

# 5 Eat up



## UNIT OBJECTIVES

**LS** **YOUR PROJECT** Create a healthy and tasty menu for a food stall

**Project Builders 1-5:**

- 1 Think of an idea for a food stall.
- 2 Choose some balanced food ideas for your menu.
- 3 Adapt your menu for people with special diets.
- 4 Create interesting food combinations.
- 5 Create a flyer for your food stall.

**Present your menu.**

### VOCABULARY

- Food
- Adjectives to describe food

### GRAMMAR

- Countable and uncountable nouns
- *some, any, much, many, a lot of*
- *can / can't, must / mustn't*



1



2



3

4

Brazil Flavour

• ESPETINHO (SKEWER)  
- CHICKEN OR BEEF KEBAB £2.00

- 2x KEBAB + ROAST POTATO  
+ SALAD £5.00

• BRAZILIAN STEW  
+ RICE OR COUSCOUS

• PIJOADA  
• VECA  
• EN CANOFF



## LESSON OBJECTIVES

- Talk about food stalls
- Learn about sections of a menu

## WARM-UP

 Warm-up

1 Look at photos 1–4. Match them with the food stalls A–D.

- A Hot dogs and fries – New York, the USA
- B Insect snacks – Bangkok, Thailand
- C Vegan food – Queensland, Australia
- D Brazilian food – London, the UK

2  Which food stall would you like to try? Why?

3  **Video** Watch Sophie and Ava's vlog about a UK food market. Which types of food do you see?

- burgers
- hot dogs
- noodles
- pasta
- cakes
- salad
- paella
- smoothies

4  **Video** Watch again. Are the sentences true (T), false (F) or we don't know (DK)? Correct the false sentences.

- 1 Sophie usually has stir fry noodles with chicken.
- 2 The Korean stall's most popular main dish is spicy beef noodles.
- 3 Ava is a vegetarian.
- 4 Ava also orders two sides.
- 5 Sophie buys a banana smoothie for her brother.

5 Copy and complete with the words in the box.

desserts drinks ~~main dishes~~ sides

- 1 main dishes : noodles with vegetables, pizza, burger
- 2 (...): salad, salsa, guacamole
- 3 (...): water, smoothies, bubble tea
- 4 (...): ice cream, chocolate cake, fruit

## PROJECT BUILDER 1

 Think of an idea for a food stall.

 Workbook **Project Log** p20

6  Think of some different ideas for your food stall. Write a list.

7  Agree on the best idea from your list.

I like the idea of a Mexican food stall. What about you?

Good idea! I love Mexican food.

I'm not sure. I prefer Chinese food ...

8  Now decide on the different sections you want on your menu. Use the words from exercise 5 to help you.

Let's have main dishes and sides.

Yes, and cold drinks.



# 5.2 A BALANCED DIET

## LESSON OBJECTIVES

- Understand the importance of balanced diets
- Learn food vocabulary
- Talk about quantity

## VOCABULARY

*i* Vocabulary presentation

1 21 Look at the photo of Cooper and discuss the questions. Then listen to the information and check.

- 1 What do you think the photo shows?
- 2 Where do you think Cooper is from?
- 3 How old do you think he is?

2 Which of these foods can you find in the photo? What other foods can you see?

bananas	beef	bread
carrots	cereal	cheese
chicken	chips	coffee
eggs	grapes	ice cream
juice	lemonade	lettuce
milk	oranges	pasta
rice	salmon	salt
sugar	tomatoes	yoghurt

*i* Vocabulary practice

3 Discuss the questions.

- 1 Which of your favourite foods are in the photo?
- 2 Which of the foods in the photo do you often eat for breakfast? For dinner?

4 Think of different ways you can group the words in exercise 2. Choose one of the ways and group the words.  
 foods you put in a fridge / foods you don't put in a fridge

5 **MEDIATION** The photo of Cooper is from the book *Daily Bread* by a photographer, Gregg Segal. Look online and find more of Gregg's photos. Print one to show your class. Describe the person's diet in three sentences.



- 6 Read about Cooper's diet. Do you think it is healthier than yours? Why / Why not?

