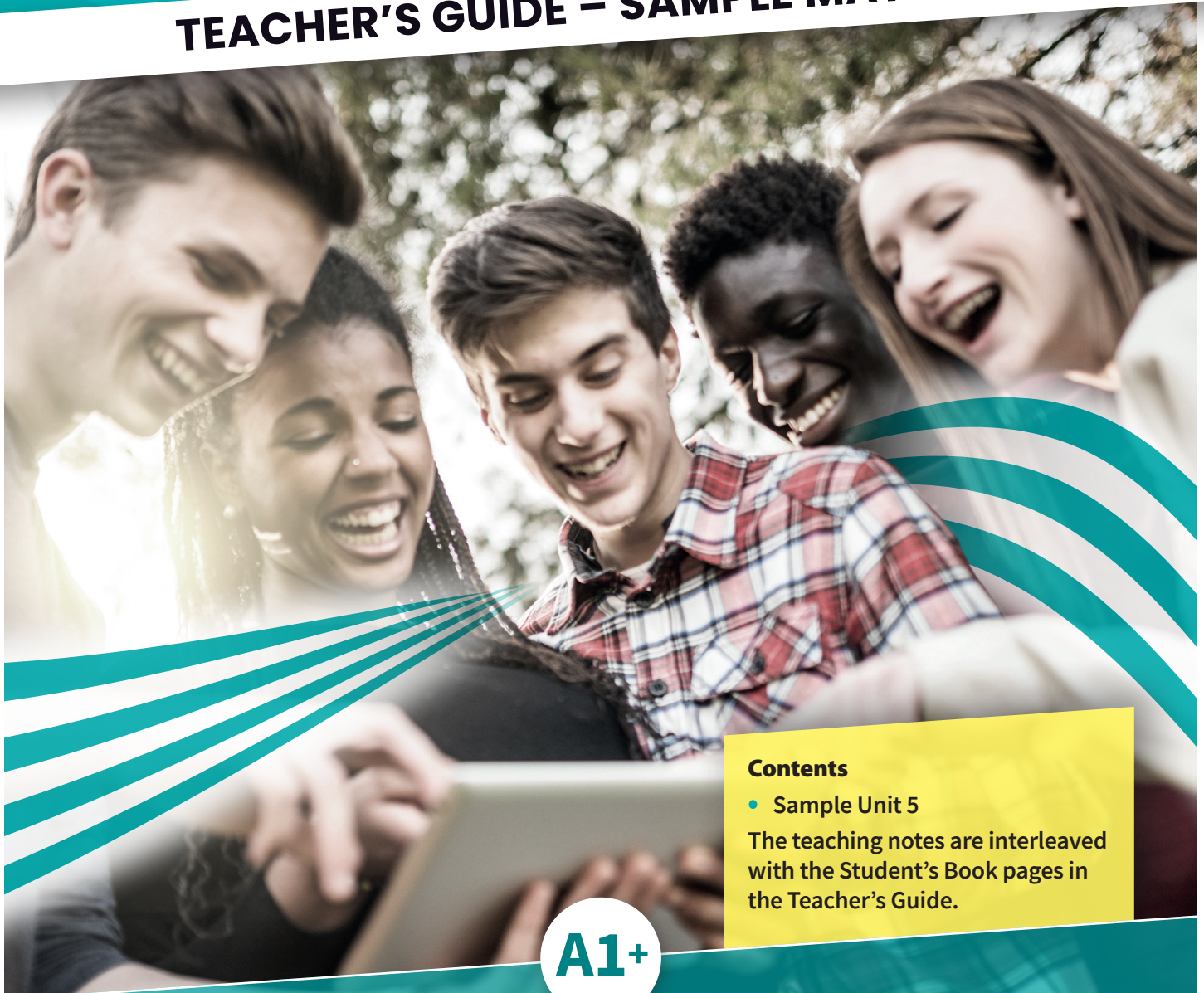


# SYNCHRONIZE 1

TEACHER'S GUIDE – SAMPLE MATERIAL



## Contents

- Sample Unit 5

The teaching notes are interleaved with the Student's Book pages in the Teacher's Guide.

**A1+**

Jessica Finnis

# 5 Eat up



## UNIT OBJECTIVES

**LS YOUR PROJECT** Create a healthy and tasty menu for a food stall

**Project Builders 1-5:**

- 1 Think of an idea for a food stall.
- 2 Choose some balanced food ideas for your menu.
- 3 Adapt your menu for people with special diets.
- 4 Create interesting food combinations.
- 5 Create a flyer for your food stall.

**Present your menu.**

### VOCABULARY

- Food
- Adjectives to describe food

### GRAMMAR

- Countable and uncountable nouns
- *some, any, much, many, a lot of*
- *can / can't, must / mustn't*



56 Complete all activities in your notebook.

# 5 Eat up

## Language objectives for the unit

### Core vocabulary

**Food:** *bananas, beef, bread, carrots, cereal, cheese, chicken, chips, coffee, eggs, grapes, ice cream, juice, lemonade, lettuce, milk, oranges, pasta, rice, salmon, salt, sugar, tomatoes, yoghurt*

**Adjectives to describe food:** *bitter, crunchy, delicious, greasy, healthy, salty, savoury, spicy, sweet, unhealthy*

### Extra vocabulary

**Food and drink:** *desserts, drinks, main dishes, sides*

### Grammar

#### Countable and uncountable nouns

*some, any, much, many, a lot of*

*can / can't, must / mustn't*

#### Key phrases

**Ordering food and drink in a café:** *Hello. Can I help you? Can I have (a spicy meat pizza), please? Small, medium or large? (Large), please. Would you like anything to drink? (Some water), please. Anything else? Yes, please. / No, thanks. That's (£20.50), please. Here you are. Are there any (nuts in the chocolate brownie)?*

## LS Project objectives

### Project description

#### Create a healthy and tasty menu for a food stall

Students will work in groups of three for this project.

### Project skills

#### Making good decisions

### Key phrases

**Sharing ideas:** *I think ... is a good idea. It's healthy because (it's got a lot of vegetables). It's got a lot of ... It hasn't got any / much ... It is / isn't good for (vegetarians).*

**Making decisions:** *Let's choose ...*

**Presenting:** *Our stall is called ... It sells ... On the menu there are ... sections. We've got main dishes, sides ... Our main dishes / sides / desserts / drinks are ...*

### Project coach video

#### Working together to make decisions

### Evaluation rubrics

Available on Oxford Premium

## Project extension ideas

If students enjoy the project, they could create a map for a food festival or market. Have a discussion with students about other stalls or entertainment that can be found at festivals, for example, music, souvenirs, talks. Show students some examples of festival maps and go through the key points. Students then work in their group to produce a map detailing the different areas with a key and short introduction. The maps can be displayed for students to look at. In pairs, they choose the festival they would like to go to and say why.

## Unit summary

The topic for this unit is *Eat up*. By the end of the unit, students should be able to talk confidently about food choices / combinations and diets, as well as be able to order food in a restaurant. They should feel more comfortable in expressing their views in group decisions and more prepared to listen to others.

The final project is a collaborative task of designing a menu. This will consolidate all the language they have learned in the unit.

## Introducing the learning situation for the unit

Read out the title of the unit and explain to students that this unit is all about food, including describing food and menus, and ordering food in a café. Tell them that the project at the end of the unit is to: *Create a healthy and tasty menu for a food stall.*

## Identifying a real-life context for the learning situation

Ask students to consider in what situations it might be useful to create a healthy and tasty menu for a food stall. Answers could include to recommend a café or restaurant, when writing a review of a café or restaurant online, or if setting up a small food stall business.

## Setting goals

Write the following specific competences on the board and explain to students that they will be assigned a grade for the unit based not only on their final project outcome, but also on their work during the project development stages: *1 Reception (comprehension), 2 Production, 3 Interaction, 4 Mediation, 5 Reflection on learning, 6 Knowledge of linguistic and cultural diversity.*

## Lesson objectives

Talk about food stalls

Learn about sections of a menu

## Warm-up Warm-up

1

### CONTINUOUS ASSESSMENT

Ask questions about food to assess which students have a good knowledge of food vocabulary and which students may need extra support, e.g. *What food do you like cooking? What are the typical fruit and vegetables in your country? What's the traditional food from your country? What international food do you know?*

- Focus on photos 1–4. Explain that students will be learning about a food market and different sections of a menu which will prepare them for the first part of the project.
- Ask students to look at the photos and describe what they can see. Ask students if they have ever eaten any of the food.

