

6 Creative eating

Unit profile

Vocabulary: Food and drink: phrasal verbs
Reading: *Stefan Gates: Food adventurer!*
Grammar: Present perfect and past simple
Vocabulary: Forming adverbs
Listening: A podcast about a TV show
Speaking: Asking for and giving advice


Warmer

- 1 Put students into groups of four. Tell them to write the letters A–Z down one side of a piece of paper.
- 2 Tell students they have three minutes to think of an item of food for as many of the letters as possible, e.g. *apple, bread, chocolate*.
- 3 After three minutes, find out how many items students have, and get the group with the most to read theirs out. Ask other groups if they have any items for any letters this group didn't have.
- 4 Tell students to put the items into groups, e.g. *fruit, vegetables, meat, dairy, fish*.

Your profile

Ask students what they think the expressions *live to eat* and *eat to live* mean. Can they translate them into their own language? Take a class vote by getting students to raise their hands on whether they live to eat or eat to live, and nominate individuals to explain why.

- 3 Model the activity by nominating a stronger student to ask you two or three questions which you respond to. Then put students into pairs to take it in turns to ask and answer the questions. Invite them to share anything interesting they found out about their partner with the class. As an alternative, this could be set up as a class survey. Tell students to choose one question to ask as many people as possible in five minutes. After five minutes, give them time to summarise their findings. Nominate one student per question to report back to the class.

- 4  1.17 After listening to the recording, take a class vote on who students feel they are most similar to, and discuss reasons as a class.

Answers

- 1 live to eat
- 2 eat to live

Audioscript

Alexandra: Eating has always been a big deal for me and my family. We cook together, sit down together every evening and eat out together around once a week. I try to eat up everything on my plate – even if it's not my favourite. I hate wasting food. I can't imagine just heating up something in the microwave. Cooking is a lot of fun. You need to make time for it.

Milo: I like eating, but it's no big deal. I tend to live on salads in the summer or something like baked potatoes when it's colder. Sometimes I'm guilty of filling up on crisps or biscuits between meals, which means I end up not eating a proper meal in the evenings. I know that's not good for you so I'm trying to cut down on that.

VOCABULARY Food and drink: phrasal verbs

- 1 Match the first question as an example with the class and then tell students to complete the exercise individually. Monitor and help as necessary. Allow them to compare their answers with a partner before checking as a class.

Answers

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

- 2 If students found exercise 1 easy, ask them to cover it and to try to write the phrasal verb next to each definition in this exercise. If they struggled with exercise 1, then simply do this as a matching exercise individually. Check answers.

Answers

1 eat out 2 eat up 3 heat up 4 go off 5 cut down on
 6 live on 7 fill up 8 cut out

READING

- 1 Check that students understand *produces TV programmes* (organises the practicalities and financial issues when making a TV programme). Tell students to rank the list in an order from the activity they would most like to do (1) to the one they would least like to do (5). Put them into pairs to compare their order and explain their reasons. Ask students to read the text and find out which activities Stefan does.

Answers

writes books
 invents recipes
 presents TV programmes

- 2** Elicit some question words and write them on the board (e.g. *where, how many, why, what*). Ask students to read the text again and to highlight the answers given. Put them into pairs to decide which question word goes with each answer (for example, the answer to question 1 is a percentage, so the question will begin *How much*). Do the first question as an example and then tell students to complete the exercise individually. Check answers, encouraging stronger students to explain why their chosen question word is correct.

Mixed ability

Put students into mixed-ability pairs. Encourage stronger students to explain the rules for writing questions to weaker students.

Fast finishers

Ask fast finishers to find three more facts in the reading text. They should give these facts to another fast finisher who should write a question for each one. Elicit one or two examples when checking answers to exercise 2.

