

You are what you eat

2

Lesson 1 Vocabulary 1

I can use kitchen object words and cooking verbs.

BRUNCH WITH BART!

1 Let's start!

🔄 Look at the pictures and find objects a–d. Complete the phrases in your notebook.

- a box of
- b glass of
- c bottle of
- d cup of

2 **1.29** Look at photos 1–8 and guess what meal Bart's video is about. Then listen and check.

3 **1.29** Listen to Bart again. In your notebook, match photos 1–8 with the kitchen objects in the box.

Kitchen objects

bowl • can • carton • frying pan • jar •
mug • plate • tin

4 **1.30** Listen and repeat the words in the box in exercise 3.

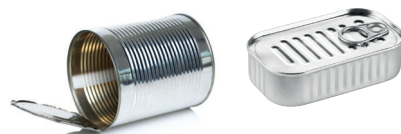
5 **1.31** Work in pairs. Student A: say a kitchen object. Student B: say a food or drink we can put in or on it.


A bowl.

A bowl of cereal!

GUESS WHAT?!

A can and a tin are both metal containers. A can is usually a cylinder. We say: a can of soda, a can of beans, but: a tin of biscuits, a tin of sardines.



- 6  1.31 Look at pictures a–g. Listen to the text and put the pictures in the correct order. Write the answers in your notebook.



- 7  1.32 Listen, point to pictures in exercise 6 and repeat the words in the box.

Cooking words


add • boil • chop • fry • mix • slice • steam

- 8  Work in pairs. Student A: say a cooking verb. Student B: say food words that you can use with the verb.

Slice!

Slice a cucumber, slice some cheese, ...

9 Pronunciation /əv/

-  1.33 Listen to the rhyme, repeat and remember. Then make up your own rhyme with the /əv/ sound.

A jar **of** honey, a tin **of** beans,


A bowl **of** apples and a plate **of** cheese!

Learning Zone



Follow ThinkBot's instructions to learn new words.

- 1 Znajdź w Internecie wideo w języku angielskim, w którym ktoś pokazuje, jak przygotować danie, które lubisz.
- 2 Obejrzyj wideo, aby dowiedzieć się, jak przygotować danie.
- 3 Zapisz składniki i sposób przygotowania.
- 4 Podziel się przepisem z klasą.

- 10  Look at the pictures and photos on page 20. Choose something for brunch and tell your partner how to make it. You can use your own brunch idea.

Open a tin of tuna fish and slice some bread. Make a sandwich!

Fast finishers

Put the sentences in the correct order to find out how to make pancakes.

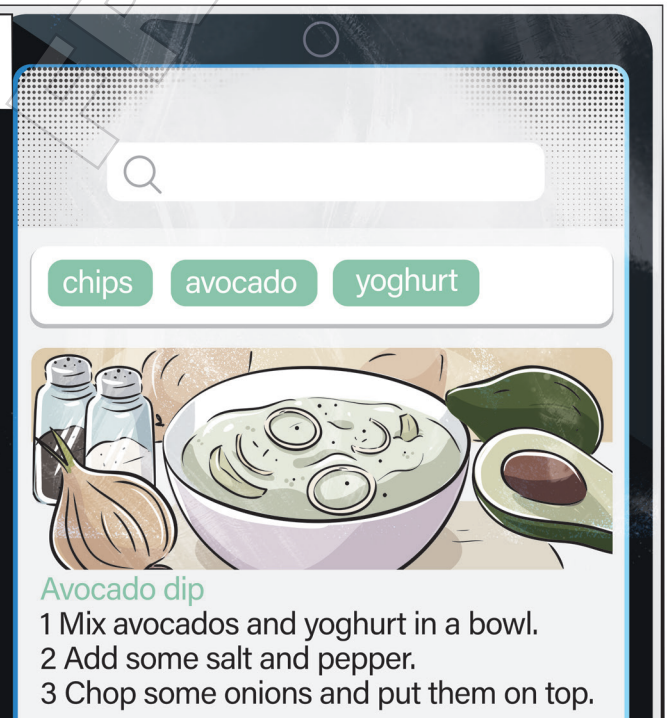
EASY PANCAKES!