### ANSWERS

A 2 B 3 C 1 D 4

3  Sophie and Ava's vlog script pp000–000

- Ask a few follow-up questions, e.g. *Which stall would you like to go to at the market? What main would you order? What are your favourite sides / desserts?*

**Optional activity**

- For the first viewing of the video, play it with no sound.
- Ask students to write down the English words for any of the food they see and which country they think each food is from. Students then answer the exercise 3 question.

**ANSWERS**

noodles, cakes, smoothies

4 

- Ask students to see how many of the sentences they can mark *true*, *false* or *don't know* before they watch the video again to check.
- Allow students to compare their answers in pairs before you check with the class.

**ANSWERS**

1 F (stir fry noodles with vegetables) 2 T 3 DK

4 F (one – salsa) 5 F (mango bubble tea)

5

- Write the words from the box on the board and ask students if they can suggest any foods for the different categories.

**ANSWERS**

2 sides 3 drinks 4 desserts

**PROJECT BUILDER 1** (15 minutes)

 **Think of an idea for a food stall.**

6

- Remind students of the project for this unit and explain that they will now start preparing their ideas for it.
- Ask students to look back at their reflections of the Unit 4 project in their Project Log and the teacher's comments. This will remind them what they should be aiming for in this project.
- Divide students into their project groups and ask them to choose a project monitor to lead the discussion and make sure everyone gets a chance to speak.
- Students individually write the main ideas in their Project Log and then choose their favourite idea.
- If time is limited, make sure the groups have the initial idea for their food stall. Students can then complete exercises 7 and 8 and their Project Log for homework.

7

- If time permits, tell groups to share their favourite idea and justify their choice.
- The group then votes on the best idea and students add it to their Project Log.
- The group then share their rankings to agree on a final list.

8

- Ask students what the different sections of a menu are and write them on the board (starter, mains, sides, desserts).
- Once students have decided on their sections, they complete the final section of the Project Log.
- Remind students to reflect individually on their group members' ideas and choose the person they felt came up with the best ideas and record it in their Project Log.
- You could ask the group monitor to feedback on how well their group shared ideas and discussed the options and what could be done better next time.




 Workbook Project Log p20

## LESSON OBJECTIVES

- Talk about food stalls
- Learn about sections of a menu

## WARM-UP

 Warm-up

- Look at photos 1–4. Match them with the food stalls A–D.
  - A Hot dogs and fries – New York, the USA
  - B Insect snacks – Bangkok, Thailand
  - C Vegan food – Queensland, Australia
  - D Brazilian food – London, the UK
-  Which food stall would you like to try? Why?
-  **Video** Watch Sophie and Ava's vlog about a UK food market. Which types of food do you see?
  - burgers
  - hot dogs
  - noodles
  - pasta
  - cakes
  - salad
  - paella
  - smoothies
-  **Video** Watch again. Are the sentences true (T), false (F) or we don't know (DK)? Correct the false sentences.
  - Sophie usually has stir fry noodles with chicken.
  - The Korean stall's most popular main dish is spicy beef noodles.
  - Ava is a vegetarian.
  - Ava also orders two sides.
  - Sophie buys a banana smoothie for her brother.



- Copy and complete with the words in the box.

desserts drinks ~~main dishes~~ sides


- main dishes : noodles with vegetables, pizza, burger
- (...) : salad, salsa, guacamole
- (...) : water, smoothies, bubble tea
- (...) : ice cream, chocolate cake, fruit

## PROJECT BUILDER 1

 Think of an idea for a food stall.

 **Workbook Project Log** p20


-  Think of some different ideas for your food stall. Write a list.

-  Agree on the best idea from your list.

I like the idea of a Mexican food stall. What about you?

Good idea! I love Mexican food.

I'm not sure. I prefer Chinese food ...

-  Now decide on the different sections you want on your menu. Use the words from exercise 5 to help you.

Let's have main dishes and sides.

Yes, and cold drinks.



# 5.2 A BALANCED DIET

## LESSON OBJECTIVES

- Understand the importance of balanced diets
- Learn food vocabulary
- Talk about quantity

## VOCABULARY

*i* Vocabulary presentation

1 21 Look at the photo of Cooper and discuss the questions. Then listen to the information and check.

- 1 What do you think the photo shows?
- 2 Where do you think Cooper is from?
- 3 How old do you think he is?

2 Which of these foods can you find in the photo? What other foods can you see?

|         |          |           |
|---------|----------|-----------|
| bananas | beef     | bread     |
| carrots | cereal   | cheese    |
| chicken | chips    | coffee    |
| eggs    | grapes   | ice cream |
| juice   | lemonade | lettuce   |
| milk    | oranges  | pasta     |
| rice    | salmon   | salt      |
| sugar   | tomatoes | yoghurt   |

*i* Vocabulary practice

3 Discuss the questions.

- 1 Which of your favourite foods are in the photo?
- 2 Which of the foods in the photo do you often eat for breakfast? For dinner?

4 Think of different ways you can group the words in exercise 2. Choose one of the ways and group the words.  
foods you put in a fridge / foods you don't put in a fridge

5 **MEDIATION** The photo of Cooper is from the book *Daily Bread* by a photographer, Gregg Segal. Look online and find more of Gregg's photos. Print one to show your class. Describe the person's diet in three sentences.



## 5.2 A balanced diet

### Lesson objectives

- Understand the importance of balanced diets
- Learn food vocabulary
- Talk about quantity

### Vocabulary

With weaker classes, start the lesson with an interactive task to present the vocabulary.

#### Warm-up

- Divide the class into small teams. Tell them you are going to say a letter and they have to write as many food or drink words as they know beginning with that letter in one minute.
- Say a letter and set the timer, e.g. *c* (*crisps, chocolate, cheese, chicken, carrots, coffee, cola, coconut, cream, curry, cake*).
- The teams win a point for each correctly spelt word. Repeat with different letters.

#### 1 21 Audio script pp000–000

- Give students time to look at the photo individually and answer the questions.
- Divide the class into pairs to compare their answers.
- Ask follow-up questions, e.g. *What does he like doing?* (karate and playing the guitar). *What international food does he eat?* (Thai).

#### ANSWERS

1 The food Cooper eats in one week. 2 the USA 3 12

2

#### CONTINUOUS ASSESSMENT

- Read out the lesson objectives and check that students understand what a balanced diet means. Ask: *Why are you learning about food and balanced diets together? How do we say how much food we have?*
  - Help students to understand that, by the end of the lesson, they will be able to talk about different types of food that make up a balanced diet. Refer back to the objectives during the lesson to explain the purpose of the activities and to reflect on the next steps.
- Ask students to cover the food words in the box and see how many foods they can identify in the photo before they uncover the words to check.

#### Vocabulary practice

3 

#### Optional activity

Divide the class into two lines standing opposite each other. Say the first question from exercise 3 and tell students to discuss it with the person opposite. Give them a time limit of one minute and then say *Stop*. Ask the student at the front of one of the lines to go to the back of the line and all the students move down one so they are now opposite a different student. Ask the second question and students discuss it with their new partner.

4 

- As an example for the class, write *foods that go in the fridge* and *foods that don't go in the fridge* on the board. Ask students to suggest different foods they put and don't put in the fridge.
- Invite students to suggest a few more categories, e.g. fruit and vegetables, main dishes and sides, healthy snacks and unhealthy snacks.
- Divide students into pairs to come up with different ways to group the words, then join two pairs together to compare their categories.
- In their groups of four, ask students to choose two of the ways they came up with and work together to create lists of foods for the groups.

#### 5 **MEDIATION**

- Explain that Gregg Segal asked children around the world to keep a journal of everything they ate in a week. He focuses on children because he believes eating habits stay with us and can in some cases be problematic.
- You could divide the class into groups of three and ask each student in the group to research and write about a different photo.
- Students then share their facts with the group.
- Ask students if any of the weekly foods surprised them and how they are different around the world.

#### Optional activity

- If time permits, ask students to think back on the last week and list the things they've eaten.
- Students can then compare their weekly foods in small groups to find out who has the healthiest, the most varied / interesting and surprising diet.
- Alternatively, ask students to keep a journal over the next week to share with the class the following week.

6

- Ask students to compare their answers with a partner.
- Conduct class feedback and have a discussion about who has the healthiest and unhealthiest diet in the class.

## Grammar Grammar animation

### Countable and uncountable nouns; *some, any, much, many, a lot of*

7

- Ask students to read the rule box. Then check understanding by saying different foods (e.g. rice, tomatoes, pasta, milk, carrots) and asking students to stand up if it's countable and sit down if it's uncountable.
- Allow students to compare their answers in pairs before checking answers as a class.
- Go through the *My grammar reference & practice* on page 114 with the class if you feel they need more support. For additional practice, the students can do the *My grammar reference & practice* activities in class or you could assign them for homework.

