

Unit 2 Extra resources

Workbook: pages 18–27

Videos:

- Grammar Animations (Lesson 2 and 4)
- Speaking video: *Can you bring a cake?* (Lesson 5)
- Culture video: *Healthy Mac and Cheese* (Lesson 6)

Tests:

- Short tests (Vocabulary 1, Vocabulary and listening, Grammar 1, Grammar 2, Speaking)
- Unit test (Support, Standard, Challenge, Test for dyslexic students)

Teacher's Resource File:

Grammar and vocabulary practice

On-the-go Practice: Unit 2

Kahoot!: Unit 2

Quizlet: Unit 2

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You are what you eat

Lesson 1 Vocabulary 1

I can use kitchen object words and cooking verbs.



Lesson 1

Objectives and materials

Vocabulary: kitchen

objects, cooking words

Listening: to find specific information

Speaking: to name kitchen objects and talk about cooking

Optional materials:

a video showing food preparation, a piece of paper for each student, audioscript for exercise 2

1 Let's start!

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

- a box of chocolates
- b glass of orange juice
- c bottle of lemonade
- d cup of tea

2 Look at photos 1–8 and guess what meal Bart's video is about. Then listen and check. Bart's video is about (Sunday) brunch.

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

Kitchen objects

- 3 bowl • 2 can • 8 carton • 4 frying pan •
- 5 jar • 1 mug • 7 plate • 6 tin

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

Students' own answers

5 Work in pairs. Student A: say a kitchen object. Student B: say a food or drink we can put in or on it. Students' own answers

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.



Warm-up

Tell the students to take out their lunch boxes. Ask them to name as many food products as they can. Allow the students to prepare in pairs and then elicit their answers.

1 Students do exercise 1.

Culture note

Brunch is the name of a meal that people eat late in the morning, usually at weekends. It is a combination of breakfast and lunch. The idea was born in the UK but brunch is now popular in Europe and in the USA.

2 (01:09) Students do exercise 2.


SEN tip

Allow the students who have problems with auditory processing to read the audioscript while listening.


3 (01:09) Students do exercise 3.

4 (00:27) Students do exercise 4.

5 Students do exercise 5.


- 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

f add • b boil • c chop • g fry • e mix •
a slice • d steam


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

Students' own answers

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.

Students' own answers

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. Students' own answers

- 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. Students' own answers

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!

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





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Learning zone

Model the activity. Play the video showing food preparation. While watching, students note down the verbs from exercise 7 that they can see in the video. After that, ask the students to recall the names of ingredients that appeared in the video.

- 10 Students do exercise 10.

 **SUPPORT:** On the board, write the words that the students might need to do the task, e.g. *salad, lettuce, cucumber, egg.*

 **CHALLENGE:** Students use at least four verbs from exercise 7 in the recipe.

Fast finishers

Any students who finish the exercises early, can do the task in the book.

EXTRA ACTIVITY



Wrap-up

On separate pieces of papers, the students write a short crossword puzzle with a mystery word of their choice, using the vocabulary from the lesson (kitchen objects and cooking verbs). They make drawings as clues. Then they swap the crosswords with their partners and do the puzzle.

- 6  1.31 (01:29) Students do exercise 6.

- 7  1.32 (00:24) Students do exercise 7.

- 8 Students do exercise 8.

- 9  1.33 (00:13) Students do exercise 9.

Extra idea

Play a game. One student says a phrase with *of*, e.g. *a bowl of cereal*. The next student repeats the phrase and adds a similar phrase. Another student repeats the two phrases and adds one more. Pay attention to the pronunciation of the word *of*.

Lesson 2


Objectives and materials

Grammar: countable and uncountable nouns with *a/an, some, any, a lot of*

Listening and reading: to find specific information


Warm-up

With books closed, brainstorm names of snacks. Ask the students about their favourite snacks at school / at home / on a trip, etc. You could write the names of the snacks on the board.

- 1  (01:44) Students do exercise 1.


Extra idea

Ask the students if any of the snacks they named at the beginning of the lesson appear in the story.

- 2  (01:44) Students do exercise 2.

SEN tip

Students who need extra challenge write the answers in full sentences.

