

5

Eating & Drinking

Unit plan
Reading:

multiple choice (right, wrong, doesn't say), understanding how some words change the meaning of the statement

Vocabulary:

words related to eating & drinking, word formation, collocations & expressions, prepositions

Grammar:

articles, countable and uncountable nouns, quantifiers

Listening:

multiple matching, ignoring the distractor

Speaking:

choosing the best option, talking about restaurants and meals, giving advice and justifying your opinion

Writing:

article, writing about advantages and disadvantages, using phrases to show what is fact and what is opinion

Unit Opener (SB page 57)

- Ask students to look at the main picture and name as many of the food items as they can in English.
- Ask students which foods in the picture they like to eat and which they would prefer to avoid.

1

- Ask students to read the instructions and check that they understand what they have to do.
- Explain what a food group is (*a collection of foods that have similar nutritional properties, eg protein, carbohydrates, vitamins, or biological classifications, eg nuts, fruit, etc*).
- Students work in pairs before checking answer as a class.

Answer

The picture shows the relative amounts we should eat in order to stay healthy; for example, we should eat more fruit and vegetables and less sweet food.

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they must match the food to its name and then they must decide which country each food is from.
- Ask students to read the foods in the orange box and explain anything they don't understand.
- Check pronunciation by saying each of the foods in the orange box to the students and asking them to repeat after you. Correct where necessary.
- Students work in pairs before checking answers as a class.

Answers

- burger, USA
- croissant, France
- taco, Mexico
- sushi, Japan
- fish and chips, UK
- pizza, Italy

Background information

The key to healthy eating is to consume a variety of nutritious foods from each of the five food groups, but more of some and less of others. The five food groups are:

Dairy: the foods in this group are excellent sources of calcium, which is important for strong, healthy bones.

Fruit: fruit provides vitamins, minerals, dietary fibre and many nutrients naturally present in plants

that help the body to stay healthy.

Grain foods: these include breads, cereals, rice, pasta, noodles, etc and contain carbohydrates, which are essential for energy.

Lean meat and poultry, fish, eggs, tofu, nuts and seeds: these are high in protein which builds, maintains and repairs the tissues in the body.

Vegetables, legumes and beans: these provide vitamins, minerals, dietary fibre and nutrients naturally present in plants to help the body stay healthy.

 **TOP TIP**

Take the opportunity to expand your students' knowledge of the world by exploring different cultures. In this lesson, students could be asked to research the cuisine of a country of their choice and present their findings to the class.

Let's talk about it!

- What's your favourite food at home?
- What do you like to eat when you go out?
- Are there a lot of fast food restaurants in your area?

DVD 5

Summary of DVD 5: The video is titled 'American Kids Try Breakfasts From Around The World'. As the title indicates, we see American children trying typical breakfasts from Korea, Brazil, Finland, Vietnam, Poland and the Netherlands. They are quite surprised by the food which includes fish, coffee, black eggs and chocolate sprinkles on bread.

DVD link: <https://www.youtube.com/watch?v=JGjeaHe7GkY>

Answers

Students' own answers

 **Reading** (SB pages 58-59)**1**

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they must match the pictures of food to the names of the food and then they must answer the questions and do a class survey.
- Ask students to read the names of the foods and explain anything they don't understand.
- Students work in pairs to complete the matching task.
- They then check their answer in pairs before checking as a class.
- Students work individually to answer the survey questions.
- Students discuss in pairs before discussing as a class.

Answers

biscuits	b	cake	c
chocolate	d	coffee	h
cola	e	ice cream	a
juice	f	tea	g

Students' own answers

2

- Ask students to read the instructions and check that they understand what they have to do.
- Write the following structures on the board for students to use as they discuss the question: *I think it will / won't be difficult because ... / I'm sure it will be difficult because ... / It might be difficult at first, but then ... / I don't think I'll have a problem*
- Students discuss in pairs before discussing as a class.

