

3

Time to eat!



All aboard!

ALL ABOARD!



Talk about food quantities



List your favourite foods and drinks

LANGUAGE BRIDGE



Compromising



Eating at a restaurant

FASTEN YOUR SEATBELT!



Talk about recipes



Design your ideal restaurant

GEAR UP!



Talk about habits in the past



Plan your presentation

SKILLS STATION



Food and the five senses



Canadian food



A review



CHECKPOINT



PROJECT TERMINAL



Present your restaurant



avocado cereal chocolate sauce coffee cucumbers
honey ice cream peaches peppers watermelon

1 Watch the video. Do you help with the shopping?

2 Listen and match. 1.25

3 Describe and guess.

This food is green. You use it to make guacamole.

Is it an avocado?

4 Ask and answer.

- 1 What's your favourite fruit?
- 2 What's your favourite vegetable?
- 3 Do you like cereal?
- 4 What's your favourite ice cream?

5 Listen and read. What are Sophie and her dad going to buy?  1.26

Dad: Sophie, can you help me to make a shopping list, please?
Sophie: OK!
Dad: **How many** cucumbers are there?
Sophie: **There are two** cucumbers.
Dad: OK. **How many** peppers are there?
Sophie: **There aren't any** peppers.
Dad: And **how many** avocados are there?
Sophie: **There's one** avocado.
Dad: OK, so we need **some** peppers and avocados. Let's get **some** dessert too!
How much ice cream is there?
Sophie: **There's some** strawberry ice cream. But there **isn't any** vanilla ice cream.
Dad: **How much** chocolate sauce is in there?
Sophie: **There isn't any** chocolate sauce.
Dad: OK, let's get **some** vanilla ice cream and chocolate sauce too! Let's go!



6 Look at Activity 5 and choose the correct answer.

- 1 There **is one** / **are two** cucumbers.
- 2 There **are some** / **aren't any** peppers.
- 3 There **is one** / **are two** avocado.
- 4 There **is some** / **isn't any** strawberry ice cream.
- 5 There **is some** / **isn't any** vanilla ice cream.
- 6 There **is some** / **isn't any** chocolate sauce.

GRAMMAR WAY

How much and How many

How many	peppers are there?	There's one pepper.
		There are four peppers.
		There aren't any peppers.
How much	cereal is there?	There's some cereal.
		There isn't any cereal.

Language reference: Activity Book pages 116-117

7 Look. Ask and answer. 

avocados cereal coffee
honey peaches watermelons


How many watermelons are there?

There's one watermelon.



PROJECT STOP 1

An ideal restaurant

 A local restaurant needs ideas to attract more customers. In this project, you're going to design an ideal restaurant and menu.

Make a list of your favourite foods and drinks.

Go to page 118

8 Write a short dialogue. Use Activity 5 as a model. 

THE CUPCAKE COMPROMISE

1 BEFORE YOU READ Answer the questions.

- 1 What special food do you have for birthdays in your family?
- 2 Do you ever disagree with anyone in your family?

2 READ Read and listen.

Which words look similar in your language? Make a list and share.

It's Mum's birthday and Lucas and Agnes want to make something special.

'Let's make pancakes with peaches!' suggests Agnes.

'No,' says Lucas. 'Let's make a cake with strawberries.'

'I don't want to make a cake,' says Agnes.

'And I don't want to make pancakes,' says Lucas.



After a few minutes, Lucas says, 'We should work together.'

'OK' says Agnes. 'We can make pancakes. There are lots of eggs, but how much flour is there?'

'No, Agnes, let's compromise,' says Lucas. 'Let's find something we both want to make.'

The children look through the recipe book.

'Look!' says Agnes. 'Cupcakes with peaches and strawberries!'

'Fantastic!' says Lucas.

Mum walks into the kitchen. 'Happy birthday, Mum!' say the children.

'We made you cupcakes,' says Lucas. 'I want to try the first one!'

'But I want to try the first one,' says Agnes.

'No! Let's compromise,' says Lucas. 'Mum, you try the first cupcake because it's your birthday!'



