

# 11

## A Bite to Eat



### Unit plan

#### Reading:

missing sentences, using linking words to help you identify where the missing sentences go  
words related to food and restaurants, word formation, phrasal verbs, commonly confused words

#### Grammar:

comparison of adjectives & adverbs, *too/enough, so/such*

#### Listening:

multiple choice (pictures), taking notes while you listen

#### Speaking:

comparing photos, talking about food and cooking, speculating about the photos, gaining time to think

#### Writing:

letter, using formal language, using *too, enough* and *so* to complain

### Unit Opener (SB page 135)

- Ask students what the title (*A Bite to Eat*) means (*a quick snack*) and how it relates to the picture (*doughnuts/donuts are a quick snack*).
- Ask students to look at the picture again. Ask them to describe what they can see (*multi-coloured doughnuts/donuts*), how they could describe the doughnuts (*delicious, tempting, mouth-watering, etc*), and how the doughnuts make them feel (*crave, hungry, want them, etc*).

#### 1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the factors and explain anything they don't understand.
- Students work individually before discussing their answers in pairs.
- Point out that there is no right or wrong answer, and that their answers depend on their own point of view.
- Do a class survey to see which factors are the most important.

#### Answers

Students' own answers

#### 2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that the words in the orange box can all be used to describe food and that they must use them to talk about their favourite and least favourite foods. Also encourage them to use any other suitable words they know.
- Ask students to read the words in the orange box 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.
- Discuss as a class.

#### Answers

Students' own answers

#### 3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the quotations and explain anything they don't understand.
- Students discuss in pairs before discussing as a class.

- Monitor and help with vocabulary, but do not interrupt fluency.
- Make a note of any mistakes to go over with the class afterwards.
- Ask students what George Bernard Shaw's quotation tells us about him (*he was a vegetarian*), and what Ray Kroc's quotation tells us about McDonalds food (*junk food is addictive*). Ask students if they agree with the quotations.

#### Answers

Students' own answers

#### Background information

Junk food poses a serious threat to human health. Obesity rates around the world are rising largely due to the consumption of food that is high in calories and low in nutritional value, like doughnuts, cakes, burgers, chips, pizza and soft drinks. While countless people around the world die of starvation, millions die of eating too much. When poor dietary choices are combined with a sedentary lifestyle and hours spent in front of a computer or the TV, health deteriorates very quickly and conditions such as diabetes, high blood pressure and stroke become common.

#### TOP TIP

Whenever possible, take the opportunity to expand students' knowledge of the world around them. Instead of simply talking about the food they like or a predictable discussion about junk food, show them videos of topics that will surprise and interest them, or even disturb them. In this unit, for example, you could show them a video about battery hens, or the impact on the environment of rearing livestock to satisfy our taste for meat.

#### Let's talk about it!

- How does your favourite food make you feel? Why?
- Do you know how to cook?
- Do you think teenagers eat too much junk food?

## DVD 11

Summary of DVD 11: The video is titled 'The Basic Nutrition Problem'. In it, Dr Andrew Weil talks about the importance of finding a balance between healthy food and food we like to eat. He discusses the common problems and complaints many people have when it comes to eating healthy food.

**DVD link:** <https://www.youtube.com/watch?v=w0XUadRPCU0>

### Answer

They say they don't know how, or they don't have time to make food anymore.

## Reading (SB pages 136-137)

### 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 explain anything they don't understand.
- Ask them what the creatures in the pictures are known as collectively (*insects*).
- Students work individually to label the pictures.
- They then check their answers in pairs before checking as a class.

### Answers

- |               |               |
|---------------|---------------|
| 1 cricket     | 4 termite     |
| 2 worm        | 5 caterpillar |
| 3 grasshopper |               |

### 2

- Ask students to read the instructions and check that they understand what they have to do.
- Remind students that on page 135 of their Student's Book there are a number of adjectives they can use to describe food. Tell them to pick one of the insects in 1 and to imagine its taste and texture.
- Students work in pairs before discussing as a class.
- 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 describe their imagined experience to the class.