Answers

Students' own answers

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must think about their answer before they read the text.
- Ask students to skim read the text and look for the answer. Explain to students that they do not need to read in detail at this stage as they will have the opportunity to do so later.
- Students work individually to complete the task.
- They then check their answer in pairs before checking as a class.

Answer

Ivory Coast

DOWNLOAD

- Explain to students that they must be careful when they see an extreme word like *always* or *never* in a statement, as this is often a trap. The statement may be correct without the word, but is often wrong with it. They should look back at the text to see if the idea expressed with an extreme word is, in fact, correct or not according to the text.

4

- Ask students to read the instructions and check that they understand what they have to do. Remind them that there is a third option, *Doesn't say*, and that they should choose this if the information in the statement is not mentioned in the text.
- Ask students to read the statements and explain anything they don't understand.
- Encourage students to use the tips from the *Download* box when doing the task and to be careful with words like *always* and *never*.
- Students work individually to choose the answers.
- They then check their answers in pairs before checking as a class.

Answers

1C The text tells us she drank hot chocolate at the factory, but it doesn't say that she does this every morning.

2A *Everywhere I went, I smelt chocolate. It reminded me of many happy birthdays when I was a child. My mother always made a chocolate cake for my birthday and the house smelt fantastic.*

3A *At the factory, they clean the beans and roast them in an oven. The oven dries the beans and gives them a dark brown colour.*

4B *For the chocolate that we eat, they smash the beans and mix them with sugar, cocoa butter, vanilla, and milk.*

5B *... it is hard work for farmers to grow cacao trees ...*

6C The text says breakfast cereal in the west has chocolate, but it doesn't tell us who eats this cereal.

5

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the orange box and 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.
- Check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.

Answers

- oven
- kitchen
- factory
- fridge
- machine

6

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they can only ask yes or no questions.
- If necessary, choose a student to explain the task in his/her own words.
- Ask students to read the questions and explain anything they don't understand.
- Ask students to look back at the Opener and 1 in the Reading section if they need ideas.
- Monitor and help with vocabulary and grammar if necessary.
- Make a note of any mistakes to go over with the class afterwards.

Answers

Students' own answers

► EXTENSION ACTIVITY

Play '10 Questions' as a class. Divide the class into two teams. Choose a food and have the teams take turns asking you the questions. The team that guesses the food correctly wins a point.

az Vocabulary 1 (SB page 60)**1**

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

Answers

1	apple	10	garlic
2	banana	11	onion
3	fig	12	potato
4	grape	13	butter
5	melon	14	cheese
6	pear	15	cream
7	broccoli	16	ice cream
8	carrot	17	milk
9	eggplant	18	yoghurt

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the dialogues and explain anything they don't understand. Point out that the words in bold are similar or related in some way.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

1	bowl
2	cup
3	bottle

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to think of foods that can be bought in or consumed from a box, a glass and a can.
- Students work in pairs, but check answers as a class.

Suggested answers

1	a box of chocolates/biscuits
2	a glass of water/milk/lemonade
3	a can of cola

Note: we can also say 'a box of cereal', but this refers to the package that cereal can be bought in and is not correct within the context of the task in 2.

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the orange box and the text, and explain anything they don't understand.
- Tell students to read the whole sentence first to get a general understanding before writing their answers.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.

Answers

1	restaurant	4	waiter	7	portion
2	menu	5	pasta	8	slice
3	dish	6	sauce	9	chef

► EXTENSION ACTIVITY

Students work individually. They choose a food from the table in 1 and write a sentence or two to describe it, without naming it (eg *It's yellow and sometimes I have it with my cereal. Answer: banana*). They then swap with a partner and they must guess the food.

Extra Task (for early finishers)

See photocopyable material on page 122.

**Grammar 1** (SB page 61)**Before you read the Grammar box**

- Revise articles as a class. Copy Table A with 4 wide columns onto the board. Complete the first row with the sentences shown.