- 1 Eat it with fruit or jam.
- 2 Fry your pancake for a minute.
- 3 Mix the ingredients together.
- 4 Put it on a plate.
- 5 Put the flour, eggs and milk in a bowl.



I can use a/an, some, any, a lot of to talk about food.

FILM NIGHT SNACKS



1 1.34 Read the story and listen to it. What snack do Emily and Jack make?

2 1.34 Read the story and listen to it again. Answer the questions in your notebook.

- 1 What time do the friends meet?
- 2 What food does Emily find in the cupboard?
- 3 What does Emily's app do?
- 4 What ingredients do they use to make their dip?
- 5 What do they eat with the dip?

Real English

3 1.35 Listen to the phrases and repeat. Practise them in pairs.

Sounds good!

Careful!

Brilliant idea!

Grammar 1

A/an, some, any, a lot of

Countable nouns

There's **a** tin of tuna.

There's **an** apple.

There are **some** avocados.

There are **a lot of** avocados.

There aren't **any** avocados.

Are there **any** avocados?


Uncountable nouns

There's **some** yoghurt.

There's **a lot of** yoghurt.

There isn't **any** yoghurt.

Is there **any** yoghurt?

4  In the notebook, match the endings of the sentences a–d with their beginnings 1–4.

- | | |
|----------------|--------------------------|
| 1 There's | a any sandwiches. |
| 2 There are | b a bottle of olive oil. |
| 3 There aren't | c some crisps. |
| 4 There isn't | d any fruit juice. |

5 In your notebook, complete the sentences with *some* or *any*.

- There are vegetables in the fridge.
- There isn't lemonade.
- There aren't biscuits in the cupboard.
- There's strawberry jam.

6   Look at the picture. What can you see? In your notebook, write sentences using the words in the box and *there is/isn't/are/aren't*.

bread cakes eggs fruit
orange juice potatoes tuna fish

There's some bread.




Hummus
– uncountable!

Learning Zone



Follow ThinkBot's instructions to learn grammar.

- Zanotuj w języku angielskim kilka nazw produktów, które możesz kupić w lokalnym supermarkecie lub warzywniaku. Sprawdź, czy te wyrazy to rzeczowniki policzalne, czy niepoliczalne, np. *cucumbers* (C – Countable), *pasta* (U – Uncountable).
- Podziel się z klasą swoją listą produktów. Powiedz z nimi zdania, np. *There are some cucumbers.*, *There's some pasta.*

7  Work in pairs. Choose a box each and ask and answer questions about the picture in exercise 6. Use the words in your box.

Student A

cheese grapes
rice sandwiches
water

Student B

avocados
chicken crisps
salad yoghurt

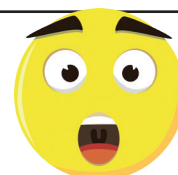
Is there any cheese?

Yes, there is.

 **Fast finishers**

Solve the puzzle. Make your own puzzle like the example.