### Answers

Students' own answers

### 3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to skim read the text to get a general idea about the topic.
- 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 answer as a class.

### Answer

B

## DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Go through the tips for dealing with a gapped text with students. Stress that they should always look for 'clues' such as contrasting ideas between the text and the removed sentences. Tell them that a contrasting idea is usually introduced by words such as *but*, *whereas*, *nevertheless*, *although* and others.
- Ask them to look for a contrasting idea in the removed sentences A-G.
- Check answer as a class.

### Answer

Sentence D, *However*, ...

### 4

- 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.
- Encourage students to use the tips from the *Download* box when doing the task.
- Students work individually to fit the sentences to the gaps.
- They then check their answers in pairs before checking as a class.

### Answers

- 1B** *Some of these* in sentence B refers to the *strange solutions that have been put forward* mentioned before the gap. In the sentence after the gap, *expensive* and *from the world of science fiction* echo *costly* and *simply unrealistic* in sentence B.
- 2D** Sentence D contrasts with the sentence before the gap and *However* at the beginning of sentence D links the two contrasting ideas.
- 3F** The sentence before the gap tells us there are *a number of problems* and the sentence after the gap begins with *Other problems*. Therefore the missing sentence must explain one problem. Sentence F does this.
- 4A** The sentence before the gap explains one advantage of insects (how efficient they are at providing protein) and sentence A provides three more. The sentence after the gap provides evidence of the statement in sentence F about how much water is needed.
- 5E** Sentence E explains why insects are healthier to eat. Also the sentence after the gap says *With all those advantages, ...* which refers to the list of things in sentence E.
- 6G** Sentence G fits here because it explains a cooking method for two kinds of insects. This echoes the sentences before and after the gap.

### 5

- 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.
- Point out that the words they need to use are in the article and ask them to find and underline them. Elicit that the pairs of words have similar meanings.
- Explain that when they don't know the meaning of a word, they can often work it out by looking at the sentence it is found in.
- Students work individually to complete the task.

- They then check their answers in pairs before checking as a class.

**Answers**

- |                           |                               |
|---------------------------|-------------------------------|
| <b>1</b> rear, cultivate  | <b>3</b> smoked, steamed      |
| <b>2</b> flavour, texture | <b>4</b> creatures, livestock |

**6**

- Ask students to read the instructions and check that they understand what they have to do.
- Students work in pairs to complete the task.
- Remind them to make decisions on all five points.
- Monitor and help with vocabulary and grammar if necessary.
- When students are ready, they can tell the class about their dish.

**Answers**

Students' own answers

**▶ EXTENSION ACTIVITY**

Students work in pairs to plan a dinner party menu. They must include three courses – a starter, main course and dessert. They can use the dish they created in 6 if they wish. When they are ready, they read out their menus and the class decides which is the best.

**a-z Vocabulary 1** (SB page 138)

**1**

- Ask students to read the instructions and check that they understand what they have to do.
- Explain what *soggy* means (*very wet and soft*) as it is the only word students will not be familiar with. Refer them to 2 in the Opener for the other words in the task.
- Explain to students that in some cases, the answers will be subjective since we don't all see things the same way.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

**Suggested answers**

- 1N 2N 3P 4P 5N 6N 7P 8P 9N 10P 11N 12P**

**2**

- Ask students to read the instructions and check that they understand what they have to do.
- Students work individually to think of a food for each adjective.
- They then compare their answers in pairs before checking as a class.