**Cooper's diet is quite healthy.** He eats a lot of vegetables, like carrots and broccoli. He doesn't eat much pasta and rice, but he eats some noodles and a lot of bread. He eats some fish – he likes Japanese sushi. Cooper doesn't eat many snacks, but he likes popcorn. There are some sweets and crisps in the photo too, but there isn't any ice cream and there aren't any fizzy drinks.

## GRAMMAR

Grammar animation

**Countable and uncountable nouns; some, any, much, many, a lot of**

- 7 Choose the correct option to complete the rules.

### Countable and uncountable nouns

**Countable / Uncountable** nouns have a singular and a plural form.

a banana → some bananas    an apple → some apples

**Countable / Uncountable** nouns only have a singular form. We don't use *a / an* with uncountable nouns.

rice → some rice

**CHECK IT!** MY GRAMMAR REFERENCE & PRACTICE p114

- 8 Make a list of countable and uncountable nouns. Use the words in exercise 2.
- 9 Choose the correct option to complete the rules. Use the text in exercise 6 to help you.

### some, any, much, many, a lot of

In **affirmative** sentences:

- we use **some / any** with countable and uncountable nouns.
- we usually use **some / a lot of** to talk about big quantities.

In **negative** sentences:

- we use **some / any** with countable and uncountable nouns.
- we use **many / much** with countable nouns.
- we use **many / much** with uncountable nouns.

**CHECK IT!** MY GRAMMAR REFERENCE & PRACTICE p114

- 10 Copy and complete the sentences about Cooper's diet with the words in the box.

a lot of    any    many    much    some

- There isn't (...) pizza in the photo.
- Cooper eats (...) meat.
- There isn't (...) lemonade in the photo.
- Cooper doesn't eat (...) apples.
- There's (...) Japanese food in the photo.

Grammar practice

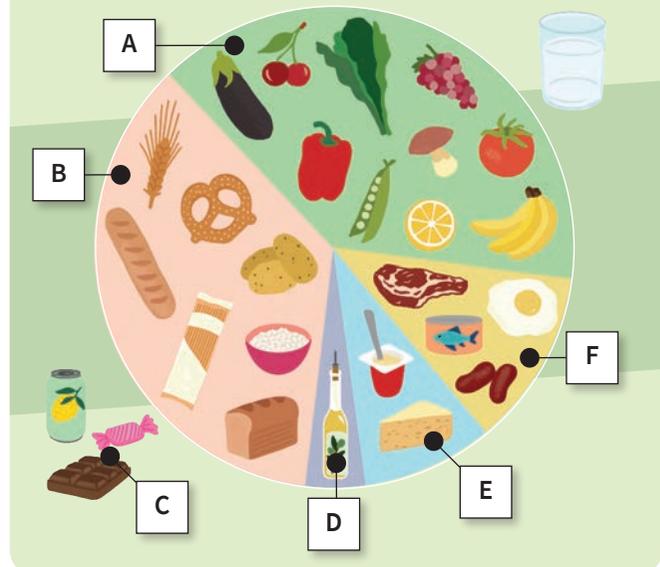
- 11 Read about the *Eatwell Guide*. Match the phrases in bold 1–6 with the labels A–F. Has Cooper got a healthy and balanced diet?



## Eatwell Guide

The *Eatwell Guide* shows a healthy and balanced diet.

- 40% of the diet is <sup>1</sup> **fruit and vegetables**. It's good to eat five portions of fruit or vegetables every day.
- 38% of the diet is <sup>2</sup> **carbohydrates** (pasta, rice, potatoes and bread).
- 12% is protein from <sup>3</sup> **meat, fish, eggs and pulses**.
- 8% is <sup>4</sup> **dairy** (milk, cheese and yoghurt). And finally, we need some <sup>5</sup> **unsaturated fats** (olive or vegetable oil).
- <sup>6</sup> **Foods high in fat, salt and sugar** (chocolate, cake, biscuits, lemonade) are not part of a healthy diet. We don't need them. But we need six to eight glasses of water every day.



- 12 Talk about the food you eat. Have you got a balanced diet? Has your partner?

I eat a lot of rice.

I don't eat much rice.

I don't eat many vegetables.