Answers

- 1 How much of our lives do we spend feeding ourselves?
- 2 Where did Stefan first discover his passion for food?
- 3 Which place did Stefan and his family visit on the way home from Japan?
- 4 How was Stefan discovered as a presenter?
- 5 How many TV series has Stefan made?
- 6 What is *igunaq*?
- 7 Why does Stefan visit street markets in countries he visits?
- 8 Why does Stefan always carry a stove on his trips?
- 9 When does Stefan think eating bugs will become widely acceptable?
- 10 Why does he recommend cooking salmon in a dishwasher?

- 3** Encourage students to do this activity without a dictionary. It is useful for them to try to guess the meaning of words from the context, for example, by looking at the words before and after the unknown word. Allow students to compare their answers with a partner before checking as a class. Clarify any words that students are unsure of, and check their pronunciation of each one. This will vary depending on their native language, but *unfamiliar* /ʌn.fə'mɪl.i.ə/, *adventurous* /əd'ven.tʃər.əs/ and *raw* /rɔ:/ could be difficult.

Mixed ability

Allow weaker students to use a dictionary for this exercise.

Fast finishers

Ask fast finishers to think of one or two other nouns that each adjective could describe, e.g. *an unfamiliar place* or *face*, and to feed these back when checking answers to exercise 3.

Extension activity

Ask students to write sentences using three of the highlighted adjectives to describe the activities they enjoy doing now. Elicit an example sentence for each adjective.

Answers

- 1 unfamiliar 2 obsessed 3 fascinated 4 melted
5 adventurous 6 rotten 7 extreme 8 raw

Talking points

Put students into pairs to discuss the questions. Monitor and give positive feedback for interesting ideas. Share ideas as a class.

EP Word profile

Ask students to explain each use of the phrases with *live* to their partner. Discuss ideas as a class. Then set the exercises on page 123. Check answers. Nominate individuals to share their answers to exercise 2 with the class.

Answers

- 1 live up to 2 lives for 3 live on 4 live up to 5 lived for
6 lived on

Cooler

Tell students that some two billion people worldwide eat insects as they can be an excellent source of nutrition. Some of the most popular insects are beetles, butterflies, wasps, bees, ants, crickets and flies. Put students into small groups to discuss if they have ever eaten these insects and if there are any they would/wouldn't like to try. Ask students which ones they think taste like:
peanuts or almonds (*bees*)
cheese (*flies*)
shrimp (*crickets*)

GRAMMAR Present perfect and past simple

- 1** Books closed. Ask students to write down three things they did last week and three things they haven't finished yet. Remind students that both tenses talk about completed events, that the present perfect is used to talk about events in an unfinished period of time and that the past simple is used to talk about events in a finished period of time. Elicit an example sentence for each tense, e.g. *It rained yesterday. It's been raining today.* Books open. Tell students to compare their sentences with the ones on the page and to complete the example sentences. Check answers.

Answers

- 1 's made 2 hasn't found 3 has, resulted 4 worked
5 has gained

- 2 Put students into same-ability pairs to match the examples to the rules. Monitor and help as necessary. Nominate stronger students to give the answers.

→ Grammar reference Student's Book page 143

Answers

- 1 rule d 2 rule c 3 rule b 4 rule e 5 rule a

- 3 Tell students to read the first part of the article quickly, ignoring the gaps, to find out what Sam's idea was (*a cookbook for teenagers*). Ask them to choose the correct verb form individually, before comparing their answers with a partner. Check answers and encourage students to explain why their chosen answer is correct.

Answers

- 1 've probably heard 2 's been 3 was 4 made
5 began 6 's become 7 's appeared 8 have bought

- 4 Ask students to complete this exercise individually and to then compare their answers with a partner. Check answers as a whole class, again making sure students understand which rule or use is being applied. Alternatively, you could make this into a competition. Put students into small groups and tell them they have 1,000 points. Students should read the sentences and say which ones they think they can correct. Ask how many points they want to spend on each sentence and let the team with the highest amount make the correction. If they are right, then they win the points. If not, they lose the points. The winning team is the one with the most points at the end. If they lose all their points, students are out of the game.

