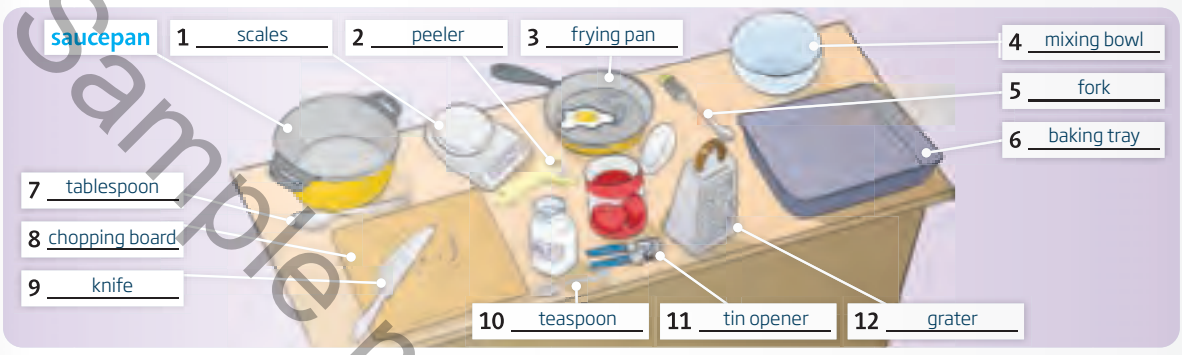
Students' resources
- **Workbook** pages 24–25

On the Portal:
- Digital Workbook
- Extra practice activities
- Vocabulary game

Kitchen equipment

4 3.3 **Label the picture with the words in the box. Then listen and check.**

baking tray chopping board fork frying pan grater knife ~~mixing bowl~~
peeler saucepan tablespoon teaspoon tin opener scales



5 3.4 **Listen to a radio interview with two young cooks. Whose kitchen is shown in Exercise 4?** David's

6 3.4 **Complete the summaries with the words in the box. Then listen again and check.**

chopping board fork frying pan grater mixing bowl saucepan scales ~~tablespoons~~ tin opener

Jody added two **tablespoons** of salt to her cake instead of sugar. She weighed the ingredients carefully on the [1] scales and put them into a [2] mixing bowl. Then she put the mixture in the oven. Her sister threw her [3] fork on the floor!

David made a pizza. He chopped the onions on a [4] chopping board and fried them in a [5] frying pan. Then he opened the tin of tomatoes with a [6] tin opener and cooked the tomato sauce in a [7] saucepan. He used a [8] grater for the cheese. Then he baked his pizza for two hours!

7 3.5 **Pronunciation** **Match the words with the same pronunciation. Then listen and check.**

1 not	a knew
2 no	b knight
3 night	c know
4 new	d knot

8 3.6 **Listen and repeat the tongue twister with the silent /k/.**

New knights know about knives at night. Nice knights don't need knives to fight.

Fun time

9 **Write the instructions for a recipe. Include one big mistake. Then work in pairs. Take turns to read your recipe. Can your partner find the mistake?**

A To make tomato soup, first, I chop the strawberries.

B Wait! You don't use strawberries in tomato soup!

Fast finishers page 129

☐ I can talk about preparing food and kitchen equipment.

Monitoring:
Exercise 9
Walk around the classroom and listen in on Ss' conversations, making a note of the funniest mistakes to elicit for class feedback at the end of the activity.

Reflecting on the goal: Write the goal on the board. Give Ss two minutes to write down as many words for each category as they can. Ask Ss to write the number of words they recalled on a piece of paper, and hold it up on your signal. Make a note to revisit the language point if any Ss show very low numbers (under 15 out of 25).

Sample material © Pearson 2026

Lesson goal:
Ss can use the Present perfect with *just, already, yet, ever* and *never*.

Warm-up: In pairs, ask Ss to take turns saying either a food preparation verb or a kitchen equipment noun, to which their partner should respond with a word from the opposite category. Who is the last to run out of words to respond with?

Setting the goal:
Say and write on the board: *Have you ever connected to a public wi-fi network with your phone?* Ask Ss to identify the verb tense. Underline the Present perfect form, then circle the adverb *ever*. Explain that in this lesson, Ss will practise using the Present perfect with some common adverbs of time: *ever, never, just, already* and *yet*.

Exercise 2:
1 It's usually good.
2 Table manners (using phones at the table, talking with food in their mouths, eating too fast).
3 No elbows on the table.
4 'Just try it.'
5 To wash up after dinner.
6 With a fork.

3 Grammar 1 presentation

TOM'S TEEN BLOG

Table manners



Have you ever argued with your parents about table manners? I get on well with my family, but at mealtimes, we argue a lot. It's usually about using phones at the table, talking with food in our mouths or eating too quickly. Why do parents care so much about table manners? Is it just me or has anyone else ever experienced this? What sort of things make mealtimes stressful for you?

