

Food & Drinks

Topic

In this module Ss will learn about food and drinks, supermarkets, and restaurants.

Modular page

25

Lesson objectives: Overview of the module, to listen for specific information

Vocabulary: Food and drinks (*tomatoes, peppers, cherries, pears, cauliflower, grapes, beans, cabbage, cheese, yogurt, butter, milk, bread, pasta, rice, eggs, cereal, beef, lamb, chicken, salmon, trout, cod, tuna, prawn, coffee, tea, lemonade, orange juice*)

2a Food art

26-27

Lesson objectives: To learn countable and uncountable nouns, *a/an – some/any*, to listen & read for gist, to read for specific information, to talk and write about a festival

Vocabulary: Food (*banana, lemon, carrot, broccoli, strawberry, onion, orange, cucumber, potato, celery*); Verbs (*celebrate, attract, design, measure*); Nouns (*dessert, juice, resort, statue, creation, float, fireworks, theme*); Adjectives (*picturesque, citrus*); Phrase (*imagination runs wild*)

2b At the supermarket

28-29

Lesson objectives: To learn quantifiers (*many, much, a lot of, some, (a) few, (a) little, any, no*), to read for specific information, to listen for specific information, to talk and write about eating habits

Vocabulary: Containers/Partitives (*bag, loaf, jar, tin, carton, box, pot, tub, bottle, kilo, bunch, bar*); Supermarket sections (*Fruit & Vegetables, Dairy products, Meat & fish, Drinks, Bakery, Sweets & snacks, Breakfast food, Tinned food, Frozen food*); Nouns (*aisle, purse*); Phrase (*What's wrong?*)

2c Culture Corner

30

Lesson objectives: To listen and read for specific information, to talk and write about places to eat out

Vocabulary: Nouns (*dish, batter, vinegar, pie, sauce, side dish, mushy peas, gravy, ethnic cuisine, jacket potato, baked goods*); Adjectives (*deep fried, chipped*); Phrases (*grab a snack, suit every taste*)

2d Everyday English

31

Lesson objectives: Ordering food in a café, to pronounce /ŋ/ and /n/

Vocabulary: Sentences (*Are you ready to order or do you need a few more minutes?, Would you like any side orders?, And what would you like to drink?, I'd like a glass of orange juice, please.*)

2e Real food

32-33

Lesson objectives: To read for gist and for cohesion and coherence, to learn *too* and *enough*, to describe a healthy meal

Vocabulary: Verbs (*campaign, reduce*); Nouns (*celebrity, chef, recipe, meal, habit, kitchen, disease*); Adjectives (*healthy, popular*)

2f Healthy eating

34-35

Lesson objectives: To read for general comprehension, to learn *-ing/to-infinitive*, to talk and write about healthy eating

Vocabulary: Food/drinks (*red meat, fruit juice, poached egg, chocolate, salad, cola, fried egg, mayonnaise*); Verbs (*contain, lower*); Nouns (*vitamin, mineral, salad dressing, vinegar, olive oil, label, flavour, benefit, cholesterol, source, iron, protein*); Adjectives (*creamy, fat-free, low-fat, lean*)

2g Skills

36

Lesson objectives: To listen for specific information, giving instructions

Vocabulary: Food preparation (*boil, stir, chop, mix, peel, fry, slice, grill, pour, beat, melt, add*); Ingredients (*apple, sugar, cinnamon, butter, flour, baking soda, salt, egg, sour cream, milk*); Other (*cup, teaspoon, tablespoon, mixture, bowl, frying pan*)

2h Writing

37

Lesson objectives: To write an email about a favourite dish

Vocabulary: Adjectives (*sweet, spicy, salty, creamy, delicious*)

21 Curricular: Science

38

Lesson objectives: To read for gist and for specific information, to give a presentation about food and parts of the body

Vocabulary: The body (*brain, muscles, bones, skin*); Verbs (*command, control, breathe, digest, repair, support, protect*); Nouns (*nervous system, behaviour, energy, fat, carbohydrate, muscle, protein, bone, calcium, sense of touch*); Adjective (*oily*); Phrase (*pump blood*)

Language Review 2

39

Lesson objectives: To test/consolidate vocabulary and knowledge attained throughout the module, to play a game, to do a quiz, to write a quiz

Skills 2

40-41

Lesson objectives: To read for specific information, to listen for specific information, to give a talk, to write a notice

Russia 2

42

Lesson objectives: To listen and read for specific information, to consolidate information from a text, to find out how caviar is made

Vocabulary: Nouns (*salted eggs, sturgeon, high quality, main consumers, ton, produce, holiday feast, special occasion*); Conjunction (*although*)

► **What's in this module?**

Read the title of the module *Food & Drinks* and ask Ss to predict its content (*the module is about food and drinks, eating out and cooking*). Go through the contents list and stimulate a discussion about what Ss will learn in the module.

Vocabulary

- 1 **Aim** To present vocabulary related to food and drinks

Draw Ss' attention to the pictures and the categories of food and drinks. Ask Ss to label the pictures A-E with the groups of food 1-5. Play the recording. Ss listen and check their answers. Then, Ss say the words chorally or individually.

Answer Key

A 2 B 4 C 5 D 3 E 1

- 2 **Aim** To listen for specific information

Explain the task to Ss. Play the recording. Ss listen and complete the sentences. Check Ss' answers.

Suggested Answer Key

Tim likes chicken and beef, but he doesn't like cheese, milk or cabbage.
Julie likes cherries, eggs and cheese, but she doesn't like tuna.

OVER TO YOU!

- Aim** To personalise the topic

- Ask Ss to look at the pictures of the food and drinks again and complete the sentences.
- Give Ss time to complete the task.
- Ask various Ss to read out their sentences to the class.

Suggested Answer Key

I like orange juice.
I love yogurt.
I don't like trout.
I hate/can't stand cauliflower.

2a Food art

Vocabulary

- 1 a) **Aim** To present vocabulary for food

Draw Ss' attention to the pictures and play the recording. Ss listen and repeat chorally or individually. Check Ss' pronunciation.

- b) **Aim** To recognise items of food and match them to the pictures

Ask Ss to look at the photographs on pp. 26-27 and say which foods from Ex. 1 they see.

Answer Key

Oranges and lemons.

Grammar

- 2 a) **Aim** To present countable and uncountable nouns, A/An – Some/Any

- Go through the table with Ss.
- Explain that countable nouns are nouns that we can count (*a lemon, two lemons*) while uncountable nouns are nouns we cannot count (*broccoli* – NOT: ~~two broccoli~~).
- Explain that we use *a/an* with countable nouns, but we use *some* with uncountable nouns.
- Explain that we use *any* in the negative and interrogative for uncountable nouns and for plural countable nouns.
- Explain that we also use *some* with offers and requests. *Would you like some juice? Can I have some apples?*
- Read out the examples and elicit further examples. Elicit which foods in Ex. 1 are countable/uncountable.

