

5 Food & Drink

Opener (SB pages 82-83)

- Ask students to read the title of the unit and say how it relates to the pictures. They may use L1. (*The title is 'Food & Drink' and the pictures show different people making, eating and drinking different things.*)
- Ask students to look at the main picture on page 82 and the four pictures on 83, and tell you which food they would most like to eat. Ask them if they like eating fruit and vegetables.

A

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the boxes and explain anything they don't understand. Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.
- Tell students that when they describe a picture, it is as if the action is happening now, so they should use the present continuous tense: *He/She is + -ing* and *They are + -ing*.
- Students discuss in pairs before discussing as a class.

Answers

Students' own answers

Suggested answers

Main picture: They're making a cake. There is/I can see a big cake/apples.

Picture 2: They're making small cakes (cupcakes). There is/I can see small cakes/eggs.

Picture 3: He's eating a burger and chips/lunch/dinner. There is/I can see a burger/chips.

Picture 4: They're making (orange) juice for breakfast. There are/is/I can see oranges/(orange) juice.

Picture 5: They're eating oranges. I can see an avocado. There are apples.

B

- Ask students to read the instructions and check that they understand what they have to do. Tell them to use the present simple this time because they are talking about things they like to eat and drink.
- Students discuss in pairs before discussing as a class. Monitor and help with vocabulary and grammar if necessary. When students are ready, ask individual students to tell the class about the things they like to eat and drink. Continue until every student has had a turn. Make a note of any mistakes to go over with the class afterwards.

Answers

Students' own answers

Top Tip

Expand the discussion by bringing in pictures and information about unusual food and drink from around the world. Ask students if they would try any of the following food and drinks: fried spiders (Cambodia), fried grasshoppers (Asia and Mexico), rotting shark meat, known as hákarl (Iceland), cow blood mixed with milk (Kenya).

- Read out the unit summary and explain any unknown vocabulary. Ask students what they are looking forward to doing in this unit.

Lesson 1 (SB pages 84-85)

- Reading:** recipe, answering questions
Vocabulary: food-related words: *cocoa, cream, flour, jam, sugar, vegetable oil*; verbs: *add, make sure, mix, need, wait*
Grammar: countable & uncountable nouns; *some / any*
Listening: answering multiple-choice questions
Speaking: talking about your favourite food

READING

Background information

Microwave ovens are usually used to heat up food and packaged meals, but it is possible to cook a range of food in them such as bacon, eggs, risotto, puddings, muffins, chips and cheesecake.

A

- Ask students to look at the illustration of the piece of paper and tell you what a recipe is (*a set of instructions and a list of ingredients needed to make a dish*).
- Ask students to read the instructions and check that they understand what they have to do. Elicit that the words they need to find are in the recipe. Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.
- Ask students to skim the recipe and look for the words. Explain to them that they do not need to read in detail at this stage as they will have the opportunity to do so later. Explain anything they don't understand.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

bowl: a round container used for eating, serving or preparing food
 hot: very high in temperature
 instructions: information explaining how to do something →

microwave: an oven that cooks food very quickly using electromagnetic waves instead of using heat
 mug: a tall cup, usually with straight sides and no saucer (unlike a tea cup) that is used mainly for hot drinks
 sweet: tasting like sugar

B

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must read the recipe, in detail this time, and answer the questions. Remind them to write complete sentences for their answers.
- Ask students to read the questions and explain anything they don't understand.
- Tell students to underline the parts of the recipe that have the answers. Students work individually to complete the task. They then check their answers in pairs before checking as a class.
- Once the answers have been checked, you may play the Class audio or use the IWB content, and ask students to follow the text in their books as they listen.

Answers

- 1 It is for one or two people. (*This recipe is for one hungry person, or you can share your mug cake with a friend.*)
- 2 You need six things. (*flour, sugar, cocoa, egg, milk, vegetable oil*)
- 3 You cook it in the microwave. (*Put your mug in the centre of the microwave and cook ...*)
- 4 Because it's very hot. (*It's very hot, so wait for a minute before you eat it.*)
- 5 You can add (some) jam. (*... you can add some jam to the recipe.*)

Amazing fact!

Read out the information. Explain it in L1 if necessary. Tell students that microwave ovens are now much cheaper to buy, and much smaller and lighter. Tell students that the microwave oven was invented accidentally while scientists were doing other research into microwaves (electromagnetic waves). One day at work, a scientist realised that the microwaves he was working with had melted a chocolate bar that was in his pocket. He did some experiments and discovered that microwaves could cook foods much faster than normal ovens.

VOCABULARY

A

- Ask students to read the instructions and check that they understand what they have to do. Remind students that there are stickers in their book that they will use to complete the task.
- Ask students to read the words in the task and explain anything they don't understand. Elicit that the words are the names of ingredients. Explain that vegetable oil is an oil used in cooking that comes from the seeds of plants such as corn or sunflowers.
- Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.
- Refer students to the back of their Student's Book, where they will find the stickers.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers



B

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words and the sentences, and explain anything they don't understand. Elicit that the words are verbs.
- Check pronunciation by saying each of the verbs in the box to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

- 1 Make sure
- 2 need
- 3 add
- 4 Mix
- 5 Wait

Extra Task (for early finishers)

See photocopiable material on page 131.

GRAMMAR

See Unit 5 Lesson 1 in the Grammar Book for further explanation, example sentences and tasks.

Countable and Uncountable Nouns

- Read through the grammar theory for countable and uncountable nouns with the class.
- Ask students to look back at the list of ingredients for the recipe in Reading and to tell you which nouns are countable and which are uncountable (*countable – egg; uncountable – flour, sugar, cocoa, milk, vegetable oil*).

A

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Remind them that uncountable nouns don't use *a* or *an*. Refer them to the grammar theory to help them if necessary.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

- 1 a
- 2 a
- 3 -, -
- 4 an
- 5 -

Some / Any

- Read through the grammar theory for *some* and *any* with the class.
- Ask students to look back at the recipe in Reading and to find and underline any examples of *some* and *any* (... *but there aren't any* cakes ..., ... *or you can add some* jam ...).