Winston No elbows on the table! My mum has never explained this, so I've never understood it. It's been a rule in my house for years, but why?
6h Like Reply

Ina The most annoying phrase at dinner is, 'Just try it.' But I've already tried it a thousand times! I tried it yesterday and my taste hasn't changed since yesterday!
3h 3 likes Reply

Nat It's my job to wash up after dinner, but Dad wants me to wash up as soon as I put my fork down. Argh! We've just finished dinner! We haven't left the table yet! He spends all evening asking, 'Have you done the washing-up yet?' What difference does it make when I wash up? I always do it!
1h 2 likes Reply

Kelsey My parents hate it if we just use forks. They want us to use forks and knives. But that's weird. I've never seen anyone under 35 who eats like this.
1h 5 likes Reply

1 **What table manners rules are there in your house?**

2 3.7 **Read or listen. Answer the questions.**
1 What is Tom's relationship with his family normally like?
2 What does Tom argue about with his parents at mealtimes?
3 What is the rule in Winston's house?
4 What do Ina's parents say to her at the dinner table?
5 What is Nat's job at home?
6 How does Kelsey like to eat her food?

3 **Discuss in pairs. Do you agree or disagree with the rules in the blog post?**
A I think that you should use a knife and fork.
B Yes, me too.

Teacher's resources
- **Teaching notes** page 204

On the Portal:
- Extra practice activities
- Grammar 3.1 worksheet
- Grammar map
- Unit 3 Quick Test Grammar 1

Students' resources
- **Workbook** page 26

On the Portal:
- Digital Workbook
- Extra practice activities

Sample material © Pearson 2026

Grammar 1 practice

3

12 iExplore grammar

Present perfect with *just, already, yet, ever, never*

+	I've (have) already tried it. We've (have) just finished dinner.
–	We haven't (have not) left the table yet. My mum's (has) never explained it.
?	Have you done the washing up yet? Has anyone else ever experienced this?

4 **Look at the blog post on page 42 and the grammar box. Choose the correct option.**

Hi Ali,

Have you **ever** / **never** heard of Tom Tillman? I've [1] **just** / **yet** read his blog post about arguing over food. Four people have [2] **already** / **never** written great replies. Tom talks about eating too quickly, which is funny because my brother has literally [3] **yet** / **just** done that and had an argument with Mum. I can send you the link if you haven't read it [4] **never** / **yet**. You'll love it – I've [5] **never** / **ever** read a funnier blog.

See you tomorrow!

Amy

5 **Use the prompts to write questions with *ever*.**

you / cook / dinner for your family?
Have you ever cooked dinner for your family?

1 your parents / make / you eat something you really hate?
2 your phone / ring / while you were eating?
3 you / argue / with your family in a restaurant?
4 you / bake / anything?
5 you / eat / something really bad?
6 your best friend / make / a meal for you?
7 you / try / any unusual food?

6 **Your turn** **In pairs, ask and answer the questions in Exercise 5.**

A Have you ever cooked dinner for your family?
B No, I've never cooked dinner for my family.

Look!

How long has this been a rule?
It's been a rule **for** ten years.
It's been a rule **since** I was three.

7 3.8 **Read the Look! box. Complete the text with *for* or *since*. Then listen and check.**

MY food hero



Briony Williams

BY AVA CLARK

I have been a Briony Williams fan **for** five years. She has baked at home [1] since she was a young child. She's been famous [2] since 2018, when she appeared on a TV baking competition. She has presented a food programme on TV [3] for over five years now. Briony has had a limb difference [4] since she was born: her left hand stops at the wrist – she calls it her little hand. She has lived in Bristol [5] since she finished university. She is married and has known her husband [6] for over ten years. Briony is an inspiration to me because nothing stops her.

8 **Your turn** **In pairs, ask and answer questions using *how long*, these verbs and *for* or *since*.**

have know like live play study

A How long have you had your laptop?
B I've had it for two years.

Fun time

9 **Work in groups of five. Take turns to say a sentence using one of the words in the box. Score a point for each person for whom the sentence is true.**

already for just since yet

I have already eaten breakfast.

Exercise 5:

1 Have your parents ever made you eat something you really hate?
2 Has your phone ever rung while you were eating?
3 Have you ever argued with your family in a restaurant?
4 Have you ever baked anything?
5 Have you ever eaten something really bad?
6 Has your best friend ever made a meal for you?
7 Have you ever tried any unusual food?

Monitoring:
Exercise 6
Listen in on Ss completing the task and make a note of any errors in their use of the Present perfect. Write these on the board, without naming the Ss who made the mistake, then elicit a correction from the class.

Fast finishers page 129

☐ I can use the Present perfect with *just, already, yet, ever* and *never*.

Reflecting on the goal: Write the goal on the board. Ask Ss to use their emoji cards to show how confident they feel about using this grammar structure. Make a note to review the language point if a number of Ss indicate concern.

Sample material © Pearson 2026

Lesson goal: Ss can use the Present perfect and the Past simple.

Warm-up: Ask Ss to write three sentences about themselves with *already/yet, just, ever/never* – two of them true and one of them false. Put them in pairs to share their sentences for their partner to try and guess which of the three sentences is untrue.