**Suggested answers**

- |                       |                     |
|-----------------------|---------------------|
| <b>1</b> boiled rice  | <b>7</b> pie        |
| <b>2</b> lemons       | <b>8</b> pizza      |
| <b>3</b> Chinese food | <b>9</b> peas       |
| <b>4</b> crisps       | <b>10</b> stew/soup |
| <b>5</b> cereal       | <b>11</b> seafood   |
| <b>6</b> sausages     | <b>12</b> sauce     |

**3**

- 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 definitions and explain anything they don't understand. Elicit that the words in the orange box are all verbs.
- 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**

- |                   |                   |
|-------------------|-------------------|
| <b>1</b> deep-fry | <b>4</b> smoke    |
| <b>2</b> poach    | <b>5</b> roast    |
| <b>3</b> steam    | <b>6</b> barbecue |

**4**

- Ask students to read the instructions and check that they understand what they have to do. Elicit that for one item, the form of the word will not change from verb to adjective.
- Students work individually to write the adjectives.
- They then check their answers in pairs before checking as a class.

**Answers**

- |                     |                                   |
|---------------------|-----------------------------------|
| <b>1</b> deep-fried | <b>4</b> smoked                   |
| <b>2</b> poached    | <b>5</b> roast (remains the same) |
| <b>3</b> steamed    | <b>6</b> barbecued                |

**5**

- 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 all nouns.
- Students work individually to write the words in the correct places.
- They then check their answers in pairs before checking as a class.
- Once the answers have been checked, ask students how the words are connected (*they are connected to restaurants*).

**Answers**

- |                      |                       |
|----------------------|-----------------------|
| <b>1</b> desserts    | <b>5</b> appetite     |
| <b>2</b> lighting    | <b>6</b> refreshments |
| <b>3</b> main course | <b>7</b> atmosphere   |
| <b>4</b> starter     |                       |

**▶ EXTENSION ACTIVITY**

Ask students to think of foods that can go with the adjectives in 4. They can compare their answers with a partner before checking as a class. *Suggested answers: deep-fried Mars bars (popular in Scotland, the Mars bars are dipped in a batter and then deep-fried), poached eggs, steamed vegetables, smoked ham, roast chicken, barbecued steak.*

**Extra Task (for early finishers)**

See photocopiable material on page 155.

## Grammar 1 (SB page 139)

### Before you read the Grammar box

• Revise comparative and superlative forms of adjectives and adverbs. Remind students that we usually form the comparative by adding *-er, -r, -ier* to an adjective or adverb and that if the adjective or adverb has two or more syllables, we use the word *more* before the word. Elicit that we often use the word *than* after a comparative. Remind students that we usually form the superlative by adding *-est, -st, -iest* to the adjective or adverb and that if the adjective or adverb has two or more syllables, we use *the most* before the word. Elicit that we often use the word *the* before the superlative. Go quickly through the other types of comparison with students by writing them on the board and asking individual students when we use them.

*as ... as* (when two people, animals or things are the same)

*not as ... as* (when two people, animals or things are not the same)

*less ... (+ than)* (when a person, animal or thing has a particular quality to a smaller degree than another person, animal or thing)

comparative + *and* + comparative (when something is increasing or decreasing all the time)

*the* + comparative ..., *the* + comparative ... (when a change in one thing depends on a change in something else)

### 1

• Read through the grammar theory with the class.  
• Make sure students understand that we use the comparative to compare two or more people, things, animals, etc and that the superlative is used to compare one or more people, things, animals, etc, with other people, things, animals, etc. Remind them that we use phrases like 'in the world' and 'of all' with the superlative. Ask students to write three sentences – one using a comparative form, one using a superlative form, and another using a different type of comparison. You can ask them to look back at Vocabulary 1 and to use the adjectives to compare foods, for example, *Chinese food is spicier than Greek food*. Check their sentences and clear up any problems before moving on to 2.

### 2

• 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 which comparative structures are used before they write their answers.  
• Students work individually to do the task.  
• They then check their answers in pairs before checking as a class.

**Answers**  
1c 2b 3a

Read 11.1-11.2 of the Grammar Reference on page 175 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 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 longer	5 better than
2 the most popular	6 faster than
3 The most common	7 the hottest
4 the biggest	8 more slowly

### 4

• 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.  
• Encourage students to look back at the grammar theory for help as they do the task.  
• Students work individually to complete the gaps.  
• They then check their answers in pairs before checking as a class.

