

# 9 WOULD YOU LIKE DESSERT?

## OBJECTIVES

**FUNCTIONS:** talking about food and eating habits; talking about obligation; asking for permission; offering and asking for help

**GRAMMAR:** *must / must not; can* (asking for permission); *I'd like ... / Would you like ...?*

**VOCABULARY:** food and drink; meals



## READING

- 1 Look at the photos. Where can you see the words in the list? Write 1–8 in the boxes.

- 1 a carrot cake | 2 a chef
- 3 a plate | 4 cooking
- 5 an omelette | 6 tomato soup
- 7 a salad | 8 a steak

- 2 **SPEAKING** What other food words do you know?

*Pizza, apples, hamburgers, ...*

- 3 **SPEAKING** Tell your partner what food you like and don't like.

*I like .... I don't like ....*

- 4 Look at the photos on page 85. What is unusual about the chefs? Read and check.

- 5 **2.21** Read and listen to the article again. Mark the sentences T (true), F (false), or D (doesn't say).

- 0 Billy is ten years old and he's from New York.
- 1 He wants to be a star chef.
- 2 His sister likes cooking, too, but she's not very good.
- 3 The other children on the TV show aren't very good cooks.
- 4 Children must be ten years old to be on *Star Junior Chefs*.
- 5 The chefs' hands must be clean.
- 6 It's OK for the children to eat the food they are cooking.
- 7 After the TV show Billy goes home to study.

T

## 9

WOULD YOU LIKE  
DESSERT?**READING**

- 1 Display the photos on the IWB, or ask students to look at them in their books and cover the exercises. Elicit any words students are familiar with to describe the photos.

Students reveal the words and match them to the photos. Then they compare ideas in pairs before you check answers with the class. You might like to read the words aloud and ask the students to repeat them together as a class and then one or two students individually, to practice pronunciation. Make sure students rhyme *steak* and *cake*, and pay attention to their pronunciation of *chef* /ʃef/ because students might use the same word in their own language, but pronounce it differently.

**Answers**

1 H 2 A 3 F 4 B 5 E 6 C 7 D 8 G

- 2 **SPEAKING** Do the activity as a contest. Set a time limit of, say, two minutes. The student who can say the most food words is the winner. When the time is up, ask them to check each other's lists in small groups of three or four, and count only the number of words approved together.

When you elicit their ideas, ask students to write the most useful words on the board for everyone to copy. If necessary, practice their pronunciation.

- 3 **SPEAKING** Ask students to read through their lists from Exercise 2, check the food they like, and put an X next to those they don't. Ask them to think about any other types of food they like or don't like.

Put students in pairs to compare their ideas. Ask each of them to come up with a list of the top three most loved and most disliked foods and then try to find a food they both like and one they both dislike. Monitor, providing help with food vocabulary if necessary, or provide dictionaries or allow mobile devices for looking things up online.

Ask a few students to tell the class about their partners' favorite and least favorite types of food. Try to get the class to agree on the most popular and least popular food among them through a brief guided discussion.

- 4 Elicit ideas about what students think is unusual about the chef in the article. Accept any feasible suggestions. Then ask students to read the text quickly to check their predictions.

**Possible answer**

Billy is still only a child, aged 10.

- 5 2.21 Ask students to read through the sentences, and check that they understand them. Focus on the example, and ask students to locate the information in the article that matches it. You may want to do one more item together the same way.

Students read the text again more carefully as you play the audio, locating the information about each sentence. The information is in the same order as the sentences about them. Remind them that for some sentences there will be no information in the article, and they should not use their logic or general knowledge to decide on these, but rather use only what is provided by the text. These sentences should be marked D for "doesn't say." Next, students should carefully study the information they located, compare it with the sentences, and mark their answers.

Ask them to compare their ideas in pairs before you check answers with the class.

**Possible answers**

1 T 2 D 3 F 4 F 5 T 6 D 7 T

**Optional activity**

Students write four or five more sentences about the text, and then use them to test their partner. The sentences may be true, false, or they may include things the text doesn't say.

In stronger classes, after the tasks have been completed and checked, ask pairs to give feedback on each other's exercises: which of their partners' sentences do they think worked best, and which didn't work so well?

# THINK VALUES

## How you eat is important

- 1 **SPEAKING** With books closed, write the title of the section on the board. Elicit ideas for what it might be about. Accept any feasible suggestions.

Ask students to read through the items, and check comprehension. Especially make sure students understand what *alone* means here – not “without anyone’s help” but “without company.” Students may misunderstand this if the same word is used in their first language for both contexts.

Elicit answers from one or two students for each item. Then ask for a quick show of hands for each adverb describing them to get a sense of general trends in the class.

- 2 Students look through the list of activities in Exercise 1 again and rate them on a scale of 1 (a good thing to do) to 3 (a bad thing to do). Ask them to think of and write at least two more things they consider important to do when they eat. Monitor this preparation stage, providing help with any unfamiliar language as necessary.

