

## 6

# Food & Drink


**Unit plan**

**Reading:** multiple matching, looking for examples of general ideas

**Vocabulary:** words related to food, drink and restaurants, word formation, phrasal verbs, collocations & expressions

**Grammar:** countable & uncountable nouns, quantifiers, articles

**Listening:** multiple matching, listening for paraphrasing of key ideas

**Speaking:** comparing photos, talking about food allergies, traditional food and celebrations, talking about similarities and differences

**Writing:** review, including the right information, using adjectives and adverbs to describe

**Unit Opener** (SB page 69)

- Ask students to look at the main picture and name as many of the vegetables as they can in English (*mushrooms, onions, tomatoes, peppers, chilli peppers, radish, broccoli*). Ask students to read the title of the unit and name some drinks in English.
- Ask students to work in pairs or small groups to come up with as many kinds of fruit as they can think of.

**1**

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the jobs and explain any unknown words.
- Students do the task individually, but check answers as a class.
- Once students have finished, extend the task [www.jno-jno.com](http://www.jno-jno.com) asking them a few questions about each job:  
*Who sells fruit and vegetables? (a greengrocer)*  
*Who serves you your food and drinks? (a waitress)*  
*Who creates delicious dishes? (a chef)*  
*Who makes bread and croissants? (a baker)*  
*Who sells all kinds of meat? (a butcher)*

**Answers**

- chef
- greengrocer
- butcher
- baker
- waitress


**TOP TIP**

Get the most out of the photos in the Student's Book by asking students to describe, compare and contrast them. The Speaking task in this unit is comparison of photographs. Take the opportunity to extend speaking practice by asking students to compare two of the photographs in the Unit Opener.

**Let's talk about it!**

- What are the advantages and disadvantages of these jobs?
- What is a typical day like for these people?
- Would you like to do any of these jobs? If so, which one interests you?

**DVD 6**

Summary of DVD 6: The video is titled 'Food ad tricks: helping kids understand food ads on TV'. It is a behind-the-scenes look at how hamburgers and fries are made to look their best for television, so that people buy them. Some of the things done to make food look more attractive are dishonest. For example, a near-raw burger patty is used so that there is no shrinkage during cooking to make the burger look bigger; sesame seeds are glued onto the bun; food dye is brushed onto the burger to give it a nice colour; pins and toothpicks keep lettuce, tomatoes and pickles in place. The end result is a bigger, taller burger than what you actually buy. French fries are arranged like flowers in Styrofoam with toothpicks so they stand up and the packet of fries looks full.

**DVD link:** <http://www.youtube.com/watch?v=fUjzeIX8k>

**Answers**

a make-up artist for food  
Students' own answers


**Reading** (SB pages 70-71)

**1**

- Before doing the task, ask students to identify the different foods in the pictures. They may not know some of the words, so help them out with the difficult ones (*meat, pulses, vegetables, chocolate, doughnuts, fish, cheese, peanuts*).
- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must discuss which of the foods in the pictures are necessary for good health, and that they must also discuss the foods some people don't eat and explain why.
- Have students discuss their answers as a class, but do not give them the correct answers at this stage.

**Answers**

Students' own answers, but likely responses are that vegetables are necessary for good health, vegetarians don't eat meat, people watching their weight avoid doughnuts and chocolate, people with allergies may have to avoid some of the foods, too.

**2**

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to skim read the texts and look for the four reasons. 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 do the task individually, but check answers as a class.

**Answers**

**A** It's a tradition.  
**B** It's wrong to kill animals to eat. (moral reasons)  
**C** It's healthy.  
**D** It's wrong to kill farm animals for environmental reasons.

**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 when dealing with multiple-matching tasks, the questions are usually more general than the information in the texts. A good way to deal with this is to underline key words in the questions and then look for the same idea expressed differently in the texts.

**3**

- Ask students to read the instructions and check that they understand what they have to do. Explain that when there are two answers, they may write them in any order.
- Ask students to read the questions. Explain anything they don't understand.
- Remind students to look in the article for the general ideas expressed in the questions and to underline them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

**Answers**

**1C** I had a few health problems as I reached middle age.  
**2D** Simon became a vegetarian as a student. 'At university in my twenties ...'  
**3A** Marion has always been a vegetarian.  
**4C** You could say I became vegetarian by accident.  
**5C** When I cut down on the meat in my diet, I started to feel a lot better.  
**6D** ... vegetarianism benefits health ...  
**7A** Nowadays, so many people are vegetarians ...  
**8A** They believed that everybody needed meat.  
**9B** At first my mum refused to cook me special vegetarian food ...  
**10B** I gave up meat because I love animals and believe that killing them is wrong.