Mixed ability

Make sure the teams are mixed-ability to avoid demotivating weaker students.

Answers

- 1 invited 2 's never been 3 's always wanted 4 wrote
5 hasn't replied 6 's ever made 7 have asked
8 haven't given

Corpus challenge

Ask students to work with a partner and brainstorm time phrases that are used with the past simple, present perfect and both, e.g. *ago*, *last year*, *since* etc. Elicit some examples and then set the task in the book. Time expressions such as *last week* need to be used with the past simple, not the present perfect.

Answer

I read about this job in the local newspaper last week.

VOCABULARY Forming adverbs

- 1 Books closed. Write *-ly* on the board, and put students into pairs to make a list of as many words ending in *-ly* as possible in two minutes. Tell students that this is the most common ending for adverbs. Ask the pair with the longest list to read it aloud. Can anyone add more adverbs to it? Books open. Monitor as students complete the table and check their answers in the text on page 37. Highlight some of the spelling rules, e.g. double *l* when the adjective ends in *l*, *-ily* when the adjective ends in *-y*, no *-e* when the adjective ends in *-e*, and *-ally* when the adjective ends in *-ic*.

Answers

- 1 bravely 2 typically 3 happily 4 incredibly
5 enthusiastically

- 2 Set this exercise as individual work and then ask students to compare their answers with a partner before checking as a class. Then put students into pairs and tell them to take turns miming the sentences to each other and guessing the sentence being mimed.


Extension activity

Tell students to write questions with three of the adverbs, e.g. *When did you last accidentally hurt yourself?* Monitor and help with vocabulary and question structure. Put students into pairs to ask and answer the questions. Elicit some questions and answers from the class.

Answers

- 1 accidentally 2 basically 3 considerably 4 necessarily
5 physically 6 completely 7 extremely 8 terribly

LISTENING

- 1 Check students understand the words in the box (*amateur: taking part in something for fun, not as a job; chef: professional cook in a restaurant; contestant: someone who enters a competition; knock out: defeat*). Ask students to give you an example sentence using each one to check comprehension. Put them into pairs to discuss the questions. Elicit ideas from the class for each one. If you have a similar show in your country, find out if your students watch it and why / why not.
- 2  1.18 Play the recording and ask students to check their predictions to questions 1 and 2. Check answers. Remind students that it is often a useful strategy to make predictions when reading comprehension questions, as this focuses their attention on what the missing information may be.


Answers

- 1 It's a competition for amateur chefs.
- 2 The contestants learn a new skill and use it to cook something. At the end of the show, one of the contestants is knocked out.
- 3 and 4 Students' own answers.

Audioscript

Jack: The subject on this week's podcast is cooking and my guest today is Carrie Reece. Carrie's a presenter on the TV shows *Top Chef* and the version for fourteen- to eighteen-year-old cooks, *Teenage Top Chef*. Carrie, for listeners who have never seen the programmes, can you tell us a bit about them?

Carrie: Yes. Basically, *Top Chef* and *Teenage Top Chef* are competitions to find the best amateur chefs in the country. Each week we teach the contestants a new skill and they have to use it to cook something. At the end of each show, one of the chefs is knocked out of the competition. This goes on until there is just one chef left.

3  **1.19** This exercise is related to *First Listening* Part 4, a multiple-choice exercise (each question has three options). Ask students to read the questions and predict which options will be correct. Point out that the actual exam task has seven questions and is slightly longer. Play the recording. Allow students to compare their answers with a partner before checking as a class.