- 3 **SPEAKING** Put students in pairs to compare their ideas. Monitor their conversations, providing help as necessary. Avoid correcting mistakes unless they hinder comprehension. The focus is on personalized communication in this fluency activity and on developing the whole learner, not on linguistic accuracy.

Ask pairs to agree on the most important thing to do when people eat. Elicit ideas from each pair and invite comments from the rest of the class. Lead them to try to reach a consensus about the most important thing about eating properly.

### Optional activity

To follow up, and to provide extra challenge, put students in small groups to work on a project. Ask them to produce a poster about table manners in the school cafeteria. They should choose what advice they want to include and illustrate their ideas with pictures they make or photos they find on the Internet or in magazines. Organize a show-and-tell session in a subsequent class for groups to present their projects, or set up a class exhibition of posters. Vote on the best project.

As an alternative, you could include other contexts than the school cafeteria (at home, in a fast-food restaurant, at the beach, etc.). The resulting projects will be more difficult to compare, but you should have a wider variety of ideas – and an opportunity to find and discuss similarities and differences in how we eat in different settings.

## 9 WOULD YOU LIKE DESSERT?

# Young kitchen stars

Billy doesn't want to be a star chef when he's 20. He wants to be one now. This is why he's on the *Star Junior Chefs* TV show.

The ten-year-old New Yorker likes cooking. He can make fantastic soups and salads, excellent omelettes, and the best cakes. But there are many other children on the show, too. And they are all very good cooks.

More and more young people are interested in cooking. Many of them learn it from their parents. Others watch special cooking videos for children on YouTube. In many cities, there are special cooking classes for young people. Some of them are for children as young as three years old!



The show starts. Billy is excited. He knows he's an excellent cook. This time he makes tomato soup, some salad, steak, and carrot cake. The experts in the studio love Billy's food, and he stays on the show.

It's 5:00 p.m. The show is over. Billy is happy and a little tired. He goes home. He has a deal with his parents. He can be on the show, but he must do his homework, too.



But what must you do to become a star chef? Of course, it's important that you like cooking and are really good at it, but there are some rules. You must be nine years old or older to be on *Star Junior Chefs*. "We must wash our hands before we start cooking," Billy says. "And of course we must not put them in our mouths. A chef doesn't do that! And we must be very careful with hot plates."



## THINK VALUES

### How you eat is important

- 1 **SPEAKING** How often do you do these things? Write *always*, *sometimes*, *often*, or *never*. Then tell the class.

- a eat slowly \_\_\_\_\_
- b eat with other people \_\_\_\_\_
- c sit at a table to eat \_\_\_\_\_
- d eat very fast \_\_\_\_\_
- e eat alone \_\_\_\_\_
- f eat and play computer games at the same time \_\_\_\_\_

I always eat slowly. I sometimes eat with other people.

- 2 Look again at the things in Exercise 1. Are they good things to do? Write 1–3 in the boxes: 1 = a good thing to do, 2 = an OK thing to do, 3 = a bad thing to do.

- 3 **SPEAKING** Compare your ideas with a partner.

I often eat ...

I think ... is good.

I think ... is not so good.

## GRAMMAR

### *must / must not*

- 1 Complete the sentences from the article on page 85 with *must* or *must not*. Then complete the rule.

- 1 You \_\_\_\_\_ be nine years old or older to be on *StarJunior Chefs*.
- 2 We \_\_\_\_\_ wash our hands before we start cooking.
- 3 We \_\_\_\_\_ put them in our mouths.

**RULE:** We use *must* (*not*) to talk about rules.

Use <sup>1</sup> \_\_\_\_\_ to say that it's necessary to do something.

Use <sup>2</sup> \_\_\_\_\_ to say that it's not OK to do something.

- 2 Complete the mini-dialogues. Use *must* or *must not* + a verb from the list.

eat | forget | give | go

- 1 A Hey, can I borrow this book?  
B Sure, but you \_\_\_\_\_ *must give* \_\_\_\_\_ it back next week.
- 1 A Mom, can I have some chocolate?  
B Of course not! You know you \_\_\_\_\_ chocolate. It makes you sick.
- 2 A Julia's birthday is tomorrow.  
B That's right. We \_\_\_\_\_ to buy her a gift today.
- 3 A Oh, no. There isn't any milk.  
B I \_\_\_\_\_ to the store after work.  
We're out of everything!

- 3 **SPEAKING** Work in pairs. Think of some things that are important for you to do (or things you really can't forget to do) in the next few days.

*I must write an email  
to my friend Mark.*

*I must not forget  
to clean my room.*

Workbook page 82 →

## VOCABULARY

### Food and drink

- 1 **2.22** Write the names of the food and drinks under the photos. Listen and check.

- 2 **SPEAKING** Which word in each group is different? Why?

- 1 coffee – potato – tea
- 2 banana – orange – sausage
- 3 carrot – chicken – beef
- 4 milk – strawberry – apple
- 5 pepper – potato – hamburger (burger)

*Number 1 is potatoes – coffee and tea are drinks.*

- 3 **SPEAKING** Look at the food words in Exercise 1. Work in pairs. Ask and answer questions to find three things you both like.