B

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Remind them that *some* is used in affirmative sentences, and *any* is used in negative sentences and questions. Refer them to the grammar theory to help them if necessary.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

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

Extension activity

Ask students to look back at the food and drink nouns in the Opener on page 83, and to decide with a partner if they are countable or uncountable (countable – burger, cake, chips, grapes, oranges, pears, watermelon*; uncountable – bread, cake, juice). Ask students why *cake* can be both countable and uncountable (*a cake* is countable, whereas *cake* as a mass noun, is uncountable, in the same way that *bread* is). *You might like to mention to students that *watermelon*, like lots of food items, can also be uncountable, especially when someone is asking for some, or offering it to someone else, for example, *Would you like some watermelon?*

Extra Task (for early finishers)

See photocopiable material on page 131.

LISTENING

- Ask students to read the instructions and check that they understand what they have to do. Ask them what pancakes are and if they have made them. Refer them to the picture if necessary.
- Ask students to read the sentences and explain anything they don't understand.
- Play the recording for students. Students work individually to complete the task. Play the recording again if necessary. Students check their answers in pairs before checking as a class.

Answers

- 1b 2a 3b 4b 5a

See the recording script with justification underlined on pages 157-158.

SPEAKING

- Ask students to read the instructions and check that they understand what they have to do.
- Read the speech bubble out as an example, or ask a student to do so. Point out that after they say what their favourite food is, they can add something, as in the example (*I love it!*).
- Students work in pairs to talk about their favourite food. Monitor and help with vocabulary and grammar, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards. Ask individual students to tell the class about their favourite food. Deal with any language mistakes and pronunciation problems that come up.

Answers

Students' own answers

Extension activity

Ask students to tell the class about a dish they have cooked, or know how to cook.

Lesson 2 (SB pages 86-87)

- Reading:** article, completing a text with the correct missing questions
- Vocabulary:** food-related words: *meals* – breakfast, dinner, lunch / *snacks* – biscuits, crisps, nuts / *times* – afternoon, midday, morning / *vegetables* – beans, carrots, onions; other food-related words: *actually*, *cheese*, *feel hungry*, *healthy*, *piece*, *probably*, *salt*, *slice*
- Grammar:** talking about quantities: *much* / *many* / *a lot of* / *lots of* / *a few* / *a little*
- Speaking:** asking and answering questions about a picture
- Writing:** writing sentences about the food in Speaking

READING

Background information

The photographs show Scott Kelly, a NASA astronaut on the International Space Station. Scott was on the International Space Station to test how the human body reacts to an extended presence in space as preparation for the long flights NASA plans to Mars and back in the future. The fresh fruit was delivered by a cargo ship which often take small amounts of fresh food to the International Space Station for the crew members.

A

- Ask students to look at the pictures and tell you what they think is happening (*An astronaut is in zero gravity, so the carrots, oranges, lemons and grapefruit are floating.*). Tell students they may use L1.
- Ask students to read the instructions and check that they understand what they have to do. Elicit that the words they need to find are in the article. Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.
- Ask students to skim the article and look for the words. Explain to them that they do not need to read in detail at this stage as they will have the opportunity to do so later. Explain anything they don't understand.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

astronaut: someone who travels and works in space
athlete: someone who is good at sports, especially athletics, and takes part in sports competitions
either: used in negative statements referring to both of two things
have a snack: eat a small amount of food between meals
space: the area outside the Earth's atmosphere where all the other planets and stars are

B

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must read the article, in detail this time, and decide which question goes into each gap.
- Ask students to read the questions and explain anything they don't understand.
- Tell students to read carefully before and after the gaps as they will find the clues they need there. Students work individually to complete the task. They then check their answers in pairs before checking as a class.
- Once the answers have been checked, you may play the Class audio or use the IWB content, and ask students to follow the text in their books as they listen.

Answers

- 1c The question before the gap poses a situation where someone is hungry before lunch. Question c is logical because you would ask *What do you do?* or a variation of that. The answer *You probably have a snack*, which comes after the gap, fits with question c.
- 2d The word *these* in question d refers to the *biscuits, cake and chocolate* in the sentence before the gap.
- 3a The sentence after the gap says *they aren't sweet*, which ties in with *snacks like crisps* in question a.
- 4e Question e is logical after learning that *some people like athletes have to eat snacks*. The answer *They often eat things like ...*, which comes after the gap, answers question e.
- 5b The sentence after the gap makes suggestions on healthy snacks, which answers question b. Also, the word *them* in question b refers back to tennis players and astronauts mentioned before the gap.

Amazing fact!

Read out the information. Explain it in L1 if necessary. Ask students why they think Michael Phelps needs to eat so much. Ask them if they think they could eat all of that food for breakfast.

VOCABULARY

A

- Ask students to read the instructions and check that they understand what they have to do. Explain that they need to decide which category in the box the words in 1-4 belong to.
- Ask students to read the words in the box and in 1-4 and explain anything they don't understand.
- Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

- 1 meals
- 2 vegetables
- 3 times
- 4 snacks

B

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

- 1 feel
- 2 cheese
- 3 healthy
- 4 piece
- 5 actually

Extension activity

Ask students to explain the difference between *a piece of* and *a slice of*. Ask for examples of both, and for foods that could be either, but with a change in meaning (*a piece of chocolate, fruit, meat etc; a slice of bread, cheese, etc.*; both – *a piece of bread can be broken off from a loaf, but a slice of bread has been cut with a knife*).

Extra Task (for early finishers)

See photocopiable material on page 131.

GRAMMAR

See Unit 5 Lesson 2 in the Grammar Book for further explanation, example sentences and tasks.

Talking about quantities

- Explain that *quantity* means *how much of something*. Read through the first section of the grammar theory with the class (*much* and *many*).

- Draw students' attention to the *Be Carefull!* note and explain that *a lot of* and *lots of* can be used instead of *much* and *many*, without a change in meaning.
- Read the remainder of the grammar theory and ask students to look back at the article in Reading and to find and underline examples of words we use to talk about quantities (... *eat a few biscuits* ..., ... *they have lots of sugar* ..., *Eating a lot of sugar or salt* ...).