Answers

- 1 B – A is ruled out because the speaker makes it clear that you need to be good at cooking, and C is also wrong because contestants do get a little stressed at times, as in the adult version.
- 2 C – Although she has a job to go to after the course, she is not working at the moment, and B is not suggested, even though a previous café job is mentioned as distraction.
- 3 A – There is nothing to suggest that Carrie finds B or C enjoyable, whereas she does get satisfaction from seeing the contestants make progress.
- 4 B – A is not suggested, although there is distraction in 'they don't seem to be worried about experimenting with food', and C is wrong because Carrie says that they are often not as good as the adults at general skills.
- 5 A – B is wrong because Carrie is talking about the application stage rather than the actual cooking of the dish, although there is distraction in her comment 'we don't actually get to taste what you've cooked'. C is not suggested and she advises people to do something original.

Audioscript

Jack: Thanks. So apart from the age of the contestants, are the two versions of the show the same?

Carrie: Well, they're very similar, yes. Contestants on *Teenage Top Chef* still need to be quite good to take part, so don't apply if you're terrible at cooking! But the cooking challenges on *Teenage Top Chef* are quite different. They're aimed at young people a little more – for instance, one week contestants are going to cook for a famous pop group – I can't say who, so don't ask! However, the challenges are never easy so contestants will get a little stressed at times, as they do in the adult version!

Jack: Now, the winner last year was seventeen-year-old Josie Edwards. Where is she now?

Carrie: Well, before she entered the competition, she was working in a café. She's left that job now and she's decided to go back to studying. She's started a catering course and she's doing very well. She's already managed to get a job at one of London's best restaurants but she won't start that until she finishes the course.

Jack: Wow! That's impressive! Tell us, what's it like presenting a show like *Teenage Top Chef*? Don't you get bored of eating all that food?

Carrie: Never! Naturally, I do tend to fill up on the food I taste for the show – some days I try five or six different meals and desserts and other stuff. It means that I'm never hungry enough to cook when I get home. But the job is amazing. I'm really lucky. It's so incredible to see how the contestants develop and learn new things each episode. I really love that.

Jack: How do the teenage contestants compare to adult contestants?


Carrie: Well, one thing that many younger people seem to be much better at is thinking of original ideas. I didn't expect that. They just don't seem to be worried about experimenting with food and ways of cooking. They're often not as good at general skills – things like using knives and organisation. That's just experience I think. By the end of the competition some of them get very good, though.

Jack: And what advice do you have for young people who are interested in getting on the show?

Carrie: Well, last year around two thousand people applied for the show! And we have to choose just thirty! The first stage of the application is to cook something at home, write down the process – that is, how you made it, and take photos of the final dish. It's good to make something original – something very easy, like a pasta dish, might not look very exciting. But at the same time, something really complicated can be difficult to explain. So don't do that. After all, we don't actually get to taste what you've cooked!

Jack: OK. I'm sure our listeners will find that advice useful. Thanks very much for coming on the podcast, Carrie. And just to remind everyone, the final date for applications is the thirty-first of January.

SPEAKING Asking for and giving advice


- 1  1.20 Tell students they are going to listen to a conversation between two friends, Mia and Ellie. Ask them to look at the picture and guess what Mia is planning and what advice Ellie gives. Play the recording and check answers.

Answers

Mia is planning to make lunch for her mum's birthday. Ella recommends looking online for recipes, choosing something simple and practising the day before.

Audioscript

- Mia:** Ellie! You can cook, can't you? It's my mum's birthday next month and I offered to make lunch for everyone. But I need some ideas. Do you know any good websites or books?
- Ellie:** Well, in general I'm not a big fan of recipe books. But I have just bought this one.
- Mia:** That looks brilliant. Can I borrow it?
- Ellie:** Yes. But I haven't read it yet! Have you thought of looking online?
- Mia:** What's the best way to find stuff?
- Ellie:** Search for 'simple recipes for big families'.
- Mia:** OK.
- Ellie:** Don't bother paying for anything, though – there's plenty of free stuff.
- Mia:** Sure. Any other tips?
- Ellie:** I'd recommend choosing something simple to cook – something that you could do most of the preparation for the day before. Also, it's worth practising the recipe before the big day.
- Mia:** That sounds like a sensible idea. Thanks Ellie!

