

Class Book pages 50–51

4 Read the food items and say the dish.

- Draw attention to the example. Say *In the stew, there's meat, potatoes and carrots.*
- Ask students to work in pairs. They look at the food items and decide which dish it is.

ANSWERS

1 stew 2 burger 3 pie 4 sushi 5 curry 6 taco

5 Listen, point and repeat. 099

- Focus the students' attention on the website. Elicit that it's a website for a restaurant. Ask *What's the restaurant called? (The Yellow Chilli).* Then draw attention to the four photos.
- Play the recording for students to listen and point to the photos.
- Play the recording again for students to repeat the words.

Optional activity

Play a game of *Draw* (see *Ideas bank* page 170) using the flashcards.

6 Read and say the words. Then listen and check.

 100

- Ask students to look at the photos of the three children. Say *You are going to read three reviews of The Yellow Chilli.* Draw attention to the stars and ask *Who liked the restaurant? (Ahmed2021 and Zak11) Who didn't like it? (Jasmine12).*
- Read the reviews aloud for students to follow.
- Students read the reviews again and say the missing words, using the labels on the photos.
- Play the recording for students to listen and check their answers.

ANSWERS

1 spicy 2 burnt 3 raw 4 delicious

Mixed ability

Ask less confident students to work in groups of three to complete a review each.

More confident students can complete the reviews independently and then check with a partner before you go through the answers.

7 Read and say the words.

- Ask students to read the reviews again, if needed. They then read the descriptions of the words and say the words that match the descriptions.

ANSWERS

1 burnt 2 raw 3 delicious 4 spicy

8 Listen and repeat. 101 Then make a new dialogue and practise.

- Focus on the example dialogue. Play the recording, pausing after each line for students to repeat.
- Draw attention to the new structure and explain that when we talk about food, we talk about how it smells,

looks and tastes. Good food must smell, look and taste nice.

- Demonstrate another dialogue for the class. Choose *pizza* from the green box and encourage a student to ask you *How's your pizza?* Mime holding and eating a slice of pizza and respond using the verbs from the orange box and adjectives from the blue box. Make sure you use the appropriate facial expressions.
- Ask students to work in pairs. They take turns to ask and talk about food, using the dialogue in their Class Book as a model.
- Walk around the class as students talk and help or correct where necessary.

Team Task! 1

- Students label and choose dishes from a menu. They then act out short conversations.

Activity Book pages 48–49

1 Circle the correct words. Then match.

- Students circle the correct words in each sentence. They then number the pictures to match them to the sentences.

ANSWERS

1 burger, c 2 chicken stew, a 3 apple pie, e
4 fish pie, b 5 curry, d

2 Look at the pictures. Read and write A or B.

- Students look at the pictures and read the sentences. They write *A* or *B* to match each sentence to one of the pictures.

ANSWERS

1 A 2 B 3 B 4 B 5 A 6 B

3 Write dishes that use these ingredients. Use the words from activity 1 and your own ideas.

- Students look at each ingredient and write dishes that include each one. They can look at activity 1 for ideas and use their own.

SUGGESTED ANSWERS

- 1 bread: taco, sandwich, burger (other answers are possible)
- 2 fish: fish taco, sushi, fish curry, fish pie, fish kebab, fish stew, fish soup (other answers are possible)
- 3 meat: stew, kebab, curry, taco, meatballs, pizza, sandwich, omelette (other answers are possible)
- 4 tomatoes: pizza, salad, spaghetti, sandwich, tacos, kebabs, stew, curry, pie, burger (other answers are possible)
- 5 chillies: curry, tacos, stew, chilli sauce, pizza (other answers are possible)

4 Complete.

- Students read the review and complete it with the words in the box.

ANSWERS

1 taco 2 delicious 3 raw 4 spicy 5 burger
6 burnt

5 ★★★ Write a review.

- Give students some time to look at the review and think about experiences they have had at restaurants. Ask them to choose one and think about what they would write in their review. Elicit ideas from different students.
- Students write their reviews. Monitor and offer help where necessary.

ANSWERS

Students' own answers.

Mixed ability

Allow less confident students to work in pairs or small groups to complete the activity.

More confident students can do the activity independently and then read their reviews to their partners.

6 Complete the dialogues.

- Students look at the pictures and complete the dialogues.