- Ask students to read the instructions and check that they understand what they have to do.
 - Ask students to read the sentences and explain anything they don't understand. Tell them to decide if the nouns in the sentences are countable or uncountable before they choose their answers. Refer them to the grammar theory to help them if necessary.
 - Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|------------|----------|
| 1 much | 5 few |
| 2 many | 6 many |
| 3 lot | 7 little |
| 4 a lot of | 8 much |

Extension activity

Write the following questions on the board about Michael Phelps' breakfast and underline the answer options. Ask students to choose the correct options and to answer the questions.

How many / much food does he eat? (*much, lots*)
How many / much sandwiches does he eat? (*many, three*)

Does he eat a lot / lots of cheese? (*lot, yes*)

Does he have lot of / lots of onions? (*lots of, yes*)

Does he have a few / a little sugar on his toast? (*a little, yes*)

Does he have a few / a little pancakes too? (*a few, yes*)

Is there many / much fruit in his breakfast? (*much, no*)

Are there many / much eggs in his omelette? (*many, yes*)

Extra Task (for early finishers)

See photocopiable material on page 132.

SPEAKING

- Ask students to read the instructions and check that they understand what they have to do.
- Read the speech bubbles out as an example, or ask two students to do so. Point out their questions will begin with *How much/many*, and their answers should begin with *There is(n't)/are(n't)*.
- Students work in pairs to ask and answer questions about the food on the table. Monitor and help with vocabulary and grammar, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards. Ask pairs of students to ask and answer questions about the food on the table, and continue around the class until all pairs have had a turn. Deal with any language mistakes and pronunciation problems that come up.

Answers

Students' own answers

Examples:

How much oil/jam/chocolate is there? There's a little oil/jam/chocolate.

How much fruit/flour is there? There's lots of fruit/flour.

How many crisps/carrots/vegetables are there?

There are a lot of crisps/carrots/vegetables.

How many biscuits/onions/tomatoes/eggs/apples/bananas/pears are there? There are a few biscuits/onions/tomatoes/eggs/apples/bananas/pears.

WRITING

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to write sentences about the food in Speaking.
- Assign as homework or, if time permits, ask students to write their sentences in class and check them before the end of the lesson. Deal with any mistakes that come up.

Answers

Students' own answers. Students can write the answers to the Speaking task, or write other sentences about the food. For example, *There are eight carrots on the table. There are three eggs on the table. There is a bowl of fruit on the table.*

Lesson 3 (SB pages 88-89)

Reading: webpage, circling the correct words

Vocabulary: food-related words: *juice, pasta, plant, salad, sandwich, soup*; verbs: *come from, cut, grow, slice, taste*

Grammar: past simple: *to be; There was / There were*

Listening: deciding which speaker chooses different kinds of food

Speaking: asking and answering questions about the menu in Listening

READING

A

- Ask students to look at the people in the picture and ask them what they are doing (*They're throwing tomatoes at each other.*). Ask them if they know why they are doing it (*It's a tradition/custom.*). They may use L1.
- Ask students to read the instructions and check that they understand what they have to do. Elicit that the words they need to find are in the webpage. Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.
- Ask students to skim the webpage and look for the words. Explain to them that they do not need to read in detail at this stage as they will have the opportunity to do so later. Explain anything they don't understand.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

afraid: frightened

Europe: the large area of land that is between Asia and the Atlantic Ocean, one of the six continents of the world

farm: an area of land used to grow crops or keep animals

festival: an event that is held to celebrate something

sauce: a liquid food that you put on other foods to give them flavour

surprised: the way you feel when you find out something unexpected

B

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must read the webpage, in detail this time, and circle the words that make the sentences true according to the information in the webpage.
- Ask students to read the sentences and explain anything they don't understand.
- Tell students to underline the parts of the webpage that have the answers. Students work individually to complete the task. They then check their answers in pairs before checking as a class.
- Once the answers have been checked, you may play the Class audio or use the IWB content, and ask students to follow the text in their books as they listen.

Answers

- 1 can (*I cut them into pieces for salads and I slice them for sandwiches. I also make different sauces for pasta with them.*)
- 2 afraid of (... people were afraid to eat them.)
- 3 Many (*Tomatoes are not always red!*)
- 4 vegetable (*A tomato is actually a fruit ...*)
- 5 throw (*It's called La Tomatina and people throw 150,000 tomatoes at each other!*)
- 6 gardens (*You can grow them in your garden ...*)

Extension activity

Ask students to work in pairs to discuss La Tomatina and say if they would like to go to the festival. Monitor and help with vocabulary and grammar, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards. Have a class discussion about the festival and take a vote to see how many students would want to go there.

Amazing fact!

Read out the information. Explain it in L1 if necessary. Ask students if they are familiar with the Heinz company and if they are surprised by the fact. Ask students what they put ketchup on.

VOCABULARY

A

- Ask students to read the instructions and check that they understand what they have to do. Explain that they have to read the sentences and match them to the words.
- Ask students to read the sentences and the words, and explain anything they don't understand.
- Check pronunciation by saying each of the words a-f to the students and asking them to repeat after you. Correct where necessary.

- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

1e 2b 3d 4c 5f 6a

B

- Ask students to read the instructions and check that they understand what they have to do. Explain that the words are verbs.
- Ask students to read the words and the sentences, and explain anything they don't understand.
- Check pronunciation by saying each of the words in the box to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

- 1 grow
- 2 taste
- 3 cut
- 4 come from
- 5 slice

Extra Task (for early finishers)

See photocopiable material on page 132.

GRAMMAR

See Unit 5 Lesson 3 in the Grammar Book for further explanation, example sentences and tasks.

Past simple: To be

- Read through the grammar theory for the past simple of *to be* with the class, but stop before the section on time expressions. Explain in L1 if necessary.
- Refer students to the table on page 119 of their Student's Book and make sure they understand that we use two different forms of *to be* in the past (*was, were*), unlike the present simple of *to be* where we have three forms (*am, is, are*).
- Go over the time expressions and explain the meaning of *yesterday, ago* and *last*.
- Ask students to look back at the webpage in Reading and to find and underline the examples of the verb *to be* in the past simple (... *I was there yesterday. There were lots of different tomatoes ... tomatoes were new. They were beautiful ... people were afraid to eat them, ... name was 'love apple', Were you surprised by these facts? I was!*).