Setting the goal: Say and write on the board: *I <u>arrived</u> at the school at 7.40 this morning. <u>I've been</u> at school since 7.40 this morning.* Underline the verb forms and elicit the names of the tenses. Explain that in this lesson, Ss will learn about the use of the Present perfect and the Past simple.

Exercise 1: Suggested answer
They're making a dish for a competition.

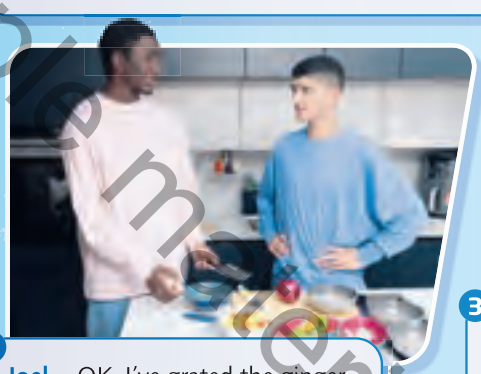
3 Grammar 2 presentation video

Have you ever made this before?



1

Chloe Have you just got back from the shop?
Amir Yes, I have. It took me ages to find the right ingredients for my Indian chicken special!
Chloe Fantastic! I think we're going to win the competition!
Joel I've never been to the World Food Day competition. Did we have one last year?
Chloe No, we didn't. OK, let's cook. Amir, where do we start?
Amir Chloe, chop the vegetables, and Joel, grate the ginger, please.
Chloe and Joel Yes, chef!



2

Joel OK, I've grated the ginger. What's next?
Amir Wait, did you peel it first?
Joel No, I didn't.
Amir Not to worry, there's more ginger. There you go.



3

Chloe The vegetables are ready. What about the chicken?
Amir It's all under control. Let me see … Add the oil and herbs and … leave the chicken overnight … oh!
Joel What? We've got two hours, not twelve!
Chloe Amir! Have you ever made this before?
Amir No, I haven't, but I've eaten it a lot. It's the best dish I've ever tasted.
Chloe Let's just cook it, no one will know. They've never had it before.
Amir That's right. And I promise not to mention your mistake.
Joel and Chloe Our mistake?!

Cool talk

Check the meaning of these phrases.
Fantastic! Not to worry.
It's all under control.

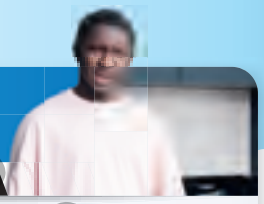
1 **Look at the photos. What do you think is happening?**

2 13 3.9 **Read, watch or listen. Complete the sentences with one word.**

1 Amir went to the ___shop___ before his friends arrived.
2 They are cooking together for the World ___Food___ Day competition.
3 Chloe chops the ___vegetables___.
4 The friends have got ___two___ hours to prepare their dish.
5 Chloe thinks they should ___cook___ it anyway.

video

Story extra



Joel says …

3 14 3.10 **Watch or listen to the extra scene. Put the events in the correct order.**

a ___5___ Joel went to the exam.
b ___4___ The exam started.
c ___1___ Joel caught the bus to school.
d ___3___ Joel waited in the classroom.
e ___2___ Joel left his bag on the bus.

Teacher's resources
- **Teaching notes** page 205
- **Audio-/Videoscript** page 261

On the Portal:
- Extra practice activities
- Grammar 3.2 worksheet
- Grammar map
- Unit 3 Quick Test Grammar 2

Students' resources
- **Workbook** page 27

On the Portal:
- Digital Workbook
- Extra practice activities

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Grammar 2 practice

3

15 iExplore grammar

Present perfect and Past simple

I've known Amir for years. We met in 2019.

2019 Now

I met Amir in 2019.

I've known Amir for years.

4 **Look at the story on page 44 and the grammar box. Choose the correct option.**

Joel hasn't been / didn't go to a World Food Day before.

1 There **hasn't been** / **wasn't** a World Food Day last year.
2 Joel **hasn't peeled** / **didn't peel** the ginger before grating it.
3 Amir **hasn't checked** / **didn't check** the recipe before they started.
4 Amir **hasn't made** / **didn't make** the dish before.

5 **Complete the dialogue with the Present perfect or Past simple form of the verbs in brackets.**



A Did you make (you / make) these biscuits?
B Yes, I did. I [1]_____ (bake) them yesterday. [2]_____ (you / try) one yet?
A No, I haven't. I [3]_____ (see) them earlier, but I [4]_____ (not have) time to stop.
B They're 50p each.
A How many [5]_____ (you / sell) so far?
B About 30. This morning, my friends [6]_____ (buy) 20 biscuits.
A That's great! What [7]_____ (they / think) of them?
B They loved them.
A I'll take five, please. I [8]_____ (never / try) lemon biscuits before.

Fast finishers page 130

6 **Use the prompts to write questions in the Present perfect or Past simple.**

you / ever / cut / your own hair?
Have you ever cut your own hair?

