

10 Taste this!

Unit profile

Vocabulary: Food and drink adjectives

Reading: Ollie, don't eat that!

Grammar: Present perfect and past simple;
How long? and *for/since*

Vocabulary: look, taste, smell

Listening: Food and cooking

Speaking: Ordering fast food

Warmer

Write *taste* on the board and ask 'What does this mean?' (the flavour of a particular food in your mouth). Elicit the other senses (sight, hearing, smell and touch). Then put students into small groups to discuss these questions:

- What do you usually eat at home?
- What do you like eating when you go out for a meal?

Invite different students to tell the class about someone in their group.

Your profile


Model the activity by answering the questions. Say, for example, 'Pasta is my favourite food, but I don't like carrots. I tried kangaroo in Australia!'

Discuss the first question as a class. Then get students to stand up and mingle, asking different students the second question. Tell them that the aim is to find the person who they think has eaten the most unusual food in the class.

Invite different students to tell the class what the most unusual food was and who ate it. Ask the student who ate the food to say where they ate it and if they liked it.

VOCABULARY Food and drink adjectives

- 1 Put students into pairs to identify the food in the photos. Then point to a picture and ask 'Have you eaten this? Did you like it?' Tell students to raise their hands if so, and find out who has tried the most foods.

- 2  1.32 Tell students that they are going to listen to a conversation between Matt and Ali about food. Invite them to predict what they might talk about.

Read the question aloud. Play the recording for students to listen and find out. Check the answer.

Explain that a *taste test* is a test to see whether someone can identify foods without seeing them.

Audioscript

Matt: Hi, Ali. We're doing a project in our science class. It's about what we eat and drink.

Ali: Oh, yeah. What do you want me to do?

Matt: Well, it's a taste test. I'm going to give you eight things to taste. But I'm going to cover your eyes with a scarf ... so you can't see them. Is that OK?

Ali: Er ... not really.

Matt: All you have to do is describe their taste and say what you think they are.

Ali: What kind of foods are they?


Matt: Don't worry. There's nothing horrible. You really don't need to be worried.

Ali: OK then. I'll do your taste test.

Matt: Really? Great! I'll just tie this around ... there! Here's number 1.

Answer

A taste test.

- 3  1.33 Play the recording for students to number the photos in the order in which they hear them. Allow them to compare their answers with a partner. Check answers.

Audioscript

Matt: Here's number 1.

Ali: This is delicious. It's a fruit. Pineapple, I think. It's really juicy! Can I have something to get ...

Matt: Number 2.

Ali: Ugh! That's really sour. What is it? Lemon juice? It's horrible. I need a drink now ...

Matt: This is number 3.

Ali: Ew! This is disgusting. It's cold and tastes like rice and raw meat! Hold on, it's not as bad as I thought. It tastes fishy. Is it sushi? You know, raw fish. Salmon or something like that?

Matt: Number 4.

Ali: Well, it's obviously curry and it's really tasty, but it's also quite spicy. I love spicy food. Oh, it's very spicy ...

Matt: Now, number 5. It's a drink, so be careful.

Ali: Mmm ... ! It's warm and oh, it's really bitter! What is it? A strong coffee? It tastes like coffee ... Like black coffee ...

Matt: Number 6.

Ali: Nice. Something sweet after that bitter coffee. It's just cake, I think. Is that right?

Matt: OK, number 7.


Ali: Mmm. It's hard and very cold. It doesn't really taste of anything. Is it some type of frozen vegetable? A pea or something like that? It feels like a pea but I can't taste anything ...

Matt: And finally, number 8.

Ali: Mmm ... this tastes like bread. Mmm, delicious. It's still warm – it must be really fresh.

Answers

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

- 4  1.34 In pairs, students match an adjective to the food. Tell them to use each word once only. Play the recording for them to listen and check.

Drill pronunciation of the adjectives and nouns. You may need to pay attention to *sour* /saʊə/ and *raw* /rɔ:/.

Audioscript

Narrator: 1 juicy pineapple	Narrator: 5 bitter coffee
Narrator: 2 sour lemon juice	Narrator: 6 sweet cake
Narrator: 3 raw salmon	Narrator: 7 frozen vegetables
Narrator: 4 spicy curry	Narrator: 8 fresh bread


Extension activity

Put students into pairs to write a list of five foods. Ask them to think of adjectives to describe them. They can include colour, shape and size, as well as the adjectives from exercise 4.