A

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand. Tell them to pay attention to the subject of each sentence to see if it is singular or plural before they decide which form to use. Also, tell them to read each sentence carefully to decide whether the gap requires an affirmative or negative form of the verb. Refer them to the grammar theory and the table on page 119 to help them if necessary.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

- 1 wasn't
- 2 was
- 3 Were, weren't
- 4 weren't
- 5 Was, was
- 6 were

There was / There were

- Read through the grammar theory for *There was / There were* with the class. Explain in L1 if necessary. Tell students that these phrases are the past simple forms of *There is* and *There are*.
- Refer students to the table on page 119 of their Student's Book.
- Ask students to look back at the webpage in Reading and to find and underline an example of *There was* or *There were* (**There were** lots of different tomatoes ...).

B

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand. Tell them to pay attention to the subject of each sentence to see if it is singular or plural before they decide which form to use. Also, tell them to read each sentence carefully to decide whether the gap requires an affirmative or negative form. Refer them to the grammar theory and the table on page 119 to help them if necessary.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

- 1 wasn't
- 2 Was, wasn't
- 3 was
- 4 were
- 5 Were, were
- 6 weren't

Extension activity

Ask students to look back at the picture of the food on the table on page 87. Tell them to ask and answer about the food with a partner, using *there was/wasn't/were/weren't*. For example, *Were there any tomatoes? Yes, there were. Was there any juice? No, there wasn't*. Monitor and help with vocabulary and grammar, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards. Ask pairs of students to talk about the picture. Deal with any language mistakes and pronunciation problems that come up.

Extra Task (for early finishers)

See photocopiable material on page 132.

LISTENING

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the menu and explain anything they don't understand. Explain to them that they have

to listen to a conversation between two people, Zoe and Paul, and that they must decide what each person wants to eat. Tell them to listen carefully because a number of foods are mentioned, but not all of them are correct answers.

- Play the recording for students. Students work individually to complete the task. Play the recording again if necessary. Students check their answers in pairs before checking as a class.

Answers

Students should write **Z** next to: Chicken sandwiches, Tomato and onion salad, Water
Students should write **P** next to: French onion soup, Vegetables, Orange juice

See the recording script with justification underlined on page 158.

SPEAKING

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must ask and answer questions about the food on the menu in Listening and say what they like and what they want to eat and drink.
- Read the speech bubbles out as an example, or ask two students to do so. Point out the reply with the short answer (*No, I don't.*) and the question inviting the other speaker to reply (*What about you?*).
- Students work in pairs to ask and answer about the food on the menu. Monitor and help with vocabulary and grammar, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards. Ask individual students to tell the class what they want to eat and drink from the menu. Deal with any language mistakes and pronunciation problems that come up.

Answers

Students' own answers

Top Tip

Don't allow students to work with the same partner every time. They need practice in talking to different people, as they would outside the classroom. Make the choice of partner fun by making it a lottery. Each student writes their name on a scrap of paper, puts their name in a container and then you, or they, pull out the names to decide who works with whom.

Lesson 4 (SB pages 90-91)

- Reading:** blog, ticking the correct boxes to complete a table
Values: not being greedy
Vocabulary: adjectives: *full, greedy, horrible, normal, sick, silly, strange, tasty*
past simple affirmative: regular verbs
Grammar:
Pronunciation: -ed
Speaking: describing pictures to tell a story
Writing: writing the story from Speaking

READING

Background information

Eating competitions, also known as competitive eating or speed eating events, are competitions in which participants compete against each other to consume large quantities of food in a short time period. Competitions are typically eight to ten minutes long, although some can last up to thirty minutes. These competitions are most popular in the United States, Canada and Japan, where organised professional eating contests often offer prizes, including cash.

A

- Ask students to read the title of the blog (*Foodblogger: Does this picture make you feel hungry?*) and ask them to answer the question.
- Ask students to read the instructions and check that they understand what they have to do. Elicit that the words they need to find are in the blog. Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.
- Ask students to skim the blog and look for the words. Explain to them that they do not need to read in detail at this stage as they will have the opportunity to do so later. Explain anything they don't understand.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

break a record: do something that is better, faster, etc than anything that has been done before
doughnut: a round sweet food, often in the shape of a ring, or round and filled with jam or cream, that is made by cooking dough in oil (in American English, it is spelt *donut*)
finish: eat, drink, or use all of something so that there is none left
hold a record: have performed better than anyone else in a sport or other activity
million: the number 1,000,000
no one: not any person

B

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must read the blog, in detail this time, and put a tick in the correct box for the person who has a particular opinion about eating competitions. Tell them that more than one person may have the same opinion.
- Ask students to read the adjectives in the table and explain anything they don't understand.
- Tell students to underline the parts of the blog that have the answers. Students work individually to complete the task. They then check their answers in pairs before checking as a class.
- Once the answers have been checked, you may play the Class audio or use the IWB content, and ask students to follow the text in their books as they listen.

Answers

- 1 Vegangirl (*It isn't right ...*)
- 2 HotChoc (*Eating competitions are a strange hobby!*) and PlanetB (*It isn't normal!*)
- 3 Shakenfries (*These competitions are amazing.*)
- 4 Fastfoodie (*Eating competitions aren't easy ...*)
- 5 PlanetB (*They aren't safe either.*)

Extension activity

Ask students to work in pairs to discuss eating competitions and say if they would like to take part in an eating competition. Monitor and help with vocabulary and grammar, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards. Have a class discussion about eating competitions and take a vote to see how many students would want to take part in one.

VALUES

- Read out the text in the box and explain anything students don't understand. Remind students that greedy means wanting to eat more food than you need.
- Ask students to discuss the question in pairs. They may use L1. Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask individual students to tell the class why they think it's important not to be greedy.

Amazing fact!

Read out the information. Explain it in L1 if necessary. Tell them that Ashrita Furman broke his first record in 1979 at the age of 25 when he did 27,000 jumping jacks, also known as star jumps (a jump done from a standing position with the feet together and the arms at the sides to a position with the legs spread wide and the hands touching overhead, sometimes in a clap). Ashrita has set more than 600 records since then. Ask students why they think he likes breaking and holding records.