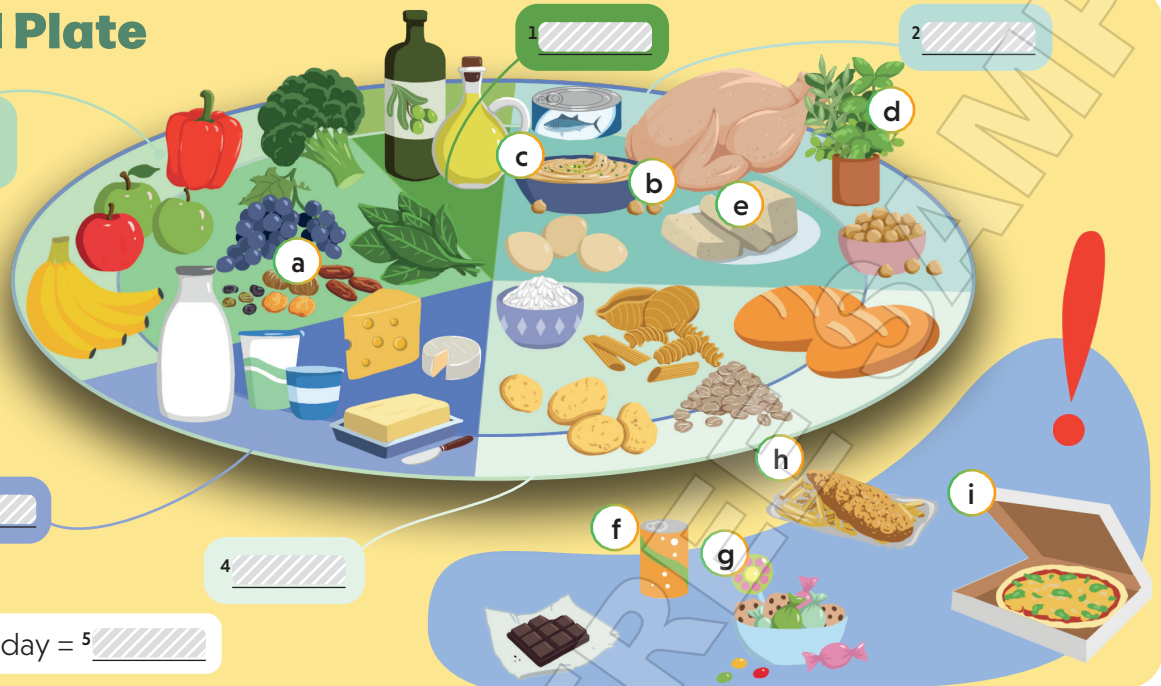
There are two in chocolate,
and there's one in orange juice.
There aren't any in sandwiches.
What is it?




I can talk about healthy and unhealthy food.


Eatwell Plate

fruit and vegetables



5 x  / day = 5

1 Let's start!


 Look at the pictures. Name two types of fruit, two vegetables and two foods or drinks with a lot of sugar.

2  Listen to the podcast and match the food types 1–5 in the picture with the words in the box. Write the answers in your notebook.

Talking about food


carbs • dairy • five-a-day •
oil and fat • protein

3  Listen and repeat the words in the box in exercise 2. Then say more examples for each group of foods.

4  In your notebook, match pictures a–i with the words in the box. Then listen, check and repeat.

Food choices

chickpeas • dried fruit • fast food •
fatty food • fizzy drink • herb •
hummus • sweet • tofu



5  In your notebook, write the words from exercise 4 in the correct place in the table. Then listen and check. Three words can go in two places.

Healthy
food/drink


Unhealthy
food/drink

Meat
alternatives

herbs

6   Usłyszysz dwukrotnie dialog. Na podstawie informacji zawartych w nagraniu uzupełnij w zeszyte zdania 1–5.

- Jason and his family eat fish with .
- Both Jason and Julia eat at home.
- Jason and his dad make .
- Jason says there's a lot of in chips.
- Julia's mum says Julia can't have drinks at home.

7  Work in pairs. Ask and answer the questions.

- What do you eat for your five-a-day?
- What protein do you eat?
- Do you eat any meat alternatives?
- Do you eat any unhealthy foods?

I can use many, much, how many and how much to talk and ask about food.

▶ Grammar 2

Many/Much, how many / how much

Countable nouns

There aren't **many** carbs in apples.

Are there **many** carbs in apples?

How many carbs are there in apples?

Uncountable nouns


There isn't **much** fat in tuna.

Is there **much** fat in tuna?

How much fat is there in tuna?

1 In your notebook, complete the sentences with *many* or *much*.

- 1 There isn't _____ protein in chocolate.
- 2 There aren't _____ carbs in eggs.
- 3 There isn't _____ sugar in yoghurt.
- 4 There isn't _____ salt in tofu.
- 5 There aren't _____ healthy ingredients in fast food.