*Do you like tomatoes?*

*Yes, I love them. What about you?*

*I like them. Do you like ...?*

Workbook page 85 →

### Meat



- 0 chicken    1 \_\_\_\_\_    2 \_\_\_\_\_    3 \_\_\_\_\_

### Fruit



- 4 \_\_\_\_\_    5 \_\_\_\_\_    6 \_\_\_\_\_    7 \_\_\_\_\_

### Vegetables



- 8 \_\_\_\_\_    9 \_\_\_\_\_    10 \_\_\_\_\_    11 \_\_\_\_\_

### Drinks



- 12 \_\_\_\_\_    13 \_\_\_\_\_    14 \_\_\_\_\_    15 \_\_\_\_\_

## GRAMMAR

### **must / must not**

1 Students complete the sentences from memory. They check back in the article on page 85 before they compare answers in pairs. Then they work together to complete the rule. Check both stages together with the whole class. Check comprehension of the word *rule* by eliciting a translation.

Elicit that *must / must not* works the same way as the other modal verb students encountered earlier (*can* for ability, in Unit 7). Modal verbs only have one form, which we use for singular as well as plural subjects, and there is no separate form for the third person singular.

#### Answers

1 must 2 must 3 must not

#### Rule

1 must 2 must not

2 Read the example mini-dialogue aloud with a stronger student. Elicit a translation to check that the meaning is clear: A asks for permission, B makes a rule / sets a condition for giving it. Elicit or pre-teach any difficult vocabulary: *borrow, make (someone) sick, forget, a gift, out of* (something).

Students fill in the blanks then compare ideas in pairs before you check answers with the class. Ask a different pair of students to read each completed mini-dialogue, and ask the rest of the class to confirm or correct their answer choices.

#### Answers

1 must not eat  
2 must not forget  
3 must go

#### Mixed-ability idea

For weaker students or classes, break the task down into two stages and check each one separately. First, ask students to find the verb in the list that matches the sense of each mini-dialogue. Then ask them to decide whether the modal verb should be affirmative or negative.

3 **SPEAKING** Ask students to prepare a to-do list for the coming week. Write your own short to-do list in note form on the board, or display it on screen if you had time to prepare it beforehand. Ask students to convert the notes into sentences with *must* or *must not*. For example, write: *supermarket: milk and bread* and elicit the sentence: *I (or You, in this case) must go to the supermarket to buy milk and bread*. Allow students three minutes to prepare their own lists. Monitor and help with vocabulary.

Put students in pairs to compare their lists. Ask them to find things they both must do in the coming week. Elicit some ideas from a few pairs, and ask the rest of the class to check if they have mentioned similar activities in their own discussions.



Be aware of common errors related to *must / must not*. Go to Get it right! on page 125.

## VOCABULARY

### Food and drink

1 2.22 Display the photos on the IWB if you use one. Elicit the meaning of the headings. Check the pronunciation of *fruit* /frut/ as one syllable, with a silent *i*, and *vegetables* /'vedʒtəbəlz/ as three syllables, with a short vowel sound for *a*. Ask students to work in pairs to label all the foods they can in English. Play the audio for students to check their answers as well as label the words they didn't know. Then play it again, pausing after each word and asking the class to repeat it. Pay special attention to the silent *b* in *lamb* /læm/ and the silent *i* in *juice* /dʒus/.

#### Answers

1 beef	6 apple	11 pepper
2 lamb	7 strawberry	12 coffee
3 hamburger	8 potato	13 tea
4 banana	9 carrot	14 milk
5 orange	10 tomato	15 juice

2 **SPEAKING** Ask students to find the different word in each group. Because there are always unpredictable ways in which a word may stand out, students must think of a reason for their choices. Put them in small groups of three or four to discuss their ideas. Do they agree? Elicit answers for each set of words from a different group and invite comments from the class. Check that *sausage* /'sɔ:sɪdʒ/ is pronounced correctly.

#### Possible answers

- 1 potato (not drink)
- 2 sausage (not fruit)
- 3 carrot (not meat)
- 4 milk (not fruit)
- 5 hamburger (not vegetable)

3 **SPEAKING** Put students in pairs to discuss their food preferences. Remind them to use the phrases provided. Monitor, checking that pairs are on task. When all pairs have reached an agreement, elicit their suggestions. Try to establish a list of the top three foods for the whole class.

#### Mixed-ability idea

Stronger students should try to give reasons for their likes and dislikes during their discussions.

Workbook page 85

Workbook page 82

## LISTENING

- Display the picture on the IWB, or ask students to look at it in their books. Elicit ideas about what they think is happening. Accept any suggestions, no matter how unlikely, and invite comments from the class.
- 2.23 Play the audio for students to check their predictions. Elicit the answers for the two questions, and again invite comments from the class.