VOCABULARY

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words and the sentences, and explain anything they don't understand. Explain that the words are adjectives.
- Check pronunciation by saying each of the words in the box to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

- | | |
|------------|-----------|
| 1 horrible | 5 sick |
| 2 full | 6 tasty |
| 3 greedy | 7 normal |
| 4 silly | 8 strange |

Extra Task (for early finishers)

See photocopiable material on page 133.

GRAMMAR

See Unit 5 Lesson 4 in the Grammar Book for further explanation, example sentences and tasks.

Past simple affirmative: regular verbs

- Read through the grammar theory with the class. Emphasise the changes that need to be made in order to add the *-ed* ending for some regular verbs in the past simple. (Add only *-d* to verbs ending in *-e*; take off the *-y* and add *-ied* to verbs ending in a consonant and *-y*; double the consonant before adding *-ed* to verbs ending in a vowel followed by a consonant.)
- Ask students to look back at the blog in Reading and to find and underline the examples of the past simple of regular verbs (*I **tried** to eat seven yesterday, but I only **finished** six ...*).

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand. Remind them to make the correct changes to some verbs before they add *-ed*. Refer them to the grammar theory if they need help.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

- | | |
|----------|-----------|
| 1 wanted | 5 jogged |
| 2 loved | 6 cried |
| 3 cooked | 7 dropped |
| 4 tasted | 8 tried |

Extra Task (for early finishers)

See photocopiable material on page 133.

JUST SAY IT!

- A**
- Ask students to read the instructions and check that they understand what they have to do.
 - Play the recording for students. Students work individually to complete the task. Play the recording again if necessary. Students discuss their answers in pairs before checking as a class. Once answers have been checked, play the recording again and have students listen and repeat.

Answers

different

- B**
- Ask students to read the instructions and check that they understand what they have to do. Explain that the *-ed* ending can sound like *t*, *d* or *id*.
 - Students work individually to complete the task. They then check their answers in pairs before listening to the recording to check their answers. Once students have listened and checked, play the recording again and have students listen and repeat.

Answers

/t/ finished, sliced
/d/ cried, tried
/id/ tasted, wanted

Extension activity

Write the following verbs on the board. Ask students to form the past simple of the verbs and then decide if the *-ed* ending for each verb sounds like *t*, *d* or *id*.

love(d) (d)
cook(ed) (t)
wait(ed) (id)
drop(ped) (t)
need(ed) (id)
jog(ged) (d)

SPEAKING

- A**
- Ask students to read the instructions and check that they understand what they have to do. Tell students they are going to read the first part of the story and then finish the rest of the story by looking at pictures 2-4 in B.
 - Ask students to look at the picture. Then read the speech bubble out, or ask a student to do so. Explain anything they don't understand.
 - Ask students what they think Tom and his family are having for dinner (*pasta with tomato sauce*). Ask them what they think is in the bowl that is on the table (*cheese for the pasta*).

- B**
- Ask students to read the instructions and check that they understand what they have to do. Tell them to discuss the story with a partner. They may use L1.
 - Remind them to use the present continuous when they say what Tom and his family are doing.
 - Students work in pairs to talk about picture 2. Monitor and help with vocabulary and grammar, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards. Ask individual students to talk about picture 2. Deal with any language mistakes and pronunciation problems that come up. Repeat the procedure for pictures 3 and 4.
 - Ask students to look at the story again from the beginning (picture 1) and read the whole story out to them.

Answers

Example answers:

- They're eating pasta with tomato sauce. Tom's dad is eating some bread. Tom is drinking some water. Tom's sister wants cheese with her pasta / Tom's sister is putting cheese on her pasta.
- 'Do you want more pasta with tomato sauce?' Tom's dad asks. Tom's mum and his sister don't want any pasta. They are full. Tom is hungry. He wants more pasta. Tom is greedy.
- Tom eats all his pasta. Now he feels sick! Tom's family are laughing.

WRITING

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to write the story from Speaking.
- Assign as homework or, if time permits, ask students to write the story in class and check them before the end of the lesson. Deal with any mistakes that come up.

Answers

Example answer:

Tom is at home with his family. They're in the kitchen and it's time for dinner. They're eating pasta with tomato sauce. Tom's dad is eating some bread. Tom is drinking some water. Tom's sister wants cheese with her pasta.

'Do you want more pasta with tomato sauce?' Tom's dad asks. Tom's mum and his sister don't want any pasta. They are full. Tom is hungry. He wants more pasta. Tom is greedy. Tom eats all his pasta. Now he feels sick! Tom's family are laughing.

Skills Building (SB pages 92-93)

- Grammar:** reflexive pronouns
Listening: reading the question and looking at the pictures carefully before listening to match the pictures and names
Speaking: using the imperative to give instructions
Writing: using sequencing words; writing a recipe for a snack

GRAMMAR

See Unit 5 Lesson 5 in the Grammar Book for further explanation, example sentences and tasks.

Reflexive pronouns

- Read through the grammar theory with the class. Write the following sentences on the board and ask students to complete them with the correct reflexive pronouns.

I'm cooking pasta by _____. (myself)

Adam, you're writing the recipe _____. (yourself)

Jenny can slice the tomatoes by _____. (herself)

Jack is talking to _____. (himself)

The fridge can't clean _____. We must clean it. (itself)

We're doing the dishes _____. (ourselves)

You and Terry are making orange juice _____. (yourselves)

They're eating all the biscuits _____. (themselves)

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentence halves and explain anything they don't understand. Tell them to pay attention to who does the action. Refer them to the grammar theory to help them if necessary.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

1c 2g 3a 4d 5e 6h 7b 8f

Extension activity

Ask students to work in pairs to talk about things that they can do by themselves. Monitor and help with vocabulary and grammar, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards. Ask individual students to tell the class what they can do by themselves. Deal with any language mistakes and pronunciation problems that come up.

Extra Task (for early finishers)

See photocopyable material on page 133.

LISTENING

DO IT RIGHT! ✓

- Ask students to read the information in *Do it right!* and explain anything they don't understand.
- Choose a student to explain the tip in his/her own words, in L1 if necessary.
- Stress the importance of reading the question so that they can identify the topic of the pictures. Tell them once they know what the topic is, they should look at the pictures and decide what they show. Tell them this is important because they will know what to listen for.