AFTER YOU READ

3 Correct the false sentences.

- 1 Today is Agnes' birthday.
- 2 The children want to make something special.
- 3 There aren't any eggs.
- 4 The children make a big cake with peaches and strawberries.

4 Discuss with a classmate.

- 1 What does Agnes want to make?
- 2 What does Lucas want to make?
- 3 How do they compromise?
- 4 Talk about a time that you compromised with someone.

EATING AT A RESTAURANT

BEFORE YOU WATCH

1 Discuss with a classmate.

- 1 Do you sometimes go out to eat?
- 2 What kind of restaurants do you like?

2 Read, look and answer.

Sophie and Hannah's team won an important basketball match today. Hannah's dad takes the girls to a new restaurant in town to celebrate. They're looking at the menu, but they don't know what to order. They ask the waiter for help.

- 1 Why are the girls celebrating?
- 2 Where do they go?
- 3 What can you see in the scene?
- 4 Guess what food they're going to eat.



WATCH



3 How many times do you hear *thank you* or *thanks*?

4 Watch again. Match the phrases to the customer or the waiter.

😊	Can we see the menu, please?	Yes, of course. Here you are.	Are you ready to order?	I'll have the pizza, please.	😊
	Could I have the soup, please?	I'm allergic to nuts.	So, let me just check your order.	Could we have the bill, please?	

AFTER YOU WATCH

5 Complete the sentences.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1 ... asks for the menu. 2 Dad orders a ... and a glass of water. 3 ... is allergic to nuts. | <ol style="list-style-type: none"> 4 Hannah orders the soup and a chocolate 5 Sophie orders a pizza and a |
|--|---|

6 Look and match.

<ol style="list-style-type: none"> 1 Can we see the menu, please? 2 What's the soup of the day? 3 What do you recommend? 4 Can I get you anything else? 	<ol style="list-style-type: none"> a The pizza is good. b Yes, of course. c No, thank you. d It's tomato.
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Communication



Student A: Go to page 109
Student B: Go to page 113



1.28

Activity Book page 29

Fasten your seatbelt!



1 Watch the video. Do you have a favourite recipe?

2 Look and match. Listen and check. 1.29

flour pancakes salt a pinch pour a scoop a spoonful mix toss weigh



3 Read and choose. Listen and check. 1.30

I'm making **(1) pancakes / lemonade!** I've got my ingredients ready. I've got some **(2) onions / flour**, sugar, eggs, **(3) cucumbers / salt** and milk. First, I **(4) weigh / decide** the ingredients. I need to use the correct amount. I put the flour, sugar and eggs in a bowl. I **(5) turn / pour** in the milk and add a **(6) pinch / hand** of salt. Then I **(7) fix / mix** everything together. Next, I put the mixture into the pan, and I cook it for a minute on one side. Then I **(8) toss / weigh** the pancake so I can cook the other side! When they're ready, I put them on a plate. Now I need a topping for my pancakes. How about some lemon and a **(9) spoonful / kilo** of sugar? Or maybe a **(10) scoop / scooter** of ice cream and some chocolate sauce? Or I can look in my recipe book to get more ideas!



4 Imagine you're making pancakes. Mime and say what you're doing.

I'm weighing the flour!

I'm pouring the milk!

5 Listen and read. Which is your favourite topping?  1.31

Pancake toppings

There are so many delicious toppings for pancakes. Here are some ideas to get you started!

- You can add **lots of** fruit and a scoop of ice cream.
- Add **a lot of** blueberries and **a little** sugar.
- Use **lots of** jam and a spoonful of yoghurt.
- Add **a few** grapes and **a lot of** honey.
- Add **a little** strawberry ice cream and put **a lot of** strawberries on top.

There are **lots of** ideas for pancake toppings! I don't know what to choose now!



6 Read again and complete the sentences.

- 1 There are ... ideas for pancake toppings.
- 2 You can add ... fruit and some ice cream.
- 3 You can use ... blueberries and ... sugar.
- 4 You can use ... jam and some yoghurt.
- 5 You can use ... grapes and a lot of honey.
- 6 You can add ... strawberry ice cream.