1 when / you / last / cook / a meal?
2 you / ever / eat / something unusual?
3 when / you / last / try / a new dish?
4 you / ever / argue / with someone about food?
5 you / ever / send / food back in a restaurant?
5 you / buy / a cake / on your last birthday?

7 **Your turn** **Work in pairs. Ask and answer the questions in Exercise 6.**

8 **Write as many sentences as you can about the picture. Use the Present perfect and Past simple.**



The boy has just fallen off his bike.
The dog ran after the bike.

Look!

It's the best dish I've ever tasted.
This is the most complicated recipe he's ever seen.

Fun time

9 **Read the Look! box. Complete the sentences with true and false information. Take turns to read a sentence. Your partner can ask three questions to work out if your sentence is true.**

1 The furthest I've ever travelled is …
2 The strangest thing I've ever found is …
3 The most exciting thing I've ever done is …
4 The weirdest food I've ever eaten is …

A The furthest I've ever travelled is to China.
B When did you go to China?

Exercise 5:

1 baked
2 Have you tried
3 saw
4 didn't have
5 have you sold
6 bought
7 did they think
8 've never tried

Exercise 6:

1 When did you last cook a meal?
2 Have you ever eaten something unusual?
3 When did you last try a new dish?
4 Have you ever argued with someone about food?
5 Have you ever sent food back in a restaurant?
6 Did you buy a cake on your last birthday?

☐ I can use the Present perfect and the Past simple.

Reflecting on the goal: Books closed. Read the goal. Ask Ss to use their Traffic light cards to show how confident they feel about using this grammar. Make a note to review the language point if a number of Ss indicate concern.

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Lesson goal:
Ss can understand a text about street food and talk about street food.

Warm-up: Draw a stick figure on the board and say: *This is Bella. Bella likes apples, but she doesn't like oranges.* Ss need to guess a secret rule (Bella likes everything with a double consonant letter, but dislikes everything without one). Use a ball and throw it to a student, who asks, e.g. Does *Bella like milk?* (no). When you have answered, they throw the ball to another student. Ss can try to guess the rule at any point. If they guess correctly, the class wins. If the class can't guess your rule within four minutes of playing, you win.

Setting the goal:
Write on the board: *street food.* Elicit examples of street food. Explain that in this lesson, Ss will find out more and talk about street food.

3 Culture and skills



Street food

Street food is not a new thing. In ancient times, people moved to **urban** areas to work. They didn't have kitchens, so hot street snacks were popular. Today, street food is perfect to snack on when you want to eat out but don't want to go to a restaurant. [1] b The best street food is easy to cook and easy to eat – no plates, knives or forks; you **literally** eat in the street!

Simit is a popular street food in Turkey. It's a round piece of bread with **sesame** seeds. You see simit sellers in all Turkish cities. Often, they sell simits from a **trolley** by the side of the road. [2] d Historical records show that people have baked simit since 1525. Some recipes never get old!





You can find East Asian food all over the world now, and bao buns in particular have become a popular snack in many countries. Bao buns are **steamed** bread filled with meat or vegetables. In China, people eat them for breakfast. [3] e Bao buns date back to the third century – simit is young in comparison!



If you have ever travelled to South America, you will know arepa. [4] a The word 'arepa' comes from an ancient word for **corn**. Anything can go in an arepa: vegetables, meat, cheese or eggs. You can bake, fry or grill them, too! You wrap up the arepa in paper and eat it like a sandwich. You can buy arepas everywhere and eat them as a lunchtime snack, an evening meal or even warm them up the next day for breakfast! They are 'everywhere and anytime' food!

Street food is as popular today as in ancient times and there are no signs that our love of street food is cooling down. If you haven't tried it yet, what are you waiting for?

Fun fact

French fries aren't French. They're from Belgium. And Hawaiian pizza doesn't come from Hawaii, USA. It was first made in Canada.

Glossary

Check the meaning of these words.

corn
literally
sesame
steamed
trolley
urban

Teacher's resources
- **Teaching notes** page 206
- **Audioscript** page 261

On the Portal:
- Skills and language support

Students' resources
- **Workbook** page 28

On the Portal:
- Digital Workbook

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Reading

1 **CLAIM • SUPPORT • QUESTION** **Do the task.**

1 **CLAIM** Do you think street food is healthy?
2 **SUPPORT** Why do you think that?
3 **QUESTION** Can street food be healthy/unhealthy? Can you give examples?

2 **Read the article on page 46 quickly. Choose the best summary.**

a Street food is a new trend which uses traditional ingredients.
b Street food is traditional local food that is simple to cook and eat.
c Street food is changing all the time and is different in every country.

3 3.11 **Read the article again. Complete the gaps (1–4) with the missing sentences (a–e). There is one extra sentence. Then listen and check.**

a It's a round, flat corn bread.
b But what makes the ideal street food?
c The menus are full of classic street food dishes.
d Sometimes they carry them through crowded streets.
e However, they are a popular snack at any time of the day.