**► EXTENSION ACTIVITY**

Ask students to write down their typical daily menu. Help with vocabulary if necessary. Once they have finished, ask them to swap with a partner and compare their menus to see whose diet is healthier.

**4**

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will be looking for synonymous words.
- Ask students to read the words in the orange box and the sentences, 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 task.
- They then check their answers in pairs before checking as a class.

**Answers**

**1** delicious  
**2** typical  
**3** annual  
**4** traditional  
**5** special  
**6** local

**5**

- Ask students to read the instructions and check that they understand what they have to do (*a class survey about vegetarian eating habits for which they need to come up with three more questions of their own*).
- Students can work in pairs to come up with three more questions.
- Monitor and help with vocabulary and grammar if necessary.
- Make a note of any mistakes to go over with the class afterwards.
- Once students are ready, ask the questions included in the box and write the results on the board. Then ask the questions provided by the students and write down those results as well. Ask individual students to report the results using the language for expressing results mathematically from Unit 3 Reading (page 33, 4).

**Answers**

Students' own answers  
Suggested questions:  
Which is the best reason for someone to give up meat?  
for their health   
because they love animals   
for the environment   
to save money

Imagine that you meet a vegetarian, do you \_\_\_\_\_.  
try to change their mind?   
accept their belief?   
try vegetarian food, too?

In the past did people eat more or less meat?  
more  less  the same

**► EXTENSION ACTIVITY**

Students work in pairs to discuss the reasons given by the people in the article for becoming vegetarians. They can discuss which reasons they agree and disagree with and decide which reason is the best for becoming a vegetarian. Ask if there are any vegetarians in the class, and if there are, ask them why they became vegetarians.

## Vocabulary 1 (SB page 72)

**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 two columns and explain anything they don't understand. Elicit that they are all food words and that by matching them they will form compound nouns.
- Remind them that sometimes more than one answer is possible.
- Students work individually to match the words.
- They then check their answers in pairs before checking as a class.
- Once the answers have been checked, check pronunciation by saying each of the compound nouns to the students and asking them to repeat after you. Correct where necessary.

### Answers

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

**2**

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they have to put the compound nouns from 1 in the correct list.
- Students work individually to write the words in the correct places.
- They then check their answers in pairs before checking as a class.

### Answers

Food: bread roll, apple pie, French fries, hot pie, soft roll, turkey roll, turkey sandwich, turkey pie  
Drink: mineral water, apple juice, soft drink, hot chocolate, hot drink, hot water, orange juice

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**3**

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must place the correct word(s) in each sentence.
- Ask students to read the words and the sentences and explain anything they don't understand. Elicit that the words are all related to food.
- Students work individually to write the words in the correct places.
- They then check their answers in pairs before checking as a class.

### Answers

1 chef  
2 menu  
3 buffet  
4 dessert  
5 dish  
6 waiter  
7 ingredients

**4**

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must unscramble the letters of the words needed to complete the sentences. Explain that all of the words are verbs to do with cooking and preparing food.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to unscramble the letters.
- They then check their answers in pairs before checking as a class.

### Answers

1 mix	5 slice
2 bake	6 Peel
3 boil	7 fry
4 grilling	

**5**

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they have to write the adjective form of the verbs in 4.
- Students work individually to write the adjectives.
- They then check their answers in pairs before checking as a class.

### Answers

1 mixed	5 sliced
2 baked	6 peeled
3 boiled	7 fried
4 grilled	

## EXTENSION ACTIVITY

Ask students to work in pairs. They must use the adjectives in 5 and think of as many foods as possible that can be cooked or prepared in that way (eg *mixed salad*, *baked bread*, *boiled egg*, *grilled sausage*, *sliced cheese*, *peeled potatoes*, *fried rice*, etc). Draw a table on the board and complete it with their answers.

### Extra Task (for early finishers)

See photocopyable material on page 148.



## Grammar 1 (SB page 73)

### Before you read the Grammar box

- Revise countable and uncountable nouns. Ask a student to explain (in L1 if necessary) 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 quantifiers. Write the following quantifiers on the board in mixed up order and remind students that we use quantifiers to express quantity. Ask students if they are used with countable nouns, uncountable nouns or both. Then ask students for example sentences using quantifiers and suitable nouns. (Quantifiers: *some*, *any*, *no*, *a lot of*, *lots of* – both; *many*, *a few*, *few* – countable; *much*, *a little*, *little* – uncountable).