GRAMMAR WAY Quantifiers

There are	a few peaches.
There are	a lot of / lots of grapes.
There's	a little flour.
There's	a lot of / lots of honey.

Language reference:
Activity Book pages 116-117

7 Look and describe. 



There's a little fruit and there's a lot of honey.



PROJECT STOP 2

An ideal restaurant

Design your ideal restaurant.

You can also think about how to decorate your restaurant.

Go to page 118

8 Work in pairs. Write some crazy ideas for pizza toppings!  

Our pizza toppings

Use lots of cucumbers and a little cheese.

Add a little chocolate sauce and a lot of bananas!



KILLER WHALES

1 **FOCUS** Look and guess what facts are presented in the story.

2 Read and listen. 1.32

1 The children are in the school library, preparing for their next presentation which is for Science class.



Orcas have never eaten people because they only eat what their mothers teach them is safe to eat. They don't want to try humans!

Listen to this! Many years ago, sailors **used to** think that orcas ate people. They saw them attack and eat small whales, so the sailors **used to** call them *whale killers*. For some reason this name changed to *killer whales*. This is how they got their 'people-eating' reputation and also the false idea that they are whales.

An average-sized orca eats 250 kg of food every day. They **didn't use to** have a problem finding food in the past, but now it's a problem because of pollution. There **didn't use to** be so much plastic in the ocean!



It says here they eat fish, squid, seals, small whales and sea birds.



They hunt in family pods. Their hunting techniques are learned from older family members.



We **didn't use to** know how clever they are, but we now know they create waves to get seals off the ice.

6 The children present their information during Science class. Emma begins the presentation by asking her classmates...



How many people think that killer whales are dangerous because they kill and eat people?

7 And she concludes the presentation by saying...



The idea that orcas eat humans is a stereotype, and like all stereotypes it's just not accurate!

Thank you, Emma. That's an interesting observation.

3 **FOCUS AGAIN** What else do they learn? Discuss with a classmate.

4 Watch and identify something that is different from the story.



5 Read and match. Say which ones you believed.

- 1 I used to think that teachers live in school.
- 2 I used to believe humans and dinosaurs coexisted.
- 3 I used to think that orcas are whales.
- 4 I used to believe it's dangerous to wake up a sleepwalker.
- 5 I used to think that bulls attack anything red.
- 6 I used to think there was a monster under my bed.
- a Now I know they are in the dolphin family.
- b There isn't because they aren't real!
- c They don't; they can't see that colour.
- d We didn't, there were millions of years between us.
- e It isn't, but it's best to walk them back to bed.
- f But they have their own homes, of course!

6 Listen and complete.  1.33



- 1 She ... be a businesswoman.
- 2 She ... have 23 people working for her.
- 3 She ... make a lot of money.
- 4 She ... finish work before 9pm.
- 5 She ... dream about the ocean.
- 6 She ... sleep very well.

GRAMMAR WAY *used to and didn't use to*

The oceans	used to	be cleaner.
	didn't use to	have so much plastic.

Language reference: Activity Book pages 116-117

7 Discuss changes in your life with your classmates.

I didn't use to like mushrooms on my pizza. Now I love them!



I used to have long, blond hair. Now it's short and darker. I didn't use to have braces on my teeth.



Maths used to be my favourite subject, but now it's English!



 PROJECT STOP 3

An ideal restaurant

Make a menu for your restaurant.

Plan how to present your restaurant and menu.

Go to page 118

8 Imagine that you win a lot of money. Write about your life using *used to* and *didn't use to*.

I used to live in a flat, now ...

Skills Station

Reading

1 BEFORE YOU READ Ask and answer.



- 1 What's your favourite food?
- 2 What are the five senses?
- 3 Which senses do you use when you eat food?

2 READ Read and listen. Identify the tastes in the pictures.



1.34



Help desk

cell: the smallest part of an animal or plant

tongue: the organ inside our mouth

FOOD AND THE FIVE SENSES

We use all our senses to enjoy food. When we see something that looks delicious, we want to eat it! When we hear someone cooking food or biting into an apple, we feel hungry! Our sense of touch also helps us to enjoy our food. We touch fruit with our hands to see if it's ready to eat.

