

5 Eat Up!

Reading:	multiple texts, understanding the context in multiple texts
Vocabulary:	food-related vocabulary, phrasal verbs, collocations & expressions, word formation
Grammar:	transitive & intransitive phrasal verbs, separable & inseparable phrasal verbs, same-way question tags, question tags for polite requests, reinforcement tags
Listening:	multiple-choice questions, identifying distractors
Speaking:	talking about food and eating, follow-up questions, answering follow-up questions, adding ideas, contrasting, involving your partner
Writing:	proposal, understanding the purpose of a proposal, stating purpose, introducing, talking about positives & negatives, recommending

Unit opener

- Write *Eat Up!* on the board and explain to students that this is the title of Unit 5. Elicit that the title is a phrasal verb which means to eat all of something. Give students a minute to write down as many food related-words in English as they can. Then write the headings *savoury* and *sweet* on the board and ask students to call out the words they have written down and say which column they should go in. Elicit the words *rice* and *noodles* if the students don't mention them.
- In small groups, ask students, to look at the picture and read the caption. Then ask them to discuss where the picture was taken, what is going on in the picture and what the boys might be eating. Then ask each group to tell the class what they decided about the questions.
- Ask students what is unusual about the way the boys are eating (*they are using chopsticks*) and if they have ever eaten food in this way. If students seem interested, give them more information about eating with chopsticks using the Background Information box below.

Background Information

Many find the thought of eating with chopsticks somewhat daunting, but in fact it is quite easy once you get the hang of it! When eating with chopsticks, hold the upper chopstick with your index finger, middle finger and thumb. Put the other chopstick between the bottom of your thumb and the tip of your ring finger. Move the upper chopstick only when you pick up food.

Reading

A

- Ask students to look at the pictures in A and to name as many of the foods shown as possible. Ask them to look back at the list of foods they made for the Unit opener to see if any of the foods they had written down are shown in the pictures.
- Ask students to read the instructions and check that they understand what they have to do.
- Read the words in the yellow box to students and ask them to repeat them. Correct their pronunciation where necessary.

- As a class, ask students which picture shows savoury food and which shows sweet food.
- Ask students to read the four questions below the pictures and answer any queries they may have about them.
- Ask students to work in pairs and to take it in turns to ask and answer the questions about themselves.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this point, but make a note of any problems in structure or pronunciation.
- Ask each pair to ask and answer one question and repeat until each student has had a turn.
- Write any structural mistakes made by students on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

Answers

- 1 savoury
- 2 sweet

Students' own answers

B

- Ask students to look at the title of the first text and the picture beside it. Elicit how they are related (*they both have to do with sugar*). Then ask them to do the same for the second text (*they are both about foods that people crave*). Ask them if they have ever craved a particular type of food, and if they have, what kind of food was it.
- Ask students to read the instructions for B and check that they understand what they have to do.
- Ask them to skim read the texts to find relevant information regarding the main ideas in each. Explain that they don't have to read in detail as they will have another opportunity to do that later.
- Ask students to do the task individually, but check answer as a class.

Suggested answers

Can Sugar Make You Stupid?:

Research has shown that diets high in sugar can negatively affect our ability to learn.

Stop Food Cravings through Imaginary Eating:

Imagining yourself eating a specific food can help reduce cravings for that food.

Word Focus

- Ask students to look at the words in red in the text and to re-read the sentences they are found in. Ask students to work in pairs to decide what each word means in the *Word Focus* box and to then find synonyms, if any, for each word.
- Ask students to compare their answers with another pair. Explain anything they don't understand.

C

- Ask students to read the *Exam Close-up* and then ask one to explain what it says in his or her own words. Explain that when reading multiple texts they should always skim the texts first to get a general idea of what they are about before answering any questions.
- Remind students to always read the *Exam Task* carefully and underline any key words.
- Ask students to read the *Exam Task* and the questions. Explain anything the students don't understand.
- Ask students to underline any key words in the questions, and also to underline the parts in the texts that refer to each of the items.
- Ask students to do the task individually, but check as a class.