- 3  (00:15) Students do exercise 3.

Extra idea

In pairs, the students make three mini dialogues with the phrases and act them out for the class.

Grammar


Draw the students' attention to the grammar table. Ask them to work in pairs, study the sentences and the highlighted elements. Then ask: *What is highlighted in orange/pink/purple/blue? When do you use these words? What do they mean? If necessary,*

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Lesson 2 Grammar 1

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

FILM NIGHT SNACKS



1 What shall we make for film night?

2 Let's have a look in the cupboard. There are some crisps, a tin of tuna, and there's a bottle of olive oil. Oops!

3 Careful!

1 Wait a minute. We can use my app. You type in ingredients, and it gives you a recipe.

2 Brilliant idea!

3 Are there any avocados?

4 Yes, there are. There are a lot of avocados.


5 And is there any yoghurt?


6 Yes, there is.

7 Let's make an avocado dip then. We can have it with crisps and vegetables.

Avocado dip

1 Mix avocados and yoghurt in a bowl.
2 Add some salt and pepper.
3 Chop some onions and put them on top.


- 1  1.34 Read the story and listen to it. What snack do Emily and Jack make? **an avocado dip**

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

- What time do the friends meet? **8 o'clock**
- What food does Emily find in the cupboard? **some crisps, a tin of tuna, and a bottle of olive oil**
- What does Emily's app do? **You type in ingredients, and it gives you a recipe.**
- What ingredients do they use to make their dip? **avocados, yoghurt, salt, pepper, onions**
- What do they eat with the dip? **crisps and vegetables**

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Real English

- 3  1.35 Listen to the phrases and repeat. Practise them in pairs. **Students' own answers**
- Sounds good!*
- Careful!*
- Brilliant idea!*

Grammar 1 video

Before you play the video animation, ask these questions:

Why can't the children make pizza? (because there isn't any flour)

What do they have for dessert? (an apple, banana and peach smoothie)

What is tomatolicious? (pasta sauce)

Then play the video and elicit the answers.

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?

Learning zone

Hummus
– uncountable!Follow ThinkBot's instructions to learn grammar. **Students' own answers**

- 1 Zanonuj 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).
- 2 Podziel się z klasą swoją listą produktów. Powiedz z nimi zdania, np. *There are some cucumbers.*, *There's some pasta.*

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

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

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

- 1 There are some vegetables in the fridge.
- 2 There isn't any lemonade.
- 3 There aren't any biscuits in the cupboard.
- 4 There's some 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.



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

Is there any cheese?

Student B

avocados
chicken crisps
salad yoghurt

Yes, there is.

Fast finishers

Solve the puzzle. Make your own puzzle like the example. **the letter "o"**

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



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Learning zone

Model the activity. Elicit some names of food products and write them on the board. Then ask the students if they are countable or uncountable, write C or U next to each product. You can assign the task as a project for the following week. Tell the students to write at least 20 words.

7 Students do exercise 7.

Answers

Student A: Is there any cheese? (Yes, there is.) Are there any grapes? (No, there aren't.) Is there any rice? (No, there isn't.) Are there any sandwiches? (Yes, there are.) Is there any water? (Yes, there is.)
Student B: Are there any avocados? (No, there aren't.) Is there any chicken? (No, there isn't.) Are there any crisps? (Yes, there are.) Is there any salad? (Yes, there is.) Is there any yoghurt? (No, there isn't.)

Fast finishers

Any students who finish the exercises early, can do the task in the book.

EXTRA ACTIVITY



Wrap-up

Write the following sentences on the board and choose students to read them aloud and finish: *In my backpack, there isn't any ... In our classroom, there are a lot of ...*

4 Students do exercise 4.

5 Students do exercise 5.

6 Students do exercise 6.

SUPPORT: Before the students write the sentences, divide the nouns in the box into two groups: 1 uncountable nouns (*bread, fruit, orange juice, tuna fish*); 2 plural nouns (*cakes, eggs, potatoes*). Then remind the students to use *There is/isn't* with group 1 and *There are/aren't* with group 2.

CHALLENGE: Ask the students to remember the picture. Then, they close the book and try to describe the picture from memory.