Answer Key

Countable: banana, lemon, carrot, strawberry, onion, cucumber, orange, potato

Uncountable: broccoli, celery

- As an extension elicit plural forms for countable nouns and elicit/revise plural noun endings.

Most nouns take *-s* to form their plural.

book – books

Nouns ending in *-s, -ss, -ch, -x* or *-sh* take *-es*.
bus – buses, dress – dresses, church – churches, fox – foxes, brush – brushes

Some nouns ending in *-f* or *-fe* drop the *-f* or *-fe* and take *-ves* to form their plural.
wolf – wolves, wife – wives BUT *roof – roofs*

Nouns ending in a consonant + *y* drop the *-y* and take *-ies*. *raspberry – raspberries, baby – babies*

Nouns ending in a vowel + *y* take *-s*.

boy – boys, toy – toys

Some nouns ending in *-o* take *-es*. *potato – potatoes* BUT *radio – radios, piano – pianos, photo – photos, video – videos, rhino – rhinos, hippo – hippos*

- Ask Ss to look at the foods on p. 25 and decide which are countable and which are uncountable then say the singular forms of the countable nouns.

Countable nouns: *tomato – tomatoes, pepper – peppers, cherry – cherries, pear – pears, cauliflower – cauliflowers, grape – grapes, bean – beans, egg – eggs, prawn – prawns (or prawn).*

Uncountable nouns: *cabbage, yogurt, cheese, butter, milk, bread, pasta, cereal, rice, beef, lamb, chicken, salmon, trout, cod, tuna, coffee, tea, lemonade, orange juice.*

- b) **Aim** To practise *a/an, some/any* with countable and uncountable nouns

- Explain the task. Allow Ss time to complete it.
- Go around the class monitoring Ss and helping where necessary. Check Ss' answers.

Answer Key

1	some, any	4	any	7	some, any
2	a	5	some, an	8	any
3	some	6	any, some		

Reading & Listening

- 3 a) **Aim** To understand the meaning of a saying

- Ask Ss to look at the first sentence of the text and explain that it is a saying that people often use to give advice about life.
- Ask Ss what they think the saying might mean. Read out the options A, B, and C and ask Ss to choose.

Answer Key

B

- b) **Aim** To predict the content of a text/To listen and read for gist

- Ask Ss to look at the title of the text and the pictures. Elicit/Explain that the pictures show statues made from oranges and lemons.
- Ss predict the content of the text.
- Play the recording. Ss listen to and confirm if their guesses were correct.

Suggested Answer Key

I think that the text is about artists making statues from lemons and oranges.

- Explain/Elicit the meanings of the words in the **Check these words** box or ask Ss to look them up in their dictionaries. Ss also say what part of speech each is.

Suggested Answer Key

dessert (n): sweet dish people usually eat at the end of a meal

juice (n): the liquid of a fruit or vegetable

picturesque (adj): (of a place) beautiful and with nice scenery

resort (n): a place where lots of people spend their holidays

celebrate (v): to do sth enjoyable for a special reason

attract (v): to cause people to come to see

design (v): to make a detailed drawing of sth you plan to make

statue (n): a large model of sb or sth

measure (v): to be a particular size, length, etc

citrus (adj): relating to fruits with a sour taste, such as oranges, lemons and grapefruits

creation (n): sth that sb designs and makes

float (n): an open vehicle which carries people or things for people to see, usually in parades

fireworks (pl n): small rockets that light up the sky when they explode

theme (n): the main idea

(let your) imagination run wild (phr): to imagine or dream up anything you like

c) **Aim** To read for specific information

- Allow Ss time to complete the sentences.
- Check Ss' answers.

Suggested Answer Key

1 ... a seaside resort town in the south of France.

2 ... the Lemon Festival.

3 ... over 145 tons of lemons and oranges.

4 ... Citrus Exposition.

5 ... fireworks.

d) **Aim** To consolidate new vocabulary

Allow Ss two to three minutes to make their sentences, then check Ss' answers around the class.

Suggested Answer Key

You can use lemons to make a lot of different **desserts**.

Artists use whole lemons and not their **juice** to make statues.

Menton is a **picturesque** town.

Menton is a seaside **resort** town.

The people of Menton **celebrate** the Lemon Festival every year.

The festival **attracts** over 200,000 visitors each year.

Artists **design** amazing, giant statues for the festival.

The artists use lemons and oranges to make huge **statues**.

Some statues **measure** over 10 metres tall.

Oranges and lemons are **citrus** fruit.

Their **creations** include giant dinosaurs and huge bananas.

There is a huge parade of **floats** that carry the statues.

In the evening people gather to watch colourful **fireworks** in the sky.

There is a different **theme** each year.

The artists can really let their **imagination run wild** and create unusual statues.

Speaking & Writing

4 a) **Aim** To read for specific information/ To make notes, to present a festival

Write the headings on the board. Elicit answers from Ss and write notes under the headings. Ask Ss to copy the notes into their notebooks, then prepare a presentation. Ask individual Ss to make their presentations in class.

Suggested Answer Key

Name of festival: Lemon Festival

Place: Menton, south of France

Date: every February to March

Reason: to celebrate their lemons and oranges

Activities: creating giant fruit statues, visit the Citrus Exposition and see statues, buy local products, watch the Parade of Golden Fruit, watch night parades with music and dancers and fireworks

A Lemon Festival takes place every year from February to March in the town of Menton in the south of France. People celebrate their lemons and oranges. It is a huge event with a different theme every year. You can see artists creating giant sculptures made from oranges and lemons, visit the Citrus Exposition and admire the statues, buy local products, and watch the Parade of Golden Fruit. There are also night parades with dancers and fantastic fireworks.

b) **Aim** To consolidate information in a text

- Ask Ss to think about reasons why someone should go to the lemon festival.
- Ask various Ss to present them to the class.

Suggested Answer Key

It's a great opportunity to buy local products made from citrus fruit. You also get to see some really interesting works of art. Some of the statues are over 10 metres tall, so they are really impressive. Also, there are parades with music and dancers. I think the festival would be a lot of fun.

5 **Aim** To write a text about a festival

- Ask Ss if there is a similar festival in their country.
- Ask Ss to make notes about a festival under the headings in Ex. 4a and use them to write about the festival.

- Check Ss' answers by asking various Ss to read out their texts.
- Alternatively, this task can be assigned as HW and checked in the next lesson.

Suggested Answer Key

Name of festival: Shrimp Festival (Fête de la Crevette)

Place: Honfleur, France

Date: October

Reason: to celebrate the history of the port

Activities: 2-day festival, the little grey shrimp (the queen of the festival), shrimp-peeling competition, all types of seafood, musical performances, gathering of old sea vessels in the port

Fête de la Crevette, the Shrimp Festival, takes place in Honfleur, France, in October. It's a popular event that attracts many visitors to this old style port. The 2-day festival celebrates the port's history with the sea. Visitors to the festival can see and do a lot of things. They can see the little grey shrimp, the queen of the festival, and a gathering of old sea vessels in the port. They can watch musical performances of sea shanties and try all types of seafood, but the highlight of the festival is the shrimp peeling competition. It's a great festival where everybody has a lot of fun.