Answers

- 1 B
- 2 A
- 3 A
- 4 B

D

- Ask students to read the instructions and check that they understand what they have to do.
- Point out that the verbs they are looking for must complete the expressions in italics in the sentences. Stress that the verbs may be in a different form in the text and might need to be changed.
- Encourage students to read all the sentences in D before scanning the texts for the missing verbs.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|----------|----------|
| 1 pile | 4 run |
| 2 play | 5 shed |
| 3 quench | 6 resist |

Ideas Focus

- Explain to students that they are going to complete a week's menu and that they have to include only the healthy foods that they enjoy.
- Ask students to read the instructions and explain anything they don't understand.
- Ask students to complete the menu individually and to then compare their menu with a partner's.
- Go round the class monitoring students to ensure they are carrying out the task properly. Don't correct any mistakes at this point, but make a note of any problems in structure or pronunciation.
- Ask students at random to read out their menu for one day of the week, repeating until every student has had a turn. Ask the others if they agree with the menu selections or if they have anything else to add.
- Write any structural mistakes made by students on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Vocabulary

A

- Ask students to look at the picture to the right of the text in A and ask them to describe what they see (*a Japanese flag and sushi*). Ask them if they like to cook and to say why or why not.
- Read the words in the yellow box to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to read the title of the text and ask what they think a *junior chef* is. Ask them to skim read the text, without filling in any answers, to find out (*a young person who is very good at preparing/cooking food*). Ask students if they, or anyone they know, are good at cooking or would like to be a chef in the future.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|------------|------------|
| 1 feed | 4 simmered |
| 2 culinary | 5 appetite |
| 3 cuisines | |

B

- Ask students to read the instructions and check that they understand what they have to do.
- Read the sets of words 1–8 to the students and ask students to repeat them after you. Correct their pronunciation where necessary.
- Ask students to work in pairs to encourage discussion, but check the answers as a class. Then ask them to explain why one of the words is the odd one out in each item.

Answers

- 1 sip (*The others are ways of describing ways of eating, but 'sip' refers to taking a small amount of a drink.*)
- 2 salty (*The others mean when something tastes bitter, but 'salty' means when something has too much salt in it.*)
- 3 stunted (*The others are ways of saying someone is very hungry, but 'stunted' means when something is smaller in size than it should be.*)
- 4 supper (*The others are ways of describing a huge meal with multiple courses, but 'supper' means a light meal you have in the evening.*)
- 5 bake (*The others are ways of cooking something in boiling water, but 'bake' means to cook something inside the oven.*)
- 6 fizzy (*The others describe food that is past its best and possibly inedible, but 'fizzy' usually refers to drinks that contain bubbles.*)
- 7 bland (*The others are ways of saying that food or drink is appealing, but 'bland' describes something with little flavour.*)
- 8 platter (*The others are ways of describing an amount of food which is enough for one person, but 'platter' means a large shallow dish used for serving food.*)

C

- Ask students to read the instructions and check that they understand what they have to do. Explain that they are now going to do a food-related quiz.
- Elicit how many things they have to do in this task (two) and what they are (*circle the correct words and answer the questions*).
- Ask students to read the sentences without circling any words or answering any questions at this stage.
- Read the words in red to students and ask them to repeat them. Correct their pronunciation where necessary. Point out that the task tests words that are often confused so the correct answers will depend on how naturally each option fits in with the context of the sentence.
- Ask students to circle their answers individually, but check as a class.

Answers

- | | |
|--------------|-------------|
| 1 napkins | 5 edible |
| 2 cultivated | 6 extracted |
| 3 toppings | 7 ethnic |
| 4 staple | 8 consume |

- Then, ask students to write their answers to the eight questions individually, and once they have finished to discuss their answers with a partner.
- Ask students to look at the bottom of the page to see which answers are correct.
- As a class, discuss which answers surprised them the most.

Extra Class Activity

If time allows, ask students to write sentences of their own using the wrong words in each of the sentences from C and swap with a partner.

D

- Ask students to read the instructions and check that they understand what they have to do. Explain that they have to decide where the two words should go in each sentence.
- Read the words in the yellow boxes and ask students to repeat them after you. Correct their pronunciation where necessary.
- Encourage students to read the whole sentence before filling in any answers.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|---------------------|-----------------|
| 1 scraps, leftovers | 3 bitter, sharp |
| 2 drink, beverage | 4 crack, beat |

E

- Read phrasal verbs 1–8 to the students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to read definitions a–h without filling in any answers at this stage.
- Ask students to do the task individually, but check as a class.
- Encourage students to copy the phrasal verbs and their meanings into their notebooks.