2  Work in pairs. Say the sentences and correct the information. Use *many* and *much*.


- In a healthy diet,
 ... there's a lot of salt.
 ... there are a lot of fizzy drinks.
 ... there are a lot of sweets.
 ... there are a lot of chocolates.
 ... there's a lot of fatty food.
 ... there's a lot of red meat.


In a healthy diet, there's a lot of salt.

No! There isn't much salt.

3 In your notebook, put the words in the correct order to make questions.

- 1 there many unhealthy ingredients are ?
- 2 much is sugar there ?
- 3 carbs there many are ?
- 4 much is there salt ?

4  Listen to the conversation about fizzy drinks. In your notebook, answer the questions in exercise 3.

5  In pairs, ask and answer questions about the biscuits. Which biscuit is healthier?



Chocolate biscuit

Dried fruit biscuit


Fat: ***
 Carbs: ***
 Protein: *
 Sugar: ***
 Salt: ***

Fat: *
 Carbs: ***
 Protein: *
 Sugar: ***
 Salt: *

*** a lot * not much/many

Is there much fat in a chocolate biscuit?

Yes, there is. There's a lot of fat.

6  In your notebook, complete the sentences with *how many* / *how much*. Then ask and answer the questions in pairs.

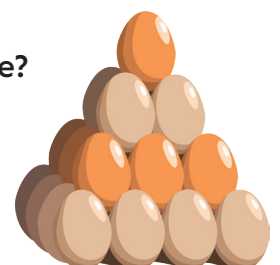
- 1 ... biscuits do you eat every week?
- 2 ... salt do you put on your food?
- 3 ... red meat do you eat?
- 4 ... fizzy drinks do you drink every week?
- 5 ... chocolate do you eat?

How many biscuits do you eat every week?



Not many.

 Fast finishers

How many eggs are there?



I can make and respond to requests.

1   Look at the photo and answer the questions. Then read the dialogue, listen to it and check.

- 1 Where are Rafael and Ana?
- 2 What do you think they're talking about?



Rafael: Ana, look! Ms Adams' birthday is tomorrow.

Ana: Let's have a party. A surprise party!

Rafael: Ok! **Can you bring a cake?**

Ana: **Yes, sure.** My mum makes great cakes. **Could you buy a big birthday card?**

Rafael: **No problem.** I know a cool card shop.

Ana: Great! **Would you mind making sandwiches for the party?**

Rafael: **Sorry, but I don't think that's a good idea.** There are 24 students in our class. I think a cake and a card are fine.



Ana: Ok ... **Can you buy some crisps?**

Rafael: **I'm sorry, but I can't.** I haven't got any money.

Ms Adams: Is everything all right you two?

Rafael: Fine, thanks, bye!


Ana: See you tomorrow!

2   Read the dialogue and listen to it again. Then match the sentences in bold in the dialogue with topics 1–3. Write the answers in your notebook.



- 1 making a request
- 2 saying 'yes' to a request
- 3 saying 'no' to a request

3 Two students are planning a class party. Complete the dialogues.

- 1 A: Could bring some hummus?
B: problem.
- 2 A: Would you making a chocolate cake for the party?
B: Sorry, but I think that's a good idea. Sugar is bad for you!
- 3 A: you buy some fruit juice?
B: Yes, .

4  Imagine you are planning a class party. Put the words in the correct order to make requests. Write the answers in your notebook. Then ask and answer the questions in pairs.

- 1 balloons you can bring ?
- 2 salad mind making you would a ?
- 3 cake you could a buy ?

5   Choose one of these events. In your notebook, write a list of food to bring and other things to do. Work in pairs. Student A: ask your partner to do different things. Student B: answer "yes" or "no" to the requests.

a birthday party a family party
a picnic in the park a school party
food for a school trip

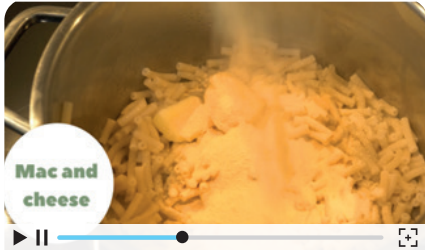
Can you bring some lemonade to the party?