2b At the supermarket

Vocabulary

- 1 **Aim** To present vocabulary for containers and partitives

- Draw Ss' attention to the pictures and play the recording. Ss listen and repeat chorally or individually.
- Ask Ss where they would find the products (1-12) choosing from the supermarket sections. Ss match the items and make sentences. Check Ss' answers.

Note: The supermarket sections listed can vary from one supermarket to the other.

Answer Key

- 1 We can usually find a bag of crisps in the sweets and snacks section.
- 2 We can usually find a tin of soup in the tinned food section.
- 3 We can usually find a loaf of bread in the bakery section.
- 4 We can usually find a jar of jam in the tinned food section.
- 5 We can usually find a pot of yogurt in the dairy products section.
- 6 We can usually find a carton of juice in the drinks section.
- 7 We can usually find a box of cereal in the breakfast food section.

- 8 We can usually find a tub of ice cream in the frozen food section.
- 9 We can usually find a bottle of cola in the drinks section.
- 10 We can usually find a kilo of minced beef in the meat and fish section.
- 11 We can usually find a bunch of bananas in the fruit and vegetables section.
- 12 We can usually find a bar of chocolate in the sweets and snacks section.

Reading

- 2 **Aim** To read and listen for specific information

- Explain the situation.
- Play the recording.
- Elicit answers. Play the recording again if necessary.

Answer Key

Mrs Hall and Maksim need 12 packets of crisps, 12 bars of chocolate, a few cartons of juice and some bottles of Coca-Cola. They also need some chocolate cakes and a few tubs of ice cream. The problem is that Mrs Hall left her purse at home and Maksim has only got £5.

- Explain/Elicit the meanings of the words in the **Check these words** box or ask Ss to look them up in their dictionaries.

Suggested Answer Key

aisle (n): a long narrow gap between rows of shelves in a supermarket where customers can walk

What's wrong? (phr): What's the problem?

purse (n): a wallet for women

Grammar

- 3 **Aim** To present quantifiers

- Go through the table with Ss and explain the uses of the quantifiers. Elicit more examples or ask comprehension questions e.g. Which quantifier do we use in affirmative sentences with countable and uncountable nouns? (*a lot of*). Can we use *few* with uncountable nouns? (*No. We can use little*). Do we use *any* in questions with countable nouns? (*Yes, we do.*) etc.
- Ask Ss to find examples of quantifiers in the dialogue in Ex. 2.

Answer Key

a few cartons of juice, some bottles of coca cola, some cakes, any ice cream, only a little (ice cream), a few tubs, some ice cream, How much money, not much

- 4 **Aim** To practise quantifiers

- Explain the task and allow Ss time to complete it.
- Check Ss' answers.

Answer Key

- | | |
|-----------------------|----------------------|
| 1 much, little | 5 any, a few |
| 2 any, a lot of, many | 6 little, much |
| 3 many, many | 7 no, some |
| 4 much, some | 8 too much, a lot of |

- Go through the **Study skills** box with Ss and explain the importance of noting one's mistakes. Ask Ss to go through their mistakes, if any, and list them in their notebooks together with the correct answers. Ask Ss to update their notebooks each time they make a mistake and revise regularly.

Listening5 a) **Aim** To listen for specific information

- Go through the shopping list with Ss and elicit/explain any unknown words.
- Explain the task.
- Play the recording. Ss listen and mark the items.
- Check Ss' answers.

Answer Key

- | | |
|-----------------------|-----------------------------|
| 1 kilo of cheese (✓) | 1 carton of apple juice (X) |
| 3 bags of crisps (✓) | 1 bag of rice (✓) |
| 2 bottles of cola (✓) | 20 sausages (✓) |

b) **Aim** To practise quantifiers

- Ask a pair of Ss to read out the example.
- Explain the task. Point out that Ss need to use appropriate quantifiers. Ss practise in pairs.
- Go around the class monitoring the activity.
- Ask a few pairs to act out their exchanges in class.

Suggested Answer Key

- A: How much cheese does she need?
 B: She needs a lot – one kilo. How many bags of crisps does she need?
 A: She needs a few – three bags. How much cola does she need?
 B: She doesn't need much – two bottles. How much apple juice does she need?
 A: She doesn't need any apple juice. How much rice does she need?
 B: She doesn't need much – one bag. How many sausages does she need?
 A: She needs a lot – 20!

Speaking & Writing6 **Aim** To talk about eating habits

- Go through the words in the table with Ss and elicit/explain any unknown words.
- Explain the task and ask a pair of Ss to read out the example.

- Ss work in closed pairs. Go around the class and monitor the activity.
- Ask a few pairs to act out their exchanges in class.

Suggested Answer Key

- A: How much fruit do you eat each week?
 B: I eat a lot of fruit. How many eggs do you eat each week?
 A: I eat a few. How much meat do you eat each week?
 B: I eat little meat. Do you eat much chocolate?
 A: I love chocolate, but I only eat a little. Do you eat much bread?
 B: I eat very little bread. How many vegetables do you eat each week?
 A: I eat a lot of vegetables. Do you drink many fizzy drinks each week?
 B: No, not many. Do you drink much milk?
 A: Yes, I drink a lot of milk. How much water do you drink?
 B: I drink a lot. How much lemonade do you drink each week?
 A: Not much. How much tea do you drink each week?
 B: Too much, I'm afraid. Do you drink much orange juice?
 A: I drink some, but not much. Do you drink much coffee?
 B: No, I don't drink any coffee.

7 **Aim** To write about eating habits

- Ask Ss to use their answers in Ex. 6 to write a few sentences about their eating habits.
- Allow Ss time to complete the task.
- Check Ss' answers.
- Alternatively, this task can be assigned as HW and checked in the next lesson.

Suggested Answer Key

I eat a lot of fruit, but I don't eat many eggs. I don't eat much meat and only a little chocolate. I eat very little bread. I really like vegetables, so I eat a lot. I drink a lot of milk and water. I drink some orange juice but I don't drink any coffee. I don't drink much lemonade but I do drink tea. Tea is my favourite and I drink too much of it.

2c **Culture Corner**1 **Aim** To introduce the topic

Ask Ss how often they eat out and where they like to go to eat. Elicit answers from Ss around the class and encourage a discussion.

Suggested Answer Key

My family and I eat out once a week, usually at the weekend. We love Italian food so we often go to an Italian restaurant for pizza or spaghetti. I also like to go for a snack with my friends two or three times a week after school. We usually go to a local café.

2 a) **Aim** To predict the content of text, to read and listen for specific information

- Draw Ss' attention to the pictures and the headings in the text. Explain/Elicit the meaning of any unknown words. Ask Ss to guess what kind of foods you can eat at each of the places. Help Ss if necessary. Say various foods for Ss to decide where each is served (e.g. *chippies* – chips, *café* – sandwiches and cakes, *ethnic restaurants* – curry).
- Play the recording. Ss listen and read the text in their books.
- Elicit Ss' answers.