Answers

- 1 h 2 d 3 f 4 a 5 g 6 b 7 e 8 c

F

- Ask students to read the instructions and check that they understand what they have to do. Stress that they have to use the phrasal verbs from E in the correct form to fill in the gaps.
- Ask students to first read the sentences for gist to work out which phrasal verb might be missing from each one. Remind them to pay attention to the subject and also other tenses used in the sentences to help them write the verbs in the correct form.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|--------------|----------------|
| 1 tuck in | 5 warm up |
| 2 whipped up | 6 polished off |
| 3 picked at | 7 dine out |
| 4 lives on | 8 pack away |

G

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences without circling any answers at this stage.
- Read the words in red to students and ask them to repeat them. Correct their pronunciation where necessary. Point out that the task tests collocations so the correct answers will depend on how naturally each option goes with the following word or phrase.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|----------|---------|
| 1 smell | 5 egg |
| 2 cake | 6 toast |
| 3 sliced | 7 beans |
| 4 spilt | 8 hot |

H

- Ask students to read the instructions and check that they understand what they have to do.
- Read the words in capital letters to the students and ask them to repeat them. Correct their pronunciation where necessary. Ask students which part of speech each word is (*verbs: skim, diet, digest, act; nouns: gene, diet, nutrition, act*) and which other parts of speech of these words they know.
- Ask students to read the sentences, without filling in any answers, to work out what part of speech is missing from each gap.
- Remind students to re-read the sentences once they have finished to check their answers.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|---------------|----------------|
| 1 skimmed | 4 indigestion |
| 2 genetically | 5 malnutrition |
| 3 dietary | 6 inactive |

Ideas Focus

- Explain to students that they are going to answer some questions about food and health. Ask students to read the questions and explain anything they don't understand.
- Ask students to answer the questions in pairs. Then go round the class monitoring students to ensure they are carrying out the task properly. Don't correct any mistakes at this point, but make a note of any problems in structure or pronunciation.
- Write any structural mistakes made by students on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Grammar

- Write the sentences below on the board and elicit from students where they have seen them before (*in the Reading texts on pages 58 and 59 about food*). Ask students to identify the phrasal verb and object in each sentence. Ask students if the phrasal verbs are transitive or intransitive and elicit or explain why. Ask students which of the two phrasal verbs is separable and which is inseparable and elicit or explain why.
 - As well as making us pile on the pounds, products laced with corn sugar may also be affecting our brains. (*pile on; transitive because it is followed by an object (the pounds) after the particle, intransitive phrasal verbs are not; separable because the object could come between the verb and the particle, with inseparable phrasal verbs the object comes after the particle*).
 - The researchers hope that the findings from this study can help them come up with an anti-overeating technique. (*come up with; transitive because it is followed by an object (an anti-overeating technique) after the particle, intransitive phrasal verbs are not; inseparable because the object comes after the particle, with separable phrasal verbs the object could come between the verb and the particle. Generally, phrasal verbs with two particles are inseparable*).
- Explain to students that in this lesson they will concentrate on transitive and intransitive phrasal verbs and separable and inseparable phrasal verbs.

Extra Class Activity

If time allows, ask students to look back at the Reading texts on pages 58 and 59 to find other phrasal verbs and to say if they are transitive or intransitive; separable or inseparable.

A

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read sentences 1, 2 and 3 carefully before underlining or circling any answers.
- Ask students to do the task in pairs to encourage discussion, but check as a class.

Answers

- 1 phrasal verb: picked at, object: her food
- 2 phrasal verb: looks down on, object: the pastry cook
- 3 phrasal verb: pulled through, no object

B

- Ask students to read the rules carefully and to refer back to sentences 1, 2 and 3 before circling their answers.
- Ask students to do the task individually, but check as a class.

Answers

- 1 followed
- 2 not followed

C

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences carefully and to focus on the words in bold before moving on to *D*.

D

- Ask students to read the rules carefully and to refer back to the sentences in C before circling their answers.
- Ask students to do the task individually, but check as a class.

Answers

- 1 inseparable
- 2 can
- 3 cannot

Be careful!

- Read the information in *Be Careful!* to the students and explain anything they don't understand.
- Ask students to write a few sentences of their own using separable and inseparable phrasal verbs with personal pronouns and objects.

Now read the Grammar Reference on page 165 (5.1 & 5.2) with your students.