**1**

- Read through the grammar theory with the class.
- Write the following sentences on the board (without the underlining).  
1 'I can give you some cooking tips.' 'Thanks. I need as much advice as I can get.' (tips/countable, advice/uncountable)  
2 'We need a lot of new kitchen equipment.' 'I know, but machines are so expensive.' (equipment/countable, machines/uncountable)  
3 'Did you buy any new furniture at IKEA?' 'No, but we got a cooker.' (furniture/uncountable, cooker/countable)  
4 'There are a few interesting facts here. Where did you find the information?' (facts/countable, information/uncountable)

5 I have little luggage with me, just this suitcase.  
(luggage/uncountable, suitcase/countable)

6 There's no news about the restaurant fire;  
not even an announcement. (news/uncountable, announcement/countable)

7 We recycle lots of paper at home, especially Dad's newspapers. (paper/uncountable, newspaper/countable)

8 What delicious food you make! And so many dishes!  
(food/uncountable, dishes/countable)

**2**

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

**Answers**

Students should underline: *carton, milk, glass and orange juice*.  
*Carton* is countable.  
*Milk* and *orange juice* are uncountable.  
*Glass* can be both with a change in meaning: *glass* as a material is uncountable; a drinking *glass* is countable.

Read 6.1-6.2 of the Grammar Reference on pages 167-168 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**

**1B 2C 3U 4B 5C 6U 7C 8U 9B 10B 11B 12U**  
**1** a single hair (C) and a head of hair (U)  
**4** a sheet of paper (C) and paper as a material (U)  
**9** a cup of tea (C) and tea the substance (U)  
**10** a point in time (C) and time as indefinite existence (U)  
**11** a tin for food (C) and tin as a mineral (U)

**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**

<b>1</b> jar	<b>6</b> much
<b>2</b> are	<b>7</b> a lot of
<b>3</b> some	<b>8</b> a few
<b>4</b> lots of	<b>9</b> was
<b>5</b> a little	<b>10</b> Few

**► EXTENSION ACTIVITY**

Students write a list of ingredients for their favourite recipe. They must use quantifiers and 'count' words (eg *jar, packet*). They must not write the name of the dish. When they are ready, they swap with a partner who must guess what the dish is.

**Extra Task (for early finishers)**

See photocopyable material on page 148.

**a-z Vocabulary 2** (SB page 74)

**1**

- Before students look at the task, ask them to tell you some endings for adjectives. Write them on the board and then ask students to give you examples of adjectives with some of those endings.
- Ask students to read the instructions and check that they understand what they have to do (*form adjectives with the words and the endings*).
- Ask students to read the words in the orange box 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. Point out to students that *tasteful* is not synonymous with *tasty* and that the meaning of it is not related to food. Tell them that *tasteful* means *attractive or good quality*.
- Check pronunciation by saying each of the adjectives to the students and asking them to repeat after you. Correct where necessary.

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**Answers**

<b>-less</b>	<b>-ful</b>	<b>-y</b>
cheerless colourless tasteless	cheerful colourful tasteful	cheery fatty healthy spicy tasty

**2**

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to complete the sentences with adjectives from 1.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

**Answers**

<b>1</b> colourful	<b>4</b> fatty
<b>2</b> tasteless	<b>5</b> healthy
<b>3</b> spicy	<b>6</b> cheerful

**3**

- Ask students to read the instructions and check that they understand what they have to do (*match the phrasal verbs in bold with their meanings*).
- Ask students to read the sentences and explain anything they don't understand.

- Before students do the task, ask them to cover column a-f and see if they can work out the meanings of the phrasal verbs by looking at them in context.
- Ask students to read the meanings 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. Ask if any of the meanings they came up with were correct.

#### Answers

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

#### 4

- Ask students to read the instructions and check that they understand what they have to do. Point out that some of the expressions are not in the correct form and will need to be changed.
- Ask students to read the expressions in the orange box and explain anything they don't understand.
- Check pronunciation by saying each of the expressions in the orange box to the students and asking them to repeat after you. Correct where necessary.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

#### Answers

- 1 get a takeaway
- 2 serves lunch
- 3 lay the table
- 4 book a table
- 5 ordering a meal

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#### ► EXTENSION ACTIVITY

Students work individually. They choose a kind of food or drink and describe it using any three adjectives they like. When they are ready, ask individual students to read out their sentences (eg *Water is colourless and tasteless, but it's very healthy for you.*).

#### Extra Task (for early finishers)

See photocopyable material on page 148.

## Grammar 2 (SB page 75)

#### Before you read the Grammar box

- Revise articles as a class. Ask students to name the articles used in English (*a, an, the, zero article*). Write

them on the board in a table with 4 wide columns. Complete the first row with sentences as shown in Table A.

- Explain that *a* and *an* are indefinite articles and they are used here because the writer talks about the dog for the first time. Then explain that *the* is a definite article and is used by the writer when he talks about the dog 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 four 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 in the table 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.
- They may look at the sentences 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 answer the questions.
- Students work individually to do the task.
- They then check their answers in pairs before checking as a class.