Answers

There's some bread. There aren't any cakes.
There are some eggs. There's some/a lot of fruit.
There are two cartons of orange juice / There's some orange juice. There aren't any potatoes.
There isn't any tuna fish.

Lesson 3

Objectives and materials

Vocabulary: talking about food, food choices

Listening: to find specific information

Speaking: to talk about healthy and unhealthy food

Optional materials: photos of healthy and unhealthy food

Warm-up

The students keep their books closed. Display the photos of healthy and unhealthy food. Ask the students to name what they can see. Ask the students to put the items on the board into two groups according to the categories they come up on their own (e.g. *at school / at home, with meat / without meat, healthy/unhealthy, good for you / bad for you, etc.*)


1 Students do exercise 1.


Possible answers


fruit: bananas, apples


vegetables: red pepper, broccoli

foods/drinks with a lot of sugar: chocolate, fizzy drink

2  (01:22) Students do exercise 2.

3  (00:19) Students do exercise 3.

4  (00:52) Students do exercise 4.

5  (03:27) Students do exercise 5.

Answers

Healthy food/drink: chickpeas, dried fruit, hummus, tofu

Unhealthy food/drink: fast food, fatty food, fizzy drink, sweets

Meat alternatives: chickpeas, hummus, tofu


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Lesson 3 Vocabulary and listening


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  1.36 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


4 carbs • 3 dairy • 5 five-a-day •
1 oil and fat • 2 protein

3  1.37 Listen and repeat the words in the box in exercise 2. Then say more examples for each group of foods. *Students' own answers*



4  1.38 In your notebook, match pictures a–i with the words in the box. Then listen, check and repeat.

Food choices


b chickpeas • a dried fruit • i fast food •
h fatty food • f fizzy drink • d herb •
c hummus • g sweet • e tofu

5  1.39 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  1.39  Usłyszysz dwukrotnie dialog. Na podstawie informacji zawartych w nagraniu uzupełnij w zeszyte zdania 1–5.

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

7  Work in pairs. Ask and answer the questions. *Students' own answers*

- 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?

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6 (03:29) Extra idea

Before the students complete the gaps, ask them for predictions. For each sentence, discuss what kind of information is missing, e.g. *type of food or vegetable, 2 type of food or meal, 3 type of dish, 4 name of ingredient, 5 type of drink / name of drink*. If necessary, you can have the discussion in the students' first language. Students do exercise 6.

7 Students do exercise 7.

Wrap-up

Encourage the students to keep a diary where they can record what they eat. For the next two weeks, students write what they eat every day in two columns: *healthy / unhealthy*. After two weeks, tell the students to bring their diaries and talk about their eating habits.

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**.

- There isn't **much** protein in chocolate.
- There aren't **many** carbs in eggs.
- There isn't **much** sugar in yoghurt.
- There isn't **much** salt in tofu.
- There aren't **many** healthy ingredients in fast food.

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

There aren't many fizzy drinks.
There aren't many sweets.
There aren't many chocolates.
There isn't much fatty food.
There isn't much red meat.

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.

- there many unhealthy ingredients are ?
- much is sugar there ?
- carbs there many are ?
- much is there salt ?

- Listen to the conversation about fizzy drinks. In your notebook, answer the questions in exercise 3. 1 Yes, there are. 2 Yes, there is. 3 Yes, there are. 4 No, there isn't.
- In pairs, ask and answer questions about the biscuits. Which biscuit is healthier? Students' own answers

Chocolate biscuit	Dried fruit biscuit
Fat: ***	Fat: *
Carbs: ***	Carbs: ***
Protein: *	Protein: *
Sugar: ***	Sugar: ***
Salt: ***	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.

- ... biscuits do you eat every week? **How many**
- ... salt do you put on your food? **How much**
- ... red meat do you eat? **How much**
- ... fizzy drinks do you drink every week? **How many**
- ... chocolate do you eat? **How much**

How many biscuits do you eat every week?

Not many.