E

- Read the phrasal verbs in the yellow box to the students and ask them to repeat them. Correct their pronunciation where necessary.
- Tell students that they have to consider the meaning of the verb and the particle together and not just focus on the verb.
- Ask students to read the instructions and check that they understand what they have to do.
- Ask them to read the sentences on their own to work out the meaning of the missing phrasal verb. Also encourage them to underline the subject of each sentence so that they write the verbs in the correct form.
- Ask students to do the task individually, but check as a class.
- Encourage students to copy the phrasal verbs and their meanings into their notebooks.

Answers

- | | |
|-----------------------|------------------------|
| 1 picked something up | 5 fight it off |
| 2 tuck in | 6 pass out |
| 3 dine out | 7 threw it up/threw up |
| 4 picking at it | 8 pull it off |

F

- Ask students to read the instructions and check that they understand what they have to do.
- Point out that they have to pay attention to the phrasal verbs and the objects in each sentence to work out which sentences are correct and which are incorrect.
- Encourage students to look back at the *Grammar points* and *Be Careful!* if they need help as they do the task.
- Ask students to do the task individually, but check as a class.

Answers

- 1 incorrect; ... polished them off ...
- 2 correct
- 3 incorrect; ... came up against some problems ...
- 4 incorrect; ... gulp it down ...
- 5 correct
- 6 incorrect; ... coming down with it too
- 7 incorrect; ... our plans fell through ...
- 8 incorrect; ... get ahead as a chef.

- Write the sentences below on the board and elicit from students what they all have in common (*they all contain some kind of tag*).
 - We're eating out tonight, aren't we?
 - We're eating out tonight, are we?
 - We couldn't eat out tonight, could we?
 - We could eat out tonight, we could.
- Ask students what they know about question-question tags (*Question-question tags are added to the end of a sentence. An affirmative statement is followed by a negative question tag, and a negative statement is followed by an affirmative question tag.*) and what these tags are normally used for (*to confirm or check information or ask for agreement*).
- Elicit from students which of the sentences on the board is a question-question tag and ask what it is being used for (*the first one; it is being used to confirm or check information*).
- Explain to students that in this lesson they will learn about other kinds of tags and what they are used for.
- Ask a student to read out the second sentence and as class discuss what is different about the tag it contains. (*It is a positive statement followed by an affirmative question tag.*)
- Explain to students that this is called a same-way question tag and that these tags are used to express emotions like interest, surprise, joy, anger, etc. and are not real questions. Read the sentence aloud again and ask the students what they think it expresses (*interest, surprise*).
- Read the third sentence aloud to the students and elicit that it contains a negative statement followed by a positive question tag. Ask students what the tag expresses (*a polite request*) and explain that these kinds of tags are structured in the same way as question-question tags (*an affirmative statement is followed by a negative question tag, and a negative statement is followed by an affirmative question tag*).
- Read the last sentence aloud and explain that it contains something called a reinforcement tag and that this kind of tag is used to reinforce what the speaker has said.
- Elicit from students that a reinforcement tag takes the form *subject + auxiliary/modal verb* and that this is the opposite of questions tags.

Teaching Tip

These structures will make more sense to students and sound more natural if they are given the opportunity to use them. Create cards with the situations below on them to give to each student. Then ask students to stand up and wander around the class until they 'meet' one of their classmates. They should then ask or inform them about the situation on their card using one of the structures from G, H or I.

- You want to go out for a meal.
- You want to act surprised that your classmate's mum won a cooking contest.
- You want to check that your classmate wants to go out for dinner that night.
- You want to stress that you and your classmate had fun at a barbecue at the weekend.
- You want to show surprise at how much food your classmate's brother can eat in one sitting.

G

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read sentences *a* and *b* and underline the question tags.
- Elicit from students that the tags in these sentences are same-way question tags.
- Read 1–4 with the students and explain anything they don't understand.
- Ask students to do the task individually, but check as a class.

Answers

- a** have you?
b won't you?
- 1 A positive tag is used with a positive statement, and a negative tag is used with a negative statement. This is not the normal structure for question tags.
- 2 no
3 surprise/interest
4 anger/warning

H

- Ask students to read through the information on Question Tags for Polite Requests and the example sentences. Then ask them if they can think of any further examples.
- Check students understand how they are used.

Answers

Both sentences include a negative statement followed by a positive question tag (*couldn't borrow ... could I?*, *don't suppose I could, could I?*).

I

- Read the information on reinforcement tags to the students and explain anything they don't understand.
- Ask them to read the instructions and check that they understand what they have to do.
- Ask students to read the example sentences, focusing on the tags in bold.
- Ask students to do the task in pairs to encourage discussion, but check as a class.