Answer Key

Chippies: fish 'n' chips, pies, sauces, mushy peas, chips, gravy

Traditional cafés: sandwiches, salads, soup, jacket potatoes, cooked meals, tea, coffee, cold drinks, baked goods, cakes, biscuits

Ethnic restaurants: Indian food (chicken, prawns or meat with rice and a variety of curry sauces e.g. chicken tikka masala), Chinese food (sweet and sour pork, chicken with cashew nuts, beef in black bean sauce), Italian food (pizza, spaghetti bolognese, lasagna)

b) **Aim** To read for specific information

- Explain the task.
- Allow Ss two minutes to complete the task.
- Check Ss' answers.

Answer Key

- 1 Fish 'n' chips
- 2 Pizza, spaghetti bolognese and lasagna
- 3 (at a) café
- 4 (at) chippies
- 5 sandwiches, salads, hot snacks, soup, jacket potatoes, cooked meals, tea, coffee, cold drinks, baked goods, cakes, biscuits
- 6 chicken, prawns or meat with rice and a variety of curry sauces e.g. chicken tikka masala

- Explain/Elicit the meaning of words in the **Check these words** box or ask Ss to look them up in their dictionaries.

Suggested Answer Key

grab a snack (phr): to get sth light to eat when in a hurry

suit every taste (phr): to cater to everyone's preferences

dish (n): food prepared in a certain way

deep fried (adj): cooked in a large amount of oil

batter (n): a mixture of milk, eggs and flour

chipped (adj): cut into chip shapes

vinegar (n): acetic acid used to flavour food

pie (n): meat, vegetables or fruit baked in pastry

sauce (n): a tasty liquid served with food

side dish (n): a portion of food that accompanies a main meal

mushy peas (n): a side dish of very soft peas

gravy (n): a dark brown sauce served with meat dishes

ethnic cuisine (n): cooking from another country that is very different from our own

jacket potato (n): a potato baked in its skin in the oven

baked goods (pl n): food that is baked in an oven e.g. bread, biscuits, etc

3 **Aim** To consolidate new vocabulary

- Ask Ss to look at the **Check these words** box again and use the words to complete the sentences.
- Ss complete the task.
- Check Ss' answers.

Answer Key

- | | |
|--------------------|-------------------|
| 1 dish | 3 grab a snack |
| 2 suit every taste | 4 ethnic cuisines |

4 **Aim** To consolidate information in a text

- Ask Ss to go through the text quickly, then close their books and try to tell their partner one thing about each place.
- Ask pairs to tell the class what they remember.

Suggested Answer Key

At a chippy you can get fish 'n' chips. At a café there's a wide variety of hot snacks and cooked meals. At an ethnic restaurant you can try ethnic cuisine.

5 **Aim** To personalise the topic/To describe places to eat out in your country

- Ask Ss to think about the various places where people eat out in their country and what types of food and drinks people can order there.
- Ss, in groups, complete the task.
- Ask various Ss to read out their texts in class. Alternatively, assign the task as HW and Ss read their texts in the next lesson.

Suggested Answer Key

Traditional Restaurants

Many Russian people eat at traditional restaurants. Here you can eat home-cooked dishes such as borsht, pelmeni and shashlyk.

Seafood Restaurants

They are very popular especially along the coast. You can try the sole in red sauce or crispy perch. They are both delicious.

2d Everyday English

1 **Aim** To introduce the topic

Draw Ss' attention to the menu and explain/ elicit any unknown words. Ask Ss what they usually have for breakfast, lunch and dinner. Ask them if any of the things they have are on the menu. Elicit answers from Ss around the class.

Suggested Answer Key

For breakfast, I usually have orange juice and a bowl of cereal. For lunch, I have a sandwich. For dinner, my mum cooks soup and meat or fish with boiled potatoes and a salad.

Included in the menu: orange juice, sandwich, salad

2 a) **Aim** To present situational language

Play the recording. Ss listen and repeat chorally or individually. Check Ss' pronunciation.

b) **Aim** To identify speakers in a situational dialogue

- Draw Ss' attention to the phrases/sentences and ask them which ones a customer and a waiter would say.
- Draw Ss' attention to the dialogue. Play the recording. Ss listen and read the dialogue.
- Check Ss' answers.

Answer Key

Waiter:

Are you ready to order or do you need a few more minutes?

Would you like any side orders?

And what would you like to drink?

Customer:

I think we're ready.

I'd like a glass of orange juice, please.

c) **Aim** To read for specific information

Ask Ss to read the dialogue again then elicit what they order.

Answer Key

Boris orders scrambled eggs on toast, chips and a glass of orange juice for himself. He orders a cheese omelette and a cup of coffee for his mum.

3 **Aim** To learn synonymous phrases

- Draw Ss' attention to the sentences and elicit/ explain any unknown words.
- Ask Ss to read the dialogue again and find the sentences which have the same meaning.
- Give Ss enough time to complete the task.
- Check Ss' answers.

Answer Key

Do you want more time? – Do you need a few more minutes?

We can order now. – I think we're ready.

That's correct. – That's right.

Pronunciation

4 **Aim** To pronounce /n/ and /ŋ/

- Draw Ss' attention to the table and explain the task.
- Play the recording. Ss listen and check the sounds in the table.
- Check Ss' answers.
- Play the recording again for Ss to repeat chorally or individually. Check Ss' pronunciation.

Suggested Answer Key

	/n/	/ŋ/		/n/	/ŋ/
thin	✓		tin	✓	
thing		✓	tongue		✓
king		✓	ton	✓	

Speaking

5 **Aim** To role play ordering a meal at a café

- Ask Ss to work in groups of three; one waiter and two customers.
- Go through the menu and the plan with Ss eliciting/ explaining any words where necessary.
- In groups, Ss practise their dialogue. Go around the class monitoring Ss' work and helping where necessary.
- Ask groups to act out their dialogue in class.

Suggested Answer Key

A: Hello. Are you ready to order or do you need a few more minutes?

B: I think we're ready. Can I have a full English breakfast, please?

A: Sure. What about you?

C: I'd like a burger and chips.

A: OK. Would you like any side orders?

C: A mixed salad for me, please.

A: And what would you like to drink?

B: I'd like a coffee, please.

C: A tea for me, please.

A: OK. So that's a full English breakfast, a burger and chips, a mixed salad, a coffee and a tea.

B: That's correct. Thank you.

2e Real food

Reading

1 **Aim** To introduce the topic

Ask Ss to say what their favourite type of food is, how often they eat it and if they think it's good for them.

Suggested Answer Key

My favourite type of food is Italian food like spaghetti and pizza. I eat it about once a week. I think Italian food is usually quite healthy but you shouldn't eat pizza too often because it's got a lot of fat in it.