- 2  1.20 Give students a few minutes to read through the expressions and clarify any they are not sure about. Play the recording again and ask students to number them in the order they hear them. Stop the recording after each expression to give them time to note the order. Check answers.

Extension activity

Put students into pairs and tell them to have a conversation about any topic they want, using as many of the phrases as possible, as quickly as possible. Ask students to raise their hands once they have finished. When most of the class have finished, get the pair that finished first to hold their conversation again in front of the class. The rest of the class should listen and check they have used the phrases accurately.

Answers

Do you know any good ...? 1
What's the best way to ...? 5
I'd recommend ... 7
It's worth ... 8
Have you thought of ...? 4
I'm not a big fan of ... 2
Don't bother ... 6
That sounds like a sensible idea. 9
That looks brilliant. 3

- 3 Model the first one as an example, and elicit recommendations, e.g. *one with unlimited internet access, one without a contract*. Tell students to read through the remaining situations and to think of recommendations they might give. Then ask them to share these recommendations with a partner. Discuss some ideas and reasons with the class.
- 4 Ask students to have a short conversation on each topic using phrases from the *Prepare* box. Tell them to tick off the phrases they use while they speak. Nominate pairs to model each conversation to the class, who should listen and check which phrases are used.

Cooler

Put students into small groups to discuss these questions:

What's the best advice you've ever been given?
How does it make you feel when you get advice you didn't ask for?

Ask one or two groups to report back to the class.

Project

Tell students to imagine they are going to enter *Teenage Top Chef* and that they should use the internet to research what dish they are going to cook, the ingredients they need and how to cook it. In the following class, put students into groups to explain how to cook their dish and to say why they would cook it. In their groups they should choose their favourite dish and share this with the class.

Teacher's resources

Student's Book

Grammar reference and practice page 143

Vocabulary list page 131

Video

Weird food

Workbook

Unit 6, page 24

Go online for

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

Culture

Typical food

Learning objectives

- The students learn about the changes in local cuisine that have occurred around the world.
- In the project stage, students produce a brochure for tourists showing typical local dishes and ingredients.

Warmer

- 1 Play 'Find someone who ...'. Write these statements on the board:

Find someone who ...

can cook food from a different country

has eaten food from a different country

can name typical food from five different countries

has eaten sushi or curry this week

- 2 Ask students to walk around the classroom and talk to each other to find someone for each statement. Feed back as a class.

- 1 Put students into pairs to discuss the question before reading the text to find the answer. Direct them to the sub-titles of each section and the title of the text and ask where in the text they are likely to find the answer (the final paragraph). Tell students to read the text to check their predictions. Check answers.

Answer

Food is transported all around the world, so we are not limited to local ingredients. TV and the internet make it easy to share recipes. This change can be bad for the environment and lead to a loss of local recipes.

- 2 Give students a few minutes to read the sentences and complete them with their own ideas. Then ask them to compare their ideas with a partner and to discuss where they might find the answers in the text. Tell students to check their answers in the text, and then check as a class.

Mixed ability

Ask weaker students to work in pairs to answer the questions in exercise 2. They should answer three questions each and the fastest student should answer the last question. Stronger students can complete the exercise individually.

Fast finishers

Ask fast finishers to think of reasons why their country's traditional food is or isn't popular internationally. Discuss some ideas after checking answers to exercise 2.


Answers

- 1 is a native plant. 2 seafood. 3 it goes off.
- 4 it's a traditional way of preserving food.
- 5 is made from raw fish. 6 South America.
- 7 it leads to pollution.

- 3 Monitor and join in as students discuss the questions in small groups. As a challenge, you could ask them to think of a minimum of three answers for each question and set a time limit of two minutes. Nominate groups to feed back on a different question, and discuss ideas as a class.