Answers

The reinforcement tags take the form subject + auxiliary/modal verb, i.e. the opposite of question tags.

Now read the Grammar Reference on page 165 (5.3 to 5.5) with your students.

J

- Ask students to read the instructions and check that they understand what they have to do.
- Encourage students to read the whole sentence before circling any answers to look for clues to the right answer. Tell them they should pay particular attention to the verbs in the statements to see what they are and whether they are positive or negative.
- Remind students to re-read the sentences once they have finished to check their answers.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|-------------|-------------|
| 1 shall we | 5 is it |
| 2 did he | 6 would you |
| 3 will you | 7 am I |
| 4 have they | 8 could you |

K

- Ask students to read the instructions and check that they understand what they have to do.
- Encourage students to read the whole sentence before writing any answers to look for clues to the right answer. Tell them they should pay particular attention to the verbs in the statements to see what they are and whether they are positive or negative.
- Encourage students to look back at G, H and I if they need help when doing the task.
- Remind students to re-read the sentences once they have finished to check their answers.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|---------|--------|
| 1 did | 4 does |
| 2 would | 5 have |
| 3 am | 6 do |

L

- Ask students to read the instructions and check that they understand what they have to do.
- Encourage students to read the whole sentence before writing any answers to look for clues to the right answer. Tell them they should pay particular attention to the subject and any auxiliary or modal verbs in the statements.
- Encourage students to look back at I if they need help when doing the task.
- Remind students to re-read the sentences once they have finished to check their answers.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|------------|--------------|
| 1 he has | 4 they would |
| 2 that is | 5 we had |
| 3 she does | 6 you are |

Listening

A

- Ask students to read the instructions and make sure they understand what they have to do.
- Ask students to read the questions and underline any key words.
- Remind students that in multiple-choice listening tasks, ideas are often paraphrased and that it is a good idea to get into the habit of reading questions before listening and to think of other words and phrases that they might hear on the recording.
- Play the recording once all the way through and ask students to write down their answers. Ask students to compare their answers with a partner and to justify any answers they have that are different.
- Play the recording again to check their answers and fill in any missing answers.
- Check answers as a class and ask students to justify their answers using the words and expressions they heard on the recording.

Answers

- a 1 cuttlefish and a green salad
 2 the woman, because they ate octopus the day before
 3 because the cuttlefish will go off otherwise
- b 1 the man
 2 he is in great shape
 3 for sticking to the diet

B

- Ask students to read the instructions and make sure they understand what they have to do.
- Explain that students will hear the same two conversations again. Ask them to read the statements and underline any key words. Explain anything they don't understand.
- Play the recording once all the way through and ask students to tick their answers. Ask students to compare their answers with a partner and to justify any answers they have that are different.
- Play the recording again to check their answers or to fill in any missing answers.
- Check answers as a class and ask students to justify their answers using the words and expressions they heard on the recording.

Answers

- a 3 b 1

C

- Ask students to read the instructions and make sure they understand what they have to do.
- Ask students to read the statements again focusing on the answers that they did not tick.
- Ask the students to work with a partner to discuss what changes could be made to the statements to make them correct.
- Check the answers as a class and ask students to justify their answers using the words and expressions they heard on the recording.

Answers

- a 1 The man gives the woman one option for lunch (*made up of two foodstuffs – cuttlefish and a green salad*).
- 2 The woman points out that they had seafood the previous day. **OR**, The man points out the cuttlefish will go off if they don't eat it soon.
- b 2 The woman reckons the man is in peak condition.
- 3 The woman wouldn't find it easy to cut out carbs. **OR**, The man has found it easy to cut out carbs.

D

- Ask students to read the *Exam Close-up* and ask a student to explain what it says in his or her own words.
- Elicit from students how this type of multiple-choice listening task is different to other multiple-choice listening tasks that they have come across in the past. (*They won't be asked any specific questions. They will be given three options and they must choose the correct one based on what a speaker says during the conversation.*)
- Remind students of any differences in any answers they might have had in the second part of B and explain that this task shows how important it is to read and understand the options properly in this type of listening task.
- Point out that in this kind of listening task, the distractors will be carefully worded wrong answers that use words and ideas from the conversation, so it is essential that they underline any key words in the options, and listen very carefully so as not to select wrong options.