2 **Aim** To predict the content of a text and read for gist

- Ask Ss to look at the picture and read the title of the text. Elicit answers to the question from Ss around the class.
- Ss read the text to check their answers.

Suggested Answer Key

Jamie Oliver is an English celebrity chef. He stars in several TV shows. He also goes on tour and teaches people about food and how to cook healthy food.

3 **Aim** To read for lexico-grammatical structure

- Explain the task and ask Ss to check that the sentence after each gap follows on smoothly and makes sense. Check Ss' answers. Ask Ss to say which words helped them decide.
- Allow time for Ss to complete the task.
- Ss compare their answers with their partner.

Answer Key

1 C 2 A 3 E 4 B

- Explain/Elicit the meaning of the words in the **Check these words** box.

Suggested Answer Key

celebrity (n): someone who is famous

chef (n): a cook in a restaurant or hotel

recipe (n): a list of ingredients and instructions telling you how to cook sth

campaign (n): activities people carry out in order to achieve sth over time

healthy (adj): good for you

meal (n): the food you eat on a particular occasion

habit (n): sth you do often

kitchen (n): a room used for cooking and chores like washing dishes

popular (adj): enjoyed or liked by many people

reduce (v): to make sth smaller in size or amount

disease (n): an illness

4 **Aim** To practise new vocabulary

- Ask Ss to look at the **Check these words** box again and use some of the words to complete the sentences.
- Allow time for Ss to complete the task.
- Check Ss' answers.

Answer Key

1 recipe 3 celebrity 5 reduce
2 healthy 4 popular

5 **Aim** To consolidate and practise phrases from the text

- Explain the task.
- Allow time for Ss to complete the matching exercise and write their sentences.
- Check Ss' answers by asking individual Ss to read out their sentences.

Answer Key

1 d 2 e 3 a 4 b 5 c

Suggested Answer Key

*Jamie Oliver teaches people to cook **healthy meals**.*

*It's important to buy and cook with **fresh produce**.*

*Huntington's Kitchen offers free **cooking lessons**.*

*Jamie Oliver is a popular **celebrity chef**.*

*Eating healthily can **reduce diseases**.*

Grammar

6 a) **Aim** To present **too** and **enough**

- Go through the theory box with Ss and explain the theory. Explain that we use **too** with an adjective or adverb to show that there is more of sth than is needed and that we use an adjective or adverb with **enough** or **enough** and a noun to show that there is as much of sth as needed.
- Ask Ss to find examples of **too** and **enough** in the text.

Answer Key

too much fat/sugar, not enough healthy food

b) **Aim** To practise **too** and **enough**

- Explain the task.
- Allow time for Ss to complete the task.
- Check Ss' answers.

Answer Key

1 too 2 enough 3 too 4 too 5 enough

Speaking & Writing

7 a) **Aim** To personalise the topic

- Play the recording. Ss listen and follow the text in their books.

- Ask Ss if they would like to attend one of Jamie's cooking classes and to explain why (not).
- Allow Ss time to write a few sentences and then ask various Ss to read them out.

Suggested Answer Key

Yes, I would like to attend one of Jamie's cooking classes. I often watch Jamie on TV and I think he's a fantastic chef. Also, I sometimes make his recipes at home and I think his food is delicious. I think it would be fun and interesting to see him in person and learn how to cook something healthy with him.

b) **Aim** To describe a healthy meal

- Ask Ss to think of a healthy meal and what you need to make it and to write sentences describing it. Ss can work in pairs.
- Allow Ss time to complete the task.
- Ask individual Ss to read out their sentences in class.

Suggested Answer Key

One healthy meal that I like to make is fish pie. To make it, you need different kinds of fish and seafood like cod, salmon and prawns, white sauce, lemon juice, parsley and mashed potatoes to put on top of the fish mixture. You can also add a vegetable like peas to the sauce and fish mixture. As well as being healthy, this is also a really delicious meal.

2f Healthy eating

Vocabulary

1 **Aim** To present new vocabulary

- Go through the food/drinks 1-8 in the pictures and then read out the items in the list.
- Explain/Elicit the meanings of the words and then ask Ss to decide with their partner which food/drinks contain which of the items.
- Elicit answers from various pairs around the class and then play the recording for Ss to listen and check their answers. *sugar – fat – minerals – iron – protein – vitamins – salt*

Answer Key

- 1 red meat – iron and protein
- 2 fruit juice – sugar
- 3 poached egg – protein and vitamins
- 4 chocolate – sugar and fat
- 5 salad – vitamins and minerals
- 6 cola – sugar
- 7 fried egg – protein, vitamins, fat
- 8 mayonnaise – fat, sugar and salt

BACKGROUND INFORMATION

sugar: sweet substance which occurs naturally in food; when we eat it the body converts it into energy

fat: substance contained in meat, cheese, butter which forms an energy store in our body

minerals: substances such as salt found in food/drink

iron: element in our blood and in food

protein: substance in meat, eggs, milk

vitamins: substances we need to remain healthy found in food, needed as a nutrient in small amounts by an organism

salt: substance in the form of white powder or crystals; it occurs naturally in sea water

2 **Aim** To read for general comprehension

- Explain the task and ask Ss to read the headings and then give them time to read the text again.
- Ss complete the task. Check Ss' answers. Ask Ss to justify their answers.

Answer Key

- 1 C (fruit juices, glass of cola)
- 2 A (healthy salad, instead of using heavy ...)
- 3 G (read the whole label)
- 4 D (chocolate, positive effect)
- 5 F (try frying them in olive oil instead of butter)
- 6 B (trim off fat, lean meat)

- Explain/Elicit the meanings of the words in the **Check these words** box or ask Ss to look them up in their dictionaries.

Suggested Answer Key

contain (v): to have inside

vitamin (n): a natural substance in food needed for good health (e.g. vitamin A, B, C, etc)

mineral (n): a substance in food needed for good health (e.g. iron)

creamy (adj): having a thick smooth texture

salad dressing (n): a sauce for salads

vinegar (n): acetic acid used to flavour food

olive oil (n): a liquid made from olives and used in cooking

fat-free (adj): having no fat

low-fat (adj): having little fat

label (n): the piece of paper on a product that gives information about it

flavour (n): taste

benefit (n): advantage

lower (v): to reduce

cholesterol (n): a substance found in your blood (having too much of it could cause heart disease)

source (n): the place where you get sth from

iron (n): an element essential for good health which occurs in blood and food

protein (n): a substance found in food such as meat, eggs, fish, cheese, etc that we need to grow and be healthy

lean (adj): not having very much fat

Grammar

3 **Aim** To present *-ing/to-infinitive*

- Go through the theory box.
- Explain/Elicit that we use the *-ing form* as the subject of a sentence, after *like, hate, dislike*, etc., after prepositions, after certain verbs e.g. *avoid, continue, deny*, etc., and with certain phrases e.g. *it's worth, can't stand*, etc.
- Explain/Elicit that the infinitive is the base form of the verb and that there are two kinds of infinitive forms: the *to-infinitive* and the *infinitive without to*. Explain that we use the *to-infinitive* to express purpose, after *would like, would prefer, would love*, after *too/enough*, and after certain verbs e.g. *ask, want, hope, promise*, etc.
- Explain that we use the *infinitive without to* after modal verbs and after the verbs *make* and *let*.
- Elicit any similar structures in Ss' L1.