A

- Ask students to read the instructions and check that they understand what they have to do. Explain that they have to look at the information and the pictures in B and answer the questions.
- Ask students to read the information and explain anything they don't understand.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

1 She's talking about the people in her family and their favourite food.

2

- | | | | |
|---|-----------------------|---|-----------|
| A | pizza | E | cake |
| B | sandwiches/a sandwich | F | soup |
| C | biscuits | G | ice cream |
| D | fruit | H | salad |

B

- Ask students to read the instructions and check that they understand what they have to do. Tell them that the first item is the example and explain that, apart from the example, the people are not mentioned in the recording in the same order as they appear in the task.
- Play the recording for students. Students work individually to complete the task. Play the recording again if necessary. Students check their answers in pairs before checking as a class.

Answers

her parents F
her best friend E
her cousin D
her sister A
her uncle B

See the recording script with justification underlined on page 158.

C

- Ask students to read the instructions and check that they understand what they have to do. Explain that in some listening tests, there are more answer choices than they need, so they must listen carefully and not make a mistake.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

C and G

SPEAKING

DO IT RIGHT! ✓

- Ask students to read the information in *Do it right!* and explain anything they don't understand.
- Choose a student to explain the tip in his/her own words, in L1 if necessary.
- Remind students that they studied the imperative in Unit 3 and that they learnt that we use it to tell someone to do something. Explain that we also use the imperative when giving someone instructions about how to make a recipe because we are telling someone what to do.

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the verbs in the imperative in the box and explain anything they don't understand. Check pronunciation by saying each of the words in the box to the students and asking them to repeat after you. Correct where necessary.
- Tell them to think about what they can cut, mix, add, put and slice when they make a sandwich. Read the speech bubble out as an example, or ask a student to do so.
- Students work in pairs to give each other instructions about how to make their favourite sandwich. Monitor and help with vocabulary and grammar, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards. Ask individual students to give the class instructions about how to make their favourite sandwich. Go around the class until every student has had a turn. Deal with any language mistakes and pronunciation problems that come up.

Answers

Students' own answers

WRITING

DO IT RIGHT! ✓

- Ask students to read the information in *Do it right!* and explain anything they don't understand.
- Choose a student to explain the tip in his/her own words, in L1 if necessary.
- Explain to students that for longer pieces of writing, they should use sequencing words to show the order in which things happen.
- Stress the importance of doing this for recipes because a certain order of instructions has to be followed.

A

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sequencing words and explain what they mean.
- Ask students to read the recipe and explain anything they don't understand.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

- 1 First
- 2 After that
- 3 Then
- 4 Finally

B

- Ask students to read the instructions and check that they understand what they have to do. Remind them to use the imperative and sequencing words, and to look back at the model recipe in A if they need help. Tell them that the plan will help them to write their recipe.
- Go through the plan with the students and explain anything they don't understand.
- Remind students to check their spelling and punctuation when they finish.
- Assign the task for homework.

Answers

Students' own answers
Model answer

Cheese salad sandwiches

Things you need

- 2 slices of bread
- a little butter
- cheese slices
- 1 tomato
- a few salad leaves

Instructions

First, put a little butter on the slices of bread. After that, put the cheese slices on one of the slices of bread. Then cut the tomato into slices and put them on the cheese. Finally, add the salad leaves and put the second slice of bread on the top.

Review 5 (SB pages 94-95)

- Remind students that there is a review at the end of each unit. Tell them that Review 5 revises the material they saw in Unit 5.
- Remind students that they can ask you for help with the questions or refer back to the relevant sections of the unit if they're not sure about an answer. Stress that the Review section is not a test.

Vocabulary Revision

Lesson 1 & 3: food-related words

- Revise the food-related words (*cocoa, cream, flour, jam, juice, pasta, plant, salad, sandwich, soup, sugar, vegetable oil*) by writing them on the board and then reading out the descriptions. Ask students to tell you which food you are describing.

It's white, it's from milk, and you can put it on a cake.
(cream)

You can make this with vegetables and you eat it.
(soup)

You cook your food in it or you can put it in your food.
(vegetable oil)

This is from fruit or vegetables and you drink it. (juice)
It tastes like chocolate. (cocoa)

This is from Italy and you can put tomato sauce and cheese on it. (pasta)

You use fruit to make it and you put it on bread. (jam)
You make this with two slices of bread. (sandwich)

You put this in a recipe to make the food sweet.
(sugar)

This is very good for you; you make it with vegetables and eat it cold. (salad)
You need this to make bread, biscuits and cakes. (flour)
This grows in your garden. (plant)

Lessons 1 & 3: verbs

- Revise the verbs (*add, come from, cut, grow, make sure, mix, need, slice, taste, wait*). Write them on the board. Ask individual students to choose a verb, explain what it means in L1 if necessary and then give you a sentence with that verb. Cross off each verb as it is used.

Lesson 2: food-related words

- Revise the food-related words (*meals – breakfast, dinner, lunch / snacks – biscuits, crisps, nuts / times – afternoon, midday, morning / vegetables – beans, carrots, onions*) by writing them on the board and then reading out the descriptions. Ask students to tell you which word you are describing.
You eat this meal in the morning. (breakfast)
You can eat this meal at two different times – at midday or in the afternoon. (lunch)
You eat this meal in the evening. (dinner)
These vegetables are white. (onions)
These vegetables are green. (beans)
These vegetables are orange. (carrots)
These potato snacks have a lot of salt. (crisps)
These snacks are sweet and we use flour to make them. (biscuits)
These snacks are good for you. (nuts)

Lesson 2: other food-related words

- Revise the words and phrases (*actually, cheese, feel hungry, healthy, piece, probably, salt, slice*). Write them on the board. Ask individual students to choose one and use it in a sentence.

Lesson 4: adjectives

- Revise the adjectives (*full, greedy, horrible, normal, sick, silly, strange, tasty*) by writing them on the board and asking students to tell you what they mean, in L1 if necessary.