E

- Ask students to read the instructions and check they understand what they have to do.
- Explain that they will hear eight short conversations and they must choose the correct option based on what they hear on the recording.
- Give students time to read 1–8 and to underline any key words in the options. Answer any questions they might have about them.
- Play the first conversation on the recording once and ask students to circle their answer to question 1 before playing the conversation again. Check the answer to the question and ask students to justify it before playing the rest of the recording.

- Play the recording once all the way through and ask students to circle their answers. Then ask students to discuss their answers with a partner and to justify any answers they have that are different.

F

- Play the recording again and ask students to check their answers and to circle any missing answers.
- Check the answers as a class and ask students to justify their answers.

Answers

1 b 2 c 3 b 4 b 5 a 6 a 7 c 8 b

Teaching Tip

If students run into problems while listening, play the recording again once you have checked their answers. Stop after each conversation and ask students what question was asked and to summarise the conversation in their own words.

Speaking

A

- Ask students to read the four questions and answer any queries they may have about them.
- Ask students to work in pairs and to take it in turns to ask and answer the questions about themselves.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this point, but make a note of any problems in structure or pronunciation.
- Ask each pair to ask and answer one question and repeat until each student has had a turn.
- Write any structural mistakes made by students on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

B

- Ask students to read the instructions and check that they understand what they have to do.
- Read the phrases to the students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask the students to work in pairs to discuss the difference between the phrases in each set.
- If students are totally unfamiliar with these phrases, write the pairs of sentences below on the board to help them.
 - I don't like *eating on the hoof*, but some days I'm so busy that I've no choice but to eat as I walk or drive.
 - No matter how busy we are, my husband and I always make time for a long, leisurely *sit-down meal* in the evening.
 - I rather enjoy *working lunches*; you can deal with important business matters and have something to eat at the same time!
 - What a day! I didn't have a moment to myself and I even had to *work through lunch*. Now, I'm starving!

- I think factory farming that raises *battery hens* should be banned; forcing an animal to spend its entire life in a tiny cage is simply wrong.
 - My grandfather raises *free-range hens* on his farm; they are happy and healthy because they spend lots of time outside.
 - *Mass production* has been the norm for many decades now; almost everything we buy is made in huge quantities.
 - *Subsistence farming* may not provide a farmer with any profit, but at least he can grow enough food to feed his family.
 - I'm not much of a cook, so I pretty much live on *ready meals* that I get from the local supermarket.
 - I always like going home; mum always has a hot *freshly cooked meal* on the table.
 - *Genetically-modified produce* indeed! Who would want to eat a square tomato!
 - My family eats only *organic produce*; it's delivered to the house once a week by the farmer himself.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this point, but make a note of any problems in structure or pronunciation.
 - Ask each pair to talk about one of the sets of phrases until each pair has had a turn. Ask the others if they agree or if they have anything else to add.
 - Write any structural mistakes made by students on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

Answers

- 1 *eating on the hoof* means eating while doing other things usually walking; a *sit-down meal* is a formal meal, served at a table
- 2 a *working lunch* is where people meet to discuss business or work matters while having lunch; *to work through lunch* means that you keep on working despite it being your lunch break
- 3 *battery hens* are hens that are kept in a confined space; *free-range hens* are hens that are allowed to roam freely in the farmyard
- 4 *mass production* is when food is produced in extremely large quantities; *subsistence farming* is when you produce food for your own consumption
- 5 a *ready meal* is a pre-prepared and pre-cooked meal bought in a container; a *freshly cooked meal* is a dish prepared using only fresh produce for immediate consumption
- 6 *genetically-modified produce* is food that has been grown from seeds whose genes have been altered to make them more resistant to pests and diseases; *organic produce* is food that has been grown without or with very small amounts of pesticides and other chemicals

C

- Ask students to read the instructions again and ask them how many things they have to do (*two*) and what they are (*talk about how the photos show various approaches to food nowadays and decide which picture best reflects modern attitudes to eating*).
- Explain to students that in collaborative tasks, like this, they should listen carefully to their partner and try to naturally link their ideas with theirs.
- As a class, elicit what approach to food is shown in the pictures and encourage students to think about which picture best reflects modern attitudes to eating.
- Ask students to do the task in pairs and to use the structures from the *Useful Expressions* box to present their opinions and reach a decision.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this point, but make a note of any problems in structure or pronunciation.
- Ask each pair to tell the rest of the class which option(s) they chose and say why.
- Write any structural mistakes made by students on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

D

- Ask students to read the *Exam Close-up*.
- Point out that in this type of task, it is very important that students always listen to what their partner says. If they don't listen to their partner, they will be unable to link their ideas to his or hers.
- Explain to students that they will learn various structures for linking their ideas in the *Useful Expressions* box.
- Ask students to read through the rubric and the *Exam Task* and think about how they would answer the questions.