## PROJECT BUILDER 2

Choose some balanced food ideas for your menu.

Workbook **Project Log** p20

- 13 Look at your menu sections from Project Builder 1. Think of two or three dishes for each section of the menu.

- 14 Discuss the questions.

- Has your menu got any fruit or vegetables?
- What about protein and carbohydrates?
- How can you make your menu healthier?



# 5.3 TASTE AND TASTERS

## LESSON OBJECTIVES

- Learn about different diets and how we taste food
- Predict a topic from photos
- Talk about rules and obligations, permission, ability and possibility

## Supertaster!

Do you hate the taste of spinach?

Do you always leave broccoli on your plate?

Maybe you're a supertaster.

Scientists say about 25% of people are **supertasters**, 50% of people are **medium tasters**, and another 25% of people are **non-tasters**. The reason why some people don't like vegetables can be genetic. Supertasters have a gene called TAS2R38. They have more **taste buds** than other people. The **taste** of foods like chilli and **bitter** green vegetables is very strong to them. Medium tasters are in the middle – they can taste bitter foods, but the taste isn't very strong. Non-tasters are the opposite of supertasters. For them, vegetables like spinach aren't bitter at all. As a result, non-tasters prefer food with a strong **flavour**.

So is it good to be a supertaster? There are some **advantages**: supertasters sometimes **avoid** unhealthy foods with a lot of sugar or fat – the taste is too strong. But they also avoid green vegetables – and these have a lot of healthy vitamins. Supertasters also often put salt on their food to stop the bitter taste – and a lot of salt isn't good for you.

What do you think? Are you a **supertaster**?



## READING

1 Discuss the questions.

- 1 Are there any types of food you hate? What are they?
- 2 Why do some people not like vegetables?

2 Read the *Skill UP!* Then look at the photo and choose the best topic 1–3 for the article.



Before you read a text, look at the photos. They can help you understand the topic of a text.

- 1 People who taste food for a job.
- 2 People who have a strong sense of taste.
- 3 People who can eat a lot of food.

3 22 Read and listen to the article. Check your answer from exercise 2.

4 Find these words in the article. What do they mean in your language?

advantages avoid bitter flavour  
spinach taste (noun) taste buds

5 Read the article again. Does each sentence below describe supertasters (S) or non-tasters (N)?

- 1 They don't have a gene called TAS2R38.
- 2 They have more taste buds than other people.
- 3 They don't usually like broccoli or spinach.
- 4 They like food with strong flavours.
- 5 They sometimes avoid foods with a lot of sugar or fat.
- 6 They often put salt on their food.

6 **THINK** Discuss the questions.

- 1 Can you think of more examples of foods or dishes that supertasters probably don't like?
- 2 Which type of taster do you think you are? Why?

Mediation skills



There are scientific tests to find out if you are a supertaster. Find out about one of them online.

7 Look at the information below and complete the text about special diets.

Pescetarians	✓	✓	✓	✗
Vegetarians	✓	✓	✗	✗
Vegans	✓	✗	✗	✗

pescetarians vegetarians vegans allergic

Some people have special diets. They prefer not to eat some foods. (1.) don't eat any animal products. (2.) eat some animal products, like milk and eggs, but they don't eat meat or fish. (3.) eat fish, but they don't eat other animals. Some people are (4.) to certain foods, e.g. nuts or gluten. People with allergies must be careful. They mustn't eat certain foods or they become sick.



What are the five most common food allergies in the world?

## GRAMMAR

Grammar animation

**can / can't, must / mustn't**

8 Match sentences 1–4 to the uses of *must*, *mustn't*, *can* or *can't*.

obligation prohibition ability possibility

**can / can't, must / mustn't**

- 1 People with allergies **must** be careful. obligation
- 2 They **mustn't** (or **can't**) eat certain food or they become sick.
- 3 The reason why some people don't like vegetables **can** be genetic.
- 4 Medium tasters **can** taste bitter foods.

9 Choose the correct option.

- 1 You **mustn't** / **must** eat food in the school library.
- 2 My uncle **must** / **can** cook really well.
- 3 You **must** / **can't** wash your hands before you eat.
- 4 Coffee **must** / **can** taste very bitter.
- 5 He **can** / **can't** eat cheese. He's allergic to milk.