Fast finishers

How many eggs are there?
30 (bottom: 4x4 eggs,
second row: 3x3, third row:
2x2, top: 1)



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Grammar 2 video

Ask the students to make a list of three snacks and three drinks for film night. Play the video animation and ask the students: *Do the children make snacks from your list? (They make popcorn and lemonade.)*

- Students do exercise 1.
- Students do exercise 2.
- Students do exercise 3.

Answers

- Are there many unhealthy ingredients?
- Is there much sugar?
- Are there many carbs?
- Is there much salt?

- 1.40 (00:47) Students do exercise 4.

- Students do exercise 5.

SUPPORT: Make the questions together as a class. Write them on the board for reference.

CHALLENGE: The students make a few more sentences about the ingredients of other food products, e.g. French fries or crisps.

- Students do exercise 6.

Fast finishers

Any students who finish the exercises early, can do the task in the book.

EXTRA ACTIVITY



Lesson 4

Objectives and materials

Grammar: many/much, how many / how much

Listening: to find specific information

Speaking: to talk about your diet

Warm-up

Ask the students what they've got in their lunch boxes today. Elicit some names of food products.

Grammar

Draw the students' attention to the table. Ask them what the words *many* and *much* are followed by. Elicit other examples of countable plural nouns and uncountable nouns. Tell the students that *much* and *many* are commonly used in questions and negative sentences.

Wrap-up

Say various names of food products. Ask the students if these words go with *many* or *much*. Instead of saying the answers, the students raise their hands – right for *many* and left for *much*. If necessary, write the two quantifiers on the board to help.

Lesson 5


Objectives and materials

Speaking: to make and respond to requests

Reading and listening: to find specific information


Warm-up

Write **CLASS PARTY** on the board. Ask the students what food and drink they can bring to the class party. Write their ideas on the board. Make sure you leave the suggestions on the board for later (exercise 5).

- 1  (00:58) Students do exercise 1.

Speaking video

You can use the video *Can you bring a cake?* instead of the audio recording from exercise 1. Turn the subtitles on if needed. Display the video still on the board. Ask the questions in exercise 1. To help the students predict what Rafael and Ana are talking about better, play the video with the sound off. After eliciting the prediction, play the video with the sound for the students to check their ideas.

- 2  (00:58) Students do exercise 2.


Answers

- 1 Can you bring a cake? / Could you buy a big birthday card? / Would you mind making sandwiches for the party? / Can you buy some crisps?
2 Yes, sure. / No problem.
3 Sorry, but I don't think that's a good idea. / I'm sorry, but I can't.

2

Lesson 5 Speaking

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?
Rafael and Ana are in a classroom / at school.
2 What do you think they're talking about?
Students' own answers



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!


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- 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 you bring some hummus?
B: No problem.
2 A: Would you mind making a chocolate cake for the party?
B: Sorry, but I don't think that's a good idea. Sugar is bad for you!
3 A: Can / Could you buy some fruit juice?
B: Yes, sure.

- 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.
Students' own answers

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!


- 3 Students do exercise 3.


- 4 Students do exercise 4.

Answers

- 1 Can you bring balloons?
2 Would you mind making a salad?
3 Could you buy a cake?

- 5 Students do exercise 5.

 **SUPPORT:** The students make a mini-dialogue with only two suggestions. They write the dialogue in their notebooks and then read it aloud if necessary.

 **CHALLENGE:** The students make dialogues about two events.

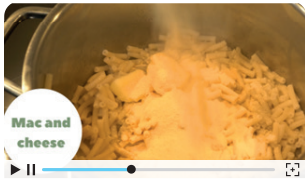
Wrap-up

The students create a menu for their own birthday party.

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? Students' own answers

- 3 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 c (Greece)
2 Shakshuka a (Tunisia)
3 Bibimbap b (South Korea)

- 4 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? Students' own answers

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.

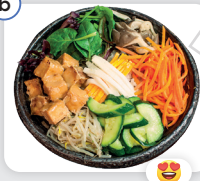
Healthy dishes



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.

b



Glossary
extra – dodatkowy
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.

Maria, Greece

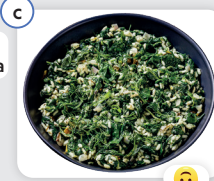


Shakshuka is a popular breakfast in my country. It's easy to make. You fry onions, garlic, red pepper and tomatoes in a frying pan, and then cook eggs on top. There's protein in the eggs, and a lot of healthy fats. Eat it with bread for extra carbs. It's delicious!