#### Answers

a  
the

Read 6.3-6.5 of the Grammar Reference on page 168 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 text 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 text.
- They then check their answers in pairs before checking as a class.

TABLE A

a	an	the	zero article
A dog followed me home.	It was an English Bulldog.	The dog was very friendly.	I love dogs!

**Answers**

1 -	9 the	17 -	25 the
2 -	10 The	18 -	26 a
3 -	11 a	19 the	27 the
4 -	12 The	20 the	28 -
5 -	13 the	21 the	29 the
6 -	14 -	22 -	30 a
7 a	15 -	23 -	31 an
8 the	16 -	24 an	32 the

**► EXTENSION ACTIVITY**

Ask students to write a paragraph about their favourite restaurant. The must include the name of the restaurant, where it is and what food it serves. 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 paragraphs. Time permitting, every student can read out their work.

**Extra Task (for early finishers)**

See photocopyable material on page 148.

**Listening** (SB page 76)**1**

- Ask students to look at the photo and the smaller pictures in the leaflet, and ask them how they are related to the title of the leaflet (*they are foods that can cause allergies*). Ask students if any of them have allergies and what they are allergic to. [www.jno-jo.com](http://www.jno-jo.com)
- Ask students to look at the leaflet about allergies and answer any queries they may have about it. Do not explain the unknown words in red at this stage.
- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must match the words in red with the meanings.
- Ask students to read the meanings and answer any queries they may have about them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

**Answers**

1 seafood	5 rash
2 fork	6 allergic reaction
3 hospital	7 come into contact with
4 allergy	8 peanuts

**DOWNLOAD**

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Point out the importance of identifying key words and phrases in the questions before they listen to the different people speaking in this type of task. Explain that this is a good way to listen out for the parts of the recording that are needed in order to answer the questions correctly, and these parts will be similar in meaning to what they have underlined.

**2**

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must read the sentences in 3 and underline the key

words. Then they need to answer the questions in 2. Point out that the key words will be repeated in a different way in the questions in 2.

- Go through the sentences with students and explain any unknown words.
- Students work individually to complete the task.

**Answers**

1 C (... explain the problem to others)
2 A (... Somebody in my family ...)
3 B (... dishes with no milk or peanuts)
4 E (... mustn't come into contact ...)
5 D (... used to have ...)

**3**

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will hear four speakers and that they must choose what each speaker says from a list of statements. Point out that there are five statements in all, but they only have to choose four.
- Remind students to listen out for words, phrases or ideas that are similar to the key words that they have underlined.
- Play the recording and ask students to mark 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**

1D ... it stopped when I was about 5 years old and I'm fine now.
2C ... explaining the situation to other people ... it's important that other people understand that I can have a serious reaction ...
3E ... I used his fork by accident. The allergic reaction was so bad that I had to go to hospital.
4A ... our son's allergies are very serious – his heart could stop or he might stop breathing.

See the recording script on page 138.

**Speaking** (SB page 77)**1**

- Ask students to read the four 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

**DOWNLOAD**

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

- Remind students that when they compare photographs, they have to discuss their similarities and differences. In order to do this, they need to use set phrases that will introduce their ideas.

**2**

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they have to match sentence halves, and that the complete sentences describe the photos in 3.
- Ask students to read the sentence halves 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

1d 2a 3e 4b 5c

**3**

- Go through the *Language Bank* with the students and make sure they understand the phrases and how to use them. Refer them back to 2 if they need help.
- Ask students to read the instructions and check that they understand what they have to do. (*Photographs A and B: Firstly, Student A must compare the two photographs, that is, briefly describe their similarities and differences, and then he/she must answer the specific question about why people might choose to eat in the places. Student B must reply to one question about the two restaurants. / Photographs C and D: Firstly, Student B must compare the two photographs, that is, briefly describe their similarities and differences, and then he/she must answer the specific question about the importance of food at family celebrations. Student A must reply to one question about their preference for a family event.*)
- 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 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 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

#### TOP TIP

Involve students in their learning by asking them to bring materials to class for discussion. For this lesson, they could bring their own photos from family events or find pictures in magazines. They can compare the photos and discuss similarities and differences. The photos must be on a connected theme so that the class can discuss similarities and differences.

#### Writing

(SB pages 78-79)

##### Review: Including the right information

- Ask students to read the information on reviews and including the right information. Make sure students understand the purpose of a review is to provide information that will allow someone else to make a decision about something.
- Ask students if they have ever read a review. If they have, ask them to tell you what it was for, and whether it influenced their decision or not.
- Explain to students that when writing a review, the information they provide must be useful, and it must be the kind of information someone would need in order to make a decision about what to buy, where to go, etc. This means they have to decide what details are important and write about those particular ones. Though reviews usually mention good and bad points, a review can be 100% positive or 100% negative. A review should also contain both facts and opinions. At the end of the review, they should say whether or not they recommend what is being reviewed.