E

- In pairs, students should take turns answering the follow-up questions in the *Exam Task*.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this point, but make a note of any problems in structure or pronunciation.
- Ask a student from each pair to answer one of the questions until each pair has had a turn. Ask the other students if they agree or if they have anything else to add.
- Write any structural mistakes made by students on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Useful Expressions

- Read the *Useful Expressions* to the students and ask them to repeat them. Correct their pronunciation and intonation where necessary.
- Point out to students that they should use some of these expressions when they do C and the *Exam Task*.

Ideas Focus

- Ask students to read the questions quickly and deal with any queries they may have.
- Ask students to work in pairs and to take it in turns to answer the questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this point, but make a note of any problems in structure or pronunciation.
- Ask a student from each pair to answer one of the questions until each pair has had a turn. Ask the other students if they agree or if they have anything else to add.
- Write any structural mistakes made by students on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Writing: a proposal

- Ask students what a proposal is and why they are written. Ask students if they have ever written a proposal for anyone. If so, ask them who the person was, what the proposal was about and whether the reader of the proposal adopted the course of action they recommended.
- Explain to students that in this lesson they are going to deal with writing proposals.
- Read the *Learning Focus* on understanding the purpose of a proposal to the students and explain anything they don't understand. Ask students how a proposal is similar to a report (*organisation, register and target reader*) and how it differs from a report (*a report is to identify a problem, explain it and recommend action that will lead to a solution, while a proposal is to persuade the reader to adopt a course of action about a product, service or idea*). Elicit from students when reports are usually written (*after something has been experienced*) and when a proposal is usually written (*before an action is carried out*).

A

- Ask students to read the instructions and check that they understand what they have to do.
- Allow students time to look at the writing task and deal with any queries students might have about unfamiliar words.
- Ask students to do the task individually, but check as a class.

Answers

proposal (x2)

B

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the writing task in A again and questions 1–3 in B. Explain anything they don't understand.
- Ask students to work in pairs to encourage discussion, but check as a class.

Answers

- 1 the social committee; same peer group; semi-formal (contractions acceptable)
- 2 probably all three, but describing one or two is also possible
- 3 one of the venues for the end-of-year event; by comparing the students' suggestions with the handwritten notes

C

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the writing task in A and the example proposal in C and explain anything they don't understand.
- Ask students to do the task individually, but check as a class. Encourage students to justify their answers using information from the example proposal.

Suggested answers

I agree that the river boat cruise would be the best option because it would be fun and also something that the students wouldn't have experienced before.

D

- Ask students how many things the task asks them to do (*two things: 1 to identify the language the writer has used instead of repeating the words from the input material; 2 to find where the writer reveals their choice of venue and identify the language used*).
- Ask students to work in pairs to encourage discussion, but check as a class.

Answers

- 1 great food → delicious, affordable → reasonably priced, costs nothing to hire → free, fun → entertaining, unusual → original
- 2 In the conclusion; I strongly recommend

E

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to look at the writing task in A again, choose a different venue and use the notes to write a conclusion in their notebooks.
- Give students no more than five minutes to write their conclusions and go round the class offering help where necessary.

- Ask some students to read out their conclusions to the rest of the class. You could hang all the conclusions on the wall and ask students to read each other's work.

Answers

Students' own answers

F

- Ask the students to read the *Exam Close-up* and point out that the writer of the example proposal did all the things on the list.
- Remind students that they can use the information here as a checklist when writing their own proposals.
- Ask students to read the instructions and the *Exam Task* and ask them to underline any key words and phrases in the task. Explain anything they don't understand.
- Ask students to answer the questions in B about this writing task so that they know what they have to do.
- As a class, ask students who has asked them to write the proposal (their principal), what their proposal should be about (improvements to the college canteen) and what they should use when writing their proposal (*the principal's email and their notes*).
- Ask students to read the paragraph plan and to make notes for each paragraph, if time allows. Ask students how many paragraphs they will have in their proposals (*six, introduction, one paragraph for each of the four suggestions, conclusion*).
- Set the *Exam Task* for homework.
- Encourage students to use the Writing Reference and checklist for proposals on page 179.