Karim, Tunisia

Do-yun, South Korea



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Culture video

Play the video and ask the following questions:

- 1 What is the difference between healthy and unhealthy Mac and Cheese? (In healthy Mac and Cheese there are vegetables.)
2 Which type of Mac and Cheese would you like to try? Have a class vote.

- 2 Students do exercise 2.

- 3 (01:35) Students do exercise 3.

- 4 (01:35) Students do exercise 4.

Answers

- 1 spinach, onions, rice, herbs, lemon juice; carbs and vitamins
2 breakfast; onions, garlic, red peppers, tomatoes, eggs; protein, healthy fats (carbs in bread)
3 New Year; vegetables (carrots, mushrooms, cucumber), meat and egg (or tofu)

- 5 Students do exercise 5.

SUPPORT: Display a template on the board: I think ... is a healthy dish. There is/are ... in it.

CHALLENGE: Students add information about how you make this dish, using the cooking verbs.

Wrap-up

Elicit the names of 3–5 popular dishes in the student's home country. Ask the students which dish is tasty and which is healthy. Have a class vote.

Lesson 6

Objectives and materials

Reading: to define main idea, to find specific information

Speaking: to talk about healthy dishes

Vocabulary: food products, healthy dishes

Optional materials: Teacher's Resource File – Video worksheet Unit 2

Warm-up

Ask the students if they know any traditional dishes or food from other countries, e.g. pizza in Italy, burgers or Mac and Cheese in the USA, curry in India, croissant in France. Alternatively, write the names of dishes on the board and ask the students where they come from.

- 1 Students do exercise 1.

Lesson 7

Objectives and materials

Writing: to write a blog post about a healthy dish

Reading: to define main idea of parts of the text

Vocabulary: cooking verbs, food products

Optional materials: photos of popular dishes, cut out words to make sentences in exercise 3

Warm-up

To revise the vocabulary needed for the writing task, display the photos of 3–4 popular dishes on the board. Ask the students about the ingredients and ways of cooking, e.g. spaghetti bolognese – meat, pasta, tomatoes; boil pasta, fry meat and onions, add tomatoes and herbs; then add pasta.

- 1 Students do exercise 1.
- 2 Students do exercise 2.

Extra idea

Ask the students to read the text aloud. They could either read the text individually or in groups, which will be beneficial for less confident students. In that case, divide the class into three groups – each one to read a different paragraph.

- 3 Students do exercise 3.

Answers

- 1 There are some carbs and there's some protein.
- 2 There isn't much fat and there isn't much sugar.

2

Lesson 7 Writing

I can write a blog post about a healthy dish.

- 1 Read Amelie's blog. Is it a healthy dish? Why / Why not? Amelie's blog is about how to make a stir-fry. It's a healthy dish. There are a lot of vegetables. There isn't much fat in chicken and chicken has got a lot of protein.

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 b
- 2 how to make your stir-fry c
- 3 what's cooking today a

- 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.

28 twenty-eight

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

How to make your porridge yoghurt:

- 1 M i x the oats with 200ml of water.
- 2 B o i l the oats and water for four minutes.
- 3 A d d the yoghurt to the hot porridge and mix.
- 4 S l i c 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.

Students' own answers



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?
- nagłówków jak Amelie?
- czasowników związanych z gotowaniem?

SEN tip

For some students it is easier to order word cards to make sentences. Distribute the pieces of papers with words on them and ask the students to put them in the correct order. If possible, add one extra sentence, different than the one in the Student's Book.

- 4 Students do exercise 4.

- 5 Students do exercise 5.

SUPPORT: In paragraph 1 the students write only one sentence: Today's dish is ...

CHALLENGE: The students add an extra paragraph to the blog with the heading *Why do I like it?*

Wrap-up

Students pretend to do live cooking of a recipe for the dish they described.

Test yourself

Vocabulary

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

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

/4 points

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



- Slice some bread.
- Mix the ingredients in a bowl.
- Boil or steam some vegetables.