But the two most important senses for enjoying food are our senses of smell and taste. These two senses work together to recognise flavours. When we smell food, special cells in our nose send messages to our brain. Our tongue can recognise five basic tastes: **bitter** food like coffee, **salty** food like crisps, **sour** food like lemons, **spicy** food like chilli peppers and **sweet** food like donuts.

So, next time you eat some food, take a moment to think about how all five of your senses are helping you to enjoy it!



I love curry! When I was little, I didn't use to like spicy food, but now it's my favourite. My dad always makes lots of vegetable curry and rice!

Tina, 12



I like salty food! I used to eat lots of crisps when I was younger, but they aren't very healthy, so now I only eat crisps at the weekend.

Lucas, 10



I love sweet food! How much chocolate do I eat? A lot! We used to live in Belgium and the chocolate that is made there is so delicious!

Fabio, 11

AFTER YOU READ

3 Answer the questions.

- 1 What happens when we see something that looks delicious?
- 2 What two senses do we use to recognise flavours?
- 3 How has Tina's taste in food changed?
- 4 Where did Fabio use to live?

4 Discuss with a classmate.



- 1 Do you like spicy food?
- 2 What's your favourite sweet food?
- 3 Which tastes are there in your favourite food?
- 4 Have your eating habits or tastes changed?

Viewing



CANADIAN FOOD

Luke

Canada is a big country in North America with a lot of interesting things for visitors to see and do. There are also many different kinds of delicious food to try in Canada. Do you know what maple syrup is? It's a very important ingredient in Canada and we use it in lots of recipes!

BEFORE YOU WATCH Ask and discuss.

- 1 What food from other countries do you like?
- 2 Do you know any Canadian food?

WATCH Watch and answer.

- 1 Which country does the original bannock recipe come from?
- 2 What are the ingredients of a chocolate bomb?
- 3 What type of plant does maple syrup come from?

AFTER YOU WATCH Ask and discuss.

- 1 Which Canadian food would you most like to try?
- 2 What special food do you have in your country?



MY PASSPORT

PAGE 20

Writing A REVIEW

1 Read and number in order.

- a What type of restaurant is it?
- b When did you visit the restaurant?
- c What's your recommendation?
- d What's the name of the restaurant?
- e What did you eat?



WRITING TIP

- Give details about the place: when and where you went, what type of restaurant it is, what you ate.
- Use **sequencers** to make a list.
- Finish by giving your recommendation.

A restaurant review: Perfect Pasta by Kate


Last week, I went to Perfect Pasta. It's an Italian restaurant in the centre of town. First, I had avocado and tomatoes. The tomatoes looked good and tasted amazing! Next, I had pasta with peppers. It smelled great and it tasted delicious. Finally, I had peaches and ice cream. There were a lot of peaches, but there was only a little ice cream. The peaches tasted sweet and delicious, but I definitely wanted more ice cream! Apart from this one complaint, I enjoyed my meal and I recommend Perfect Pasta to everyone! ★★☆☆☆



Go to Activity Book page 35 and write a review of a restaurant.



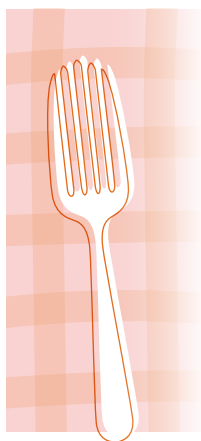
Checkpoint

1 For each question, choose the correct answer.  1.35

» EXAM TIP **Listening Part 5** Read the names and options first and listen carefully for them during the conversation.

You will hear Lara talking to her uncle about a picnic. What will each person take?

Example: 0 Lara – G

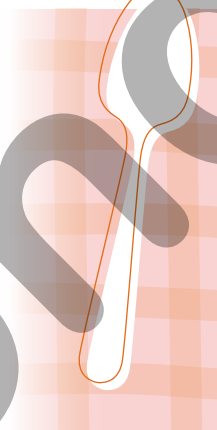


People

- 1 Mario
- 2 Paul
- 3 Matt
- 4 Zara
- 5 Sophie

Taking

- A costumes
- B dessert
- C drinks
- D fruit
- E games
- F music
- G salad
- H sandwiches



2 You are meeting your friend Tom for lunch tomorrow. Write an email to Tom.

» EXAM TIP **Reading and Writing Part 6** Read the instruction carefully to identify what the email needs to be about. Respond to all three prompts.