Yes, sure!

I can understand a text about dishes from different countries.

1 Look at the photo. Where is this a popular dish?

- a Italy b the USA c Australia



2 Look at photos a–c. What ingredients can you see in each dish?

3 1.42 Read the text and listen to it. In your notebook, match photos a–c with the names of dishes 1–3. Where is each dish from?

- 1 Spanakorizo 3 Bibimbap
2 Shakshuka

4 1.42 Read the text and listen to it again. In your notebook, complete the table.

	Meal/Day	Ingredients	Why it's healthy
1 Spanakorizo	lunch or dinner		
2 Shakshuka		onions, garlic, ...	
3 Bibimbap			protein, carbs and fat

5 In pairs, talk about a healthy dish from your country. What are the ingredients? Why is it healthy?

I think a green salad is a healthy dish. There's some lettuce, tomatoes and tuna in it.

There's protein in the tuna and vitamins in the tomatoes.

Healthy dishes



Hi, guys! What is a healthy dish from your country?

Spanakorizo is a healthy dish from Greece. You mix spinach, onions and rice, and add some herbs and lemon juice. There are carbs in rice, and a lot of vitamins in spinach. People eat it for lunch or dinner. There isn't any meat in it, so it's great for vegetarians. 🌿🥬



Maria, Greece



b



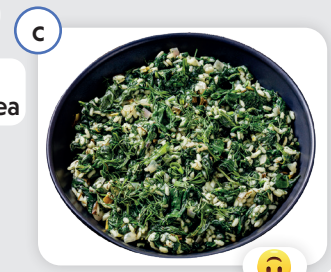
Glossary

extra – dodatkowo
garlic – czosnek
lemon – cytryna
vitamin – witamina

Bibimbap is a dish we eat at New Year. It's a bowl with rice and different types of vegetables, like carrots, mushrooms and cucumber. People usually add meat and an egg, but you can make it with tofu, too. It's healthy because it's got everything – protein, carbs and fat. 😊



Do-yun, South Korea



Karim, Tunisia

Shakshuka is a popular breakfast in my country. It's easy to make. You fry onions 🧅, garlic 🧄, red pepper 🌶️ and tomatoes 🍅 in a frying pan, and then cook eggs on top. There's protein in the eggs, and a lot of healthy fats. Eat it with bread for extra carbs. It's delicious!

I can write a blog post about a healthy dish.

- 1 Read Amelie's blog. Is it a healthy dish? Why / Why not?

Hi, guys! Welcome back to my blog!

a

Today's dish is a healthy chicken stir-fry! There are a lot of vegetables in a stir-fry, so it's a great way to get one of your five-a-day. There isn't much fat in chicken and there's a lot of protein!



b

- 500g of vegetables (carrots, broccoli, mushrooms ...)
- oil
- 200g of chicken

Click [here](#) to find out how to make a stir-fry sauce!

c

- Slice your vegetables and chop your chicken.
- Fry the chicken in hot oil in a big frying pan. Put it on a plate.
- Cook the vegetables in the frying pan.
- Add the chicken and stir-fry sauce and mix everything together!

Enjoy!

- 2 Read the blog again. Match headings 1–3 with gaps a–c.

1 ingredients

2 how to make your stir-fry

3 what's cooking today

- 3 Look at the recipe. Put the words in the correct order to make sentences. Write the answers in your notebook.

Healthy porridge yoghurt!

Ingredients

- 25g of oats
- 150g of yoghurt with no fat
- a banana



1 are There carbs some and protein some there's.

2 much fat isn't There and sugar isn't there much.

- 4 In your notebook, complete the sentences with cooking verbs.