### Answers

He's cooking an omelette. He doesn't eat it.

- 2.23 Students listen carefully to order the events in the story. Ask them to compare ideas in pairs before you play the audio again and check answers with the class.

### Answers

1 b 2 e 3 c 4 d 5 f 6 a

### Optional activity

Ask students to work in pairs to use the sentences from Exercise 3 to try to reconstruct the dialogue between Raul and his mom. Tell them not to worry about accurately recalling all the details of the original story, but to use their own words to tell the story as faithfully as they can. Ask two or three volunteer pairs to read or role-play their dialogues in front of the class. Ask the class to decide which dialogue was the best. (This activity should also help students with Exercise 1 in Grammar, below.)

## GRAMMAR

### can (asking for permission)

- Students match the responses to the questions. They then compare ideas in pairs before you check answers with the class. Read the rule together, and recall the rules about using modals. (Students encountered *can* for ability on page 68, in Unit 7.) Modal verbs only have one form, which we use for singular as well as plural subjects, and there is no separate form for the third person singular. Elicit that we never use *do* or *does* for questions, but rather we reverse the order of the modal verb and the subject: *Can I make an omelette?* rather than *Do I can make an omelette?*

### Answers

1 a 2 c 3 b

- 2.25 Students complete the questions. Play the audio for them to check their answers.

### Mixed-ability idea

Weaker students or classes should first decide which verb or verbs might match each context, compare ideas in pairs, and then use the verbs to complete the questions. Have them check answers together again before you play the audio.

### Answers

- 1 Can ... try on
- 2 Can ... use
- 3 can ... go out
- 4 Can ... play
- 5 Can ... eat

### Fast finishers

Students look through the questions and decide whose permission they would ask for and what the likely response would be. For example: *1 older brother: No, you can't.*

- Students match answers and questions. There may be more than one possible answer, unless you specify that they must use each response only once. Ask students to compare ideas in pairs before you check answers with the class. As you do, ask each pair to read the question and answer aloud as a mini-dialogue.

### Answers

1 e 2 d 3 c 4 b 5 f

Workbook pages 82–83

## THINK SELF-ESTEEM

### You are what you eat

- Refer students back to their discussions on page 85. Point out that it is not only *how* we eat, but also *what* we eat that is important in our lives. Check comprehension of the six statements as well as some of the potentially unfamiliar vocabulary, e.g., *meals, a lot of = lots of, candy, and brush one's teeth*. Students then decide how true each statement is for them. Allow two minutes or so for this.

### Language note

In English, *a lot of* and *lots of* have the same meaning, and they are used interchangeably. Both can be used with plural count or singular nouncount nouns. Both are fairly informal, so in formal contexts, *many* or *much* are preferable.

- SPEAKING** Students compare their ideas in pairs. Encourage them to also discuss why they think each statement is important and if there are any areas they might like to improve on in the future. Monitor the discussions and help with any unfamiliar language, especially with the reasoning part of the task. Avoid error correction unless mistakes hinder comprehension. The emphasis is on a free exchange of personal experiences and opinions, not on grammatical accuracy.

### Optional activity

You might like to follow up the discussion with a group project. Ask students to prepare a leaflet, web page, slideshow presentation, or poster to promote the idea that *You are what you eat*. They can use ideas from pages 85 and 87 or their own, and use whatever illustrations they prefer. Set aside some time for the project presentations, or organize a class exhibition. Vote on the best project.

**LISTENING**

- 1 Look at the picture. What's happening?
- 2 **2.23** Listen to the dialogue. What is Raul cooking? Does he eat it?
- 3 **2.23** Listen again. Put the sentences in the order you hear them. Write 1–6 in the boxes.

- a Can I clean the kitchen later?  
 b Can I make an omelette?  
 c Can I come into the kitchen now?  
 d I must be quick now.  
 e Would you like some help?  
 f Can I go to the pizza place?

**GRAMMAR****can (asking for permission)**

- 1 Match these answers to the questions in Listening Exercise 3. Then read the rule.

- 1 OK, but don't forget to do it.  
 2 No, wait, Mom.  
 3 Yes, you can.



**RULE:** We use *can* + subject ...? to ask if it's OK to do something.

- 2 **2.24** Complete the questions with *can* and a verb from the list. Listen and check.

do | eat | go out | play | try on | use

- 0 Can I do my homework later?  
 1        I        these jeans, please?  
 2        I        your laptop, please?  
 3 Dad,        I        tonight?  
 4        we        baseball in the backyard?  
 5        we        dinner in front of the TV?

- 3 Match the answers with the questions in Exercise 2.

- a No, you can't. Do it now.  
 b Of course you can. But be careful.  
 c No you can't, you have school tomorrow.  
 d Sorry, I need it to write some emails.  
 e Yes, the changing room is over there.  
 f Well, OK. It's your birthday.

**THINK SELF-ESTEEM****You are what you eat**

- 1 Think about what is true for you. Circle 1–5: 1 = certainly true, 5 = certainly not true.