**CHECK IT!** MY GRAMMAR REFERENCE & PRACTICE p114

Grammar practice

10 What rules do you have about these things? Write sentences with *must* / *mustn't*, *can* / *can't*.

- mealtimes in the school canteen
- mealtimes at home with your family

**At home we can't use our phones at mealtimes.**

11 **MEDIATION** Imagine Lewis, Nina and Joe are at your house for dinner. Tell your English friend which foods in the photos each guest can / can't / mustn't eat. Which food A–F do you decide to give your guests?

- Lewis is a pescetarian.
- Nina is a vegan.
- Joe is allergic to milk and nuts.



**LIFE SKILLS** When you make choices for a group of people, it's important to consider everyone's needs. Do you know any people with special diets?

## PROJECT BUILDER 3

Adapt your menu for people with special diets.

Workbook Project Log p21

12 Look at your ideas for dishes from Project Builder 2. Discuss the questions.

- 1 What dishes are for people with special diets? Think about these people:
  - vegetarians
  - vegans
  - pescetarians
  - people with allergies
- 2 How can you adapt your dishes for people with special diets?

# 5.4 WHAT FOODS GO WELL TOGETHER?

## LESSON OBJECTIVES

- Learn about interesting food combinations
- Describe food with adjectives
- Focus on sound effects in videos

## VOCABULARY

*i* Vocabulary presentation

1 Read the text. What foods do you know that go well together?

Chicken and chips, ice cream and chocolate sauce ... some foods go well together. But what about other food combinations?

Chicken and chocolate sauce? Chips and ice cream? They both sound unusual, but chicken with a chocolate (and chilli) sauce is a traditional dish in Mexico.

And many people say ice cream and chips are actually delicious together!



2 Which adjectives describe the food in boxes A and B?

bitter crunchy delicious greasy healthy  
salty savoury spicy sweet unhealthy

Mango is sweet and healthy.

*i* Vocabulary practice

3 Which foods from boxes A and B do you think go well together?



## LISTENING

- 4 Look at the photos. What do you think is happening?
- 5  **Video** Watch the first part of the video and check your answer to exercise 4.
- 6  **Video** Watch the second part of the video. What food combinations does Lauren try? Choose one food from A and one from B in exercise 2 for each combination.
- 7  **Video** Watch the complete video. Copy and complete the sentences with one word in each space.

delicious greasy healthy Indonesia Mexico  
nuts water well

- 1 Lauren mustn't eat (...) because she is allergic to them.
- 2 Lauren thinks the mango and chilli is a (...) combination.
- 3 In (...) lots of people eat mango and chilli.
- 4 Lauren thinks that chocolate and crisps go really (...) together.
- 5 After the bananas with cheese, Lauren asks for some (...).
- 6 Bananas with cheese is a snack from (...).
- 7 Lauren thinks coffee and butter is (...).
- 8 Some people believe that coffee and butter is a (...) drink.
- 8  **Video focus.** Can you remember the sounds Lauren and Kyle use in their video? What do they mean?



Sound effects in videos are a useful way to give viewers information. They also make videos more interesting.

 Listening extra

- 9  **Video** Would you like to try the food combinations from this lesson? Why / Why not?

I'd like to try bananas with cheese!

Me too.

## PROJECT BUILDER 4 Create interesting food combinations.

 **Workbook Project Log** p21

- 10  Think of some interesting food combinations to include on your menu. Make a list. 
- 11  Use adjectives from exercise 2 to describe the ideas on your menu.  
Spicy Indian curry, Sweet mango Thai salad



# 5.5 LET'S ORDER!

## LESSON OBJECTIVES

- Order food and drink in a café
- Learn how to say prices
- Learn how to be polite

## SPEAKING

- 1** **Discuss the questions.**

  - Have you got a favourite café? Why?
  - What do you usually eat or drink there?
- 2** **THINK** Look at the Corner Café menu. Answer the questions.