Grammar Revision

Lesson 1: countable and uncountable nouns; some and any

- Draw two columns on the board and label them *Countable* and *Uncountable*. Ask students to copy the columns in their notebooks. Then read out the following nouns and ask students to write them in the correct column. (*sugar, cream, biscuit, slice, bean, sandwich, juice, orange, oil, egg, flour*)
- Tell them to write *a, an* or no article in front of the nouns. Once you have finished reading out all the nouns, check the answers as a class.
Countable: a biscuit, a slice, a bean, a sandwich, an orange, an egg
Uncountable: sugar, cream, juice, oil, flour

- Write the following gapped sentences on the board and ask students to complete them with *some* or *any*. Once the answers have been checked, ask students to write two of their own sentences using *some* and *any*.
There is _____ juice in the fridge. (some)
Are there _____ biscuits in the cupboard? (any)
There are _____ lemons on the tree in the garden. (some)
There isn't _____ ice cream! (any)

Lesson 2: talking about quantities

- Write the following sentences on the board. Some are grammatically correct and others aren't. Ask students to identify the sentences that are wrong and to write them correctly using the correct quantifiers.
You need a lots of flour to make a cake. (wrong: a lots of – a lot of/lots of)
How many ice cream do you want? (wrong: many – much)
There isn't much milk in the fridge. (correct)
I only need a little eggs to make an omelette. (wrong: little – few)
There's much sugar, so don't buy any. (wrong: much – a lot of/lots of)
How much cocoa is in this cake? (correct)

Lesson 3: past simple: to be; there was / there were

- Write the following present simple sentences on the board. Ask students to write them in the past simple.
I am thirsty. (I was thirsty.)
She isn't silly. (She wasn't silly.)
Are you full? (Were you full?)
The boys aren't in the kitchen. (The boys weren't in the kitchen.)
I'm not greedy. (I wasn't greedy.)
Is the cat hungry? (Was the cat hungry?)
- Ask individual students the following questions and ask them to give you true answers.
Were you at school yesterday?
Was your best friend at your house two days ago?
Were you and your friends at a football match last week?
Was your family in England in July?
- Write the following gapped sentences on the board and ask students to complete them with *was, wasn't, were* or *weren't*.
There _____ some milk in the fridge. (was)
There _____ any apples in the bowl. (weren't)
There _____ any bread for a sandwich. (wasn't)
_____ there enough eggs to make a cake? (Were)
_____ there a food festival last week? (Was)

Lesson 4: past simple affirmative: regular verbs

- Write the following verbs on the board and ask students to write them in the past simple:
add (added), cook (cooked), hop (hopped), jog (jogged), like (liked), mix (mixed), slice (sliced), stop (stopped), taste (tasted), try (tried).
- Once the answers have been checked, ask students to write sentences using two of the verbs in the past simple.

Skills Building: reflexive pronouns

- Write the subject pronouns on the board in one column, and the reflexive pronouns in another, but in random order. Ask individual students to come to the board and match a subject pronoun with the correct reflexive pronoun. Then ask students to complete the sentences that you read out with the correct reflexive pronoun.
My friends and I often cook by (ourselves).
Grandpa sometimes sings to (himself).
Every Saturday, my cousins make a cake (themselves).
Mum, can you make a chocolate cake (yourself)?
I tried to cook the pasta (myself).
My rabbit sits in the garden by (itself).
Are you and Bill making the snacks for the party (yourselves)?
My sister mixed the flour and the eggs (herself).
- Students are now ready to do Review 5.

- Set a time limit and let students know every so often how much time they have left to complete the questions.
- Tell students to answer every question. When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

Answers Vocabulary

A

Students should tick: 2, 4, 8

Note: Whipped cream is often sweet because sugar has been added to it. Cocoa is not sweet although it is used in sweet things (chocolate, hot chocolate, cakes, etc). Those things are sweet because sugar has been added.

B

- | | |
|--------------|-----------|
| 1 meals | 4 greedy |
| 2 snacks | 5 plants |
| 3 vegetables | 6 a salad |

C

1a 2b 3a 4a 5b 6a 7b 8b

D

- 1 slice
- 2 make sure
- 3 grow
- 4 come from
- 5 feel
- 6 tasty

Grammar

A

1b 2a 3a 4b 5a 6b 7b 8b

B

- 1 much, a few
- 2 much, many
- 3 a few, a lot
- 4 lots, a little
- 5 a little, many

C

- | | |
|-----------------------|---------------|
| 1 was, wasn't | 6 tried |
| 2 wanted | 7 Was, wasn't |
| 3 Were, were, weren't | 8 weren't |
| 4 sliced | 9 dropped |
| 5 were, were | 10 wasn't |

D

- | | |
|-------------|--------------|
| 1 ourselves | 5 yourself |
| 2 herself | 6 himself |
| 3 itself | 7 yourselves |
| 4 myself | 8 themselves |

WATCH THIS!

- Ask students to read the question and explain anything they don't understand.
- Play the video. Students work individually to complete the task. Play the video again if necessary. Students check their answers in pairs before checking as a class.

Answers

They make a birthday cake for Alice's mum.

- Once the answer has been checked, ask students the following questions:

What healthy food do you eat?

How often do you have snacks?

Do you like sweet food and salty food?

Do you know how to make a cake?

Answers

Students' own answers

Song (SB page 95)

- Tell students that the song in this unit is about food. Please follow the procedure outlined in the Welcome unit on page 26 of this teacher's book.

Answers

A

- | | |
|----------|----------|
| 1 hungry | 6 greedy |
| 2 greedy | 7 greedy |
| 3 sick | 8 sick |
| 4 hungry | 9 sick |
| 5 hungry | |

B

- | | |
|--------------|--------------|
| 1 jam | 12 bread |
| 2 breakfast | 13 jam |
| 3 pancake | 14 pancake |
| 4 crisps | 15 snack |
| 5 eggs | 16 doughnuts |
| 6 doughnuts | 17 crisps |
| 7 biscuits | 18 biscuits |
| 8 lunch | 19 lunch |
| 9 chips | 20 eggs |
| 10 snack | 21 chips |
| 11 breakfast | |

Students are now ready to do Quiz 5 in the Test Book.

CLIL (SB page 96)

Food science

- Draw students' attention to the topic of the CLIL lesson. Ask them if they do this subject at school. Ask them if it's an important subject, and to explain why or why not.

