

FUNCTIONS

Talking about food and dishes

STRUCTURES

Object personal pronouns

VOCABULARYadult bird cut dish forget fry inside mix
outside photo recipe secret send try (=taste)**Food**boiled egg dessert ketchup lettuce
mayonnaise mushroom mustard omelette
salad sauce seafood spaghetti steak tuna**Vocabulary** CD2 38**AIMS:** • to introduce more food-related vocabulary

- Ask Ss to look at the pictures and tell you what they see (*pictures of four different dishes*).
- Ask Ss to tell you if they have tried any of these dishes and whether they liked them or not.
- Elicit answers and initiate a short discussion.
- Ask Ss to come up with any words they know related to the content of the corresponding pictures and write them on the board.
- Allow Ss some time to match the descriptions with the dishes. Encourage Ss to look for the words you have written on the board in the descriptions to help **lower-performing Ss**.
- Play the recording and have Ss check their answers.

KEY

1. b 2. d 3. c 4. a

- Ask Ss if they have any of these dishes for breakfast, lunch or dinner.

Read**A** CD2 39

AIMS: • to present vocabulary, structures and functions in the context of two texts
• to give Ss practice in identifying the main idea of a text



- Draw Ss' attention to the pictures and ask them what they see (*two chefs, a spaghetti dish, a nest made from chips with three eggs on top*).
- Ask Ss to read the title and the introduction on the webpage.
- Explain the word *recipes* (*instructions on how to cook dishes/desserts*). You can use L1 to help Ss understand the meaning.
- Ask Ss the question in the rubric and elicit answers. Do not correct them at this stage.
- Play the recording and have Ss follow in their books. Tell them to underline any unknown words at the same time.

- Check Ss' predictions (*This is a webpage with recipes written by two chefs. The first recipe is for a dessert that looks like spaghetti and the other one is for a salad that looks like a nest*).
- Ask Ss some comprehension questions:

*What is the name of the webpage? The Two Chefs**Where is the name Spaghettieis from? Germany**Is spaghettieis sweet? Yes, it is.**Where do the chefs put the vanilla ice cream to make it look like spaghetti? into a press**What does the strawberry sauce look like? tomato sauce**Do children and adults like this dessert? Yes, they do.**Do people use grouse to make the salad nowadays? No, they don't. They use chicken.**What ingredients are used for the inside of the salad? chicken, mushrooms and mayonnaise**What do you put on top of the nest? eggs**What can you use for the eggs? cheese or boiled eggs***Background information**

A **grouse** is a fat bird which humans hunt for sport and food. It lives in both warm and cold environments and in various habitats. Its legs and toes are covered with feathers in order to protect it from the cold. It is omnivorous, meaning that it lives on both plants and animals. Grouse numbers have seriously plummeted in recent years.

B AIM: to give Ss practice in reading for specific information

- Have Ss read the text and do the activity.
- Check the answers with the class.

KEY

1. spaghetti
2. vanilla ice cream
3. on top of the ice cream
4. white chocolate
5. a bird nest
6. its design
7. inside the nest
8. (very thin fried) potatoes

- Explain any unknown words and choose Ss to read the text aloud.

C AIMS: • to give Ss the opportunity to identify what the highlighted words in a text refer to



- Draw Ss' attention to the highlighted words in the text and ask them to read through the sentences where the words are found.
- Explain that there is one word in the previous sentences which the highlighted words refer to.
- Have Ss do the activity. Give the class extra clues (*the words Ss are looking for are all nouns - 1 and 4 are plural nouns - 2 and 3 are singular nouns*) or help them to translate the previous sentences to help **lower-performing Ss**.
- Check the answers with the class.

KEY

- | | |
|------------|----------|
| 1. recipes | 3. salad |
| 2. dessert | 4. eggs |

Grammar

AIMS: • to present and give Ss practice in using object personal pronouns



- Ask Ss to read through the sentences in the grammar box.
- Draw Ss' attention to the words in blue.
- Ask Ss what *She* and *her* refer to and what they notice about them.
- Elicit the answer that they both refer to Betty. *She* goes before the verb *be* (*used as the subject*) while *her* goes after the main verb *love* (*used as the object*).
- Refer Ss to the table and explain to them that the column on the left contains personal pronouns which are used as subjects (e.g. *They need to be crispy*) while the right column contains personal pronouns which are used as objects (e.g. *Cut them into very thin strips and fry them*). Demonstrate the relationship between them, e.g. *I - me, You - you, He - him*, etc. with more examples.
- Refer Ss to the text and ask them to find examples of object pronouns (*Try them and send us your photos! / you pronounce it / Try it! / Nowadays, people make it with chicken / Cut them into very thin strips and then fry them. / You can use cheese to make them*).
- Refer Ss to the Grammar Reference.
- Have Ss do the activity.
- Check the answers with the class.