#### ANSWERS

1 Countable 2 Uncountable

 My grammar reference & practice p114

8

- Allow students to check their lists in pairs before checking answers as a class.

#### ANSWERS

Countable: bananas, carrots, eggs, grapes, oranges, tomatoes

Uncountable: beef, bread, cereal, cheese, chicken, chips, coffee, ice cream, juice, lemonade, lettuce, milk, pasta, rice, salmon, salt, sugar, yoghurt

9 

- Once students have completed the rules, divide students into pairs and tell them to make sentences with *some, any, much, many* and *a lot of*. They can use the list of countable and uncountable nouns they made in exercise 8.
- If you think your students need more support and practice after completing the exercise, refer them to the *My grammar reference & practice* on page 114.

#### ANSWERS

1 some 2 a lot of 3 any 4 much 5 much

 My grammar reference & practice p114

10

#### ANSWERS

1 much 2 a lot of 3 any 4 many 5 some

 Grammar practice

11

- Allow students to compare their answers in pairs and then have a class discussion about Cooper's diet.

#### ANSWERS

1 A 2 B 3 F 4 E 5 D 6 C

12 

- Write the following sentence starters on the board and ask students to complete them about their own diet:  
*1 I eat a lot of ..., 2 I eat some ..., 3 I don't eat much ..., 4 I don't eat many ..., 5 I don't eat any ...*
- Divide students into pairs for the discussion. Having completed the sentences, students will be more confident and challenge themselves.

## PROJECT BUILDER 2 (15 minutes)

### Choose some balanced food ideas for your menu.

13

- Remind students that the work they do now will help them to prepare for the project at the end of the unit.
- Ask students to get into their project groups and tell them to choose a new group monitor.
- Give students a few examples of dishes they could include on their menu (e.g. fish and chips, vegetable curry, salad, rice, garlic bread, spaghetti, ice cream).
- Go through the Project Log, checking that students understand what they have to do.
- If time is limited, make sure the groups have chosen their dishes. The students can answer the questions individually for homework making a note of their answers to discuss and compare before Project Builder 3.

14

- Explain to students that the aim of the discussion exercise is to reflect on what they've learned about a balanced diet and to adapt their menu accordingly.
- Ask the monitors to ask the questions, one by one, making sure everyone participates in the discussion.
- After the discussion, the students complete their Project Log.
- Explain that it's important for students to learn to assess themselves. Tell them to think back over the project discussions and complete the evaluation in the Project Log.
- Depending on your class, ask a few students to share their personal evaluations as a class, small groups or in pairs.
- As the students leave the class, ask them to show you their Project Log for you to check and tick completed.
- The students complete their favourite item and a doodle for homework.

 Workbook Project Log p20

## Further practice

Vocabulary and grammar, Workbook p38–40



- 6 Read about Cooper's diet. Do you think it is healthier than yours? Why / Why not?

**Cooper's diet is quite healthy.** He eats a lot of vegetables, like carrots and broccoli. He doesn't eat much pasta and rice, but he eats some noodles and a lot of bread. He eats some fish – he likes Japanese sushi. Cooper doesn't eat many snacks, but he likes popcorn. There are some sweets and crisps in the photo too, but there isn't any ice cream and there aren't any fizzy drinks.

## GRAMMAR

 Grammar animation

**Countable and uncountable nouns; some, any, much, many, a lot of**

- 7  Choose the correct option to complete the rules.

### Countable and uncountable nouns

**Countable / Uncountable** nouns have a singular and a plural form.

a banana → some bananas     an apple → some apples

**Countable / Uncountable** nouns only have a singular form. We don't use *a / an* with uncountable nouns.

rice → some rice

**CHECK IT!**  MY GRAMMAR REFERENCE & PRACTICE p114

- 8 Make a list of countable and uncountable nouns. Use the words in exercise 2.

- 9 Choose the correct option to complete the rules. Use the text in exercise 6 to help you.

### some, any, much, many, a lot of

In **affirmative** sentences:

- we use **some / any** with countable and uncountable nouns.
- we usually use **some / a lot of** to talk about big quantities.

In **negative** sentences:


- we use **some / any** with countable and uncountable nouns.
- we use **many / much** with countable nouns.
- we use **many / much** with uncountable nouns.

**CHECK IT!**  MY GRAMMAR REFERENCE & PRACTICE p114

- 10 Copy and complete the sentences about Cooper's diet with the words in the box.

a lot of   any   many   much   some

- There isn't (...) pizza in the photo.
- Cooper eats (...) meat.
- There isn't (...) lemonade in the photo.
- Cooper doesn't eat (...) apples.
- There's (...) Japanese food in the photo.

 Grammar practice

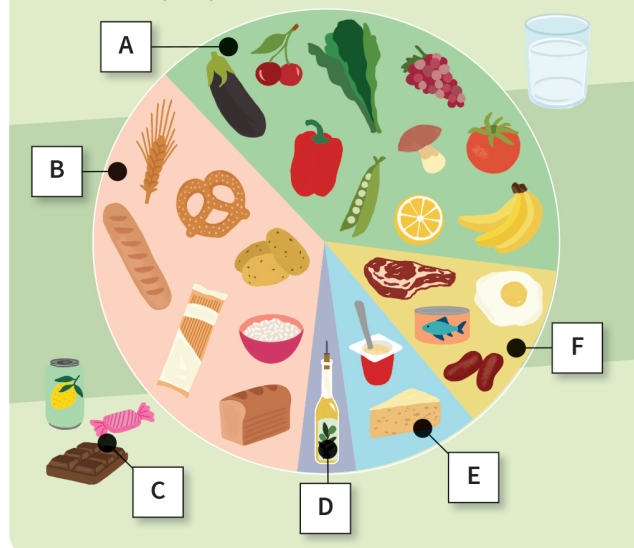
- 11 Read about the *Eatwell Guide*. Match the phrases in bold 1–6 with the labels A–F. Has Cooper got a healthy and balanced diet?




## Eatwell Guide

The *Eatwell Guide* shows a healthy and balanced diet.

- 40% of the diet is <sup>1</sup> **fruit and vegetables**. It's good to eat five portions of fruit or vegetables every day.
- 38% of the diet is <sup>2</sup> **carbohydrates** (pasta, rice, potatoes and bread).
- 12% is protein from <sup>3</sup> **meat, fish, eggs and pulses**.
- 8% is <sup>4</sup> **dairy** (milk, cheese and yoghurt). And finally, we need some <sup>5</sup> **unsaturated fats** (olive or vegetable oil).
- <sup>6</sup> **Foods high in fat, salt and sugar** (chocolate, cake, biscuits, lemonade) are not part of a healthy diet. We don't need them. But we need six to eight glasses of water every day.



- 12  Talk about the food you eat. Have you got a balanced diet? Has your partner?

I eat a lot of rice.


I don't eat much rice.

I don't eat many vegetables.

## PROJECT BUILDER 2

Choose some balanced food ideas for your menu.

 Workbook **Project Log** p20

- 13  Look at your menu sections from Project Builder 1. Think of two or three dishes for each section of the menu.

- 14  Discuss the questions.

- Has your menu got any fruit or vegetables?
- What about protein and carbohydrates?
- How can you make your menu healthier?



# 5.3 TASTE AND TASTERS

## LESSON OBJECTIVES

- Learn about different diets and how we taste food
- Predict a topic from photos
- Talk about rules and obligations, permission, ability and possibility

## Supertaster!

Do you hate the taste of spinach?

Do you always leave broccoli on your plate?

Maybe you're a supertaster.

Scientists say about 25% of people are **supertasters**, 50% of people are **medium tasters**, and another 25% of people are **non-tasters**. The reason why some people don't like vegetables can be genetic. Supertasters have a gene called **TAS2R38**. They have more **taste buds** than other people. The taste of foods like chilli and bitter green vegetables is very strong to them. Medium tasters are in the middle – they can taste bitter foods, but the taste isn't very strong. Non-tasters are the opposite of supertasters. For them, vegetables like spinach aren't bitter at all. As a result, non-tasters prefer food with a strong **flavour**.

So is it good to be a supertaster? There are some **advantages**: supertasters sometimes **avoid** unhealthy foods with a lot of sugar or fat – the taste is too strong. But they also avoid green vegetables – and these have a lot of healthy vitamins. Supertasters also often put salt on their food to stop the bitter taste – and a lot of salt isn't good for you.

What do you think? Are you a supertaster?



## READING

1 Discuss the questions.

- 1 Are there any types of food you hate? What are they?
- 2 Why do some people not like vegetables?