TABLE A

a	an	the	zero article
I had a burger today.	It was an American burger.	The burger was delicious.	I love burgers!

• Explain that *a* and *an* are indefinite articles and they are used here because the writer talks about the burger for the first time. Then explain that *the* is a definite article and is used by the writer when he talks about the burger a second time. Finally, explain that we use no articles at all when we are speaking generally. Remind students that we do not use articles with certain nouns, such as places, sports, school subjects and meals.

• Ask students to write three sentences like the ones in the table. Help with vocabulary and grammar if necessary. When they have finished, ask individual students to come up and write their sentences on the board.

1

- Read through the grammar theory with the class.
- Point out to students that we use different articles (or no article at all) in different situations and to express different things.
- Ask students to write two gapped sentences that require articles (or no article). They must swap with a partner and try to complete their partner's sentences with the correct article (or no article).
- Encourage students to look back at the examples in the grammar theory to help them. Check the students' sentences to make sure they understand fully before moving on to 2.

2

- Ask students to read the instructions and check that they understand what they have to do. Refer them to the table on the board to help them circle the articles and answer the question.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

Students should circle: *a*, *the*
A is used in the first sentence because it's the first time pizza is mentioned and *the* is used in the second sentence because it's the second time pizza is talked about.

Read 5.1-5.3 of the Grammar Reference on pages 140-141 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do. Make sure they understand that for some items, no article will be needed.
- Ask students to read the sentences and explain anything they don't understand.
- Encourage students to look back at the examples in the grammar theory to help them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

1 - , a, a	5 - , a, a, - , a, - , a
2 the, - , A	6 a, a, the, The
3 the, a	7 the, - , a
4 - , - , a	8 - , an, an

► EXTENSION ACTIVITY

Ask students to write a few sentences about what they had for breakfast. Remind them to use the correct articles. Monitor and help with vocabulary and grammar if necessary. When students have finished, ask some of them to read out their sentences. Time permitting, every student can read out their work.

Extra Task (for early finishers)

See photocopyable material on page 122.

Vocabulary 2 (SB page 62)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the table and explain anything they don't understand.
- Check pronunciation by saying each of the words in the table to the students and asking them to repeat after you. Correct where necessary.
- Explain that in item 2, there are two noun forms: one for the person and one for the thing. In item 8, both nouns refer to people; *waitress* is for a woman.
- Students work individually to complete the table.
- They then check their answers as a class.

Answers

1 boiled	5 hungry
2 cooker	6 thirsty
3 fried	7 salty
4 grilled	8 waitress

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must complete the sentences with words from the table in 1.
- Ask students to read the sentences and explain anything they don't understand.
- Tell them to look for clues in the sentences that will show them what kind of word they need in the gap (verb, noun or adjective) before they complete the sentences.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

1 salty	4 Fried
2 thirsty	5 waitress
3 cooker/grill	6 hungry

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they must complete the expressions and then they must try to work out what the expressions mean.
- Ask students to read the words in the orange box and 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.
- Check pronunciation by saying each of the expressions to the students and asking them to repeat after you. Correct where necessary.
- Point out that they can work out the meaning of the expressions in bold by looking at the context of the sentence.
- Allow students time to work out what the expressions mean.
- They then check their answers in pairs before checking as a class.

Answers

- 1 cake
- 2 tea
- 3 toast
- 4 apple
- 5 egg
- 6 bananas
- 7 potato
- 8 chips

piece of cake: If something is a piece of cake, it is really easy to do.

not my cup of tea: If something is not your cup of tea, you don't like it very much.

you're toast: If someone tells you that you are toast, you are in a lot of trouble.

the apple of my eye: Someone that is very special to you is the apple of your eye.

have egg on your face: If you have egg on your face, you have been made to look or feel foolish or embarrassed.

go bananas: If you go bananas, you are wild with excitement, anxiety or worry.

couch potato: A couch potato is an extremely lazy person who chooses to spend most of their free time watching TV and eating a diet that is mainly junk food.

cheap as chips: Cheap as chips is used to describe something that is very cheap.