- |                                         |                   |
|-----------------------------------------|-------------------|
| 1 I often eat between meals.            | 1 – 2 – 3 – 4 – 5 |
| 2 I always eat breakfast.               | 1 – 2 – 3 – 4 – 5 |
| 3 I eat fruit and vegetables every day. | 1 – 2 – 3 – 4 – 5 |
| 4 I drink lots of water.                | 1 – 2 – 3 – 4 – 5 |
| 5 I eat a lot of candy.                 | 1 – 2 – 3 – 4 – 5 |
| 6 I brush my teeth after every meal.    | 1 – 2 – 3 – 4 – 5 |

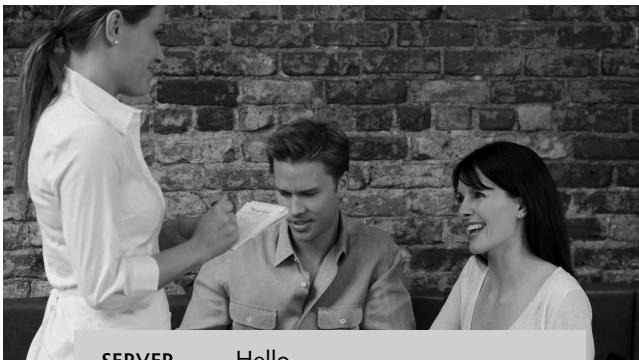
- 2 **SPEAKING** Compare your answers with a partner.

*I often eat between meals.*

*I eat fruit every day.*

## READING

- 1 Read the menu. What would you choose to eat?
- 2 2.25 Read and listen to the dialogue. What doesn't Jack like? \_\_\_\_\_



**SERVER** Hello.  
**ANNA** Hi.  
**SERVER** Would you like a table for two?  
**ANNA** Yes, please.  
**SERVER** Here are the menus.

(2 minutes later ... )

**SERVER** Are you ready to order?  
**ANNA** For me, the carrot salad, please. And then the pasta with tomato sauce.  
**SERVER** OK, and what would you like to drink?  
**ANNA** A cola, please.  
**SERVER** OK. And what would you like?  
**JACK** I'd like the green salad, please. But without the onions.  
**SERVER** I'm sorry, the salads are already made. We can't take the onions out.  
**JACK** I see. I don't like onions. Umm ... I'd like the vegetable soup, then.  
**SERVER** Excellent. And for the main course?  
**JACK** I'd like a hamburger and fries, please. And a cola, too.  
**SERVER** Great. Thank you.

(1 hour later ... )

**JACK** We'd like the check, please.  
**SERVER** Of course. Everything OK?  
**JACK** Great, thanks.  
**SERVER** Thanks very much. Here's your check.  
**ANNA** Thank you.

- 3 Read the dialogue again. What does Anna order? What does Jack order?

# Menu

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### Our appetizers

Carrot salad	\$5.25
Green salad (with onion and tomato)	\$7.50
Vegetable soup	\$6.60

### Our main courses

Steak	\$15.80
Pasta with tomato sauce	\$8.50
Fish and chips	\$8.50
Hamburger and fries	\$7.80
Chicken and tomato sandwich	\$6.50
Sausage pizza	\$5.20

### Our desserts

Ice cream (per scoop)	\$1.20
<i>Vanilla, strawberry, lemon, and chocolate</i>	

### Our drinks

Juice (orange or apple)	\$1.90
Cola	\$1.70
Coffee	\$2.20
Tea	\$1.60
Water	\$1.10

- 4 Who says these things in a restaurant? Write S (server) or G (guest) in the boxes.

- 0 Can I help you?
- 1 A table for two, please.
- 2 Here are the menus.
- 3 Are you ready to order?
- 4 What would you like to drink?
- 5 I'd like the vegetable soup, then.
- 6 Can we have the check, please?
- 7 Would you like a dessert?

S


## READING

- 1 Read the café menu together and check students' comprehension of all the items. Check both meaning and pronunciation. Ask students to choose one item from each section for their imaginary meal. They could compare their ideas in pairs or small groups. Elicit or pre-teach the meaning of *appetizers*, *main courses*, and *desserts*.

### Background information

The menu on page 88 mentions both *fries* and *chips*, which are words for the same thing: fried slices of potatoes. While *fries* is the preferred American term, even American speakers use the name of the popular British dish *fish and chips* unchanged. In American English, *chips* otherwise refers to a different type of food: flat, round slices of potatoes, which are fried then eaten cold, often as an accompaniment to drinks. In British English, the snack is called *crisps*.

- 2 2.25 Make sure students understand that their first task is simply to find the answer to the question about Jack's dislikes. They should scan the text quickly and not worry about trying to understand all the details. Students listen to the audio and compare their ideas in pairs before you check answers with the class.

#### Answer

Jack doesn't like onions.

- 3 2.26 Students read and listen to the dialogue again. Ask them to underline what Anna orders and circle what Jack orders. Have them compare ideas in pairs before you check answers with the class. Elicit if the two people order anything in common (*Yes, a cola*).