2 Read the *Skill UP!* Then look at the photo and choose the best topic 1–3 for the article.

Before you read a text, look at the photos. They can help you understand the topic of a text.

- 1 People who taste food for a job.
- 2 People who have a strong sense of taste.
- 3 People who can eat a lot of food.

3 22 Read and listen to the article. Check your answer from exercise 2.

4 Find these words in the article. What do they mean in your language?

advantages avoid bitter flavour  
spinach taste (noun) taste buds

5 Read the article again. Does each sentence below describe supertasters (S) or non-tasters (N)?

- 1 They don't have a gene called TAS2R38.
- 2 They have more taste buds than other people.
- 3 They don't usually like broccoli or spinach.
- 4 They like food with strong flavours.
- 5 They sometimes avoid foods with a lot of sugar or fat.
- 6 They often put salt on their food.

6 THINK Discuss the questions.

- 1 Can you think of more examples of foods or dishes that supertasters probably don't like?
- 2 Which type of taster do you think you are? Why?

Mediation skills

There are scientific tests to find out if you are a supertaster. Find out about one of them online.

## 5.3 Taste and tasters

### Lesson objectives

Learn about different diets and how we taste food

Predict a topic from photos

Talk about rules and obligations, permission, ability and possibility

### Reading

#### Warm-up

- Review countable and uncountable nouns by playing noughts and crosses.
- Draw a three-by-three table on the board and write a food in each box. Make sure there's a mix of uncountable and uncountable nouns (e.g. milk, potatoes).
- Divide the class into teams and assign one team crosses and one team noughts.
- Teams take turns to choose a square and make a sentence using *some, any, much, many* or *a lot of*. If it's correct, they get their cross or nought in the square. The first team to get a row of three wins.

#### CONTINUOUS ASSESSMENT

- Note down any errors students make while playing noughts and crosses.
- At the end, write the errors on the board and ask the students to look back at the rules on page 59 and correct their mistakes.

#### 1

- Focus students' attention on the photo and ask how the boy feels and which food they would make that face at.
- Give students time to think about their answers to the questions before dividing them into pairs to discuss them.
- Ask a few pairs to share their most interesting answers.
- Ask students if they are happy to taste new types of food and say why or why not.

#### Skill UP!

#### 2

- Ask students to read the *Skill UP!* Discuss with the students how photos can help understanding a text (e.g. predicting vocabulary gives a visual picture before reading / listening, activates prior knowledge and experience of a topic).
- Ask students to describe the photo and tell you what they think the text is going to be about.
- Tell students to read the options and think about which one best describes what they see in the photo.
- Ask students to compare their answer with a partner and justify their choice.
- Ask students what clues in the photo helped them to make their choice.

#### ANSWER

2

#### 3 22

- Remind students that they don't have to understand every word but just get the general idea of the text to check their answer.
- Ask a few follow-up questions, e.g. *What's a supertaster?* (a person who has a strong sense of taste). *Do you think you could be a supertaster? Why / Why not?*

#### 4

- Once students have translated the words into their L1, divide them into pairs.
- On the board, write *advantages* and invite students to define it or give an example sentence, e.g. *It means good points. One advantage of a healthy diet is that I have more energy.*
- In pairs, the students take turns to choose a word, discuss its meaning and agree on a definition or example sentence.
- Ask different pairs to share their answers in a class feedback session.

#### 5

- Tell students to read the sentences to see how many they can answer before reading the text again to check.
- Allow students to compare their answers in pairs before you check with the class.

#### ANSWERS

1 N 2 S 3 S 4 N 5 S 6 S

#### 6 THINK

- This exercise asks students to think critically and respond personally to the text so make sure the students have some thinking time to formulate their answers.
- While students are thinking about their answers, show some photos of different types of food to inspire them.
- Divide the class into small groups to discuss the questions.
- Ask each group to sum up their answers to the questions for the class.

#### Mediation skills

#### Look UP!

- Ask students to suggest search terms they could use to find the information, e.g. 'How to be a supertaster', 'Top tips for supertasters'.
- Ask different students to share their research with the class.
- If time permits, you could choose one of the questionnaires to do in class or suggest students test themselves at home and let the class know the results in the next lesson.

7

- Ask students what food they can see in the table and what they think the ticks and crosses mean.
- Ask students if they recognize any of the words and if they know what they mean.
- Allow students to compare their answers in pairs before you check with the class.

**ANSWERS**

1 Vegans 2 Vegetarians 3 Pescetarians 4 allergic

**Look UP!** 

- Before students do the research, divide them into pairs to predict what the five most common allergies are (i.e. milk, peanuts, shellfish, wheat, soy). They then go online to check their predictions.

**Grammar**  Grammar animation

**can / can't, must / mustn't**

8 

- Check students' understanding of *genetic* in sentence three (= characteristics passed from parents to children).

**ANSWERS**

2 prohibition 3 possibility 4 ability

9

- As class feedback, ask students to match their answers to the headings in exercise 8 (1 prohibition, 2 ability, 3 obligation, 4 possibility, 5 prohibition).
- Ask students to make a different sentence using the language, e.g. *You mustn't make a noise in the library. My uncle can sing really well.*
- If you think your students need more support and practice after completing the exercise, refer them to the *My grammar reference & practice* on page 114. You could read through the reference with the class, then ask students to work through the practice exercises.
- If your students have a good grasp of the grammar already, move on with the lesson and refer them to the *My grammar reference & practice* for homework.

**ANSWERS**

1 mustn't 2 can 3 must 4 can 5 can't

 My grammar reference & practice p114

 Grammar practice

10

- Once the students have written the sentences, divide them into pairs to compare their rules. Ask: *Which rules are similar / different?*

11  **MEDIATION**

- Focus students' attention on the photos and ask what they can see.
- Read the information about Lewis, Nina and Joe, then elicit a sentence about each person for photo A using *can / can't / mustn't*, e.g. *Lewis can eat ice cream. Nina can't eat ice cream because she doesn't eat animal products. Joe mustn't eat ice cream because he's allergic to milk.*
- Divide the class into groups of three and assign each student a name: *Lewis, Nina, Joe.*

- Students look at the other photos and take turns to say what foods their person can and can't eat and then decide together what food to give their guests for dinner.

**Optional activity**

- Divide the class into small groups.
- Say a topic, e.g. *a sports person's diet*. Give students a minute to talk about this person's diet using the target modals, e.g. *He/She must eat lots of fruit and vegetables.*
- After the time limit, stop the students and give them another topic to discuss (e.g. snacks, allergies, eating out, spicy food, a supertaster).

**LIFE SKILLS** 

**CONTINUOUS ASSESSMENT**

- Read out the *Life Skills* to the class. Ask students why it's important to consider other people's needs. Explain to students that they will be evaluated on their ability to think carefully and critically about dietary needs as part of their assessment for the unit.
- Ask more questions to expand the discussion, e.g. *Would you ask someone about their diet before you invited someone for lunch? Why / Why not? Imagine you invite someone for lunch. You cook chicken and chips and then they tell you they're vegetarian! What do you do?*

**PROJECT BUILDER 3** (10 minutes)

 **Adapt your menu for people with special diets.**

12

- Remind students that their goals from Project Builder 2 were to listen or talk more, and encourage them to try in Project Builder 3.
- Divide students into their project groups and ask them to nominate a different group monitor.
- Tell students to look back at their menu ideas and work out if they have food choices for the four different groups. If they haven't, tell them to discuss and adapt their ideas.
- Once they have chosen their options, they complete their Project Log.
- If time is limited, make sure the groups have come up with ideas for each of the four groups. The students can choose from these ideas and complete their Project Log for homework.

 Workbook Project Log p21

**Further practice**

**Grammar, Workbook p41**

**Reading, Workbook p42**

**Mixed ability Grammar worksheets, Teacher's Resource Book**

**Mixed ability Reading worksheets, Teacher's Resource Book**

7 Look at the information below and complete the text about special diets.

|              |   |   |   |   |
|--------------|---|---|---|---|
|              |   |   |   |   |
| Pescetarians | ✓ | ✓ | ✓ | ✗ |
| Vegetarians  | ✓ | ✓ | ✗ | ✗ |
| Vegans       | ✓ | ✗ | ✗ | ✗ |

pescetarians vegetarians vegans allergic

Some people have special diets. They prefer not to eat some foods. (1.) don't eat any animal products. (2.) eat some animal products, like milk and eggs, but they don't eat meat or fish. (3.) eat fish, but they don't eat other animals. Some people are (4.) to certain foods, e.g. nuts or gluten. People with allergies must be careful. They **mustn't** eat certain foods or they become sick.



What are the five most common food allergies in the world?