Extension activity

Give students one minute to write down as many ingredients as possible with a partner. After one minute they should swap their list with another pair, but only one person in that pair should read the list. This student then has one more minute to describe as many of the ingredients on the list as possible without naming them. Their partner should try to guess the ingredients. The winning pair is the one to describe and guess the most ingredients.

- 4  1.21 Write *pizza*, *curry* and *sushi* on the board and elicit what students know about them. Find out which ones they have tried and find out whether or not they like them. Tell students that they are going to listen to the stories of these foods. Before they listen, ask them to tick the words they expect to hear. Nominate individuals to tell you which words they have ticked and why for each different food. Play the recording and then check answers.

Answers

- 1 tomato, street, meat, immigrants
- 2 vegetables, take-away, expensive
- 3 seafood, egg, mango

- 5  1.21 Ask students to read the questions and to answer any they can remember from the first listening. Play the recording again for them to check their answers.

Answers

- 1 a 2 b 3 b 4 b 5 a 6 a

Audioscript

Narrator: One.

Everyone knows what pizza is, and most people also know it was an Italian invention. The first pizzas were made in the city of Naples in the early 1800s, when people started putting tomato paste on flatbread, often as a simple form of street food. Then they started adding other ingredients, such as cheese and meat, and making pizza with different types and shapes of base. Pizza soon became popular all over Italy, with local variations of ingredients and styles.

Then Italian immigrants introduced their different recipes for pizza to the United States. At first, pizza was eaten mostly by Italian-Americans, but in the 1950s it became popular among the general public, with pizzerias and pizza delivery companies in every town and city. With this popularity came another new explosion of variety, when people started making pizzas with any ingredients they liked.

Narrator: Two.

Curry is a spicy dish made with vegetables or meat, which is typical in Southeast Asian countries, such as India and Pakistan. However, curry has also become a popular food in other countries around the world, most especially the United Kingdom. In fact, curry is now as popular there as traditional British dishes.

Curry started becoming popular in the UK in the 1800s, when the first curry houses opened in London. At first, curry dishes were more popular among immigrants from Southeast Asia, but gradually they gained a following among British people as well, especially working-class people in London's East End area. In the 1950s and 1960s, curry became increasingly popular as a fast food or a cheap take-away meal. In more recent years, the British attitude to curry has started to change again, with more expensive restaurants also offering these dishes. It seems that curry is now becoming a 'posh' food, and people expect higher quality, with more authentic ingredients.

Narrator: Three.

Sushi is a Japanese dish that consists of cold rice, seasoned with vinegar, and served with raw fish or seafood, such as tuna and crab. The original version, called nigiri, or hand-rolled, sushi, was invented in Tokyo almost two hundred years ago, by a street vendor named Yohei Hanaya. He made finger-shaped rolls of rice with raw fish on top as a new type of street food, which then became very popular among working-class people. Since then, more forms of sushi have been invented, using many other ingredients, such as egg, spices and vegetables.

In recent years, sushi has undergone a new change, becoming once again a popular food, and even a fast food. New versions have also appeared, such as the California roll, made with rice, crab meat and cucumber. This new form of sushi became popular in California during the 1970s and started a new trend across the United States, and then around the world. Now many other variations exist, with a variety of ingredients, such as Mango roll and Hawaiian roll.

Cooler

Put students into small groups and ask them to discuss any international food they have tried. What do they like and dislike? What international food would they like to try? What would they not like to try? Share ideas as a class.

Project

Put students into small groups and ask them to make a list of typical dishes from their country or region. When creating their brochure, allow time for researching pictures that they can use. You may need to pre-teach some cooking vocabulary to help with the final step, e.g. *chop, slice, boil, bake*. As a fun additional activity, you could get students to mime cooking the dishes they have on their brochure. The rest of the class should guess what they have included. Display the brochures around the room and, as a class, choose the best dishes to promote internationally. If you have a school blog, students could post their brochures online.