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the dialogues and explain anything they don't understand.
- Tell them to look carefully at the words after the preposition in order to make the correct choice.
- Students work individually to choose the prepositions.
- They then check their answers in pairs before checking as a class.

Answers

1 in	4 out
2 on	5 for
3 by	6 at

► EXTENSION ACTIVITY

Ask students to write their own sentences with some of the nouns and adjectives from the table in 1 that were not used in 2.

Extra Task (for early finishers)

See photocopiable material on page 122.



Grammar 2 (SB page 63)

Before you read the Grammar box

- Revise/Introduce countable and uncountable nouns. Explain what the difference is between them. Draw a table on the board with two headings, *Countable* and *Uncountable*, and ask students to give you nouns that are one or the other.
- Revise/Introduce quantifiers. Write the following quantifiers on the board and tell students that we use them to express quantity: *some, any, no, a lot of, lots of, many, a few, much, a little*.

1

- Read through the grammar theory with the class.
- Write the following sentences on the board, without the underlining.
 - 1 *Have we got any bread? I want to make a few sandwiches for lunch.* (bread/uncountable, sandwiches/countable)
 - 2 *We need a lot of food for the party and some bottles of cola, too.* (food/uncountable, bottles/countable)
 - 3 *There's no milk and there aren't many eggs.* (milk/uncountable, eggs/countable)
 - 4 *We have a little yoghurt, but not much ice cream in the fridge.* (yoghurt/uncountable, ice cream/uncountable)
- Ask students to come up with their own sentences using countable and uncountable nouns, and quantifiers.

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are three parts to the task. First, they must underline the nouns and circle the quantifiers. Then they must decide if the nouns are countable or uncountable. Finally, they need to work out how the meaning of the questions change if *any* replaces *much* and *many*.
- Ask students to look at the questions 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

Students should underline: sauce, bowl, cups, table
Students should circle: much, many

'Sauce' is uncountable. 'Bowl', 'cups' and 'table' are countable.

Much and *many* ask if there is a lot of something. Using *any* to replace them means the questions would be asking if something exists or not.

Read 5.4-5.5 of the Grammar Reference on pages 141-142 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words and explain anything they don't understand.
- Encourage students to look back at the grammar theory for help.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class. For nouns that are both countable

and uncountable with a change in meaning, students must explain the difference.

Answers

- 1 apple C
- 2 broccoli U
- 3 butter U
- 4 carrot C
- 5 cheese U
- 6 coffee B (coffee as a drink and a cup of coffee)
- 7 fig C
- 8 glass B (glass the material and a glass to drink from)
- 9 hair B (the hair on your head and an individual hair)
- 10 melon C
- 11 milk U
- 12 yoghurt B (yoghurt as a food and a small tub of yoghurt)

4

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

Answers

1 glass	5 cup
2 bottle	6 bar
3 apple	7 loaf
4 are	8 is

5

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the dialogue and explain anything they don't understand.
- Encourage students to look back at the grammar theory for help.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

1 much	4 a lot	7 some
2 any	5 any	8 many
3 few	6 little	9 some

► EXTENSION ACTIVITY

Students work in pairs. Refer them to the main picture in the Opener and ask them to talk about the food items they see there using quantifiers.

Extra Task (for early finishers)

See photocopyable material on page 122.

Listening (SB page 64)**1**

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

Answers

- 1 grilled chicken & vegetables
- 2 spaghetti carbonara
- 3 meatballs and rice
- 4 burger and chips
- 5 lasagne
- 6 packed lunch

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they must say how many different dishes the speaker mentions and then they must say why he does this.
- Play the recording and ask students to note down their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again if necessary, and check answers as a class.