## GRAMMAR

Grammar animation

can / can't, must / mustn't

8 Match sentences 1–4 to the uses of *must*, *mustn't*, *can* or *can't*.

obligation prohibition ability possibility

can / can't, must / mustn't

- People with allergies **must** be careful. obligation
- They **mustn't** (or **can't**) eat certain food or they become sick.
- The reason why some people don't like vegetables **can** be genetic.
- Medium tasters **can** taste bitter foods.

9 Choose the correct option.

- You **mustn't** / **must** eat food in the school library.
- My uncle **must** / **can** cook really well.
- You **must** / **can't** wash your hands before you eat.
- Coffee **must** / **can** taste very bitter.
- He **can** / **can't** eat cheese. He's allergic to milk.

CHECK IT! MY GRAMMAR REFERENCE & PRACTICE p114

Grammar practice

10 What rules do you have about these things? Write sentences with *must* / *mustn't*, *can* / *can't*.

- mealtimes in the school canteen
- mealtimes at home with your family

At home we **can't** use our phones at mealtimes.

11 MEDIATION Imagine Lewis, Nina and Joe are at your house for dinner. Tell your English friend which foods in the photos each guest can / can't / mustn't eat. Which food A–F do you decide to give your guests?

- Lewis is a pescetarian.
- Nina is a vegan.
- Joe is allergic to milk and nuts.



LIFE SKILLS When you make choices for a group of people, it's important to consider everyone's needs. Do you know any people with special diets?

## PROJECT BUILDER 3

Adapt your menu for people with special diets.

Workbook Project Log p21

12 Look at your ideas for dishes from Project Builder 2. Discuss the questions.

- What dishes are for people with special diets? Think about these people:
  - vegetarians
  - vegans
  - pescetarians
  - people with allergies
- How can you adapt your dishes for people with special diets?

# 5.4 WHAT FOODS GO WELL TOGETHER?

## LESSON OBJECTIVES

- Learn about interesting food combinations
- Describe food with adjectives
- Focus on sound effects in videos

## VOCABULARY

**i** Vocabulary presentation

1 Read the text. What foods do you know that go well together?

Chicken and chips, ice cream and chocolate sauce ... some foods go well together. But what about other food combinations?

Chicken and chocolate sauce? Chips and ice cream? They both sound unusual, but chicken with a chocolate (and chilli) sauce is a traditional dish in Mexico.

And many people say ice cream and chips are actually delicious together!



2 Which adjectives describe the food in boxes A and B?

bitter crunchy delicious greasy healthy  
salty savoury spicy sweet unhealthy

Mango is sweet and healthy.

**i** Vocabulary practice

3 Which foods from boxes A and B do you think go well together?



## 5.4 What foods go well together?

### Lesson objectives

Learn about interesting food combinations

Describe food with adjectives

Focus on sound effects in videos

### TEACHER WELL-BEING: A BALANCED LIFESTYLE

- When teachers are busy or stressed, they often ignore or don't have time to pay attention to their physical needs. Physical well-being is very much linked to emotional and mental well-being. It's important you take some time to pay attention to your body and its needs.
- Think about your weekly activities. Make notes about the things you do to look after yourself in each of these areas: sleep, exercise and nutrition. How healthy is your lifestyle?
- Think about what steps you could take to improve your physical well-being. For example, turn off all your devices before you go to bed, take a short walk every day, aim for a balanced diet.

### Vocabulary

With weaker classes, start the lesson with an interactive task to present the vocabulary.

#### Warm-up

- Ask students to write 1–6 in their notebooks. Explain that you are going to dictate six sentences containing *can / can't, must / mustn't*. They don't write the sentences, but write *O* if it's obligation, *P* if it's prohibition, *A* if it's ability and *PO* if it's possibility.
- Choose six sentences from lesson 5 and/or the *My Grammar reference & practice* pages. Dictate the sentences, one by one, giving students time to write their answers.
- Allow students to compare their answers in pairs before you check with the class.

#### 1

- Focus students' attention on the photo and ask what they can see (ice cream and chips). Ask: *Would you eat this dish? Why / Why not?*
- Ask students to read the text and answer the question with their partner.
- Ask follow-up questions, e.g. *What unusual food combinations are there in your country / other countries?* (chocolate and chicken – Mexico, mango and salt and chilli – Thailand). *Why do some foods 'go together' and others don't?*

#### 2

- Show students a selection of photos of different foods and ask them if they can describe what they taste like.
- Focus students' attention on the foods in the photos and check they know the words.

### CONTINUOUS ASSESSMENT

- Say the sentence in the speech bubble for the students to repeat.
  - Ask different students to suggest alternative sentences and model each sentence for the students to repeat.
  - Modelling the language for students to follow shows them how to use the target language and focuses them on what is required of them.
- Divide the class into pairs. Students take turns to choose a food and describe it to their partner.
  - Pay attention to students' pronunciation of the digraphs *ch* and *th* and the blends *cr, gr, sp* and *sw*. Isolate and practise the sounds if the students are having difficulty.

### Vocabulary practice

#### 3

- Give students time to answer the question individually, then divide the class into small groups to compare their food combinations.


### Optional activity

- Explain that you are thinking of a food and students have to ask you *yes/no* questions to find out what it is.
- Ask students to suggest possible questions, e.g. *Can a vegetarian eat it? Is it crunchy? Is it healthy? Is it red? Do you cook it?*
- Tell students they have a total of ten questions to guess the food you're thinking of.
- Then divide the class into small groups to take turns to think of a food for the group to guess.

## Listening


4

- Ask students to discuss the question with a partner before asking different pairs for their ideas. Write their answers on the board.
- Ask students what they think Lauren is eating and to guess what it tastes like.

5  Video skills script pp000–000

### ANSWER

They are guessing / trying strange food combinations.

6  Video skills script pp000–000

- Ask students to look back at the photos in exercise 2 and ask what food combinations they think Lauren might try.
- Students watch the video to check their predictions. Allow them to compare their answers with their partner before you check with the class.

### ANSWERS

1 mango and chilli 2 crisps and chocolate  
3 banana and cheese 4 coffee and butter

7 

- Ask students to see how many of the sentences they can complete before they watch the video again to check.

### ANSWERS

1 nuts 2 delicious 3 Mexico 4 well 5 water  
6 Indonesia 7 greasy 8 healthy

## Video focus

8 

- Ask students to read the *Video focus*, then elicit some popular sound effects from films and TV (e.g. footsteps, storms, crowds cheering / laughing).
- Play the video again, pausing at the point where Lauren and Kyle make the sounds.

### ANSWERS

spooky music = I'm scared

fanfare = first / next food

ding = correct

one-note 'error' sound = incorrect

 Listening extra

9 

- Ask pairs of students to read out the speech bubbles, substituting the food combinations a couple of times.
- You could extend the activity by asking students to use the photos from exercise 2 to make up other food combinations.

## PROJECT BUILDER 4 (10 minutes)

 Create interesting food combinations.

10

- Divide students into their project groups and ask them to nominate a different group monitor.
- Tell students to think of food combinations individually, then share their ideas with the group.
- Remind students to listen carefully to everyone's ideas because they have to evaluate them and decide on one amazing and one disgusting idea and record whose idea it was.
- Once the students have shared their ideas, give them time to complete their Project Log.
- Tell the monitor to have a group vote to choose the final combination.

11

- Students brainstorm adjectives to describe their combinations.
- Ask students to refer to their evaluation about talking and listening in Project Builder 2 and reflect on whether they talked / listened more.
- Students have the opportunity to reflect on how they feel in group work and choose an adjective. Groups can compare their answers and give one reason why they chose the adjective.
- Ask students an additional question to answer before they leave, e.g. *Tell me one thing you learned / found interesting / surprising in the lesson today.*
- If the Project Logs have been completed in the class, ask students to show you them to check and tick completed. Or remind them to show you their Project Logs at the beginning of the next class.

 Workbook Project Log p21




## Further practice

Vocabulary, Workbook p39


Mixed ability Vocabulary worksheets, Teacher's Resource Book




## LISTENING


- 4 Look at the photos. What do you think is happening?
- 5  **Video** Watch the first part of the video and check your answer to exercise 4.
- 6  **Video** Watch the second part of the video. What food combinations does Lauren try? Choose one food from A and one from B in exercise 2 for each combination.
- 7  **Video** Watch the complete video. Copy and complete the sentences with one word in each space.

delicious greasy healthy Indonesia Mexico  
nuts water well

- 1 Lauren mustn't eat (...) because she is allergic to them.  
2 Lauren thinks the mango and chilli is a (...) combination.  
3 In (...) lots of people eat mango and chilli.  
4 Lauren thinks that chocolate and crisps go really (...) together.  
5 After the bananas with cheese, Lauren asks for some (...).  
6 Bananas with cheese is a snack from (...).  
7 Lauren thinks coffee and butter is (...).  
8 Some people believe that coffee and butter is a (...) drink.
- 8  **Read the *Video focus*.** Can you remember the sounds Lauren and Kyle use in their video? What do they mean?