##### 1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to discuss which points are the most important to include in reviews for different things.
- Ask students to read the ideas and answer any queries they might have about them.
- Students discuss in pairs. Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Discuss answers as a class.

#### Answers

Students' own answers. This task is designed to create discussion.

**2**

- Ask students to read the instructions and check that they understand what they have to do (*identify facts and opinions*).
- Ask students to read the comments and explain any unknown words.
- Students work individually to complete the task.
- Check answers as a class.

#### Answers

1 O, F  
2 F, O  
3 F, O  
4 F, O  
5 O, F  
6 O, F

**3**

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the task and explain anything they don't understand.
- Emphasise the importance of analysing the writing task and that by doing this, they will avoid writing off-topic.
- Students work individually to answer the questions.
- Check answers as a class.

**Answers**

1 one that serves international food  
2 Yes, I can.

**4**

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the opening paragraph written in reply to the question in 3 and explain anything they don't understand.
- Point out that the opening paragraph must be informative, but brief, and give the reader some idea of the writer's opinion.
- Ask students to underline the words in the paragraph that show the writer's opinion (*cheerful atmosphere, lots of unusual food, you can't beat Croques*).
- Students work individually to answer the questions.
- Check answers as a class.

**Answers**

Positive. The introduction gives two positive points and says *you can't beat Croques*.

**5**

- Ask students to read the instructions and check that they understand what they have to do.
- Read out the rest of the review or ask a strong student to do so.
- Ask students if they think it is a good review. Then look at the questions in depth to analyse the task.
- Students work individually to complete the task.
- Check answers as a class. Ask students to justify their answers.
- Once answers have been checked, look at the review in more detail. Point out that a good opening paragraph should give the reader an idea of what they will be reading about in the rest of the review and that this is the case with the opening paragraph in 4; there, the writer mentions the atmosphere and the food, and then goes on to discuss these in the review.

**Answers**

1 past tenses (because the visit is in the past)  
2 present tenses (because we use present tenses to talk about facts and things that are generally true)  
3 first and last paragraphs (positive language in the opening paragraph; recommendation in the last paragraph)  
4 first paragraph: people who like a cheerful atmosphere and unusual food, last paragraph: people who like well-cooked, interesting food at good prices

**6**

- Refer students to the *Language Bank* and the *Strength of opinion* words. Explain any unknown words. Point out that these can help them to be more descriptive.

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must look at the review and find four words that make adjectives and adverbs stronger or weaker.
- Students work individually to complete the task.
- Check answers as a class.
- Once answers have been checked, ask students to replace the underlined words with other similar ones.

**Answers**

Students should underline: *rather* (para 2), *reasonably* (para 3), *quite* (para 4) and *very* (paras 4 and 5).

**7**

- Ask students to read the instructions and check that they understand what they have to do. Refer students to the *Language Bank* and the *Descriptive adjectives*. Explain any unknown words.
- Stress the importance of using appropriate, topic-related vocabulary when writing.
- Students work individually to complete the task.
- Check answers as a class.

**Answers**

excellent ≠ disappointing **R/F**  
cheerful ≠ depressing **R/W**  
delicious/tasty ≠ tasteless **F**  
bright ≠ dark **R**  
polite ≠ rude **W**  
lively ≠ quiet **R**  
loud ≠ soft music **R**  
over-cooked ≠ under-cooked **F**  
well-cooked **F**  
traditional **R/F**

**8**

- Ask students to look at the *Language Bank* and the *Strength of opinion* words again.
- Ask students to read the instructions and check that they understand what they have to do. Explain that for this task, they will need to use the descriptive adjectives, the words for strength of opinion and the ways of recommending in the *Language Bank*. Go through the ways of recommending and explain anything students don't understand.
- Students work individually to complete the task.
- Check answers as a class.

**Suggested answers**

1 rude, I don't recommend the restaurant  
2 really delicious  
3 very cheerful

**LANGUAGE BANK**

- Review the words and phrases in the *Language Bank*.

**► EXTENSION ACTIVITY**

Time permitting, students can write their own sentences to express positive and negative opinions. Ask them to use 8 and the *Language Bank* to write one positive opinion and one negative opinion about a restaurant they have been to.

**9**

- Read the task out to students and explain anything they don't understand. Elicit that they must write a restaurant review.
- Go over the *Plan* with the students. Stress the importance of briefly expressing their opinion in the opening paragraph and making a recommendation in the conclusion.
- Ask students to think about the topics they will discuss in their review and to write brief notes for each paragraph. Go round checking as they write.
- Assign the writing task for homework.