4 **Complete the sentences with the correct form of the underlined phrasal verbs in the article.**

We only **eat out** on special occasions like birthdays.
1 If I'm hungry, I snack on fruit, not crisps.
2 The day after the party, we warmed up the pizzas in the oven and had them for breakfast.
3 At the chip shop, they wrapped up the chips in paper so that we could take them home.
4 I always wait for my coffee to cool down – it's too hot to drink straight away.

Listening

5 3.12 **Listen to a food podcast. Which food is the speaker describing?**

A 
B 
C 

6 3.12 **Listen again and complete the list of ingredients.**

For the pastry: **flour**, 1 _____, 2 _____, 3 _____
For the filling: 4 _____, 5 _____, 6 _____

Speaking

7 **Work in pairs. Read the tip and use the phrases to talk about street food you know. Take turns to describe the ingredients and explain how to cook and serve it. Can your partner guess what it is?**

It's a kind of bread. **It's a bit like a pizza.**

8 **Project** **Your school is organising a street food day. Each student will have a food stall. Create a poster to advertise your stall. Include the things below. Display your posters around the classroom and vote for the best one.**

- a picture of your food
- its name and country of origin
- a list of ingredients
- the price

Speaking tip

Describing and explaining
It's like …
It's similar to …
It's a kind/sort of …

☐ I can understand a text about street food and talk about street food.

Exercise 2:
b (Option *a* is not accurate – in many places, street food is very old. Option *c* is true, but it only captures a small part of the article.)

Exercise 6:
1 (an) egg
2 water
3 salt
4 potatoes
5 (an) onion
6 (soft) cheese

Peer learning:
Exercise 8
Before the posters are displayed, Ss show their work to another Ss and give each other feedback, highlighting the thing they like best about their partner's poster and one suggestion for improvement. Ss can then apply their finishing touches to complete their poster.

Reflecting on the goal: Read the lesson goal. For each skill, ask Ss to use their emoji cards to show how confident they feel about them. Make a note to revise the relevant skill if any Ss indicate concern.

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Lesson goal: Ss can discuss and express their preferences.

Warm-up: Put Ss in pairs to look at the photo on p48 and practise describing the scene without reading the story. Ask them to say what they think the family is discussing.

Setting the goal: Ask some willing Ss to share their ideas with the class. Then explain that in this lesson, they will practise ways to discuss and express preferences.

Exercise 1: They decide to stay in and order pizza.

3 Functions

Expressing preference

1 16 3.13 **Read, watch or listen. How do the family decide to celebrate?**

video

Lucas Mum, I've passed my exams!
Mrs Rush Fantastic! Let's celebrate! We could eat out or go to the cinema. What would you rather do?
Lucas I'd rather go for a meal than go to the cinema.
Mrs Rush OK, we could try the new Thai restaurant. Or Indian? Which do you prefer?
Lucas I prefer Indian to Thai.
Mrs Rush Or what about the fancy sushi place?
Lucas Yes, I love sushi.
Mrs Rush So, which one do you like more: Indian or sushi? I'll book the table.
Lucas I think I like sushi more.
Mr Rush Hi! What's going on?
Mrs Rush Lucas has passed his exams, so we're celebrating!
Mr Rush Great! Pizza and a movie?
Mrs Rush Umm, no, we're going out. For sushi.
Mr Rush Really? But pizza with extra cheese sounds much better!
Mrs Rush Fine. What would you prefer to do, Lucas? Go out or stay in?
Lucas Actually, Mum, I'd rather stay in with you guys. Sorry.
Mrs Rush Don't apologise, it's your celebration!
Mr Rush And your mum secretly prefers pizza, too!



2 3.14 **Key expressions** **Complete the sentences with the words in the box. Then listen, check and repeat.**

like prefer rather would

You say	You reply
What would you rather do?	I'd [1] rather go for a meal.
Which do you [2] prefer ?	I prefer Indian to Thai.
Which one do you like more?	I think I [3] like sushi more.
What [4] would you prefer to do?	I'd rather stay in with you guys.

3 Your turn **Answer the questions.**

Which do you prefer: Italian food or Chinese food?
I prefer Italian food.

1 Which do you like more: fruit juice or fizzy drinks?

2 What would you prefer to do: play football or listen to music?

3 What would you rather do: write an essay or do a test?

4 Work in pairs. Discuss your answers to the questions in Exercise 3.

A Why do you prefer Italian food?
B Because I love pasta.

Reflecting on the goal: Read the goal. Ask Ss to use the Traffic light cards to show how confident they feel about this language point. Make a note to include more practice if necessary.

Teacher's resources
- **Teaching notes** page 207

Students' resources
- **Workbook** page 29

On the Portal:
- Digital Workbook

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Writing

3

Lesson goal: Ss can write a restaurant review.

Warm-up: In groups, ask Ss to talk about the most unusual food or drink they have ever tasted, where they tasted it and if they liked it.

Setting the goal: Explain that in this lesson, Ss will practise writing a restaurant review.

1 The Old Vine, Station Road, York

I went to The Old Vine last Thursday evening with my mum to celebrate her birthday. The restaurant was easy to find because it's close to the bus station.