KEY

- | | |
|------------|---------------|
| 1. it, It | 4. her, She |
| 2. He, him | 5. them, They |
| 3. me | |

Research, Write & Present

A AIMS: • to give Ss practice in finding information about traditional dishes/ desserts

• to give Ss practice in doing research



- Draw Ss' attention to the picture and ask them to tell you what they see and which country's traditional food this is (*Italian pizza*).
- Have a class discussion about traditional dishes/ desserts around the world and in the Ss' country.
- Explain to Ss that this activity will be done as homework.
- Explain to them that they have to find information about the dish/dessert they have chosen on the Internet and that they should use the questions for help.
- Ask them to bring their posters to class and present them to their classmates.
- Tell Ss they can find information about both a dish and a dessert, in order to challenge **higher-performing Ss**.

B AIMS: • to give Ss practice in making a poster



- Draw Ss' attention to the rubric and explain that they have to make a poster.
- Refer Ss to the *Project Skills* at the back of the Student's book and explain the steps they have to follow to make their poster.
- Allow Ss some time to do this activity or assign it as homework. Allow Ss to work in pairs to help **lower-performing Ss**.

C AIMS: • to give Ss practice in presenting a poster



- Have Ss present their posters.

Personal Pronouns

SUBJECT PRONOUNS	OBJECT PRONOUNS
I	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them

*Betty's my sister.
She's nice.
I love her.*

Complete using personal pronouns.

- Look at that dish. I want to try
..... looks delicious!
- A: Look! There's Gary Fisher.
B: Who's that?
A: 's a famous chef. Come on! I want to
take a picture with
- I love this salad! Can you give the recipe?
- Your mum is tired, so please help
..... 's in the kitchen.
- A: Where are the mushrooms? I can't find
B: 're in the fridge.

Research,
Write & Present

A What are some traditional dishes/desserts in your country? Choose one and find information about the following:

- What's the name of this dish/dessert?
- What is it? / What does it look like?
- What ingredients do you need to make it?
- Is it easy to make?
- When do people usually eat it?

B Make a poster. Write a few sentences about the dish/dessert you chose. Find pictures of the dish/dessert, too.

C Present your poster to the class.



Nest of the grouse

This salad is made to look like a nest. Nowadays, people make **it** with chicken, not with grouse. The recipe is easy, but be careful with the design. For the inside of the nest, you just mix different ingredients like chicken, mushrooms and mayonnaise together. For the outside, the secret is the potatoes. Cut them into very thin strips and then fry them. They need to be crispy. Don't forget the eggs on top! You can use cheese to make **them**, or use boiled eggs!

[Click here for full recipe](#)

C Look at the webpage again. What do the highlighted words refer to?

- them (introduction):
- it (text 1, line 7):
- it (text 2, line 2):
- them (text 2, line 13):

Vocabulary

A Listen and repeat.



a bottle
of water



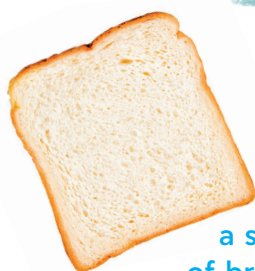
a glass
of orange
juice



a packet of sugar



a bar of chocolate /
a chocolate bar



a slice
of bread



a can of corn



a cup of
hot chocolate



a bowl of soup

B Look at the pictures and name the items. Then listen and check your answers.



1



2



4



3



5

Pronunciation

A Listen and repeat. What's the difference between **a** and **b**?

a. sugar b. orange

B Listen and tick (✓) the sound you hear.

	sugar /g/	orange /dʒ/
energy	<input type="radio"/>	<input type="radio"/>
glass	<input type="radio"/>	<input type="radio"/>
yoghurt	<input type="radio"/>	<input type="radio"/>
strange	<input type="radio"/>	<input type="radio"/>
hungry	<input type="radio"/>	<input type="radio"/>
egg	<input type="radio"/>	<input type="radio"/>
vegetables	<input type="radio"/>	<input type="radio"/>
age	<input type="radio"/>	<input type="radio"/>

Listen 1

Listen to a dialogue between two friends. What is Kevin's favourite snack? What is Ellie's favourite snack? Write **K** and **E**.