**Answers**

Students' own answers

**DOWNLOAD**

- Read out the information in the *Download* box.
- Choose a student to explain the tips in his/her own words.
- Remind students that they must support their positive or negative opinions with details and examples.
- Remind them to show the strength of their opinion and to give their recommendation at the end using words and structures from the *Language Bank*.

## **Reload 6** (SB page 80)

**Objectives**

- To revise vocabulary and grammar from Unit 6.

**Revision**

- Tell students that Reload 6 revises the material they saw in Unit 6.
- 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 can 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.

**Vocabulary Revision****Vocabulary 1**

- 1&2: Revise the words for food and drink by writing two lists of nouns on the board and asking students to match them to form the compound nouns (*French, mineral, apple, bread, turkey, soft, hot, orange*) and (*chocolate, roll, juice, drink, water, sandwich, fries, pie*). (*Suggested answers: French fries, mineral water, apple juice, apple pie, bread roll, turkey roll, turkey sandwich, turkey pie, soft roll, soft drink, hot chocolate, hot drink, hot water, hot pie, orange juice*).
- 3: Revise the words by reading each one out and asking students to give you simple definitions (*buffet/a lot of food on a table; ingredients/what we use to make a dish, chef/a cook in a restaurant, dish/a plate of food, dessert/a sweet dish eaten at the end of a meal, menu/a list of available dishes at a restaurant, waiter/a person who serves you in a restaurant*).

- 4: Revise the verbs by writing these on the board (*an orange, meat, ingredients, an onion, a cake, an egg, spaghetti*). Then read out the verbs one by one and ask students to tell you a food from the list that is cooked or prepared in that way.

- 1 *mix: ingredients*
- 2 *bake: a cake*
- 3 *boil: spaghetti, an egg*
- 4 *grill: meat*
- 5 *slice: an onion*
- 6 *peel: an orange, an onion, an egg*
- 7 *fry: an egg, meat*

- 5: Revise the adjectives by asking individual students to come to the board and write the adjective form of the verbs from 4 (*mixed, baked, boiled, grilled, sliced, peeled, fried*).

**Vocabulary 2**

- 1&2: Practise word formation. Write these nouns on the board and ask individual students to come to the board and write the adjectives. Once the adjectives have been written, choose some of them and ask students to use them in sentences.

- 1 *cheer (cheerless, cheerful, cheery)*
- 2 *colour (colourless, colourful)*
- 3 *fat (fatty)*
- 4 *health (healthy)*
- 5 *spice (spicy)*
- 6 *taste (tasteless, tasteful, tasty)*

- 3: Practise phrasal verbs. Write these sentences on the board (without the underlining) and ask individual students to come to the board, underline the phrasal verbs and explain what they mean.

- 1 *I can't eat this cheese! Smell it! It's gone off! (spoil, go bad)*
- 2 *If I get round to it, I'll clean the fridge, but I'm too busy. (find time to do something)*
- 3 *Cut up the banana into tiny pieces before you give it to the baby. (separate into smaller parts)*
- 4 *I have to cut down on chocolate to lose weight. (eat less of, reduce)*
- 5 *I'll take you out to dinner for your birthday. (treat someone to something special)*
- 6 *This dish is hot! Where can I put it down? (place something somewhere)*

- 4: Practise collocations & expressions. Write these on the board and ask students to use them in sentences.

*book a table  
get a takeaway  
lay the table  
order a meal  
serve lunch*

**Grammar Revision****Grammar 1**

Practise countable & 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: *rice (U), milk (U), coffee (B), jar (C), soup (U), fish (B), cheese (U), piece (C), physics (U), equipment (U), loaf (C), table (C), glass (B), hair (B), luggage (U), litre (C)*.
- Revise the quantifiers by asking students which kind of nouns they can be used with:

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

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

## Grammar 2

Practise articles.

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

1    chef where I work is    excellent baker.

(*The, an*)

2 I read    interesting article in    newspaper today. (*an, the*)

3 I broke my leg and went to    hospital; it's    best hospital in    city. (*-, the, the*)

4 They say    apple    day keeps    doctor away. (*an, a, the*)

5 I really want to visit    Egypt and see    Nile.

(*-, the*)

6    rich don't do enough to help    poor.

(*The, the*)

- Students are now ready to do Reload 6.
- 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 2a 3a 4d 5b 6c 7b 8a 9d

### Grammar

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

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### Objectives

- To revise vocabulary and grammar from Units 5 and 6.

### Revision

- Tell students that Progress Review 3 revises the material they saw in Units 5 and 6.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the units if they're not sure about an answer. Stress that the Progress Review section is not a test.
- Decide how the Progress 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 40 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.

### Vocabulary Revision

Revise words for cities.