(Ss' own answers)

4 **Aim** To practise *-ing/to-infinitive*

Give Ss time to complete the task and then check Ss' answers. Ss justify their answers.

Answer Key

- | | |
|----------------------|----------------------|
| 1 have, cook | 5 to eat, go, to buy |
| 2 to order, make | 6 to go, join |
| 3 to help, preparing | 7 to take, worrying |
| 4 eat | 8 to ask, helping |

5 **Aim** To practise *to-infinitive* and *-ing form*

Point out that this exercise practises the use of *to-infinitive* or *-ing form* after certain verbs with a change in meaning. Give Ss time to complete the task and then check Ss' answers. Ask Ss to check in the Grammar Reference section for differences in meaning.

Answer Key

- | | | |
|------------|-----------|------------|
| 1 to bake | 5 to eat | 9 to tell |
| 2 adding | 6 eating | 10 telling |
| 3 to go | 7 to turn | |
| 4 shopping | 8 meeting | |

Speaking & Writing

6 **Aim** To practise *(to) infinitive* and *-ing form* using personal examples

- Explain the task. Give Ss time to complete the task, referring back to the theory box as necessary.
- Check Ss' answers.

Suggested Answer Key

- I don't mind helping with the housework.
- I'm tired of eating the same food all the time.
- I can't stand cooking eggs.

- I can bake well.
- I'd rather not try sushi.

7 **Aim** To consolidate information in a text

- Read the rubric aloud and then give Ss a three-minute time limit to write some sentences.
- Ask various Ss around the class to read their sentences aloud.

Suggested Answer Key

I knew that fruit juice has a lot of sugar. I also knew that salads and eggs are healthy. I didn't know that good quality dark chocolate can lower your cholesterol.

2g Skills

Vocabulary

1 **Aim** To introduce new vocabulary

- Draw Ss' attention to the pictures.
- Play the recording. Ss listen and repeat chorally or individually. Check Ss' pronunciation.
- Elicit what the verbs are in their own language.

(Ss' own answers)

2 **Aim** To practise new vocabulary

- Ask Ss to use the vocabulary from Ex. 1 to complete the recipe.
- Allow time for Ss to complete the task.
- Play the recording. Ss listen and check their answers.

Answer Key

- | | | | |
|---------|--------|--------|--------|
| 1 Peel | 3 Melt | 5 Beat | 7 Stir |
| 2 slice | 4 Mix | 6 add | 8 Fry |

Listening

3 **Aim** To listen for specific information

- Explain the task and allow Ss time to read the statements.
- Play the recording. Ss listen and write T or F.
- Check Ss' answers.

Answer Key

- | | | | | |
|-----|-----|-----|-----|-----|
| 1 F | 2 F | 3 F | 4 T | 5 T |
|-----|-----|-----|-----|-----|

Speaking

4 **Aim** To practise giving instructions

- Ask Ss to work in pairs and to tell their partner how to make apple-cinnamon blini.
- Encourage Ss to use the conjunctions *first, next, then*, etc.
- Go around the classroom monitoring the activity.
- Ask some Ss to give instructions to the class.

Suggested Answer Key

First, peel and slice the apple. Then, melt the butter in a frying pan and cook the apple slices in the butter for 4 minutes. Next, mix the flour, salt, baking soda and cinnamon together in a large bowl. Beat the egg with half a cup of the sour cream and the milk, and then add it to the flour mixture. Finally, stir in the cooked apple. Put spoonfuls of the mixture into a hot frying pan and fry for a few minutes on each side. Serve the blini warm with a teaspoonful of sour cream on top.

2h Writing**1 Aim** To present informal writing style

- Go through the **Writing Tip** with Ss and explain when and why we use the informal writing style.
- Ask Ss to find examples in the email. Check Ss' answers.

Answer Key

Hi, Great to hear from you! (informal greeting), So, you want to know ... (everyday expression), Well, it's a traditional dish ..., it's very popular ..., It's very easy ... (short forms), Hope you can try it one day! (omitted pronoun), How about you?, Write soon! (informal closing remarks)

2 Aim To read for gist

- Explain the task.
- Allow time for Ss to complete the task.
- Check Ss' answers.

Answer Key

A 3 B 1 C 2

3 Aim To practise new vocabulary

- Elicit/Explain the meanings of the words.
- Explain the task.
- Allow time for Ss to complete the task.
- Check Ss' answers.

Answer Key

1 spicy 3 creamy 5 sweet
2 salty 4 delicious

4 Aim To analyse a rubric

- Go through the **Study Skills** box with Ss, explaining the importance of reading rubrics carefully.
- Draw Ss' attention to the rubric and the underlined words.
- Explain the task.
- Allow time for Ss to complete the task.
- Check Ss' answers.

Answer Key

- an email
- my English pen friend
- information about my favourite dish from my country (ingredients, how to make it and what it tastes like)
- 80-100 words

Writing**5 Aim** To write an email about a favourite dish

- Go through the plan and brainstorm in class and write Ss' ideas on the board. Write these phrases on the board. Ask Ss to copy them and use them in their email.

Useful phrases for emails giving advice

It's a traditional dish called ...	It's easy to make. First, chop/fry, etc.
It's very popular in my country.	Then, add/boil, etc. We usually serve it with ...
It's a spicy dish with ...	It's a tasty dish.

- Ask Ss to use their ideas and the plan provided to write their email.
- Check Ss' work.
- Alternatively, this task can be assigned as HW and checked in the next lesson.

Suggested Answer Key

Hi Georgia,
How are you? So, you want to know about my favourite dish from my country? Well, it's a dish called pelmeni and it's very popular here in Russia.
Pelmeni is almost like ravioli. It's a little dumpling filled with meat. First, you make a soft dough with flour and water. Then you make little parcels from the dough and fill them with your meat mixture. You boil them for a few minutes and serve them with sour cream! They are delicious. You should try them!
How about you? What's your favourite dish?
Write soon!
Anna

2i Curricular: Science**1 Aim** To brainstorm for topic-related vocabulary

- Ask Ss to write as many words as possible related to the body.
- Allow Ss time to write their words and compare with a partner.
- Ask various Ss for their words. Write them on the board and check Ss' understanding by saying a word and asking Ss to point to the relevant part of the body.

Suggested Answer Key

head, arm, leg, hand, foot, nose, ear, eye, shoulder, back, elbow, knee, mouth, chin, hair, finger, toe, nail, stomach, eyebrow, forehead

2 **Aim** To introduce the topic

- Ask Ss to look at the headings in the text and to think about what kind of food is good for the four parts of the body.
- Elicit ideas from around the class.
- Play the recording. Ss listen and read the text to find out.