It isn't very big inside and it's a bit dark, but it felt really warm and cosy. Our table was next to the window, which was nice. I ordered the chicken curry, and my mum had lasagne and salad. The salad was fairly small and a bit disappointing, but the lasagne and chicken curry were delicious. We ordered chocolate cake for dessert and it was amazing!

The bill was £53, which is a bit expensive, but we had a lovely evening, and the staff were really friendly and helpful.

I would definitely recommend this restaurant! **by Liam, 16**

A restaurant review

1 Write the name and location of the restaurant
- The Old Vine, Station Road

2 Explain when and why you visited
- I went there (last Thursday) to celebrate Mum's birthday.

3 Give your opinion of the place/food/service/prices
- It isn't very big inside, but it felt really warm and cosy.

4 Make a recommendation
- I would definitely recommend this restaurant!



1 **Read the review. Is it positive or negative?**

2 **Read the review again and choose a star rating for each category.**

Location	★★★★★
Atmosphere	★★★★★
Food	★★★★★
Value for money	★★★★★
Service	★★★★★

3 **Compare your ratings from Exercise 2 in pairs.**

A For location, I gave it five stars because it's easy to find.

B I gave it four stars because maybe the bus station is a little noisy.

Look!

Adverbs can make adjectives weaker and help your sentences sound less negative.

a bit small *fairly noisy* *quite expensive*

4 **Read the Look! box. Rewrite the sentences using adverbs to make them less negative.**

The restaurant was hot.

The restaurant was a bit hot.

1 The drinks were expensive.
2 The vegetables were cold.
3 The restaurant was crowded.
4 The tables were dirty.
5 The waiters were slow.

5 **Write a review of a restaurant (real or invented).**

1 **THINK**
- Decide which restaurant you are going to write about and make notes.

2 **PLAN AND DRAFT**
- Organise your ideas into paragraphs. Use the writing box and Liam's review to help you.
- Use adverbs to make sentences less negative.
- Share the first draft of your text with another student for feedback.

3 **CHECK AND WRITE**
- Use your partner's feedback to make corrections.
- Check you have used the correct tenses (Present perfect and Past simple).
- Check you have used adverbs correctly.

☐ I can write a restaurant review.

Exercise 1:
It is mainly positive, though there are some things the reviewer didn't like (the size of the restaurant, the lighting, the salad, the prices).

Exercise 2:
Possible answers
Location: 4–5; it is near the bus station and easy to find.
Atmosphere: 3–4; it is small and dark, but warm and cosy.
Food: 3–5; the salad was disappointing, but all other food excellent.
Value for money: 3–4; it was a bit expensive.
Service: 5; the staff were friendly and helpful.

Exercise 4:
Example answers
(Most of the adverbs are interchangeable.)
1 The drinks were a bit expensive.
2 The vegetables were fairly cold.
3 The restaurant was quite crowded.
4 The tables were a bit dirty.
5 The waiters were fairly slow.

Teacher's resources
- **Teaching notes** page 207

On the Portal:
- Skills and language support

Students' resources
- **Workbook** page 29

On the Portal:
- Digital Workbook

Reflecting on the goal: Read the goal. Ask Ss to use the Traffic light cards to indicate how confident they feel. Make a note to include more practice if necessary.

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Lesson goal: Ss can identify common phrases in a conversation and describe a picture.

Warm-up: Write any ten words from the Vocabulary lesson in this unit on word cards. A student takes a card and says a sentence '*bleeping*' the word (e.g. *To make tea, first you must 'bleep' the water to 100 degrees.*). The class must guess the word (*boil*). Then pick another student and continue playing.

Setting the goal: Explain that in this lesson, Ss will practise three different exam skills: Use of English (filling in gaps with common phrases in a continuous text), Listening (matching speakers with information they mention) and Speaking (describing a picture).

3 Skills trainer

Exam
Key for Schools, Use of English, Part 5 (Open cloze)

Use of English

1 **Match 1–7 to a–h to make common phrases.**

1 in	a my birthday
2 next	b my homework
3 eat	c to the theatre
4 do	e football
5 play	f the morning
6 get	g out at a restaurant
7 on	h up early in the morning

Reading tip

Phrasal verbs and collocations
Revise common phrasal verbs (e.g. *think of*, *stay out*, *fill in*) and collocations (e.g. *do the housework*, *have a party*, *make a mistake*) to prepare for gap-fill exercises.

2 **Read the tip and complete the text with words 1–7 in Exercise 1.**

A GREAT BIRTHDAY!



Last year on my birthday, I got [1] up early [2] in the morning to [3] play football with my friends. It wasn't a school day, so I didn't have to [4] do my homework. In the evening, I wanted to [5] eat out at my favourite Italian restaurant, so my mum booked that for me. We had a brilliant time because we were sitting at a table [6] next to my favourite football player! I said 'hello' and he signed a birthday card for me!