How to make your porridge yoghurt:

- 1 M x the oats with 200ml of water.
- 2 B l the oats and water for four minutes.
- 3 A d the yoghurt to the hot porridge and mix.
- 4 S e your banana and put it on the porridge.
Enjoy!

- 5 Writing project

In your notebook, write a blog post about a healthy recipe. Use the recipe in exercises 3 and 4 or find your own. Follow the instructions below.



Find

Znajdź zdjęcie lub narysuj danie.



Think

- Jakie składniki zawiera danie z Twojego przepisu?
- Czy jest w nim dużo węglowodanów?
- Czy zawiera dużo białka?
- Czy zawiera cukier?



Write

Napisz swój wpis na blogu.

Hi, guys! ...

Today's dish is ...

Ingredients ...



Look again!

Czy użyłeś/użyłaś:

- *There is / There are*, aby opisać danie, jego składniki i wartości odżywcze?
- *much / many / some / a lot of?*
- nagłówek jak Amelie?
- czasowników związanych z gotowaniem?

Odpowiedzi do ćwiczeń zapisz w zeszytach!

Revision of lessons 1–7.

Test yourself

Vocabulary

1 Match food or drink a–d with containers 1–4.

- | | |
|---------------|----------------------|
| 1 a carton of | a jam, mayonnaise |
| 2 a mug of | b orange juice, milk |
| 3 a tin of | c hot chocolate, tea |
| 4 a jar of | d tuna, beans |

/4 points

2 Look at pictures a–c and complete the sentences 1–3 with the cooking words.



- 1 some bread.
- 2 Mix the ingredients in a .
- 3 Boil or some vegetables.

/3 points

3 Complete the sentences with the correct words.

- 1 Fatty food and f drinks aren't healthy.
- 2 It's important to eat carbs, fats, and p.
- 3 Tofu is a good meat a.
- 4 D fruit is a healthy snack.

/4 points

Grammar

4 Choose the correct answer.

- 1 There's hummus in the fridge.
a any b some c an
- 2 There aren't herbs in this dish.
a a b some c any
- 3 I'm hungry. Is there cake?
a some b any c a
- 4 There are carbs in bread.
a a lot of b a c any

/4 points

5 Complete the sentences with *much* or *many*.

- 1 How sandwiches are there?
- 2 Is there meat in your diet?
- 3 There aren't vitamins in sweets.
- 4 How rice do you eat?
- 5 There isn't fat in tuna.

/5 points

Speaking

6 Complete the dialogue with the words in the box. There is one extra word.

buying can make problem sorry sure

A: It's mum's birthday next week. Could you
1 a cake?

B: I'm 2 , but I can't.

A: 3 you buy a cake then?

B: Yes, sure.

A: Would you mind 4 some
flowers, too?

B: No 5 .

/5 points

Check your score!

1.43 Listen and check your answers. Then count your points and follow the instructions below.

20–25 points – Great job! Find your prize on p. 126.

14–19 points – Good score! Work on your mistakes and correct them in your notebook.

0–13 points – Keep calm and revise more. Do exercises A–C below!

(A) Work on vocabulary → *Learning Zone*, p. 21

(B) Revise grammar → *Learning Zone*, p. 23

(C) Speak → exercises 2–5, p. 26

Kitchen objects



bowl	miska
can	puszka (np. na napój)
carton	karton
frying pan	patelnia
jar	stoik
mug	kubek
plate	talerz
tin	puszka (np. na konserwę)

Cooking words



add	dodawać
boil	gotować
chop	siekać
fry	smażyć
mix	mieszać
slice	kroić
steam	gotować na parze

Talking about food



carbs	węglowodany
dairy	nabiał
five-a-day	owoc lub warzywo pięć razy dziennie
oil and fat	olej i tłuszcz
protein	białko

Food choices



chickpeas	cięcierzyca
dried fruit	suszone owoce
fast food	śmieciowe jedzenie
fatty food	tłuste jedzenie
fizzy drink	napój gazowany
herb	zioło
hummus	humus
sweet	cukierek, słodycz
tofu	tofu

Real English



Sounds good!	Brzmi dobrze!
Careful!	Ostrożnie!
Brilliant idea!	Genialny pomysł!