/3 points

3 Complete the sentences with the correct words.

- Fatty food and fizzy drinks aren't healthy.
- It's important to eat carbs, fats, and protein.
- Tofu is a good meat alternative.
- Dried fruit is a healthy snack.

/4 points

Grammar

4 Choose the correct answer.

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

/4 points

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

- How many sandwiches are there?
- Is there much meat in your diet?
- There aren't many vitamins in sweets.
- How much rice do you eat?
- There isn't much 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 make a cake?
B: I'm 2 sorry, but I can't.
A: 3 Can you buy a cake then?
B: Yes, sure.
A: Would you mind 4 buying some
flowers, too?
B: No 5 problem.

/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

twenty-nine 29

- Students do exercise 1.
- Students do exercise 2.

SEN tip

For the students who find it difficult to remember new words, present various techniques for revising and remembering, e.g. using mind maps, colouring words in the notebook, miming, vocabulary lists with translations for each unit.

- Students do exercise 3.
- Students do exercise 4.

5 Extra idea

To provide support, before the students fill the gaps, read aloud the nouns from the sentences (*sandwiches, meat, vitamins, rice, fat*). Ask the students to respond with *many* or *much*. Students do exercise 5.

- Students do exercise 6.

Check your score!

1.43 (01:13) Give the students enough time to check their answers and to count their points. Then ask them to say their score in English and make sure that they know what to do.

Wrap-up

Ask the students to go over Unit 2 and point to one activity they liked the most and the one they found the most difficult.

Lesson 8

Objectives and materials

Vocabulary and grammar: to revise lessons 1–7

Warm-up

Have a dictation challenge. Dictate the following sentences and ask the students to write them down. Tell the students you will dictate the sentences only once. Then write or display the sentences on the board to check.

*I want a bowl of cereal.
Can you buy some orange juice?
Can you bring some fizzy drinks?
There's some bread.*

My words

Extra idea 1

Have a vocabulary race. Before the students open their books, tell them to write as many words as they remember from this unit. The time limit is 90 seconds. Then tell the students to open their books on this page and check their ideas. Ask them how many words they have on the list and how many of them they have spelt correctly.

Extra idea 2

The students work in pairs to make a mind map. Before they start, help them brainstorm various categories, e.g. *healthy / unhealthy, I like / I don't like, my breakfast / my dinner, what teenagers like / what parents like*, etc.

Extra idea 3

Encourage the students to start a spelling notebook where they can write difficult items from *My Words* pages. They can highlight the parts of the words where they think they can make a mistake. Students can use the spelling notebook to study before a test.

Kitchen objects

1.44 (00:38)

Cooking words

1.45 (00:33)

Talking about food

1.46 (00:29)

Food choices

1.47 (00:43)

Real English

1.48 (00:19)

2 My words

Kitchen objects

bowl	miska
can	puszka (np. na napój)
carton	karton
frying pan	patelnia
jar	słoik
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	ciecierzyca
dried fruit	suszone owoce
fast food	śmietanowe jedzenie
fatty food	łuste jedzenie
fizzy drink	napój gazowany
herb	zioło
hummus	humus
sweet	cukierek, słodycz
tofu	tofu

30 thirty

Making and responding to requests

1.49 (00:55)

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/ miałaś 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!

- 1 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? *Students' own answers*

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



- 2 Mime cooking verbs for your partner to guess! *Students' own answers*

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 rzeczownikami:

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!

Students' own answers

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!



thirty-one 31

Project

- Tell the students that they're going to design a poster for **Eatwell Day** at their school. Ask them to read the rubric and elicit things they need to do to prepare the poster. Write the students' responses on the board.
- Ask the students to brainstorm ideas for healthy dishes in groups of 4-5.
- If possible, you may organise **Eatwell Day** in the classroom. The students bring healthy food to the class, invite other students or teachers. To maximise language exposure and production, students who bring the dishes need to talk about the ingredients and cooking.
- The project may be a group activity. Divide the class into 3-4 groups, each responsible for a different meal – breakfast, lunch, dinner, supper.
- When the students have prepared their projects, display them on the classroom walls. Praise the students for their creativity and for completing the task on time.