### Answers

1 not	4 the	7 than
2 less	5 as	8 more
3 most	6 and	9 of

### EXTENSION ACTIVITY

Role play. Students imagine they are at a restaurant. One student is the customer and the other is the waiter. The waiter must ask the customer for their order. The customer is not sure and needs to ask the waiter a few questions about the items on the menu. Tell them to use comparative and superlative structures. Monitor and help with vocabulary, but do not interrupt fluency. Individual pairs can then perform their role play for the class.

### Extra Task (for early finishers)

See photocopiable material on page 155.

## Vocabulary 2 (SB page 140)

### 1

• Before students look at the task, ask them to tell you some endings for nouns and adjectives. Write them on the board and then ask students to give you examples of nouns and adjectives with some of those endings.  
• Ask students to read the instructions and check that they understand what they have to do (*form verbs, nouns or adjectives from the words given*).  
• Ask students to read the words in the table and explain anything they don't understand.  
• Students work individually to complete the table.  
• They then check their answers in pairs before checking as a class.  
• Once answers have been given, check pronunciation by saying each of the words in the table to the students and asking them to repeat after you. Correct where necessary.

### Answers

1 refresh	4 resistant
2 convenience	5 consumer
3 cultivation	6 conclude

2

- 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.
- Ask students to look at each sentence and decide if a verb, a noun or an adjective is required for the gap.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

**Answers**

- |                |               |
|----------------|---------------|
| 1 convenient   | 4 resistant   |
| 2 Refreshments | 5 consumption |
| 3 cultivate    | 6 conclude    |

3

- 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 circle the words.
- They then check their answers in pairs before checking as a class.

**Answers**

- |               |           |
|---------------|-----------|
| 1 catch on    | 4 goes to |
| 2 put down    | 5 eat out |
| 3 make up for |           |

4

- 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 phrasal verbs not used in 3 with their meanings, and then they must use the phrasal verbs in sentences.
- 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.
- Once the answers have been checked, students can write their sentences using the phrasal verbs.

**Answers**

- eat away
- catch out
- make up
- go into
- put forward

**Example sentences:**

- We need a new wooden table for the garden because termites have **eaten away** at the old one.
- We knew Carol was lying about having an iPhone, and Sandra **caught her out** when she asked her how much it had cost.
- Each team was **made up** of ten people; five boys and five girls.
- A great deal of money **went into** the creation of an art studio.
- Everyone must **put forward** their ideas in writing by Wednesday, so we can discuss them at Friday's meeting.

5

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are pairs of words which are commonly confused because they look similar or have similar meanings.
- Ask students to read the words 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.
- Point out that the word *dish* can sometimes also refer to plates, bowls, etc as in the phrase *do/wash the dishes*.

**Answers**

- |             |           |                 |
|-------------|-----------|-----------------|
| 1a tasteful | 2a plates | 3a prescription |
| 1b tasty    | 2b dishes | 3b recipe       |

**EXTENSION ACTIVITY**

Write the gapped paragraph on the board and ask students to complete it with items from Vocabulary 2. Then ask students to write their own gapped paragraph/sentences and swap with a partner who must complete the gaps using words from the tasks in Vocabulary 2.

*When I am busy or tired, cooking is \_\_\_\_ and I prefer to \_\_\_\_ at a restaurant or a café. It also saves time on washing-up as I don't have to do any \_\_\_\_\_. (inconvenient, eat out, dishes)*

**Extra Task (for early finishers)**

See photocopiable material on page 155.

**Grammar 2** (SB page 141)

**Before you read the Grammar box**

- Explain to students that we use *too* and *enough* to say how much of something there is. Tell them that *too* is used to say there is more than we want or need, while *enough* is used to say that something is as much as we want or need. Tell them that both words can be used with different structures.
- Explain to students that we use *so* and *such* to give emphasis and that they are stronger than *very*. Tell them that these words can be used in different structures.