  - What do you think and mean?
  - Why is there more than one price for some food and drink?
  - What would you like to eat from this menu?
- 3** **MEDIATION** Imagine you are visiting this café with a vegetarian friend. Your friend doesn't speak English. Explain what food your friend can choose in your own language.
- 4** **Video** Watch the first part of the video. Answer the questions.

  - Why do Anna and Leo decide to order without Tom?
  - What does Anna order?
  - What does Leo order?
- 5** **Video** Copy and complete the *Key phrases*. Then watch the first part of the video again and check.

## KEY PHRASES

### Ordering food and drink in a café

Things you hear	Things you say
Hello! Can I (1.) you?	(2.) I have (a spicy meat pizza), please?
(3.), medium or large?	(Large), please.
What would you like to (4.)?	(Some water), please.
Anything else?	Yes, (5.) / No, thanks.
That's (£20.50), please.	Here you are.
	(6.) (any nuts in the chocolate brownie)?

- 6** **23** Read the *Pronunciation* then listen and repeat the prices.

## PRONUNCIATION Prices

£2.50 = two pounds fifty      \$2.25 = two dollars twenty-five  
 99p = ninety-nine p      €2.49 = two euros forty-nine

## CORNER CAFÉ

### Sandwiches - homemade bread, all fresh

Chicken and salad • Tuna £4.50  
 Mozzarella and tomato • Avocado and chilli £4

### Pizzas - cooked in our authentic Italian pizza oven

Margherita (tomatoes, cheese) £4 • £7 • £10  
 Chicken and red peppers £5 • £9 • £12  
 Spicy meat £6 • £9 • £13

**Extra toppings:** extra cheese, chillies, mushrooms, onions, peppers, olives, pineapple, spinach £1 each

### Desserts - try a sweet treat

Chocolate brownie with vanilla ice cream £3.50  
 Ice cream (various flavours) £2 per scoop

### Drinks

Cola, lemonade, sparkling water £1.50 • £2.50  
 Fresh fruit smoothies: banana, strawberry, mango £3

All our dishes are NUT FREE! Ask your server for more information.



- 7** **Video** Look at the photo. What do you think the problem is? Watch the second part of the video and check.

**Dialogue builder**

- 8** Read the *Skill UP!* then prepare and practise two conversations. Take turns to be the customer and a server. Use the menu above.



Remember to say *please* and *thank you / thanks* when you order food.

**Customer A** You've got £10. You're really hungry and thirsty, but you don't want to spend all your money.

**Customer B** You and your friend have got £12. You're a pesceterian and your friend is allergic to dairy products.

# 5.6 A FLYER FOR A FOOD STALL

## LESSON OBJECTIVES

- Write a flyer
- Learn how to organize information in a flyer

## WRITING

- 1 Look at the flyer and answer the questions.
- 1 What is the name of the stall?
  - 2 When does it open?
  - 3 Where is it?
  - 4 Does it have any vegan or vegetarian dishes?

Every Saturday and Sunday 11 a.m. until late!

Come to ...



for the **tastiest wraps in town!**

All our wraps have **fresh, organic** ingredients

- **Spicy chicken wrap with crunchy carrot and onion salad**
- **Juicy steak wrap with chilli sauce and peanut butter**
- **Homemade falafel wrap with hummus, salad and garlic sauce**



Gluten-free wraps available!

Bring this flyer and you can try some of our homemade lemonade **FREE!**

**Whitecross Street Food Market**

@wrapfans\_manchester

- 2 Read the flyer again. Discuss the questions.
- 1 Find and check the meaning of these adjectives: *fresh, juicy, homemade, gluten-free*.
  - 2 How many other adjectives to describe food can you find?
  - 3 What special offer does the flyer mention?
- 3 Read the *Skill UP!* Find examples of 1-3 in the flyer.



### Writing a flyer

- 1 Present information in lists, not paragraphs.
- 2 Include details, e.g. time and place, social media contact details, etc.
- 3 Use adjectives to make your descriptions of food more interesting.

- 4 Choose the correct option.
- 1 Have a cup of our **crunchy** / **delicious** hot chocolate!
  - 2 We use the  **freshest** /  **spiciest** vegetables in our dishes.
  - 3 Try our  **healthy** /  **salty** cereal with yoghurt and  **sweet** /  **juicy** honey.
  - 4 All our fruit is  **homemade** /  **organic**.
  - 5 Come and try our  **spicy** /  **crunchy** vegetarian curry.