**Video FOCUS** Sound effects in videos are a useful way to give viewers information. They also make videos more interesting.

 Listening extra




- 9  **Would you like to try the food combinations from this lesson? Why / Why not?**

I'd like to try bananas with cheese!

Me too.

## PROJECT BUILDER 4 Create interesting food combinations.

 **Workbook Project Log** p21

- 10  Think of some interesting food combinations to include on your menu. Make a list. 
- 11  Use adjectives from exercise 2 to describe the ideas on your menu.  
*Spicy Indian curry, Sweet mango Thai salad*



# 5.5 LET'S ORDER!

## LESSON OBJECTIVES

- Order food and drink in a café
- Learn how to say prices
- Learn how to be polite

## SPEAKING

- 1** **Discuss the questions.**

  - Have you got a favourite café? Why?
  - What do you usually eat or drink there?
- 2** **THINK** Look at the Corner Café menu. Answer the questions.

  - What do you think and mean?
  - Why is there more than one price for some food and drink?
  - What would you like to eat from this menu?
- 3** **MEDIATION** Imagine you are visiting this café with a vegetarian friend. Your friend doesn't speak English. Explain what food your friend can choose in your own language.
- 4** **Video** Watch the first part of the video. Answer the questions.

  - Why do Anna and Leo decide to order without Tom?
  - What does Anna order?
  - What does Leo order?
- 5** **Video** Copy and complete the *Key phrases*. Then watch the first part of the video again and check.

## KEY PHRASES

### Ordering food and drink in a café

| Things you hear               | Things you say                             |
|-------------------------------|--|
| Hello! Can I (.1.) you?       | (.2.) I have (a spicy meat pizza), please? |
| (.3.), medium or large?       | (Large), please.                           |
| What would you like to (.4.)? | (Some water), please.                      |
| Anything else?                | Yes, (.5.) / No, thanks.                   |
| That's (£20.50), please.      | Here you are.                              |
|                               | (.6.) (any nuts in the chocolate brownie)? |

- 6** **23** Read the *Pronunciation* then listen and repeat the prices.

### PRONUNCIATION Prices

£2.50 = two pounds fifty      \$2.25 = two dollars twenty-five  
 99p = ninety-nine p      €2.49 = two euros forty-nine

## CORNER CAFÉ

### Sandwiches - homemade bread, all fresh

Chicken and salad • Tuna £4.50  
 Mozzarella and tomato • Avocado and chilli £4

### Pizzas - cooked in our authentic Italian pizza oven

Margherita (tomatoes, cheese) £4 • £7 • £10  
 Chicken and red peppers £5 • £9 • £12  
 Spicy meat £6 • £9 • £13

**Extra toppings:** extra cheese, chillies, mushrooms, onions, peppers, olives, pineapple, spinach £1 each

### Desserts - try a sweet treat

Chocolate brownie with vanilla ice cream £3.50  
 Ice cream (various flavours) £2 per scoop

### Drinks

Cola, lemonade, sparkling water £1.50 • £2.50  
 Fresh fruit smoothies: banana, strawberry, mango £3

All our dishes are NUT FREE! Ask your server for more information.



- 7** **Video** Look at the photo. What do you think the problem is? Watch the second part of the video and check.

**Dialogue builder**

- 8** Read the *Skill UP!* then prepare and practise two conversations. Take turns to be the customer and a server. Use the menu above.



Remember to say *please* and *thank you / thanks* when you order food.

**Customer A** You've got £10. You're really hungry and thirsty, but you don't want to spend all your money.

**Customer B** You and your friend have got £12. You're a pesceterian and your friend is allergic to dairy products.

## 5.5 Let's order!

### Lesson objectives

- Order food and drink in a café
- Learn how to say prices
- Learn how to be polite

### Speaking

#### Warm-up

- Review the vocabulary from the reading lesson by drawing dashes to represent the letters of one of the adjectives, e.g. \_ \_ \_ \_ \_ (bitter).
- Tell the class they have to suggest letters. If the letter is in the word, you will write it in the correct place. If the letter isn't in the word, you will start to draw a sad face (face outline, eyes, nose, ears, and the sad mouth is the final part). If they guess the word before you draw the full face, they win!

#### 1

- Give students time to think about their answers to the questions before dividing them into pairs to discuss them.
- Conduct class feedback to see what the favourite food and drink to order is.

#### 2 **THINK**

- This exercise asks students to think critically and work out the meaning of the symbols and prices from the context of the menu.
- Divide the class into pairs to discuss the questions.

#### ANSWERS

- one leaf: vegetarian, two leaves: vegan
- small, medium, large

#### 3 **MEDIATION**

- Divide the class into pairs to do the task together, explaining the vegetarian dishes on the menu to a fictitious third person.

#### 4 Drama video script pp000–000

- Ask students to read the questions and look at the menu.
- Tell them to make notes about what information they need to listen for when they watch the video (1: a reason, 2 and 3: food). Point out that they need to work out the cost of the meal from the menu.
- Once students have watched the video, allow them to compare their answers in pairs before you check with the class.

#### ANSWERS

- Because they're hungry and Tom is late.
- A large spicy meat pizza.
- Water and a chocolate brownie with ice cream.

## 5

### CONTINUOUS ASSESSMENT

- Tell students to imagine they are customers in a restaurant and that you are the waiter. Ask them to suggest what the waiter would say and how the customers would respond. Make some notes on the board to build a dialogue (refer to the *Key phrases*).
- Ask students what phrases they use for requests and offers and highlight them in the dialogues. Building up a dialogue before the students do the *Key phrases* exercise gives you an idea of what restaurant language the students already know and which phrases / language may be new to them or need reviewing.
- Tell students to complete as many of the key phrases as they can before playing the video again to check.

### ANSWERS

- help
- Can
- Small
- drink
- please
- Are there

### 6 **PRONUNCIATION** 23

- Ask students to listen first and notice the word stress on the prices: (two) pounds (fifty, ninety-nine) pence, (two) dollars (twenty-five, two) euros (forty-nine).
- Write the prices on the board and ask different students to mark the stressed words with a circle.
- Encourage students to pay attention to the stress when they repeat the phrases.

### 7 Drama video script pp000–000

- Before students do the exercise, recap the first part of the video ask: *Who are Anna and Leo waiting for?* (Tom). *What did they order?* (a large spicy meat pizza with olives, mushrooms, peppers and pineapple, water, chocolate brownie with ice cream).

### ANSWERS

Tom is now a vegetarian and they've ordered a meat pizza to share.

#### Dialogue builder

### Skill UP!

#### 8

- Ask students to read the *Skill UP!* Discuss with students if it's important to use *please* and *thank you* in their language. Explain that, in English, it's essential that they remember to say *please* and *thank you* when asking for something, otherwise they will be considered rude.
- Divide the class into pairs and assign them server and customer to practise the dialogue.
- Students change roles and repeat the activity.

### Optional activity

- Explain to students that as you listen to them do the speaking exercise, you are going to write any corrections on slips of paper and give the slips to them.
- Ask students to look at their slips and correct the mistakes.

### Further practice

Mixed ability Speaking pairwork worksheet, Teacher's Resource Book

## 5.6 A flyer for a food stall

### Lesson objectives

Write a flyer

Learn how to organize information in a flyer

### Writing

#### Warm-up

- Review the key phrases for ordering food by dictating the key phrases in random order (*Large please. Anything else? Some water, please. Can I help you? Here you are. No, thanks. Can I have a margarita pizza, please? What would you like to drink?*) for the students to write.
- Divide students into pairs to order the dialogue correctly. The first pair to do so wins and can demonstrate the dialogue to the class.

1

- Ask students to look at the flyer and tell you what it is and what the purpose of it is (a leaflet to advertise a food stall).
- Explain that this exercise practises the reading skill of scanning. Students need to read the text quickly looking for specific information (e.g. numbers, names, prices).
- Divide the students into pairs.
- Tell them to read the questions first so they know what information they are looking for, (e.g. times, names, places).
- Ask students how they know if there is any vegetarian / vegan food (the leaf icon).

#### ANSWERS

1 Wrap fans 2 every Saturday and Sunday from 11 a.m. until late 3 Whitecross Street food market  
4 Yes – Homemade falafel wrap

2

- Give students time to answer the questions themselves before dividing them into pairs to discuss the questions.