Answers

He mentions two different dishes (*burger and chips, fish and chips*) because he says what he wanted and what he actually had.

See the recording script on page 115.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they must underline the two possible answers for each question. Then they must decide which are the correct answers and which are the distractors.
- Ask students to look at the dialogues and the questions, and explain anything they don't understand.
- Explain that the task will help them to understand how distractors are used and how they can learn to distinguish them from the correct answers.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 Students should underline: a bowl of cereal, a croissant
Correct answer: a croissant
Distractor: a bowl of cereal
- 2 Students should underline: Mum, Dad
Correct answer: Dad
Distractor: Mum
- 3 Students should underline: bananas, some grapes
Correct answer: some grapes
Distractor: bananas

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain that in multiple-matching tasks, they will often hear two possible answers for each question. Tell them only one is correct and the other is a distractor, so they should listen carefully before choosing their answer. Explain that as they can only use each answer once, they should cross out the answers, one by one, after they have chosen them. Remind them to check their answers when they hear the recording the second time.

4

- As this may be the first time students have attempted this particular exam task, allow plenty of time to explain the mechanics of it.
- Ask students to read the instructions and check that they understand what they have to do.
- Explain that the task involves matching different pieces of information and that there is one extra answer choice that they will not use.
- Remind them to listen carefully for the correct answers, ignore the distractors and to cross out each answer after they've chosen it.
- Play the recording and ask students to write their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again if necessary, and check answers as a class.

Answers

1F *What did you have on Monday? / ... we had fish and chips ...*
2A *... last Tuesday, we had meat balls and rice ...*
3B *Did you have something you like on Wednesday? / ... spaghetti carbonara!*
4C *... we had grilled chicken and vegetables on Thursday.*
5E *What did you have last Friday? / We had lasagne and salad ...*

See the recording script on page 115.

Speaking (SB page 65)

1

- Ask students to read the three questions and answer any queries they may have about them.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask each pair to ask and answer one of the questions and continue around the class until each pair has had a turn.
- Deal with any language mistakes and pronunciation problems that come up.

Answers

Students' own answers

TOP TIP

In addition to the photos in the Student's Book, use authentic resources for Speaking exercises. For example, in this unit, you could bring in menus for use in role play situations.

2

- Ask students what sort of language we can use to give an opinion (*in my opinion, if I were you, etc*) and how we justify an opinion (*by giving reasons for our opinion*).
- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must underline any words and phrases that show an opinion is being given and circle the words that give reasons for the opinions.
- 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

Students should underline:

1 I don't think
2 In my opinion
3 If I were you
4 I think
5 In my opinion

Students should circle:

1 as
2 so
3 because
4 because
5 is that

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain to students that they need to listen carefully to their partner so that they can give an opinion about their situation. Remind students that the sentences in 2 use a range of structures to give an opinion and stress the importance of doing this to avoid repetition. Remind them also to justify their opinions and say why they rejected the other option. Point out that in 2, item 1 gives a reason for not choosing an option and that this is just as important as giving reasons for choosing an option.

3

- As this may be the first time students have attempted this particular exam task, allow plenty of time to explain the mechanics of it.
- Go through the *Language Bank* with the students and make sure they understand the phrases and how to use them. Ask them to look back at 2 to see which phrases were used.
- Ask students to read the instructions and check that they understand what they have to do. (*Student A needs an opinion and will use the information on page 157 to explain the two options to Student B. Student B will find out what the options are by asking the questions on page 65. Student A must tell Student B five things: what the options are, how much each option costs, what the opening hours are, the advantages and disadvantages of each option. Once Student B has received all of the information from Student A, he/she must give Student A their opinion on the best option and also say why it is the best option. In addition, Student B must explain why he/she rejected the other option.*) Make sure students understand the mechanics of the task as it is quite difficult to grasp. If necessary, ask a strong student to explain in L1.