Making and responding to requests



Can you (bring a cake)?	Czy możesz (przynieść ciasto)?
Yes, sure.	Tak, oczywiście.
Could you (buy a big birthday card)?	Czy mógłbyś/ mogłabyś (kupić dużą kartę urodzinową)?
No problem.	Żaden problem.
Would you mind (making sandwiches for the party)?	Czy miałbyś/miałabyś coś przeciwko (zrobieniu kanapek na przyjęcie)?
Sorry, but I don't think that's a good idea.	Przepraszam, ale myślę, że to nie jest dobry pomysł.
I'm sorry, but I can't.	Przepraszam, ale nie mogę.

Play and learn!

- Look at the *Kitchen objects* box. Choose an object. In your notebook, draw food or drink in it and describe it in pairs. Is it healthy or unhealthy?

It's a bowl of hummus. It's healthy. It's one of my five-a-day!



- Mime cooking verbs for your partner to guess!

Guess the verb!

Chop!

Yes, that's right!

A/an, some, any, a lot of

Countable nouns



Rzeczowniki policzalne mają liczbę pojedynczą i mnogą. Możemy użyć przed nimi:

a/an

→ There is **a** mug.

liczebnika

→ There are **three** mugs.

some

(gdy nie wiemy, ile dokładnie czegoś jest)

→ There are **some** bowls.

a lot of

(gdy czegoś jest dużo)

→ There are **a lot of** clean mugs.



W przeczeniach użyj:

a/an (liczba pojedyncza)

→ There isn't **a** clean mug.

any (liczba mnoga)

→ There aren't **any** biscuits.



W pytaniach użyj:

a/an (liczba pojedyncza) → Is there **a** clean mug?

any (liczba mnoga) → Are there **any** clean mugs?

Uncountable nouns



Rzeczowniki niepoliczalne nie mają liczby mnogiej. Możemy użyć przed nimi:

some

→ There is **some** butter.

a lot of (gdy czegoś jest dużo)

→ There is **a lot of** flour.



W przeczeniach użyj:

any

→ There isn't **any** flour.



W pytaniach użyj przed rzeczownikiem:

any

→ Is there **any** cheese?



Jeśli użyjesz nazwy pojemnika lub naczynia przed rzeczownikiem niepoliczalnym, możesz użyć przed nią **a/an**. Porównaj:

→ There is **some** cheese.

→ There is **a** plate of cheese.

Many/Much, how many / how much

Countable nouns



Aby zapytać, czy czegoś jest dużo, użyj **many** przed rzeczownikiem w liczbie mnogiej.

→ Are there **many** plates?

Użyj **not many**, aby powiedzieć, że czegoś jest niewiele.

→ There **aren't many** plates.

Jeśli chcesz zapytać, ile czegoś jest, zacznij pytanie od **How many**. W odpowiedzi użyj liczebnika.

→ **How many** plates are there?

→ There are **eight** plates.

Uncountable nouns



Jeśli chcesz zapytać, czy czegoś jest dużo, użyj **much** przed rzeczownikiem niepoliczalnym.

→ Is there **much** milk?

Użyj **not much**, aby powiedzieć, że czegoś jest mało.

→ There **isn't much** milk.

Jeśli chcesz zapytać, ile czegoś jest, zacznij pytanie od **How much**. W odpowiedzi możesz użyć **some** lub **a lot of**.

→ **How much** milk is there?

→ There is **a lot of** milk.

Project

Design a poster for **Eatwell Day** at your school. Find photos of the food, draw it and label it with interesting information. Do not forget to write a time and place!

Eatwell Day!

Saturday, 9.00-12.00
Main Hall

There aren't many carbs in a salad!

There's a lot of protein in this tofu stir-fry!

One of your five-a-day!