#### Answers

Anna orders carrot salad, pasta with tomato sauce, and a cola.

Jack orders vegetable soup, hamburger and fries, and a cola.

### Optional activity

Elicit the meaning of the following words or phrases, which students should try to figure out from the context: *a table for two*, *ready to order*, *without*, *the check*. Write the words on the board, and ask students to brainstorm ideas in pairs first before you discuss suggestions for meanings with the whole class.

- 4 Students read the sentences and decide who says them in a restaurant: the guest or the server. Ask them to compare ideas in pairs before you check answers with the class. You might like to read the sentences aloud and ask students to repeat them, copying the rhythm and intonation as closely as possible.

#### Answers

1 G 2 S 3 S 4 S 5 G 6 G 7 S

## GRAMMAR

### I'd like ... / Would you like ...?

- 1 Students complete the sentences from memory. They compare ideas in pairs before they check back in the dialogue. Then they work together to complete the rules. Check answers to both stages as a class. Check that students understand the important difference between *I like pizza* and *I'd like a pizza*, and *Do you like milk?* and *Would you like some milk?* Apart from the difference in meaning, make sure they notice the use of determiners / articles when we use *I'd like ...* / *Would you like ...?* The reason for this is that in polite requests and offers, we talk about a particular food or drink, not about the type of food or drink in general.

#### Answers

1 like 2 I'd 3 would 4 We'd

#### Rule

1 like 2 like

- 2 Elicit translations for the key phrases. Elicit also translations for *I like ...* and *Do you like ...?* Are they similar or different in the students' language?  
3 Students order the sentences. Ask them to compare their ideas in pairs before you check answers with the class.

#### Answers

- 1 Would you like some coffee?
- 2 I'd like a hamburger and fries, please.
- 3 What would you like to eat?
- 4 We'd like to sit here.
- 5 What would you like to do this afternoon?

#### Fast finishers

Students think of one or two possible responses for each question or sentence.

- 4 Students complete the phrases. Remind them to use *I'd like ...* or *Would you like ...?* Ask them to compare their ideas in pairs before you check answers with the class.

#### Answers

- 1 Would you like to
- 2 Would you like
- 3 'd like to
- 4 'd like

- 5 **SPEAKING** Students use the menu and the language from pages 88–89 to write and practice a dialogue in which they role-play ordering food and drink in a café. Ask two or three volunteer groups to perform in front of the class. Ask the rest of the class to listen, identify the items ordered, and, for each performing group, calculate the total check. Have a vote on the best dialogue.

Workbook page 83

## Pronunciation [2.26] [2.27]

To practice intonation when offering two choices, go to page 121.

## VOCABULARY

### Meals

- 1 [2.28] Students match the words and items then compare their ideas in pairs. If you use an IWB, you might like to ask a different student to label each item onscreen. Play the audio for students to check their answers. You might want to play it again for them to listen and repeat to practice pronunciation. Pay attention to the pronunciation of and stress in *cereal* /'sɪəriəl/ and the first vowel sound in *honey* /'həni/.

#### Answers

- |            |  |
|------------|--|
| 1 bread:E  |  |
| 2 butter:C |  |
| 3 cereal:A |  |
| 4 egg:I    |  |
| 5 fruit:B  |  |
| 6 honey:G  |  |
| 7 jam:F    |  |
| 8 toast:H  |  |
| 9 yogurt:D |  |

- 2 **SPEAKING** Students copy the table in their notebooks, adding rows for lunch and dinner. Then they write notes about the food and drink they typically consume. Provide dictionaries for looking things up, or allow the use of mobile devices for this. Ask students to write at least one food and one drink for each space in the chart.

Elicit some information from a few students, and ask the rest of the class to listen and say how similar the answers are to their own.

Workbook page 85

## WRITING

### A meal plan for your friend

- 1 Students use the information about their partner to prepare a meal plan. Encourage them to make the plan as varied and interesting as possible while taking their partner's preferences into account. Students should not simply copy the "always" items for both days.

Ask students to write out the complete meal plan on a separate sheet of paper.

- 2 Pairs exchange their meal plans and take notes on which items they like or don't like so much. Ask them to discuss their meal plans. Would they like to eat these meals? Monitor the discussion, making a note of the most interesting or the most controversial suggestions.

Elicit some of the suggestions you noted down from the whole class, and invite comments – Would students enjoy eating these things themselves?

## 9 WOULD YOU LIKE DESSERT?

### GRAMMAR

#### *I'd like ... / Would you like ...?*

- 1 Complete these sentences from the dialogue on page 88. Then complete the rule.

- 1 Would you \_\_\_\_\_ a table for two?
- 2 \_\_\_\_\_ like the vegetable soup.
- 3 What \_\_\_\_\_ you like to drink?
- 4 \_\_\_\_\_ like the check, please.