#### ANSWERS

1 fresh = natural, not frozen, juicy = contains a lot of juice, homemade = not bought in a shop, made at home, gluten-free = no gluten (which is a protein from wheat)  
2 four (tasty, organic, spicy, crunchy)  
3 free homemade lemonade

#### Skill UP!

3 

- Read through the *Skill UP!* with the class. Check understanding of each item by asking students to point to the relevant section on the example flyer.
- Discuss with students why the information is in a list (to make the items in the menu easy to see) and why lots of different adjectives are used (to make the menu and stall sound good).

#### ANSWERS

1 the menu options 2 in the header and footer  
3 to describe the wraps

4

- This exercise gives the students useful adjectives and practice which they can then use and apply in the writing task.
- Once the students have completed the exercise, ask different students to describe which foods they like, e.g. *I like crunchy apples. I don't like spicy food.*

#### ANSWERS

1 delicious 2 freshest 3 healthy, sweet  
4 organic 5 spicy

#### Mediation skills

### PROJECT BUILDER 5 (10 minutes)

#### Create a flyer for your food stall.

5

- Divide students into their project groups and ask them to nominate a new group monitor.
- Go through the Project Log with the class, making sure everyone understands what to do.
- Point out the special offers and ask students to suggest some examples they have seen (e.g. two for one offers). Ask what information they can include for social media (website and other platforms).
- Remind students that they do the planning task in their groups, but they will complete writing task individually.
- Go through the tips with the class and ask why important information should be in colourful and bigger fonts (to attract attention), why important information is first (the reader may not read all the flyer) and why spelling is important (so it looks professional).
- Remind students to look back at the *Wrap fans* model for additional support.
- As students leave the class, ask them to show you their Project Log for you to check and tick completed.
- Remind students to bring in all their completed Project Logs for the next class.

#### Workbook Project Log p22

#### Further practice

Writing workshop, Workbook p74

# 5.6 A FLYER FOR A FOOD STALL

## LESSON OBJECTIVES

- Write a flyer
- Learn how to organize information in a flyer

## WRITING

### 1 Look at the flyer and answer the questions.

- 1 What is the name of the stall?
- 2 When does it open?
- 3 Where is it?
- 4 Does it have any vegan or vegetarian dishes?

Every Saturday and Sunday 11 a.m. until late!

Come to ...



**WRAP FANS**

for the **tastiest wraps in town!**

All our wraps have **fresh, organic ingredients**

- **Spicy chicken wrap with crunchy carrot and onion salad**
- **Juicy steak wrap with chilli sauce and peanut butter**
- **Homemade falafel wrap with hummus, salad and garlic sauce** 



Gluten-free wraps available!

Bring this flyer and you can try some of our homemade lemonade **FREE!**

**Whitecross Street Food Market**

@wrapfans\_manchester

### 2 Read the flyer again. Discuss the questions.

- 1 Find and check the meaning of these adjectives: *fresh, juicy, homemade, gluten-free*.
- 2 How many other adjectives to describe food can you find?
- 3 What special offer does the flyer mention?

### 3 Read the *Skill UP!* Find examples of 1–3 in the flyer.



#### Writing a flyer

- 1 Present information in lists, not paragraphs.
- 2 Include details, e.g. time and place, social media contact details, etc.
- 3 Use adjectives to make your descriptions of food more interesting.

### 4 Choose the correct option.

- 1 Have a cup of our **crunchy / delicious** hot chocolate!
- 2 We use the  **freshest / spiciest**  vegetables in our dishes.
- 3 Try our  **healthy / salty**  cereal with yoghurt and  **sweet / juicy**  honey.
- 4 All our fruit is  **homemade / organic** .
- 5 Come and try our  **spicy / crunchy**  vegetarian curry.

Mediation skills

## PROJECT BUILDER 5

Create a flyer for your food stall. 


 Workbook **Project Log** p22

### 5 Write a flyer for your food stall. Work in groups for part A only.

#### A Plan your flyer

- Agree on a name for your stall.
- What information do you need to include? Make a list.

#### B Write your flyer

- Use the tips from the *Skill UP!* 
- Describe your food with adjectives.
- Add a special offer.

#### C Read and check


- Check your flyer includes all the necessary information.
- Check your spelling.

# 5 PROJECT

## Create a healthy and tasty menu for a food stall

LS

### SHARE AND REVIEW

1  Look back at your Project Builders 1–5 for this unit. Check that you have:


- 1 A type of food for your stall.
- 2 A range of dishes with some healthy food.
- 3 Dishes for people with special diets.
- 4 Some interesting food combinations.
- 5 A flyer for your stall.

Use your Project Log

 p20–22



### DECIDE


2  24 Read the *Project skills* then listen to Sara, Freddie and Ruby discuss ideas A–D for their menu. Answer the questions 1–3.



#### PROJECT SKILLS Making good decisions

- Everyone in the group must participate in the discussion.
- Respect and listen carefully to each other's opinions.
- Try to agree on a decision. You can vote, too!

- 1 Which three do they decide are main dishes on their menu?
- 2 What do they decide about the other dish?
- 3 How well do they listen to each other's opinions?

3  Decide on at least three dishes to put in each section of your menu. Use the *Key phrases* to help you.

Remember to include ...

- some healthy dishes
- some dishes for people with special diets

#### KEY PHRASES

##### Sharing ideas

- I think ... is a good idea.
- It's healthy because (it's got a lot of vegetables), it's got a lot of ... it hasn't got any / much ...
- It is / isn't good for (vegetarians).

##### Making decisions

- Let's choose ...



# Project

## LS Lesson objective

Create a healthy and tasty menu for a food stall

### TEACHER WELL-BEING: BE INSPIRED

*One cannot think well, love well, sleep well if one has not dined well.*

Virginia Woolf

## SHARE AND REVIEW

1

- Focus students' attention on the photo and ask what they can see.
- Divide students into their project groups and ask them to nominate a different group monitor.
- In their groups, students share their Project Logs and go through the checklist.

## DECIDE



2 24 Audio script pp000–000

## PROJECT SKILLS

### Making good decisions

- Throughout the project, students have evaluated how well they listen and contribute, so the project skill is a reminder about how important these skills are for decision making fairly in group work.
- Ask students to look at photos A–D and to describe the dishes they see.
- Read the *Project skills* with the class and discuss how well the groups think they have done this when working on their project builders.
- Allow students to compare their answers in pairs before they listen again to check.
- Ask students if they can remember phrases and ways that Sara, Ruby and Freddie use to show they are listening, how they respond and ask opinions (e.g. *I think it's a great idea. I agree. Me too. You're right. Sure.*). Point out that the speakers respond to what each person says before adding their own point and summing up.

## ANSWERS

- 1 C – spicy pasta with tomatoes, B – arancini, D – pizza
- 2 to have it as a side dish
- 3 very well

## Project coach video Project coach video script pp000–000

- Watch the *Project coach* video with your students. The video provides useful tips for completing the project (Take turns speaking. Listen carefully and respectfully. Agree or vote to make decisions.) and will enhance your students' understanding of the Project skills.

3

## Optional activity

To allow additional preparation for the discussion, divide the class into groups of three and give each group a copy of the audio script. Tell them to underline the key phrases and any other useful phrases they might want to use (e.g. *I agree, me too, Let's put in on the menu. Great. You're right.*).

- To inspire students, tell them to close their eyes and visualize a dish. Ask: *What does it look / taste like? What's in it?*
- Divide the class into their project groups to discuss their menus. Remind the group monitor to make sure that everyone contributes and listens respectfully.
- Students then recap their ideas in the group and have a final vote for the three dishes.

## CREATE

4

- If students have access to computers, they could choose an online template.
- Ask students to discuss the roles in the project planner and choose a role depending on their strengths.
- Tell students to work together to complete individual lists of what they need to do and how they feel about their roles. Suggest tips and advice for nervous students.
- Tell students to look back over their Project Logs to find the menu sections, the dishes and the special diets to add to their menu.

## PRESENT

5

- Go through the *Key phrases* with the class.
- Tell students to practise their presentation. They could record it on their phones, watch it back and discuss any improvements they could make before presenting it to the class.
- To focus the class's attention during presentations, you could ask them a question to answer after each presentation, e.g. *What are the main dishes? What are the sections / special dishes?*
- After each presentation, give groups a minute to come up with one thing they liked about the presentation and one thing they think could be improved.

6

- Ask students to look back at the phrases for ordering food and drink on page 64 of the Student's Book.
- Set the class up with the different 'stalls' in different parts of the classroom.
- Tell groups to set up their stall with their menu and leaflet visible.
- Two students from each group go around the stalls, look at the menus, make notes of the name, the types of food and choose what they'd like to order. Remind them they could order different dishes from different stalls.