Suggested Answer Key

The Brain: green vegetables, oily fish, cereals, bread, pasta

Muscles: meat, fish, eggs

Bones: milk, cheese, yogurt

The Skin: fruit, vegetables, nuts, cereals, oily fish

- Explain/Elicit the meanings of the words in the **Check these words** box or ask Ss to look them up in their dictionaries.

Suggested Answer Key

command (v): to direct, to control

nervous system (n): the network of nerves that runs through the body

control (v): to have power over sth

behaviour (n): the way sb acts

energy (n): the power to be physically and mentally active

fat (n): oily or greasy substance found in plants and animals that is very high in energy

oily (adj): containing a lot of oil or fat

carbohydrate (n): substance found in foods like cereals and potatoes that provides a lot of energy

breathe (v): to take air in and out of the lungs

pump blood (phr): (of the heart) to send blood around the body

digest (v): (of the body) to break down the food we eat

repair (v): to mend

muscle (n): a tissue in the body that helps us move

protein (n): a substance found in foods like meat and eggs that builds muscles

bone (n): a hard part inside your body that is part of your skeleton

support (v): to hold sth together

protect (v): to take care of

calcium (n): a substance found in foods like milk and cheese that is good for teeth and bones

sense of touch (n): the ability to feel things

3 **Aim** To read for specific information, to make notes under headings

- Draw Ss' attention to the table.
- Ask Ss to read the text again and to make notes under the headings in the table.
- Allow Ss time to make their notes.
- Ss then work in pairs to tell each other about each part of the body.

- Go around the class monitoring Ss' work.
- Ask various Ss to perform the task in class.

Suggested Answer Key

Organ/Body part	What to eat to keep it healthy
muscles	meat, fish, eggs
bones	milk, cheese, yogurt
the skin	fruit and vegetables, nuts, cereals, oily fish

Note: Point out to Ss that our skin only gives us our sense of touch from the inner layer, the dermis, which contains our nerve endings that are receptors for cold, heat, pain and pressure.

Suggested Answer Key

Our brain commands our nervous system and the way we behave. To keep it healthy we should eat green vegetables, oily fish and carbohydrates like cereals, bread and pasta.

The muscles are very important because they control our movements. Muscles need food that is high in protein, like meat, fish and eggs.

Bones give our bodies the support they need. To keep them healthy we should eat dairy products, including milk, cheese and yogurt.

Our skin protects our bodies and gives us our sense of touch. To keep it healthy we should eat a lot of fruit and vegetables as well as nuts, cereals and oily fish.

4 **Aim** To give a presentation on healthy eating and body parts

Explain the task and assign it for HW. Ss work in groups and do their research on the Internet, in encyclopaedias or other reference books, and present their findings in the next lesson.

Suggested Answer Key

The eyes are the body's camera. The light passes through the lens and the eye then 'records' a picture on the back part, called the retina. The retina sends a message to the brain and the brain tells you what you actually see. For healthy eyes we should eat food with lots of vitamins, like carrots, spinach, oranges, kiwi fruit and tomatoes.

The heart pumps about 70 millilitres of blood around our bodies with each beat. That's about 1,900 gallons of blood per day! Green vegetables like spinach, olive oil and oily fish, nuts and oats are all good for the heart.

Healthy hair needs foods like beans, chicken, eggs and nuts. They provide proteins and minerals to keep our hair shiny and strong. It protects our head from extremes of heat and cold.

Activity for weaker classes

Read out the suggested answer. Ask Ss to take notes, then write three sentences using their notes.

GAME

Aim To consolidate vocabulary from the module

- Divide the class into 2 teams. Each team takes turns writing or saying a sentence with one of the words/phrases in the list.
- Each correct sentence earns one point. If the sentence is incorrect, the team misses a turn.
- The team with the most points after all the words have been used wins.

Suggested Answer Key

Menton is a resort town.
 Would you like a **boiled egg** for breakfast?
 Apple pie is my favourite **dessert**.
 Chicken is **poultry**.
 This soup is very **creamy**.
 You can find cola in the **drinks aisle**.
 Milk and cheese are **dairy products**.
 You can get some ice cream from the **frozen food** section.
 You **grill** steaks on a barbecue.
 This soup is too **salty**. There's a lot of salt in it.
 Let's buy a **big tub** of ice cream.
 You can buy a **loaf of bread** at the bakery.
 Meat and fish contain **protein**.
 These chips are **deep fried**.
 Pretzels and bagels are **baked goods**.
 Waiters **serve** customers in a restaurant.
 My favourite **dish** is fish 'n' chips.
 These chips are **deep fried**.
 Pretzels and bagels are **baked goods**.
 Waiters **serve** customers in a restaurant.
 My favourite **dish** is fish 'n' chips.
 I eat **scrambled eggs** for breakfast.
 The restaurant has a lot of **customers** on Saturday nights.
 There's fried chicken on the **menu**.
 Can you **chop** the onions for me?
 Is this yoghurt **low-fat**?
 I don't like **spicy** food like chili peppers.
 We couldn't **breathe** without our muscles.

- | | | | |
|---|-------------|----------|----------|
| 3 | 1 jam | 3 order | 5 fried |
| | 2 protein | 4 prawn | |
| 4 | 1 cold | 5 frying | 9 reduce |
| | 2 top | 6 jacket | 10 bunch |
| | 3 scrambled | 7 fast | |
| | 4 side | 8 cherry | |
| 5 | 1 from | 3 for | 5 with |
| | 2 of, from | 4 of | |

Quiz

Answer Key

- 1 145
- 2 in the dairy products section
- 3 a fish 'n' chip shop or restaurant
- 4 dishes from a specific country or culture
- 5 20% of the energy from the food we eat
- 6 have a free cooking lesson
- 7 iron and protein
- 8 over 200
- 9 It covers our body, protects us and gives us our sense of touch.
- 10 dairy products like milk, cheese and yogurt

Ss prepare their quiz in groups. Ask Ss to go through the pages of Module 2 and select information to compile their quiz. Ask groups to exchange quizzes, to do them, then to check their answers.

Suggested Answer Key

Quiz

- 1 What are the most popular ethnic cuisines in the UK? (Indian, Chinese and Italian)
- 2 What are baked goods? (cakes and biscuits)
- 3 What has Jamie Oliver's 'Food Revolution truck' got in it? (eight cooking stations and TV plasma screens)
- 4 What do the letters 'tsp' stand for? (teaspoon)
- 5 What is the healthiest type of chocolate? (Good quality dark chocolate)
- 6 How many muscles are in the human body? (over 600)
- 7 When does the Lemon Festival in Menton take place? (every February to March)
- 8 What kinds of food are carbohydrates? (cereals, bread and pasta)
- 9 What do we need to build and repair muscles? (protein)
- 10 In which section can you usually find pears in a supermarket? (the fruit and vegetables section)

Language Review 2

- 1 **Fruit and vegetables:** broccoli, banana, cabbage, strawberries (grapes)
Meat and fish: beef, lamb, chicken, salmon (trout)
Desserts: apple pie, chocolate brownie, ice cream, waffles (cherry pie)
Drinks: milk, coffee, cola, tea (orange juice)

- | | | | |
|---|-------------|-----------|---------|
| 2 | 1 customers | 3 table | 5 range |
| | 2 order | 4 popular | 6 fast |

Skills 2

Reading

- 1 a) **Aim** To read for gist

- Ask Ss to read the rubric and then skim the text to get the gist.
- Elicit answers.