Mediation skills

## PROJECT BUILDER 5

Create a flyer for your food stall.

Workbook **Project Log** p22



- 5 Write a flyer for your food stall. Work in groups for part A only.

### A Plan your flyer

- Agree on a name for your stall.
- What information do you need to include? Make a list.

### B Write your flyer

- Use the tips from the *Skill UP!*
- Describe your food with adjectives.
- Add a special offer.



### C Read and check

- Check your flyer includes all the necessary information.
- Check your spelling.

# 5 PROJECT

## Create a healthy and tasty menu for a food stall

LS

### SHARE AND REVIEW

1 Look back at your Project Builders 1–5 for this unit. Check that you have:

- 1 A type of food for your stall.
- 2 A range of dishes with some healthy food.
- 3 Dishes for people with special diets.
- 4 Some interesting food combinations.
- 5 A flyer for your stall.

Use your Project Log

➔ p20–22



### DECIDE

2 24 Read the *Project skills* then listen to Sara, Freddie and Ruby discuss ideas A–D for their menu. Answer the questions 1–3.

#### PROJECT SKILLS Making good decisions

- Everyone in the group must participate in the discussion.
- Respect and listen carefully to each other's opinions.
- Try to agree on a decision. You can vote, too!

PROJECT COACH

Video

- 1 Which three do they decide are main dishes on their menu?
- 2 What do they decide about the other dish?
- 3 How well do they listen to each other's opinions?

3 Decide on at least three dishes to put in each section of your menu. Use the *Key phrases* to help you.

Remember to include ...

- some healthy dishes
- some dishes for people with special diets

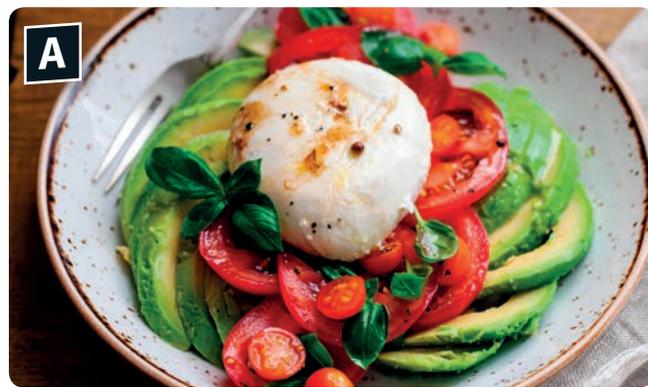
#### KEY PHRASES

##### Sharing ideas

- I think ... is a good idea.
- It's healthy because (it's got a lot of vegetables).  
it's got a lot of ...  
it hasn't got any / much ...
- It is / isn't good for (vegetarians).

##### Making decisions

- Let's choose ...





## CREATE

### 4 Design and prepare the menu for your stall.

- Include the name of your stall.
- Add the names and prices of your dishes.
- Write short descriptions of each dish. Use adjectives.
- Find photos of your dishes online and add them to your menu.
- Include information for people with special diets.



## PRESENT

### 5 Present your flyers and the menu for your stall to the class. Use the *Key phrases* to help you.

#### KEY PHRASES

- Our stall is called ...
- It sells ...
- On the menu there are ... sections.
- We've got main dishes, sides, ...
- Our main dishes are ...

### 6 Walk around the class and order a meal from another stall. Use the language on page 64 to help you.

### 7 In your opinion, which stall has got:

- 1 the most creative name?
- 2 the most interesting food?
- 3 the healthiest food?
- 4 the most attractive menu?



## REFLECT

### 8 Think about your project work in this unit. Read the statements and choose your reaction.

#### COLLABORATION

1 Our group can make decisions together.



#### CREATIVITY

2 Our group can make an interesting, healthy menu.



#### COMMUNICATION

3 Our group can listen to each other's ideas.



### 9 Complete these sentences for you.

- 1 I am pleased with the menu for our stall because ...
- 2 I think I can improve ...

Workbook **Project Log** p23