1

- Read through the grammar theory with the class.
- Write the different structures for *too* and *enough* on the board. Then ask individual students to give you sentences using a structure you choose.
  - too* + adjective/adverb + full infinitive
  - too* + adjective/adverb + for sb/sth
  - too* + adjective/adverb + for sb/sth + full infinitive
  - adjective/adverb + *enough* + full infinitive
  - enough* + noun + full infinitive
- Write the different structures for *so* and *such* on the board. Then ask individual students to give you sentences using a structure you choose.
  - so* + adjective/adverb
  - such* + (adjective) + noun
  - so* + adjective/adverb + (*that*)
  - such* + adjective + noun + (*that*)

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they

will need to explain their choices and they can do this by comparing the sentences to the structures in the grammar theory.

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

#### Answers

- a** *such* because we use the structure *such* + (adjective) + noun  
**b** *so* because we use the structure *so* + adjective/adverb

Read 11.3-11.5 of the Grammar Reference on page 176 with your students.

#### 3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they may also need to use some words in addition to *too*, *enough* and those given.
- Ask students to read the dialogues 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.
- Point out that items 2 and 3 are also correct without the extra words.

#### Answers

- 1** warm enough  
**2** too small (for her)  
**3** too difficult (for me to make)  
**4** cheap enough  
**5** tall enough  
**6** too hot

#### 4

- 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.
- 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** so      **3** too      **5** enough      **7** such  
**2** enough      **4** such      **6** enough      **8** so

#### ▶ EXTENSION ACTIVITY

Ask students to look at items 1, 3, 4, 7 and 8 in 4 again and to rewrite them using a different structure from the grammar theory.  
*(This is such a delicious pizza that I can't stop eating it. / Jill isn't old enough to use the cooker on her own. / The restaurant was so terrible that many customers complained to the manager. / Nick is so foolish. Why does he put down your cooking? / The milk had such a bad smell that I felt sick.)*

#### Extra Task (for early finishers)

See photocopiable material on page 155.

### Listening (SB page 142)

#### 1

- Ask students to read the instructions and check that they understand what they have to do. Remind them what this exam listening task involves. Tell them they will see three pictures and they will listen to an extract; after the extract, they will hear a question and they must then choose the picture that answers the question.
- Ask students to look at the three pictures. Explain/ Elicit what an *aisle* is (*a passage between shelves of goods in a supermarket*).
- Play the recording and ask students to take notes of any relevant information.
- Play the recording again if necessary, and ask students to compare their notes with a partner.

#### Answers

Students' own answers  
 Suggested notes  
 Picture A Aisle 1 mentioned, but we don't know what's there.  
 Picture B Aisle 2 cereal, coffee, preserves  
 Picture C Aisle 3 long-life milk

See the recording script on page 142.

#### 2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will hear the question that follows the extract relating to the three pictures in 1.
- Play the recording and ask students to circle their answer. Then ask students to discuss their answer with a partner and to justify their answer if it is different.
- Play the recording again if necessary, and check answer as a class.
- Ask them if their notes helped them to find the answer.

#### Answer

C *It's down aisle number three, on your right, next to the long-life milk.*  
 Students' own answers

See the recording script on page 142.

#### DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Stress the importance of taking notes for this task, especially numbers, dates and other relevant information. Point out that, as in 1, the information can be very confusing and therefore difficult to remember unless they take notes. If they have notes they can refer to, they will be better prepared to answer the question when they hear it.

#### 3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must choose the picture option that answers the question. Remind them to take notes and to listen carefully for the actual question.
- Play the recording and ask students to circle 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

- 1A** ... with steamed potatoes, not fried. Better now? / Perfect! I'll have the same.  
**2A** I don't eat red meat ...  
**3B** These sausages are completely off! ... that's the chicken! I'll throw it in the bin, too.  
**4B** ... six bottles of cola ...  
**5B** How about The Orchid Garden? I don't know it ... / Maybe we can try it another time.  
**6C** ... I won't make it before three o'clock ...  
**7A** ... some people in the office ...  
**8A** We went for a drive instead, and ended up at a seaside restaurant.