Answer Key

The text is about the history of pelmeni.

b) **Aim** To read for specific information

- Give Ss time to read the text and complete the task.
- Check Ss' answers. Ask Ss to justify their answers.

Answer Key

- 1 F (similar to ravioli)
- 2 F (brought from China to Siberia)
- 3 T (can be kept frozen for a long time)
- 4 T (you simply boil them)
- 5 F (any kind of meat ... mushrooms, onions, etc)
- 6 T (available in the frozen food section)

Listening

2 a) **Aim** To prepare for a listening task

- Ask Ss to read the rubric and then underline the key words in the questions that they think will help them to complete the task.
- Check Ss' answers on the board.

Suggested Answer Key

- 1 radio quiz, three people take part, one answer correct, two chances to answer
- 2 tomato is a fruit, remembered how to cook it, learnt it at school, question trick
- 3 presenter advises not to answer too quickly, she guesses, rules how much time, only one chance
- 4 final question about, supermarket, man, king
- 5 presenter asks, where she lives, speak to another person, send her contact details

b) **Aim** To read for specific information and prepare for a listening task

- Ask Ss to read the extract and answer question 1 in the listening task. Check Ss' answer.
- Elicit which words from the question appear in the script.

Answer Key

The answer is A.

Words: three, contestants, one, answer, correct, two, question

c) **Aim** To listen for specific information

- Play the recording. Ss listen and complete the task.
- Check Ss' answers. Play the recording again for Ss to check their answers.

Answer Key

- 2 B 3 C 4 A 5 B

Speaking

3 a) **Aim** To give a talk

- Explain the task. Ask Ss to read the points to be included in their talk and underline the key words. Ask various Ss around the class each of the questions.
- Ss work in pairs. Give Ss time to give their talk while their partner listens, then they exchange roles. Remind Ss that they should speak clearly and confidently and should look their partner in the eye when speaking. Monitor the activity around the class.

Suggested Answer Key

I mostly eat at home with my family, but we occasionally eat out together for a special treat or a special occasion such as someone's birthday. When we eat at home, we usually eat something simple, like roast chicken and salad, or fish pie, and when we eat out we usually go for Italian food like spaghetti or pizza. We sometimes go to other types of ethnic restaurants, too, like Indian or Thai. I love curries! I also really enjoy eating all kinds of stir fries with prawns or beef and lots of vegetables. I think I have a generally healthy diet because I try to eat a balanced diet with plenty of fruit and vegetables and I don't eat too much junk food. I do enjoy sweet treats though such as biscuits and chocolate, but I try not to eat them too often!

b) **Aim** To compare your answer to a model answer

- Play the recording. Ss listen and compare their answer to the model answer.
- Ask various Ss around the class to tell the rest of the class how (dis)similar the answers are.

Suggested Answer Key

The answers were quite similar because we both answered all the questions but the model answer was longer than my answer. It was also more detailed. For instance, it gave a lot of examples of types of foods, whereas I gave fewer examples.

Writing

4 **Aim** To analyse a rubric and write a notice

- Explain the task and ask Ss to read the rubric.
- Give Ss time to read the statements 1-4 and mark them correctly.
- Check Ss' answers.

Answer Key

- 1 F 2 F 3 F 4 F

- Give Ss time to complete the task. Remind Ss that their notice should answer *wh*-questions such as *What is the event about? Where will it take place? When will it take place? How long will it last? What else will there be?* Ask Ss to check that their piece of writing answers all the points in the rubric. Check Ss' answers.

Suggested Answer Key

All students are welcome to attend
an International Food Night
on 24th March
7-12 pm
in the school auditorium.
Please bring a typical dish from your country.
Refreshments will be provided.

Russia **2**

Reading & Listening**1 Aim** To introduce the topic of the text

- Ask Ss to look at the picture and the title of the text. Ask Ss to try to answer the questions.
- Play the recording. Ss listen and follow the text in their books. Ask Ss if the text answers the questions, and if so, what the answers are.

Answer Key

Caviar is the salted eggs of sturgeon, a fish which lives in the Black and Caspian Seas. It's called 'food of the Tsars' because it used to be the favourite food of various Russian Tsars.

- Explain/Elicit the meaning of words in the **Check these words** box.

Suggested Answer Key

salted eggs (n pl): oval objects produced by a female fish eaten as food with salt on them

sturgeon (n): a large fish living in northern parts of the world; usually caught for their eggs, known as caviar

high quality (phr): very good indeed

main consumers (n pl): those who mostly eat, use or buy something

ton (n): unit of weight equal to 2240 pounds (UK)

produce (n): food grown in large quantities for sale

although (conj): despite the fact (that)

holiday feast (n): large & special meal eaten on a day when a religious or national festival is celebrated

special occasion (n): important event, ceremony or celebration e.g. a birthday, a wedding

2 Aim To read for specific information

Give Ss time to read the text again and complete the task, then check Ss' answers.

Answer Key

- 1 *Caviar comes from sturgeon, a fish which lives in the Black and Caspian Seas.*
- 2 *They didn't like it originally because they didn't like its taste.*
- 3 *It became a delicacy after Catherine the Great served it at a dinner in 1778.*
- 4 *Nowadays, people eat caviar at holiday feasts and special occasions.*

Speaking & Writing**3 Aim** To consolidate information from the text

- Explain the task.
- Allow Ss time to complete the task in their notebooks. Remind Ss to use their own words if possible.
- Ss read out their sentences in closed pairs. Monitor the activity around the class.

Suggested Answer Key

Caviar is the salted eggs of sturgeon.

Catherine the Great served caviar at a dinner in 1778.

Caviar became the favourite food of many of the Russian Tsars.

Nicholas II was given around 11 tons of caviar each year by his fishermen.

Caviar can be rather expensive.

Caviar is often eaten around the world at holiday feasts.

4 Aim To find out how caviar is made

- Ask Ss to collect information about how caviar is made using the Internet or their school textbooks, encyclopaedias or other reference materials.
- Allow Ss time to collect their information and make notes in class. Alternatively, assign the task as HW.
- Invite Ss to present their information to the class.

Suggested Answer Key

To make caviar, you carefully take the fish eggs out of the 'skein' – the membrane that holds them. Then you rinse them, salt them and dry them in a colander. Finally, you put them into a clean glass jar and store them in the fridge.