3 **Complete the email with one word in each gap.**

Hi Delia,

How are you? I hope you are well. I'm in Florence in Italy [1] with my family. Florence is really beautiful and the food here is amazing. Yesterday morning, we visited the Uffizi gallery. We couldn't [2] take photos in the gallery, so we bought some lovely postcards. [3] In the afternoon, we decided to get ice cream. Then we went back [4] to the hotel for a rest. Yesterday evening, we went to an Italian trattoria. I ordered pasta – it was delicious! We didn't have dessert because we [5] did n't want to stay out late – we were really tired. Tomorrow, we want to [6] go on a sightseeing tour of Pisa. I can't wait!

Talk soon,
Yasmin

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Teacher's resources
- **Teaching notes** page 208
- **Audioscript** pages 261–262

On the Portal:
- Skills and language support

Students' resources
- **Workbook** page 30

On the Portal:
- Digital Workbook

Exam
Key for Schools, Listening, Part 5 (Multiple matching)
International Certificate (PTE) 1, Speaking, Part 12 (Describe a picture)

Listening

4 3.15 **Listen to Bella and Abdul talking about the food for a picnic. Match the people (1–5) to the food (a–g). There are three extra food items.**

1 Bella	a vegetables
2 Serena	b biscuits
3 Mia	c crisps and nuts
4 Abdul	d pizza
5 Vikram	e fizzy drinks
	f chocolate cake
	g fruit juice
	h rice dish

5 3.16 **Listen to the recording from Exercise 4 with an American accent. Complete the table with the American English words.**

British	biscuits	crisps	fizzy drinks	sweets
American	1 cookies	2 chips	3 sodas	4 candy

Speaking

6 **Work in pairs. Look at the picture and take turns to ask and answer the questions below.**



Student A
- What is the boy doing?
- What is the man wearing?
- Where has the woman been?
- What do you think is happening?

Student B
- What has the man just done?
- What is the woman wearing?
- How do you think the woman feels?
- What do you think the man and boy are making?

☐ I can identify common phrases in a conversation and describe a picture.

Exercise 6: Suggested answers

A
The boy is pouring (milk) into the (mixing) bowl. The man is wearing an apron. The woman has been to the shops because she has a jacket and a scarf on, and is holding shopping bags. They are preparing for a birthday party.

B
The man has just dropped an egg on the floor. The woman is wearing a jacket and scarf. The woman seems a little angry; perhaps because they're late, or because the kitchen is messy, or maybe she forgot something. They could be making a cake or other party food.

Reflecting on the goal: Write the goal on the board. Then ask Ss to think back to Exs 3, 4 and 6, and use the emoji cards to show how easy they found them. Make a note to practise any tasks that a number of Ss found too challenging.

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Word list activity:
Ask Ss to choose twelve words from the vocabulary lesson and create pairs of word cards for them. On one card in each set, they should draw an illustration of the meaning of the word and on the other card, they should write the matching word. They lay out their 24 cards, face down and turn over two cards. If they match, they can keep the cards. If they don't match, they must be turned back face down. Ss can play individually or in pairs.

Exercise 3:
1 The students haven't finished their lunch yet.
2 Mum's just arrived home.
3 I've never met your grandparents.
4 We've lived on this street for 15 years.
5 Have you ever made pizza before?
6 The film has already started.
7 It hasn't rained since March.
8 Have you had lunch yet?

Review Unit 3

Word list 3 page 139

Vocabulary

1 Choose the correct option.

You should **bake** / **peel** onions before you cook them.

1 My dad always **adds** / **mixes** salt to his food.
2 I like to **roast** / **pour** cream in my coffee.
3 The best smell in the world is bread **baking** / **frying** in the oven.
4 We haven't got a toaster, so we **boil** / **grill** our bread to make toast.
5 You should **chop** / **mix** the sugar with the flour before you add the eggs.
6 You can use the scales on the table if you want to **weigh** / **grate** the ingredients.

2 Complete the sentences with the words in the box.

baking tray ~~chopping board~~ fork grater mixing bowl saucepan teaspoon

You must use a chopping board to cut vegetables.

1 He burnt his finger on the baking tray when he took it out of the oven.
2 I couldn't find a mixing bowl and didn't know where to put the cake ingredients.
3 Can I have a teaspoon for my coffee, please?
4 We use a big saucepan full of boiled water to cook pasta.
5 Can I have a knife and fork to eat with, please?
6 You can use a grater for vegetables like carrots – it's not just for cheese.

Grammar

3 Use the prompts to write sentences using the Present perfect and the adverb in brackets.

I / tell / you / a hundred times! (already)
I've already told you a hundred times!