See the recording script on pages 142-143.

## Speaking (SB page 143)

### 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

Whenever the opportunity presents itself, ask students to compare the photos in the Speaking with situations in their own lives. For example, look at picture A in 3 and ask students how it compares to their family meals, or ask them to look at picture C and ask them how the food the family is eating compares to the food they eat at home with their families.

### 2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must match the situations with the explanations and then think of more suitable explanations for the situations.
- Ask students to read the situations and explanations, and explain anything they don't understand.
- Draw students' attention to the *Language Bank* and go through the expressions for Speculating and Gaining Time to Think. Ask students to use these expressions when they do the task.
- Students work in pairs to complete the task.
- They then check their answers as a class.

#### Answers

**1C 2A 3D 4B**

Other possible explanations are:

- 1 hurt himself
- 2 he decided to change it
- 3 gone out of business
- 4 vegan

#### DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Remind students that the Speaking exam is not a test of general knowledge and that there are no right or wrong answers. The situations they need to comment on are just a way for them to show how well they can communicate and express themselves. Explain to them that for this reason, they are free to speculate about the photos. Stress that if they need time to think, they should use conversation fillers such as the ones in the *Language Bank* rather than sit in silence.

### 3

- Go through the *Language Bank* again with the students and make sure they understand the phrases and how to use them. Practise by making statements or asking questions and getting students to respond appropriately by speculating or gaining time to think.
- 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 main elements, and then he/she must answer the specific question about who is enjoying their meal more. Student B must reply to one question about eating out alone. / Photographs C and D: Firstly, Student B must compare the two photographs, that is, briefly describe their main elements, and then he/she must answer the specific question about which family needs to improve their eating habits and how they can do this. Student A must reply to one question about cooking and give reasons for their answer.*)
- 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

## Writing (SB pages 144-145)

### Letter: Using formal language

• Ask students to read the information on letters and using formal language. Explain that it is up to them to decide which register to use after they have read the writing task. Tell them they must be able to distinguish between a formal and an informal context for their writing, and that having decided which register to use, they must be able to produce language that is appropriate for the register.

1

- 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 compare their answers in pairs before checking as a class.
- Ask students in which situations and to whom the formal letter would be written (*possibly after a business meeting conducted over dinner; to a client*).

#### Answers

1e 2d 3a 4c 5b

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that the language they need is in the sentences from the formal letter in 1.
- Students work individually to complete the task.
- They then compare their answers in pairs before checking as a class.

#### Answers

1 delightful	4 I look forward to
2 extremely good	5 Unfortunately
3 Moreover	6 Fortunately

3

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

#### Answers

Students should underline: *though the kitchens were fantastic, the tutors didn't help us enough; the food ... was very boring. I didn't learn much, did you?*

Students should circle: b

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will match the underlined formal words from the letter with the informal words. Then they will answer questions about the letter.
- Read the letter or ask a strong student to do so and explain anything students don't understand. Elicit that the letter is written in answer to the question in 3.

- Ask students if they think it is a good letter of complaint. If yes, elicit why.
- Ask students to do the matching task. Once they have finished, they should answer the questions below the letter.
- Students work individually to complete the task.
- They then compare their answers in pairs before checking as a class.

#### Answers

1 Moreover
2 standard
3 Alternatively
4 opportunity
5 attended
6 talking

1 Yes. The writer includes the name of the course, when and where it was.

2 a refund, a discount on another course

5

- 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.
- Encourage them to look back at the examples in the grammar theory on page 141 of their Student's Book to help them.
- Students work individually to complete the task.
- They then compare their answers in pairs before checking as a class.

#### Answers

1 too many people  
2 not enough waiters  
3 was so salty that/had so much salt in it

### LANGUAGE BANK

• Draw students' attention to the *Language Bank*. Go through the language and explain anything students don't understand. Remind students to begin and end their formal letter with an appropriate opening and ending.