- Unit 5, Vocabulary 1, Exercise 1: Write the following on the board in two columns. Ask students to match them to make words that describe things in cities. Tell students that five of the words are compound

cross	about
pave	box
post	box
road	crossing
round	lights
telephone	ment
traffic	roads
zebra	sign

(crossroads, pavement, post box, road sign, roundabout, telephone box, traffic lights, zebra crossing)

- Unit 5, Vocabulary 1, Exercises 2 and 3: Write these words on the board and then ask students to explain what they are or what they are used for.

bus station (catch a bus here), car park (park your car here), city centre (the busiest part of the city, where there are usually lots of shops), petrol station (where you buy petrol for your car), shopping centre (where there are many different shops), taxi rank (where you catch a taxi)

- Unit 5, Vocabulary 1, Exercise 4: Write these words on the board and then ask students to respond to your statements and questions with one of them.

chemist's, gallery, kiosk, playground, prison, underground

- 1 Where can I get a magazine? (kiosk)
- 2 Where can I look at nice paintings? (gallery)
- 3 Where can I get something to make me feel better? (chemist's)
- 4 Where can I see a criminal? (prison)
- 5 Where can I catch a train? (underground)
- 6 Where can my little boy play? (playground)

Revise words for food and drink.

- Unit 6, Vocabulary 1, Exercises 1 and 2: Read out the second part of the compound nouns for food and drink and ask students to reply with a complete compound noun.

- 1 chocolate (hot chocolate)

- 2 roll (bread roll, turkey roll, soft roll)

- 3 juice (orange juice, apple juice)

- 4 drink (soft drink, hot drink)

- 5 water (mineral water, hot water)

- 6 sandwich (turkey sandwich)

- 7 fries (French fries)

- 8 pie (apple pie, turkey pie, hot pie)

- Unit 6, Vocabulary 1, Exercise 3: Write these sentences on the board and ask students to complete the words.

- 1 There are some expensive d\_ \_ \_ \_ \_ at this restaurant. (dishes)

- 2 I couldn't see anything I wanted to eat on the m\_ \_ \_\_. (menu)

- 3 Let's have chocolate cake for d\_ \_ \_ \_ \_\_. (dessert)

- 4 There are a lot of i\_ \_ \_ \_ \_ in this recipe. (ingredients)

- 5 The TV c\_ \_ \_ prepared a wonderful meal. (chef)

- 6 W\_ \_ \_ \_ \_ are always on their feet. (Waiters)

- 7 There was lots of food to choose from at the b\_ \_ \_ \_ \_\_. (buffet)

- Unit 6, Vocabulary 1, Exercises 4 and 5: Write these verbs on the board and ask students to explain what they mean and then tell you the adjective forms.

bake, boil, fry, grill, mix, peel, slice

- 1 bake: cook in an oven; baked

- 2 boil: cook in water; boiled

- 3 fry: cook in oil or butter; fried

- 4 grill: cook close to heat (on a barbecue); grilled

- 5 mix: put ingredients together; mixed

- 6 peel: remove skin from fruit, vegetables or eggs; peeled

- 7 slice: cut into slices; sliced

Revise collocations & expressions.

- Unit 5, Vocabulary 2, Exercises 1 and 2: Write these words on the board. Tell students that the verbs are in the wrong places. Students look at the words and tell you the correct verbs.

1 take:	left	right	(turn)
---------	------	-------	--------

2 keep:	the rules	the crowd	(follow)
---------	-----------	-----------	----------

3 follow:	a taxi	time	(take)
-----------	--------	------	--------

4 get:	sb's place	track of sth	(keep)
--------	------------	--------------	--------

5 turn:	lost	tired	(get)
---------	------	-------	-------

- Unit 6, Vocabulary 2, Exercise 4: Ask students to complete these collocations related to restaurants with a suitable verb.

\_\_\_\_\_ a table (book), \_\_\_\_\_ a takeaway (get), \_\_\_\_\_ the table (lay), \_\_\_\_\_ a meal (order), \_\_\_\_\_ lunch (serve)

Revise prepositions.

- Unit 5, Vocabulary 2, Exercise 3: Write these prepositions of place on the board. Ask students to use them to talk about where they live (eg I live at 12 Maple Street.)

at, between, from, opposite, to, on

Revise phrasal verbs.

- Unit 5, Vocabulary 2, Exercise 4: Write this gapped paragraph (without the underlined verbs) on the board and ask students to complete it with the correct verbs to form phrasal verbs.

We're going to Paris. (1) Come along with us! We're

going to (2) get around on the Metro and (3) take in all the sights. We'll (4) go down the famous Champs Elysee and then (5) turn into smaller streets and really explore the city. When it's time to (6) head for home, we won't want to leave!