**RULE:** We use *I* + *would* ('d) + <sup>1</sup> \_\_\_\_\_ to ask for something in a nice way.  
We use *Would* + *you* + <sup>2</sup> \_\_\_\_\_? to offer something.

- 2 How do you say *I'd like ...* and *Would you like ...?* in your language?

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

- 0 like / a / I'd / please / banana,  
*I'd like a banana, please.*
- 1 like / some / you / Would / coffee / ?
- 2 like / a hamburger / I'd / and / please / fries,
- 3 you / What / to / would / like / eat / ?
- 4 to / We'd / like / here / sit
- 5 would / this afternoon / What / you / like / to / do / ?

- 4 Complete what the people are saying.



- 5 **SPEAKING** Work in groups. One of you is the server at Zoe's café, the others order food and drinks. Act out the situation. Use the sentences in Reading Exercise 4 and Grammar Exercise 3 to help you.

Workbook page 83

### Pronunciation

Intonation: giving two choices

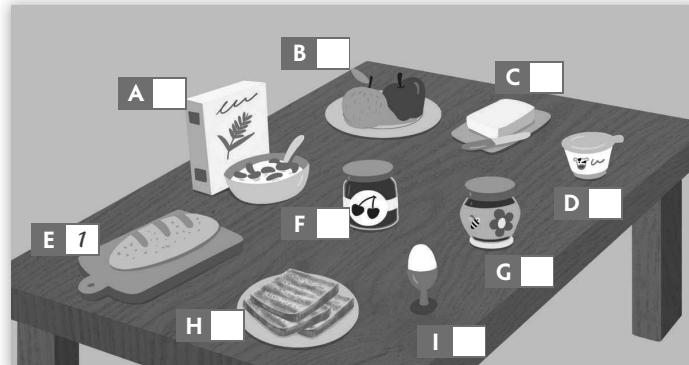
Go to page 121.

### VOCABULARY

#### Meals

- 1 **CD 2.28** Match the words in the list to the items in the picture. Write 1–9 in the boxes. Listen and check.

- 1 bread | 2 butter | 3 cereal | 4 egg | 5 fruit  
6 honey | 7 jam | 8 toast | 9 yogurt



- 2 **SPEAKING** Make a table like this in your notebook for breakfast, lunch, and dinner. Write down things you eat and drink. Compare charts with a partner.

	always	often	sometimes	never
breakfast				

For breakfast I always drink ...

I never have (any) ... for lunch.

Workbook page 85

### WRITING

#### A meal plan for your friend

- 1 Ask a partner to give you his/her table from Vocabulary Exercise 2. Imagine he/she is staying at your home for the weekend. You want to make meals that he/she likes. Write a menu for him/her.

- 2 Show your ideas to your partner. Is he/she happy with the meals?

Saturday		Sunday	
Breakfast:		Breakfast:	
Lunch:		Lunch:	
Dinner:		Dinner:	

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## PHOTOSTORY: episode 5

### The pizza

1 Look at the photos and answer the questions.

- 1 Who can you see in the photos?
- 2 Where are they and what are they doing?

2 Now read and listen to the photostory. What does Ruby hate?



DAD So what are you doing, boys?

DAN Tom is making pizza for the girls, and I'm helping him.

TOM Is that OK, Dad?

DAD Of course. No problem. You make great pizza! What time do they get here?

TOM Six o'clock. We have half an hour.

1



DAD Do you want some help, Tom?

TOM No, I'm OK, thanks. OK, first we need to add the tomato sauce.

DAN Can I cut the peppers for you?

TOM OK.

DAD Just be careful with the knife.

2



TOM What are you doing, Dad?

DAD I'm putting a little cheese on the pizza.

TOM Don't do that!

DAD Too late.

3



DAD It's only cheese.

DAN The thing is, Ruby hates cheese.

DAD She hates cheese? Oh, dear.

TOM Now what?

DAN We can't make another one. We don't have time.

TOM What can we do?

4

## PHOTOSTORY: episode 5

### The pizza

- 1 Display the photos on the IWB or ask students to look at them in their books. Elicit answers to the questions. Accept any feasible suggestions even if they are proved to be wrong later by the dialogue.
- 2  2.39 Play the audio for students to listen, read the photostory, and check their ideas from Exercise 1. Elicit the answer to the question.

### Answer

Ruby hates cheese.

## DEVELOPING SPEAKING

- 3 **EP5** Elicit ideas for how students think the story might continue. Accept any suggestions, no matter how unlikely. Play the video for students to check their predictions and to find the answers to the questions. Check answers as a class.

### Answers

- 1 A restaurant / Andy's Chicken House
- 2 Because Ruby likes cheese on pizzas

- 4 **EP5** Ask students to read through the list of events quickly. Check comprehension. Ask them to work together in pairs to try to order the events from memory. Play the video for them to check their ideas and finalize their answers. Check answers as a class.

### Answers

- 1 d
- 2 e
- 3 c
- 4 f
- 5 b
- 6 a

## PHRASES FOR FLUENCY

- 1 Students find the expressions and identify the speakers. Ask them to compare their ideas in pairs before you check answers with the class.