1 the students / not finish / their lunch (yet)
2 Mum / arrive / home (just)
3 I / meet / your grandparents (never)
4 we / live / on this street / 15 years (for)
5 you / make / pizza before? (ever)
6 the film / start (already)
7 it / not rain / March (since)
8 you / have / lunch? (yet)

4 Complete the text with the Present perfect or Past simple form of the verbs in brackets.

Si King and David Myers first met (meet) in 1995, and they [1] have been (be) best friends since then. When they were young, they both [2] worked (work) in the film industry. One day after work, they [3] went (go) out for a curry and [4] talked (talk) all evening about their shared passion for motorbikes and food. They [5] created (create) their first TV show, *The Hairy Bikers*, in 2006. It was a great success and since then they [6] have made (make) 25 TV series! They [7] have written (write) over 26 cookery books and they [8] have tried (try) food from all over the world, but they still both love a nice curry.



Functions

5 Complete the words in the dialogue.

Maya What would you rather do: go to the shopping centre or the park?
Josh Hmm … I'm not keen on shopping. I'd [1]r rather go to the park.
Maya Great. Which do you [2]p prefer: skateboarding or football?
Josh I prefer skateboarding, but I like tennis, too.
Maya Which do you [3]l like more: skateboarding or tennis?
Josh I like tennis [4]m more, but what [5]w would you prefer to do?
Maya Well, I think I'd prefer to go to the shopping centre, but tennis is OK.

Teacher's resources
- **Teaching notes** page 209
- **Future skills project 3** page 77

On the Portal:
- Unit 3 Tests

Students' resources
- **Workbook** page 31

On the Portal:
- Digital Workbook

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Future skills project

3

Self-management

Are you adaptable?

Lesson goals
Students can talk about how to adapt to different scenarios.
Students can identify strategies to develop their adaptability skills.
Future skills
Self-management: adaptability
Recycled vocabulary
Food, free time activities, emotions

Warm-up

- Put students in groups of four or five and tell them they have five minutes to plan a class picnic. They need to decide the location, food and activities. When the five minutes is up, tell students that there has been a change of plan, and that there is no budget to buy food and the weather forecast says it's going to rain all day on the day of the picnic. Give them another five minutes to decide what to do and revise their plan. When the time is up, ask each group to share their revised plan with the class and explain how it was adapted from their original idea.
- **Setting the goals** Ask students to discuss the following question: *How did you feel when you learnt you had to change your plans?* Establish that when things don't go to plan we often feel frustrated and angry amongst other emotions, then write *Adaptability* on the board. Elicit or explain what adaptability is (the ability to adjust, change and thrive in new and unexpected situations). Then tell students that in this lesson they will discuss how to adapt in different scenarios and explore different strategies to develop their adaptability skills.

Procedure

- **Step 1** Ask groups to come up with advice for a friend who is in a situation where they have to adapt and they are feeling frustrated and/or angry. Elicit one or two examples from the list below if necessary. In feedback, elicit and write the following strategies on the board:
  - Keep an open mind.
  - Think logically and objectively.
  - Silence your inner critic.
  - Reframe setbacks or challenges as opportunities.
  - Consider a range of outcomes.
  - Don't be afraid to ask for help.
  - Be aware of your emotions, strengths and development areas.
  - Be responsive to feedback.
- **Step 2** Ask groups to discuss how to develop each strategy in Step 1. In feedback, share the following suggestions as needed:

  Keep an open mind: Question your own strong opinions, work with students who have different opinions to your own.

  Think logically and objectively: Don't take things personally.

  Silence your inner critic: Stop and take 5 deep breaths, go for a walk or listen to a favourite song, replace the negative statement with a positive one.

  Reframe setbacks as opportunities: Focus on what you can control.

  Consider a range of outcomes: Aim for three or four creative possibilities before making any decisions.

  Don't be afraid to ask for help: Make a list of people you can ask for help, plan what you want to ask before the conversation happens.

  Be aware of your emotions, strengths and development areas: Every evening write down all the emotions you felt and why. Keep a journal and note down things that go well and things that need more work.

  Be responsive to feedback: Regularly ask for feedback from someone you trust. Focus on positive feedback as well as what didn't go well.
- **Step 3** Explain that students will now discuss some different scenarios and establish how to respond and adapt to each one. Write the scenarios on the board:
  - It's Monday evening and you just found out your test has been brought forward to Tuesday morning.
  - Your project groupmates explain that the text you prepared isn't appropriate for the project and ask you to rewrite it.
  - Your parents have just told you the whole family is moving to the other side of the country.
  - You realise you won't get the grades needed to go to your first choice of university.

  Focus on the first scenario and give the following example: *I'd calm myself down by taking some deep breaths, then I would focus on what I can control. I'd read my notes and if there was something very confusing, I'd ask a friend to talk through it with me. I'd also pay attention to all the information I already know and can feel confident about. Finally, I'd make sure I got a good night's sleep instead of staying up late to study so that I was fresh for the test.* Ask groups to discuss how to best respond and adapt to the other three scenarios.
- **Step 4** Pair groups together to share their suggestions or hold a whole class discussion.
- **Reflecting on the goals** Give students some questions to help them reflect on the skill. They should reflect individually before sharing ideas with their partner. Suggested questions:

  1 *How do you feel when a situation requires you to adapt?*
  2 *Why is it important to be able to adapt and be flexible in different situations?*
  3 *Which strategies from the lesson are the most important for you to work on?*

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