Suggested answers

Proposal for improvements to the college canteen

Introduction

The purpose of this proposal is to recommend improvements that could be made to the college canteen.

Food

Regarding food, at the moment there are only sandwiches available. There could be a wider range of food. For example, vegetarian students could be catered for and also ethnic foods, such as Chinese, Italian and Indian cuisine could be introduced.

Décor

In terms of décor, at the moment the walls of the canteen are a dull shade of grey. Maybe painting it a nice bright colour would help.

Queues

At the moment students have to queue for a long time to pay for their food which eats into their break time. Perhaps another cashier could be employed although this would be very expensive.

Hygiene

With so many students using the canteen every lunchtime it often gets messy. If there were more cleaning staff on hand to tidy up it would probably be a nicer place to spend time. Again this may cost a lot of money.

Conclusions

I strongly recommend introducing a wider variety of food. At the moment the vegetarian students are not being catered for and have to bring in packed lunches. Also, many students said that they would use the canteen if the food was more varied.

Useful Expressions

- Read the words and phrases in *Useful Expressions* to the students and ask them to repeat them. Correct their pronunciation and intonation if necessary. Explain anything they don't understand.
- Ask them to circle words and phrases from the list that are in the example proposal (*The purpose of this proposal is to recommend ..., On the minus side, ..., I strongly recommend ...*)
- Elicit in which part of their proposal they can use each category of expressions and tell them to use them when writing their proposal for the *Exam Task*.

5 The Smelliest Fruit

Video

General Note

Please see the information about the National Geographic videos on page 18 of this Teacher's Book.

Background Information

Borneo, which lies on the equator, is the third largest island in the world and its territory spreads across Malaysia, Indonesia and Brunei. It is a beautiful place with white sandy beaches and the oldest rainforest on the planet. It is a large region and has many distinct traditional foods which vary from place to place. Fruit is often eaten raw in large salads. Some of the stranger-looking Borneo fruit include the rambutan, which is red and hairy, and the jackfruit, which is yellow and prickly.

Before you watch

A

- Explain to students that in this lesson they are going to watch a video about a special fruit. Ask them to look at the globe and to tell you in which part of the world the fruit grows (*Malaysian Borneo*). Elicit what they know about Malaysian Borneo and the food that people eat there.
- Ask students to read the instructions and the three questions and explain anything they don't understand.
- Ask students to answer the questions in pairs. Encourage them to draw on their own personal experiences involving foods from other cultures.
- Go round the class monitoring students to make sure they are carrying out the task properly.
- Ask each pair to answer one of the questions and repeat until each pair has had a turn.
- Deal with any problems in pronunciation that came up.

Answers

Students' own answers

While you watch

B

- Explain to students they are now going to watch the video and do a task based on the information they hear.
- Ask students to read statements 1–6 and ask them what the documentary will be about (*the durian fruit*).
- Ask them to think about which answers might be true and which might be false before watching. Explain anything in the statements that the students don't understand.
- Play the video all the way through without stopping and ask students to mark their answers. Ask students to compare their answers with a partner's and to justify any answers they have that are different. Play the video again so that they can check their answers.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|-------------|-------------|
| 1 F (00:28) | 4 T (01:30) |
| 2 T (00:40) | 5 F (01:36) |
| 3 T (01:05) | 6 F (02:14) |

After you watch

C

- Explain to students that this is a summary of the information they heard on the video.
- Read the words in the yellow box to the students and ask them to repeat them. Correct their pronunciation where necessary. Ask them to write *N, V, Adj, Adv or Prep* beside each of the words depending on whether it is a noun, a verb, an adjective, an adverb or a preposition.
- Explain to students that they should read the whole summary through before writing any answers first, to work out what part of speech is missing.
- Tell students to re-read the text once they have finished to check their answers.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|------------|--------------|
| 1 rotten | 6 smuggle |
| 2 strongly | 7 bedspreads |
| 3 Despite | 8 slowly |
| 4 bear | 9 long |
| 5 constant | 10 fresh |

Ideas Focus

- Ask students to read the three questions and answer any queries they might have.
- Ask students to work in pairs and explain that they should both give their opinions on all questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any problems in structure and pronunciation.
- Ask each pair to answer one of the questions and repeat until each pair has had a turn.
- Write the foods that students think have an unpleasant smell and what foods they think it is totally unacceptable to consume on the board.
- Deal with any problems in pronunciation that came up.

Answers

Students' own answers