- Stress the importance of listening carefully to Student A because the information Student B requires in order to do the task is provided by Student A.
- Remind students to use words and expressions from the *Language Bank*.
- Students work in pairs to complete the task.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask one pair to demonstrate the task in front of the class.
- Time permitting, repeat until all pairs have had a turn.

Answers

Students' own answers

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that Student A will now play the role of Student B and vice versa. The pictures for the task are on page 157 and the information about the problem is on page 161. (*Student B needs an opinion and will use the information on page 161 to explain the two options to Student A. Student A will find out what the options are by asking the questions on page 157. Student B must tell Student A five things: what the options are, how much each option costs, what the opening hours are, the advantages and disadvantages of each option. Once Student A has received all of the information from Student B, he/she must give Student B their opinion on the best option and also say why it is the best option. In addition, Student A must explain why he/she rejected the other option.*)
- Stress the importance of listening carefully to Student B because the information Student A requires in order to do the task is provided by Student B.
- Remind students to use words and expressions from the *Language Bank*.
- Students work in pairs to complete the task.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask one pair to demonstrate the task in front of the class.
- Time permitting, repeat until all pairs have had a turn.

Answers

Students' own answers

5

- 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, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Time permitting, you may want to discuss the questions more extensively as a class.

Answers

Students' own answers



Writing (SB pages 66-67)

Article: Writing about advantages and disadvantages

- Ask students to read the information on articles and writing about advantages and disadvantages.
- Explain to students that when the writing topic requires them to discuss both the advantages and disadvantages of a topic, they must consider both sides of the argument to provide a balanced argument. Stress the importance of noting down their ideas for positive things and negative things in two lists before they begin writing.

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to identify the ideas as advantages or disadvantages.
- Ask students to read the ideas 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

1A 2D 3D 4A 5D 6A

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they have to read the task and come up with their own advantages and disadvantages.
- Ask students to read the writing task and answer any queries they might have about it.
- Students work individually to complete the task.
- They then compare their answers in pairs before discussing as a class.

Answers

Students' own answers

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that the article has been written in answer to the writing task in 2.
- Ask students to read the article and explain anything they don't understand.
- Point out that the questions they need to answer will help them to understand how to write about advantages and disadvantages.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

1 Yes

2 Paragraph 2

3 (... is a very creative job / ... would be a dream come true / it must feel good to know that you make your customers happy ...)

4 Paragraph 3

5 3 (kitchens are hot and uncomfortable places / the working hours are difficult / working in a restaurant can be boring)

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that a fact is something that we know to be true and an opinion is a thought or belief that someone has. Remind students that they looked at ways of giving an opinion in the Speaking section of this unit.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

Students should underline:
 Paragraph 2: It is true that
 Paragraph 3: We all know that
 Students should circle:
 Paragraph 2: Some people believe that
 Paragraph 3: lots of chefs say that
 Paragraph 4: In my opinion

- Remind students to make lists of advantages and disadvantages, to write a title for their article and to use phrases that show what is fact and what is opinion.
- Remind them also to introduce the topic in an interesting way and to give the reader something to think about in the conclusion, as they did in Unit 2.

► EXTENSION ACTIVITY

Time permitting, students can write their lists of advantages and disadvantages in class. Help with vocabulary if necessary.

↻ Reload 5 (SB page 68)**Objectives**

- To revise vocabulary and grammar from Unit 5.

Revision

- Tell students that Reload 5 revises the material they saw in Unit 5.
- Explain to 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 Reload section is not a test.
- Decide how the review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they could do all the items together and correct them at the end.
- Give students about 20 minutes to complete the review. Reduce this progressively as you work through the book.
- 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

1F 2O 3F 4O 5O 6F
 Students' own answers

LANGUAGE BANK

- Quickly go through the words and phrases in the *Language Bank* again and explain anything students don't understand.
- Remind students that they can use words and phrases from all of the sections in the *Language Bank* to write their article.