Put pairs together to form groups of four. Pairs take turns to describe their food for the other pair to guess. They should award one point for each correct answer. Tell them that they are only allowed three guesses for each food. The winner is the pair with the most points.

Answers

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

- 5**  **1.35** Tell students to look at the four adjectives and decide whether they are positive or negative (*delicious* and *tasty* are positive, *disgusting* and *horrible* are negative). Ask them to complete the exercise in pairs. Play the recording again for them to check their answers.

Audioscript

Narrator: 1	
Ali:	This is <u>delicious</u> . It's a fruit. <u>Pineapple</u> , I think.
Narrator: 2	
Ali:	Ew! This is <u>disgusting</u> . It's cold and tastes like rice and raw meat! Hold on, it's not as bad as I thought. It tastes fishy. Is it <u>sushi</u> ?
Narrator: 3	
Ali:	What is it? <u>Lemon juice</u> ? It's <u>horrible</u> .
Narrator: 4	
Ali:	Well, it's obviously <u>curry</u> and it's really <u>tasty</u> .

Answers

1 delicious pineapple 2 disgusting sushi
3 horrible lemon juice 4 tasty curry

- 6** Put students into groups of six, and tell each student to choose a different question. They take turns to ask their question to the group.
Feed back as a class.

EP Word profile

Tell students to read the three sentences and ask whether they think *really* has the same meaning in each one (no).

Put them into pairs to discuss the meaning of *really* in each sentence. Ask them to share their ideas with the class (sentence 1 = *very*; sentence 2 = it is used to express surprise at what someone has just said; sentence 3 = *no*).

Monitor as students complete the exercises on page 125. Check answers.

Answers

1 e (emphasising) 2 d (not really) 3 a (really?)
4 c (very great) 5 b (fact)

READING

- 1** Ask students to read the title and to say who they think Ollie is and what he tried to eat (his pet turtle). Set a short time limit for them to scan the text quickly to find out.
Elicit what is missing from the interview (the questions). Then put students into pairs to read it quickly and say what they think the questions might be.
Tell them to read the missing questions and decide in pairs which is the right place to put them in the text. Invite different students to give their answers.

Answers

1 b 2 a 3 d 4 e 5 c

- 2** Tell students to cover the text and say what they remember about it. Ask them to read the sentences and think about what information goes in each space, e.g. is the missing word a number, an adjective or something else?
Students read the text and complete the sentences in pairs. Point out that they must use the information from the text, but they may not find exactly the same words.
Invite different students to read out the sentences.

Answers

1 two 2 dad 3 nice 4 allow 5 meatier 6 can
7 sweet 8 ill

- 3** Ask students to look at the highlighted words in the text and to decide in pairs what they mean from the context. Tell them to choose the correct definition for each word, as in the example. Ask them to compare their answers with another pair before checking as a class.
Feed back as a class.

Answers

1 b 2 b 3 a 4 a

Talking points

Tell students to read the questions and make notes about what they think. Then ask them to exchange ideas with a new partner. Share some ideas as a class.

GRAMMAR Present perfect and past simple

- 1** Books closed. Ask students what they remember about the present perfect and how it is different from the past simple. Read out the example sentences from exercise 1 to help.

Book open. Tell them to look at the two sentences and complete the rules in pairs. Check answers.

→ Grammar reference Student's Book page 147

Answers

a present perfect **b** past simple **c** present perfect

- 2** Put students into mixed-ability pairs to read the sentences and to choose the correct option.
Invite different students to read out the sentences with the option they think is correct. Ask them to explain why.

Answers

- 1** wasn't (the party is finished)
2 had (this happened yesterday)
3 've been (an experience in life)
4 Have you ever (an experience in life)
5 went (this happened on Sunday)
6 've never ordered (an experience in life)

- 3** Ask students which tense they think the first question in each item should be and why (present perfect because they relate to general experiences in our life). Ask them how they will answer the questions (*Yes, I have / No, I haven't*).

Ask students which tense the second question in each item should be and why (past simple because they are about one specific experience in the past). Ask them how they will answer the questions (by providing more information in the past simple).

In pairs, students make the questions. Then tell them to practise asking and answering them with a new partner. Check answers.

Mixed ability

Write the present perfect and past simple question forms on the board for weaker students to refer to (*present perfect: Have you ever + past participle; past simple: question word + did + person/pronoun + infinitive*).