Write

25 words or more.

Say:

- what type of food you want to eat.
- which restaurant you want to go to.
- what time you want to meet.



3 For each question, choose the correct answer.

» EXAM TIP

Reading and Writing Part 1 For each question, read the text first and then the three options. Compare each option to the text before choosing the answer.

1

Hi Sue,
I want to make a salad. Just looked in the fridge. There are lots of cucumbers and some avocados, but there aren't any peppers. Can you get some from the shop?
Thanks,
Mum



What does Mum want Sue to do?

- A make a salad
- B check if there are any peppers in the fridge
- C buy some peppers

2

SPECIAL OFFER!

What about a scoop of ice cream and some chocolate sauce for your pancakes?

Pick up some half-price ice cream!
TODAY ONLY!

Today you can pay less for

- A ice cream.
- B chocolate sauce.
- C pancakes.

3

Cake Exhibition
at City Museum

From Monday, open every day 8am-5pm, except Wednesday when we close at 10pm.

Find out how people used to make cakes!

- A You can visit the exhibition on Monday evening.
- B You can visit the exhibition every afternoon.
- C You can't visit the exhibition on Wednesday.

4

To Jack
Subject Pancakes

Hi Jack,
I'm trying to make your special pancakes. How many eggs do I use? How much flour? I'm going to write down the recipe so I don't forget it!
Thanks,
Emma xx

- A Jack is going to make some pancakes for Emma.
- B Jack should tell Emma what she needs to make pancakes.
- C Jack has to write down the pancake recipe for Emma.



Our trip to the USA - FOOD



1 BEFORE YOU WATCH Answer the questions in a group.



- 1 What American foods do you know?
- 2 Do you sometimes eat American food?
- 3 How is American food different to the food in your country?

2 WATCH What did you learn about these six dishes? Would you like to try them?



hot dogs



jambalaya



fried green tomatoes

3 AFTER YOU WATCH Read and choose.

Subject: Hi from the USA!

Hi Kerry!

I'm having a fantastic time in the USA! The **(1) best / better** thing is the food! There are **(2) lot / lots** of great places to eat near our hotel.

There **(3) are / aren't** any foods I don't like! I think that everyone **(4) should / mustn't** try jambalaya! It's a bit spicy, but it's amazing! And 'fried green tomatoes' sound weird, but I like them **(5) most / more** than red tomatoes. You **(6) must / shouldn't** be careful when you eat them though, sometimes they're very spicy!

There are **(7) some / any** amazing desserts too. Mum says that Key lime pie isn't as delicious **(8) than / as** apple pie. She likes hot apple pie with a **(9) few / little** ice cream. I'm going to buy you some cookies as a present, how **(10) many / much** packets do you want?

Love, Alex

Reply



peanut butter



chocolate chip cookies



Key lime pie

4 RESEARCH Find out more about food in the USA.

Use the internet or the library to research food in the USA. Choose one dish and make notes about:

- The ingredients
- Where and when it was invented
- How to make it
- Interesting or fun facts

5 CREATE Prepare a TV programme about food in the USA.

- 1 Choose roles for the members of your team: the presenter, a chef, a restaurant owner, a customer, etc.
- 2 Use your notes to write a TV programme about food in the USA.
- 3 Collect any materials you need.
- 4 Practise your TV programme.

6 PERFORM Perform your TV programme for the class.

Learner autonomy:

Make sure you understand your role and task.

Critical thinking: Choose the most interesting information.

Citizenship: Think about how American food is similar or different to your country's.



PRESENTATION TIPS

Remember to make a good entrance, plan how to start and use clear notes.

This is Troy, the chef at Chigago Burgers restaurant!

In my restaurant we make the best cheeseburgers in the USA!

I come here every week. It's the best restaurant in town!