### EXTENSION ACTIVITY

For the homework task, the points students need to cover in their letter are complaints about food, service and the bill (ie prices). Ask them what other complaints a restaurant customer could have (*atmosphere, lighting, noise, decor, cleanliness, parking, etc*) and to elaborate on them.

6

- Read the task out to students and explain anything they don't understand.
- Remind them to underline the points they should include in their letter and tell them that these are covered in the *Language Bank*. Remind them also to use formal language and to check their work carefully.
- Go over the *Plan* with the students.
- Ask students to make notes for their paragraphs and 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 to explain in the opening paragraph what they are complaining about, and to put complaints about money and prices last in the letter. Remind them also to make clear what action they want the reader to take in regards to their complaint.

## Reload 11 (SB page 146)

### Objectives

- To revise vocabulary and grammar from Unit 11.

### Revision

- Tell students that Reload 11 revises the material they saw in Unit 11.
- 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.

### Vocabulary Revision

#### Vocabulary 1

- 1 and 2: Revise the adjectives. Write each one on the board and then read out these statements about food. Ask students to match the adjectives to them.

- 1 *It isn't healthy. (greasy)*
- 2 *It's too awful to eat. (revolting)*
- 3 *It's got no flavour at all. (bland)*
- 4 *It makes a lot of noise when you eat it. (crispy)*
- 5 *It's not a pleasant taste. (bitter)*
- 6 *It burns your mouth. (spicy)*
- 7 *It's the opposite of sweet. (savoury)*
- 8 *You cook it. (home-made)*
- 9 *It's from a far-away place. (exotic)*
- 10 *It feels disgusting. (slimy)*
- 11 *It makes you want to eat it. (mouth-watering)*
- 12 *It's the opposite of crispy. (soggy)*

- 3 and 4: Revise the cooking methods. Read out the adjectives one by one and ask individual students to explain the method. Then ask them to tell you a food that can be cooked that way (*deep-fried onion rings, poached eggs, steamed rice, smoked ham, roast beef, barbecued steak*).

- 5: Revise the words connected to restaurants. Write the words on the board. Ask students which words are connected to food and which are connected to surroundings. Then ask them to explain what each word means and give examples (*food – starter, main course, desserts, refreshments, appetite; surroundings – atmosphere, lighting*).

## Vocabulary 2

- 1 and 2: Practise word formation. Write the verbs on the board and ask students to give you the noun and adjective forms. Remind them that some of the parts of speech have two forms. Then they must use one of the derivatives in a sentence.
- 3 and 4: Practise phrasal verbs. Write these phrasal verbs on the board: *catch on, catch out, eat away, eat out, go into, go to, make up, make up for, put down, put forward*. Then ask individual students to come to the board and write sentences using the phrasal verbs.
- 5: Practise commonly confused words. Write these pairs of words on the board and ask students to tell you the difference between them. Then they should use them in sentences: *tasteful/tasty; dishes/plates; prescription/recipe*.

### Grammar Revision

#### Grammar 1

Practise comparison of adjectives and adverbs.

- Revise the comparative and superlative forms, as well as the different ways of comparing. Then write the following prompts on the board and ask students to compare them.

- 1 *ice cream / pizza*
- 2 *steamed rice / fried rice*
- 3 *Mexican food / Italian food*
- 4 *water / milk / soft drinks*
- 5 *oranges / apples / bananas*
- 6 *restaurant food / fast food / home-made food*

#### Grammar 2

Practise *too/enough* and *so/such*.

- Write *too, enough, so* and *such* on the board. Then read out the following situations and ask students to comment on them using *too, enough, so* and *such*.

- 1 *I can't eat this soup because it's got a lot of salt in it. (This soup is too salty (for me) (to eat). / This soup is so salty that I can't eat it. / This is such a salty soup that I can't eat it.)*
- 2 *He works very slowly and he shouldn't. (He works too slowly. / He doesn't work quickly enough. / He is such a slow worker. / He is so slow when he works.)*

- Students are now ready to do Reload 11.
- 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

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

##### Grammar

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