- Unit 6, Vocabulary 2, Exercise 3: Write these phrasal verbs on the board and ask students to explain what they mean.

*go off, cut up, take out, put down, cut down on, get round to*

Revise word formation.

- Unit 6, Vocabulary 2, Exercise 1: Write these words on the board and ask students to tell you the adjective forms. Then ask students to name some things that can be described with these adjectives (eg *bacon is fatty, Indian food is spicy, etc.*)

*cheer (cheerful, cheerless, cheery), colour (colourful, colourless), fat (fatty), health (healthy), spice (spicy), taste (tasteless, tasteful, tasty)*

### Grammar Revision

Revise adjectives and adverbs.

- Write these sentences on the board. Ask students if they are correct or incorrect. Ask them to correct the ones that are wrong.

- 1 *My grandma always dresses nicely and smells nice. (correct)*
- 2 *She keeps her jewellery in a round metal small box. (small round metal)*
- 3 *We ran to the bus station fastly, but we missed the bus. (fast)*
- 4 *My Uncle Quentin can cook really well. (correct)*
- 5 *Jilly smiled happy when I gave her the cake. (happily)*
- 6 *Your brother is extreme annoying, you know. (extremely)*
- 7 *The children sang loudly last night at the school. (at the school last night)*

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Revise comparison of adjectives & adverbs, other types of comparison.

- Write these adjectives and adverbs on the board and ask students to use them to make comparisons about *French fries, chocolate and bread*.

*sweet, salty, tasty, soft, boring, quickly*

Revise countable & uncountable nouns, quantifiers.

- Refer students to Unit 6 Opener on page 69. Ask them to complete these sentences by looking at the main picture.

- 1 *There are a \_\_\_\_ onions. (few)*
- 2 *There are a \_\_\_\_ of tomatoes. (lot)*
- 3 *There isn't \_\_\_\_ milk. (any)*
- 4 *There's \_\_\_\_ broccoli. (some)*
- 5 *There \_\_\_\_ any bananas. (aren't)*
- 6 *There are \_\_\_\_ potatoes. (no)*
- 7 *There \_\_\_\_ any oil. (isn't)*

Revise articles.

- Write this text on the board and ask students to complete the gaps with *a, an, the* or *-*.

*I arrived in (1) \_\_\_\_ USA last Tuesday. We left (2) \_\_\_\_ Rome, flew over (3) \_\_\_\_ Alps and made (4) \_\_\_\_ stop in (5) \_\_\_\_ London. There, we enjoyed a sunny afternoon in (6) \_\_\_\_ Hyde Park. On the following day we left for (7) \_\_\_\_ New York. It was OK on (8) \_\_\_\_ plane. I sat next to (9) \_\_\_\_ lady from Italy and chatted to her in (10) \_\_\_\_ Italian. She told*

*me she was going to visit (11) \_\_\_\_ old friend in New York. Before we landed at (12) \_\_\_\_ JFK Airport, we saw (13) \_\_\_\_ Statue of Liberty and (14) \_\_\_\_ Empire State Building. (15) \_\_\_\_ hotel I stayed in was in (16) \_\_\_\_ 42nd Street. It's (17) \_\_\_\_ very busy street and I didn't get much sleep!*

*(1 the, 2 -, 3 the, 4 a, 5 -, 6 -, 7 -, 8 the, 9 a, 10 -, 11 an, 12 -, 13 the, 14 the, 15 The, 16 -, 17 a)*

- Students are now ready to do Progress Review 3.
- 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.

### Vocabulary

#### Answers

**1**

- 1 shopping
- 2 station
- 3 waiter
- 4 rank

**2**

- 1 opposite
- 2 on
- 3 across
- 4 between

**3**

- 1 crossroads
- 2 spicy
- 3 takeaway
- 4 roundabout

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- 1 cut down on
- 2 take a taxi
- 3 got very tired

- 5 ingredients
- 6 underground
- 7 menu
- 8 kiosk

- 5 next
- 6 in
- 7 on

- 5 cheerful
- 6 timetable
- 7 careful
- 8 playground

- 4 head for home
- 5 has gone off
- 6 get round to

### Grammar

#### Answers

**1**

- 1 delicious chocolate
- 2 carefully
- 3 less polluted
- 4 better
- 5 the most beautiful
- 6 less
- 7 healthier
- 8 bigger

**2**

- 1b 2c 3b 4c 5b 6b 7b 8b 9a 10b 11b 12a

**3**

- 1 a bowl of
- 2 little
- 3 a cup of
- 4 no
- 5 few
- 6 a bottle of
- 7 many
- 8 a glass of

**4**

- 1 is tastier than
- 2 drove carelessly
- 3 a lot of
- 4 is as tall as
- 5 the more tired
- 6 a piece of advice