7

- Ask students to individually answer the questions and then share their answers with their project group.
- Have a class vote on the favourite stall.

## REFLECT

8

### CONTINUOUS ASSESSMENT

- The reflection activities set the students up for the reflection in the Project Log which they go on to complete at home if time is limited in the class.
- The students could discuss the statements in their project groups in a variety of different ways: 1 agree on the ranking in their groups, 2 do it individually and then compare in groups, or 3 do it as a personal reflection to show to you at the end of the class.
- Asking students to give and receive feedback in groups, rather than individually, makes students feel more comfortable and less confrontational. Encourage students to think about how they can be more constructive and positive towards each other when working in pairs and groups in future lessons.

### Discuss skills developed for this learning situation

Ask students to consider what skills they needed to use whilst working together to create a healthy and tasty menu for a food stall. Answers could include:

- extracting key information from a text
- making helpful and original suggestions
- showing interest in others' ideas
- coming to a consensus as a group
- presenting information clearly and confidently

Write a list of skills on the board and ask students to say in which real life situations these skills are important.

9

- As students leave the classroom at the end of the lesson, ask them to tell you the skill they want to improve for the next project.

### Optional activity

To extend the self-evaluation to the rest of the learning in the unit, ask students to look back through Unit 5 and make a note of an activity they felt confident about and one that they weren't confident about.

- If time is limited, students can complete their reflection logs for homework.
- Go through the Project Log to make sure the students are confident about what they have to do.
- Explain that in the speech bubbles, they should give examples of language they use (e.g. *I think ... , I agree. Good idea.*) or ways they shared their ideas, helped make decisions and what problems the group had.
- The idea of nominating a star in the group focuses the students on positive feedback for their peers and motivates students to improve for the next project to achieve star status.
- Tell students that the *Next time, try to ...* section gives them an opportunity to set intentions, based on their reflections, for the Unit 6 project which they should refer back to regularly.
- If the students are doing their reflection logs in class time, go around asking questions about their answers, e.g. *What do you find hard about ... ?*
- Remind students to bring in their reflections logs to the next class for you to add your comments. You can use the evaluation rubrics available on Oxford Premium.

 Workbook Project Log p23

### Further practice

Real Talk, Active Learning Kit, Unit 5

Unit review, Workbook p44

Language summary, Workbook p45

Test generator Unit 5, available on Oxford Premium





## CREATE

- 4 Design and prepare the menu for your stall.
- Include the name of your stall.
  - Add the names and prices of your dishes.
  - Write short descriptions of each dish. Use adjectives.
  - Find photos of your dishes online and add them to your menu.
  - Include information for people with special diets.



## PRESENT

- 5 Present your flyers and the menu for your stall to the class. Use the *Key phrases* to help you.

### KEY PHRASES

- Our stall is called ...
- It sells ...
- On the menu there are ... sections.
- We've got main dishes, sides, ...
- Our main dishes are ...

- 6 Walk around the class and order a meal from another stall. Use the language on page 64 to help you.

- 7 In your opinion, which stall has got:
- 1 the most creative name?
  - 2 the most interesting food?
  - 3 the healthiest food?
  - 4 the most attractive menu?



## REFLECT

- 8 Think about your project work in this unit. Read the statements and choose your reaction.

### COLLABORATION

- 1 Our group can make decisions together.



### CREATIVITY

- 2 Our group can make an interesting, healthy menu.



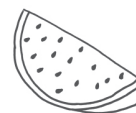
### COMMUNICATION

- 3 Our group can listen to each other's ideas.



- 9 Complete these sentences for you.

- 1 I am pleased with the menu for our stall because ...
- 2 I think I can improve ...



Workbook **Project Log** p23

**LESSON OBJECTIVES**

- Learn about what makes a city special
- Talk about where you live



**THINK**

**1** Look at the photo. What can you see? What makes a city or town special? Think about ...

- culture (art, music, theatre)
- parks and green spaces

**EXPLORE**

**▶ Access the interactive 360° content now!**

**2** **▶** Read the information about Mexico City. Find the name of:

- 1 a famous monument
- 2 a museum
- 3 an important street
- 4 a centre of culture
- 5 a popular sport

**3** **🎧** Listen to the information about art in Mexico. Answer the questions.

- 1 Who is Frida Kahlo?
- 2 What do Mexicans celebrate on 2<sup>nd</sup> November?
- 3 Where can you see street performers?
- 4 In *Lucha libre*, what do the masks represent?



**4** **🎥** Watch the video about Mexican food. Match the dishes in the box to the photos 1-5.

Ice cream   Pozole   Tacos al Pastor  
Tamales   Tortas ahogadas

**REFLECT ON CULTURE**



**👥** How does your city compare to Mexico City? Do you think your town or city should be in a list of the best places to live? Why?



Look online and find out:  
What are the best cities to live in?  
Why are they the best cities to live in?




# 1 Mexico City

## Lesson objectives

Learn about what makes a city special

Talk about where you live

## Hotspot key

-  An artistic map of Mexico City with important landmarks
-  An audio about Mexican art and culture
-  A video slideshow about Mexican food

There are five Culture 360° lessons. These are designed to be standalone lessons which can be used flexibly at any time during the course. To access the 360° content for each lesson, click on the 'Explore' heading. Use the arrows on the toolbar to rotate the image 360°. There are three or four symbols on each 360° image which you can click on to access video, reading texts and audio. To help with navigation, the notes here will tell you where each symbol can be found. In addition to this, when you hover over an icon, the Student's Book exercise number will flash up, so you can be sure you are clicking on the correct icon for the exercise.

## Warm-up

- Ask: *What do you think are the most important cultural interests in your city? When you visit a new city, what do you like to see and do?*
- Put students into pairs to discuss the questions.
- Ask a few students to share their answers with the class.

## Think

1

- Ask students to describe what they can see in the photo (e.g. people, shops and cafés, roads, buildings, steps). When you click on the 'Explore' heading, move the photo around through 360 degrees and ask the students to shout out what they see.
- In pairs, students discuss what makes a city special.
- If necessary, ask more questions to prompt students, e.g. *Are the people friendly? Is the food good? Does the city have nice places to visit? Does it have a lot of interesting events?*
- Ask different pairs to share their ideas with the class.

## Explore

2 

- Explain that students are going to read about Mexico City. Ask if any students know anything about the city.
- Read out the task and check that students understand all the examples they should find.
- Click on the 'Explore' heading to activate the 360° photograph, then find the triangle symbol (at the top of the steps, near the shop front). Click on the symbol to show the map of Mexico city for students to find the places.
- Discuss the answers with the class.

## ANSWERS

- 1 El Angel 2 Castillo de Chapultepec  
3 Paseo de la Reforma 4 Palacio de Bellas Artes  
5 wrestling / Lucha Libre

3  Audio script pp000–000

- Ask students to look at the picture and ask who they think it might be. Ask them if they like the painting.
- Ask students to read the questions and make a note of what they are listening for.
- Click on the 'Explore' heading to activate the 360° photograph, then find the circle symbol (on the steps leading up to the market stalls). Click on the symbol to play the audio guide for students to answer questions 1–4.
- Check the answers with the class. Then ask a few follow-up questions, e.g. *What can you see in the streets of Mexico City?* (art) *What do children do on Dia de los Muertos?* (They decorate costumes and paint their faces.)

## ANSWERS

- 1 a famous Mexican artist 2 Dia de los Muertos  
3 Calle Madero in Mexico City 4 Mexican symbols and traditions

4  Video script pp000–000

- Focus on the photos of Mexican food 1–5 and elicit what each one shows (e.g. photo 4 is a kind of soup).
- Ask students to read the food words in the box and see if they can match any before they watch the video.
- Click on the 'Explore' heading to activate the 360° photograph, then find the square symbol (on the bridge). Click on the symbol to play the video clip for students to match the photo and the food.
- Check answers with the class.

## ANSWERS

- 1 Tacos al Pastor 2 Tamales 3 Tortas ahogadas  
4 Pozole 5 Ice cream

## Reflect on culture

5

- Ask students to think back to what they learned about Mexico City. Ask: *What do you think makes a city special now?*
- Ask students to brainstorm all the best things about their city. Then divide students into pairs to compare their lists.
- Put pairs into small groups to discuss the questions. Tell them to support their opinions with reasons and examples.
- Find out who thinks their city should be included in the list of best cities to live and why.

## Look UP!

- Give students time to do some internet research and make notes about the top five cities to live in and why.
- Discuss as a class which of the top five best cities they'd like to visit and why.