6

- Read the task out to students and explain anything they don't understand. Elicit that they must write an article.
- Go over the *Plan* with the students.
- Remind them to make two lists with the advantages and disadvantages they will write about in their article. Remind them to write a title and to use phrases that show what is fact and what is opinion.
- Remind them also to introduce the topic in an interesting way and to give the reader something to think about in the conclusion, as they did in Unit 2.
- Assign the writing task for homework.

Answers

Students' own answers

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.

Vocabulary Revision**Vocabulary 1**

- 1: Revise the foods by reading them out, one by one, and asking students to tell you if they are a fruit, a vegetable or a dairy product.
- 2 and 3: Write the six words on the board (*bowl*, *box*, *cup*, *glass*, *can*, *bottle*) and ask students to give you examples of food and drink we use the words with.
- 4: Practise the words for eating out by writing the first letter of each on the board followed by a series of dashes to represent the rest of the letters (eg *c _ _*). Then read out a definition (*this person cooks meals for you*) and ask individual students to complete the word on the board (*chef*).

Vocabulary 2

- 1 and 2: Practise word formation. Draw a table on the board (like the one on page 62 of the Student's Book) and write one word form in it. Ask individual students to come to the board and write the other two forms.
- 3: Practise collocations and expressions. Write these expressions on the board (*a piece of cake*, *not my cup of tea*, *you're toast*, *the apple of my eye*, *have egg on your face*, *go bananas*, *a couch potato*, *cheap as chips*) and ask students the following questions.
 - Which one means I like someone very much? (*the apple of my eye*)
 - Which one describes a lazy person? (*a couch potato*)

3 Which one means you don't like something? (not my cup of tea)

4 Which one means something is not expensive? (cheap as chips)

5 Which one means something is easy to do? (a piece of cake)

6 Which one means to become very excited? (go bananas)

7 Which one means someone is in trouble? (you're toast)

8 Which one means you feel embarrassed? (have egg on your face)

- 4: Practise prepositions. Write these words and prepositions on the board: *season, a diet, mistake, of date, a change, lunch, at, by, for, in, on, out*. Then ask individual students to come to the board and match the words with the prepositions they are used with. Ask students to give you example sentences using the phrases.

Grammar Revision

Grammar 1

Practise articles.

- Write these gapped sentences on the board and ask students to complete them with *a, an, the* or *-*.

1 Don't eat ____ junk food. Have ____ apple instead. (-, *an*)

2 I made ____ cake today. ____ cake was delicious! (*a, The*)

3 There is ____ nice café next to ____ National Theatre. (*a, The*)

4 When you go to ____ UK, try some fish and chips for ____ lunch. (*the, -*)

5 Wendy is ____ waitress, but she only works in ____ afternoon. (*a, the*)

Grammar 2

Practise countable and uncountable nouns and quantifiers.

- Revise countable and uncountable nouns by drawing three columns on the board titled *Countable, Uncountable, Both*. Ask students to copy it into their notebooks. Read out these nouns, one by one, and ask students to put them in the correct column: *water (U), milk (U), tea (B), bowl (C), soup (U), cheese (U), piece (C), table (C), glass (B), hair (B), luggage (U)*.
- Revise the quantifiers by writing them on the board and asking students which kind of nouns they can be used with.

- 1 *many, a few (countable)*
- 2 *some, any, no, a lot of, lots of (both)*
- 3 *much, a little (uncountable)*

Ask students to make sentences with the quantifiers and some of the nouns from the previous revision task.

- Students are now ready to do Reload 5.
- Set a time limit and let students know every so often how much time they have left to complete the questions.
- Check answers as a class.

Answers

Vocabulary

1b 2c 3a 4b 5c 6a 7c 8b 9c 10a

Grammar

1a 2c 3b 4c 5c 6b 7b 8a 9a 10c