Encourage stronger students to complete the activity without looking at the prompts on the board.

Answers

- 2** Have you ever made anyone angry? Who was it?
3 Have you ever forgotten your homework? What did your/the teacher say?
4 Have you ever eaten out with your friends? Where did you go?
5 Have you ever won anything? What did you win?

How long? and for/since

- 4** Books closed. Tell students about yourself. Say, for example, 'I've taught English for (three) years. I've lived in (name of town/city) for seven years. I've had these shoes since January.'

Ask some questions using *How long...?* For example, 'How long have you studied English?', 'How long have you lived in (name of town/city)?' and 'How long have you had those shoes?' Students may or may not answer using *for* or *since*.

Books open. Tell students to read the sentences and complete the rules in pairs.

Answers

a How long **b** since **c** for

- 5** Put students into new pairs and ask them each to decide whether they are 'A' or 'B'. 'A' students work individually to find the time phrases which use *for* and 'B' students do the same for *since*. They compare answers and discuss any differences of opinion. Check answers.

Answers

for: three weeks, a long time, a few years
since: this morning, 2010, Monday, four o'clock, midday

- 6** Explain that students should complete the rest of the sentences so that they are true for them. Ask which tense they will use (present perfect) and why (because the sentence describe life experiences).

Monitor as they complete the sentences individually. Invite different students to read out their sentences.

Answers

1 haven't missed **2** have been **3** haven't eaten
4 has worked **5** haven't done **6** have lived

Corpus challenge

Refer students to the sentence and ask 'When did the friendship start?' (in the past / four years ago), 'Is it still true now?' (yes) and 'Can we answer the question *How long ...?*' (yes).

Put students into pairs to find and correct the mistake (we use the present perfect to talk about the duration of a present action. It is often used with the preposition *for*).

Answer

We have been friends for four years.

- 7 Write *How long?* on the board and elicit some questions using this expression. Tell students to work in pairs to write the questions from the prompts, using *How long?* and the present perfect.

Invite different students to read the questions. Then ask two students to read the example conversation aloud. Put them into new pairs to ask and answer the questions.

Invite different pairs to ask and answer the questions in front of the class.

Answers

- 2 How long have you studied English? I've studied English for/ since ...
3 How long have you been in this class? I've been in this class for/since ...
4 How long have you lived in your home? I've lived in my home for/since ...

VOCABULARY *look, taste, smell*

- 1 Elicit the five senses (smell, taste, sight, hearing and touch). Ask students which senses they use most often when they eat (look, smell, touch and taste).

Tell them to look at the three sentences and the words which come after the verbs. Ask 'Which part of speech are these words?'


Answer


adjectives

- 2 Tell students to look at the pictures and say what they can see. Then ask them to look at the example conversation and invite two students to read it aloud.
Put students into pairs. Monitor and join in as they describe the pictures for their partner to guess. Ask two pairs for each picture to have their conversations in front of the class.

LISTENING

- 1 Model the activity by giving your own answer. Say, for example, 'I cooked lunch for my sister. I made roast chicken and salad, and a big cake.' Put students into pairs to discuss the questions. Ask three or four students to tell the class about their partner's experiences.
- 2 Ask students some questions about the pictures, e.g. 'Did you cook when you were younger?', 'Where do you get your recipes from?' and 'Do you like vegetarian food?'
Tell students that they are going to listen to five people talking about food. Ask them to read the questions and work in pairs to make a list of words they might hear.
Invite students to call out the words and write them on the board to check spelling.

- 3  Preliminary Listening Part 1 tests students' ability to identify important information from short monologues or conversations. It consists of seven listening texts, each with a question and three pictures. Students listen and choose the picture which best answers the question. They hear the recording twice.

 1.36 Play the first extract. Then tell students to read question 1 and play it again for them to choose A, B or C.

Play the whole recording, pausing after each extract. Ask students to compare their answers with a partner. Then play it again without pausing. Check answers.

Audioscript

Narrator: 1

Man: So, did you cook a lot when you were younger?

Girl: Yes, I made cakes with my mum, and my dad always said they tasted really good. But that was when I was quite young.

Man: And now?

Girl: Well, I can fry an omelette, but I've never cooked a whole meal. I tried to grill some frozen beef sausages last week, but when we tried to eat them, they were still frozen in the middle!