### Answers

- 1 Tom's dad
- 2 Tom's dad
- 3 Tom's dad
- 4 Dan

- 2 Elicit translations for the expressions. Are they expressed in a similar or in a different way in the students' first language?
- 3 Students work together in pairs to order the dialogue. To check the answers, ask a volunteer pair to read the completed dialogue aloud, and ask the rest of the class to listen and check if the answer is correct.

### Answers

- 3, 1, 5, 4, 2, 6

- 4 Students complete the mini-dialogues then compare their ideas in pairs. For the whole-class check, ask a different pair to read each mini-dialogue aloud, and ask the rest of the class to check and correct the answer if necessary.

### Answers

- 1 a little; The thing is
- 2 Of course; be careful

## FUNCTIONS

### Offering to help

- 1 Students find the expressions and identify the speakers. Check answers as a class. Elicit that there are different ways of offering help. We can use *can* the same way we do when we ask for permission, or we can use *Do you want ... ?*

### Answers

- 1 Dan
- 2 Tom's dad

- 2 Students match the responses to the offers. There may be more than one possible answer in some cases.

### Answers

- a 1, 2
- b 2
- c 2
- d 1

- 3 Focus attention on the pictures. Elicit what's happening in each one. Then put students in pairs to write a mini-dialogue for each situation. Monitor, help with phrases, and check their suggestions before they finalize their dialogues. Remind them to use both ways of offering help.

### Possible dialogues

First picture: Can I help you with that? Yes, please.

Second picture: Do you want some help with your homework? No, I'm OK, thanks.

- 4 **SPEAKING** Ask two or three pairs to perform their mini-dialogues for each situation.

## DEVELOPING SPEAKING

### 3 EP5 Watch to find out how the story continues.

- 1 Who does Tom's dad call?
- 2 Why are the boys surprised?

### 4 EP5 Watch again. Put the events in order. Write 1–6 in the boxes.

- |                                     |                                                       |
|-------------------------------------|-------------------------------------------------------|
| <input type="checkbox"/>            | a The food from Andy's Chicken House arrives.         |
| <input type="checkbox"/>            | b The girls eat the pizza.                            |
| <input type="checkbox"/>            | c The boys try and take the girls to the living room. |
| <input checked="" type="checkbox"/> | d Tom's dad calls Andy's Chicken House.               |
| <input type="checkbox"/>            | e The girls arrive.                                   |
| <input type="checkbox"/>            | f The girls say hello to Tom's dad.                   |

## PHRASES FOR FLUENCY

### 1 Find the expressions 1–4 in the story. Who says them?

- 1 Of course. \_\_\_\_\_
- 2 be careful ... \_\_\_\_\_
- 3 a little ... \_\_\_\_\_
- 4 The thing is, ... \_\_\_\_\_

### 2 How do you say the expressions in Exercise 1 in your language?

### 3 Put the sentences in the correct order to make a dialogue.

- |                                     |                                                                                       |
|-------------------------------------|---------------------------------------------------------------------------------------|
| <input type="checkbox"/>            | GREG Well, I really want some lasagna. But the thing is, I don't know how to make it. |
| <input checked="" type="checkbox"/> | GREG Do you like Italian food?                                                        |
| <input type="checkbox"/>            | GREG Yeah, I don't know how to cook very well.                                        |
| <input type="checkbox"/>            | NADIA Oh. And you need a little help?                                                 |
| <input type="checkbox"/>            | NADIA Of course. I love spaghetti and stuff. Why?                                     |
| <input type="checkbox"/>            | NADIA Well, you can use my mom's cookbook. But be careful – she loves that book!      |

### 4 Complete the dialogues with the expressions from Exercise 1.

- 1 A Let's go to the movies tonight.  
B No, thanks. I'm feeling \_\_\_\_\_ sick.  
A Really? Oh, no. Do you want some help?  
B Actually, that isn't true. I'm sorry.  
\_\_\_\_\_, I don't have any money.
- 2 A Can I look at your new phone?  
B \_\_\_\_\_. Here it is.  
A Oh, it's really nice!  
B Thanks, I love it. Oh, \_\_\_\_\_! Don't break it!

## FUNCTIONS

### Offering to help

### 1 Look at the photostory again. Who says these expressions?

- 1 Do you want some help? \_\_\_\_\_
- 2 Can I cut the peppers for you? \_\_\_\_\_

### 2 Match the possible answers to the sentences in Exercise 1.

- |                                     |                          |
|-------------------------------------|--------------------------|
| a OK. Thanks!                       | <input type="checkbox"/> |
| b Yes, please.                      | <input type="checkbox"/> |
| c Sure. Here's a knife you can use. | <input type="checkbox"/> |
| d No, I'm OK, thanks.               | <input type="checkbox"/> |

### 3 Work in pairs. Write a short dialogue for each picture. Use expressions from Exercises 1 and 2.



### 4 SPEAKING Act out your dialogues.