A

- Ask students to read the instructions and check that they understand what they have to do. Explain that they must match the food groups to the foods and then listen and check their answers.
- Ask students to read the words and explain anything they don't understand. Explain the food groups in L1 if necessary. Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to complete the task. Students check their answers in pairs before listening to the recording and checking their answers as a class.

Answers

1e 2a 3b 4c 5d

B

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must label the plate with the food groups from the left hand column in A.
- Ask them to name some of the different foods on the plate.
- Students work individually to complete the task and then check their answers in pairs before checking as a class.

Answers

- 1 grains
- 2 fruit and vegetables
- 3 meat and fish
- 4 sugar and fat
- 5 dairy

C

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must look at the food plate and write the words from the box in the table. Then they have to add more words to the table for the different food groups. Tell them to look back through Unit 5 to find more words if they need to.
- Students work in pairs to complete the table with the words in the box. Students check their answers in pairs before checking their answers as a class.
- Students work in pairs to add more words to the table. Monitor and help with vocabulary and grammar, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards. Ask individual students to tell the class about what words they added to the table. Go around the class until every student has had a turn. Deal with any language mistakes and pronunciation problems that come up.

Answers

protein: eggs (chicken, fish, nuts, meat, etc)
grains: pasta (bread, rice, etc)
dairy: cheese (milk, cream, yoghurt, etc)
fruit & vegetables: bananas (broccoli, grapes, apples, peppers, lettuce, celery, pineapple, cucumber, etc)
sugar & fat: oil (chocolate, butter, sweets, crisps, etc)

PROJECT

- Ask students to read the instructions and check that they understand what they have to do. Explain that they need to draw a food plate like the one in B, but with pictures (drawings or photographs) of the foods they eat.
- Tell them to add their pictures to the food plate every day for a week.
- Assign the task for homework and tell students to bring in their completed food plates when the week is over. Explain that their plates will be displayed on the classroom walls and they will have the opportunity to compare their plates with their classmates' plates.

Culture (SB page 97)

New Year food

- Draw students' attention to the topic of the Culture lesson. Ask them if they eat special food at New Year.

A

- Ask students to read the instructions and check that they understand what they have to do.
- Check pronunciation by saying each of the countries to the students and asking them to repeat after you. Correct where necessary. Explain anything they don't understand.
- Students work individually to complete the task and then check their answers in pairs before checking as a class.

Answers

- | | |
|------------|----------|
| 1 Scotland | 3 Spain |
| 2 Norway | 4 Greece |

B

- Ask students to read the instructions and check that they understand what they have to do. Explain that they need to read the paragraphs and look at the four photos labelled a-d, then write the correct letters in the boxes.
- Tell students that there will be words they don't know in the paragraphs, but not to worry about them as they won't prevent comprehension.
- Students work individually to complete the task. Tell them to underline the parts of the paragraphs that have the answers. They then check their answers in pairs before checking as a class.
- Once the answers have been checked, you may play the Class audio or use the IWB content, and ask students to follow the text in their books as they listen.

Answers

- 1b (*Twelve grapes, ... people eat twelve grapes at midnight ... They eat a grape ...*)
2a (*Rice pudding, ... people eat rice pudding ...*)
3c (*Black bun, It is a fruit cake ... it has pastry on the outside.*)
4d (*New Year cake, ... make a special cake ... They cut one piece for each person ...*)

C

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must write the names of the food from B on the map in A, under the correct country.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

- 1 black bun
- 2 rice pudding
- 3 twelve grapes
- 4 New Year cake

D

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the questions and explain anything they don't understand.
- Students work in pairs to ask and answer the questions. Monitor and help with vocabulary and grammar, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards. Ask individual students to answer the questions. Go around the class until every student has had a turn. Deal with any language mistakes and pronunciation problems that come up.

Answers

Students' own answers

NOW TAKE IT HOME! 🏠

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to tell their family about one of the New Year food items.

The Amazing Kids (SB pages 98-99)

Episode 5: The restaurant

- Regardless of whether you are using the IWB or the Class Audio, follow these instructions.

- Ask students to look at pages 98 and 99 of their Student's Book and to work in pairs. Tell them to look at the pictures only and tell you what the amazing kids are eating (*a pizza*), and which amazing kid falls (*Feather*).
- Ask students to suggest what might be happening.
- Make sure each student has a photocopy of *The Amazing Kids Episode 5 Worksheet* that can be found on page 152.

What do you remember?

- Ask students to work in pairs to do the task to encourage discussion. Tell them the questions are about Episode 4 in Unit 4. Explain anything they don't understand. Check answers as a class.

Answers

- 1 He puts it in front of Dr Dark's door.
- 2 They look for them in Dr Dark's classroom.
- 3 Dr Dark's brother, Dylan
- 4 He wants to buy the superpowers.

Before the episode

- Ask students to read the instructions and check that they understand what they have to do. Ask students to read the sentences and the options and explain anything they don't understand.
- Ask students to work in pairs to do the task to encourage discussion. Tell them to look very carefully at the pictures in their books to find the answers. Students then check their answers in pairs before checking as a class.

Answers

1b 2a 3b 4a 5a

- Play the whole episode without interruption before students do any more tasks on the worksheet. Ask students to watch or listen to the episode carefully.

During the episode

- Ask students to look at the task so they can work out what information they need to find when they watch or listen to the episode for the second time.
- Play the whole episode without interruption again and ask students to watch it or follow it in their books.
- Give students a few minutes to complete the task and ask them to check their answers with a partner. If necessary, play the episode again and ask students to complete any unanswered items, before checking answers as a class.

Answers

- 1d (*I got a C in the test!*)
- 2a (*The view is great too.*)
- 3e (*It is Dr Dark's bag! Our friends' superpowers are in it.*)
- 4c (*Wait! My pizza!*)
- 5b (*You weren't very clever, you naughty kids!*)

After the episode

- Assign the roles of Rocky, Dash, Feather, Cat and Dr Dark to different students and ask them to read the story out loud. Time permitting, repeat until all students have had a turn.
- Explain any vocabulary students don't know and correct their pronunciation where necessary.
- Ask students to discuss the questions in pairs, before discussing as a class. Students may use L1.

Answers

Students' own answers

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للمزيد من المواضيع التعليمية

الشاملة لجميع المناهج في الوطن العربي



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