Narrator: 2

Boy: I love cooking. I make dinner for my parents about once a week. I've made a lot of different things. I don't have many recipe books, and I've never had any lessons. I usually use recipes I find on the internet. I can make a very good chicken and vegetable soup, but my sister is better. She makes fantastic curries. They smell incredible!

Narrator: 3

Boy: You're cooking tonight, aren't you? Your parents must be pleased.

Girl: Oh, I don't cook for them. My parents usually eat meat or fish for dinner, but I don't eat meat. That's why I do a lot of cooking.

Boy: Don't you like your mum's cooking?

Girl: Well, she can cook vegetarian food, but I'm the only vegetarian in my family, so I can't really expect my mum to cook for me every day.

Narrator: 4

Man: OK, I just wanted to let you know what the arrangements are for lunch. The cafeteria is open from 12 till 2. There's usually a selection of hot food, like mushroom soup or burgers and chips. There's always a special meal of the day, too. I think it's pizza today. If you just want a snack, they usually have lots of different sandwiches to choose from.

Narrator: 5

Girl: Hi, James. Mum wants me to check that you can still come for dinner tomorrow evening.

Boy: Yes, that's fine. We're looking forward to it.

Girl: Oh, good. I was just wondering if there's anything you or Sara don't eat? I think we might have roast lamb.

Boy: Yes, lamb would be fine, or chicken. Sara doesn't like fish, so it might be best to avoid that.

Girl: OK, great.

Answers


1 A 2 A 3 A 4 B 5 C

SPEAKING Ordering fast food

- 1 Tell students to read the menu and to ask and answer the questions with their partner. You could revise saying prices before you do the activity (£ = pounds, p = pence). Invite different students to give their answers.

Answers

- 1 vegetarian 2 £3.39 3 lettuce and tomatoes
4 long, thin pieces of potato that have been cooked in hot oil
5 for small and large sizes


- 2  1.37 Tell students to read the questions and then play the recording. Allow them to compare their answers with a partner before checking as a class.

Audioscript

Server: Hi. What can I get you?
Jess: Could I have a chicken burger, please?
Server: Of course. Any salads or side orders?
Jess: I'll have some French fries, please.
Server: Large or small?
Jess: Small, please.
Server: OK. And to drink?
Jess: I'd like an orange juice, please.
Server: OK. Eat in or take out?
Jess: Eat in, please.
Server: That's £5.99, please.
Jess: Here you are.
Server: Thanks. Here's your change.
Jess: Thanks.
Server: Your meal will be ready in a couple of minutes.
Jess: Thanks.

Answers

A chicken burger, small French fries and an orange juice; £5.99

- 3  1.37 Drill the questions from the *Prepare* box, encouraging students to copy your intonation. Play the recording again for them to listen for the phrases and to make a note of who says them. Check answers.

Answers

Server: What can I get you? And to drink? Eat in or take out?
Here's your change.
Jess: Could I have ..., please? I'll have ..., please. I'd like ..., please. Here you are.

- 4 Monitor and help as students take turns to be the server and the customer. Give positive feedback when they use phrases from the *Prepare* box.
- 5 Invite pairs to act out their conversation in front of the class. To check whether other students are listening, ask them to repeat the orders that were placed.

Cooler

Divide the class into two teams and ask them to form a line. Whisper a fast food order into the first student's ear in each team. Students must pass the order down the line (whispering) until the last person hears it. This student must come to the board and write the order without spelling mistakes.

Project

Tell students that they are going to carry out a survey into the food preferences of their classmates.

Brainstorm types of meals, e.g. fast food, healthy food, home-cooked food, traditional food, restaurant food, spicy food, French food.

Put students into pairs to write ten questions about food preferences and eating habits, e.g. *How often do you eat in a restaurant? Do you like fast food? What kind of food do you eat at home? Do you like spicy food?*

Monitor and help as they are working.

Then put pairs together to ask and answer each other's questions and keep a record of their answers.

Students use the information they have collected to prepare a chart. Ask them to use any available software to prepare a chart of their choice (a bar chart, pie chart, or other way of presenting the information).

Students present their findings in the following class.

Display the charts around the classroom or publish them on the class blog, if you have one.

Teacher's resources

Student's Book

Grammar reference and practice page 147

Vocabulary list page 132

Video

Taste this

Workbook

Unit 10, page 40

Go online for

- Pronunciation
- Progress test
- Video extra worksheet
- Corpus tasks