ANSWERS

- 1 soup, Students' own answers.
- 2 curry, Students' own answers.
- 3 chips, Students' own answers.
- 4 taco, Students' own answers.

CONTINUOUS ASSESSMENT: Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

Lesson 2: Grammar

Learning objective

Students will be able to talk about how food is made and where it's eaten.

Language

Grammar: Present simple passive statements; Present simple passive questions and answers

Starting the lesson (optional)

- Play a game of *Race the bear!* (see *Ideas bank* page 170) with the words from lesson 1.
- Hold up the *Vocabulary* poster and go through the words for students to check their answers.

Lead-in

- Put the flashcards for *sushi* and *taco* on the board and elicit the names of the dishes.
- Ask these questions and elicit answers from different students *Which dish is made from flat bread, chicken, beans and salad?* (*taco*) *Where is sushi eaten?* (*Japan*)
- Ask *What are we learning about today?* Invite ideas from different students.
- Ask students to look at page 52 of the Class Book and find the learning objective: *Let's talk and ask about how food is made and where it's eaten.*

Class Book pages 52–53

1 Listen and read. 🎧 102 Who likes spicy food?

- Read out the question: *Who likes spicy food?* Prompt students to look at the pictures.
- Play the recording for students to listen and follow the cartoon story.
- Ask the question again and elicit the answer from chosen students.
- Play the recording a second time. Then ask questions to check understanding, e.g., *What are they making?* (*burgers and chips*) *What food item do they use for the burger?* (*meat*) *What food item do they use for the chips?* (*potatoes*) *What's in the sauce?* (*chillies and tomatoes*) *What's spicy?* (*the sauce*)

ANSWER

Emma

2 Listen and read. 🎧 103

- Play the recording for students to listen to the grammar explanation and to follow the example sentences.
- Elicit other examples of uncountable (*bread, rice, pasta, curry, stew, soup*, etc.) and countable foods (*burger, taco, meatball, sandwich, chips*, etc.) that students know.
- Ask students to work with a partner, taking turns to read out the example sentences.
- Ask students for feedback, to check understanding. If further practice is needed, use the *Optional activity* below.

Optional activity

Ask students to work in pairs to make a riddle for a dish from their own country. Students discuss their dish in pairs and say a few prompts about the dish, e.g. *It's eaten in (country/place). It's eaten at/on (time). It's made from (food).* When ready, have students share their riddle with the class. The class can guess the dish.

3 Listen and say a or b. 🎧 104

- Focus attention on the photos of the two peppers and say the names out loud. Ask *Which do you think is the hottest?* Elicit answers from different students but don't confirm yet.
- Ask students to read the sentences and guess the answers in pairs.
- Tell students that they are going to hear a girl and a boy talking about chillies. They must listen to find out the correct answer.
- Play the recording for students to find out the correct answers.
- Play the recording again. Check the answers with the class. Elicit the answer to their guesses. (*The Carolina Reaper is 400 times hotter than the jalapeno pepper.*)

Audio transcript

Girl Do you like chillies?

Boy Yes I do, but I don't like very spicy chillies. They taste too hot.

Girl Well, I love chillies. I know lots of facts about chillies! Did you know that the hottest chilli in the world is called 'The Carolina Reaper'? It's about 400 times hotter than a jalapeno pepper!

Boy Ooh, I definitely don't want to eat The Carolina Reaper!

Girl And did you know that chillies are grown in countries all over the world. They're grown in China, Thailand and Mexico?

Boy Wow, that's interesting.

Girl Yes, it is. Have you ever eaten chilli sauce?

Boy No, I haven't.

Girl Well, chilli sauce is made from chillies, too. It's made from chillies, tomatoes, garlic, sugar and salt.

Boy What do you use chilli sauce for?

Girl I put it on my burger. And did you know that chillies are eaten raw or cooked?

Boy No, I didn't know that.

Girl Yes, raw and cooked chillies are used in curries, stews and tacos.

Boy Wow, you DO know lots of facts about chillies! Ooh, I know a fact about chillies!

Girl Really?

Boy Yes! Sometimes, chillies are used in chocolate cake.

Girl Chillies in chocolate cake?

Boy Yes, the café near my house has a 'chocolate and chilli cake', but I've never tried it.

Girl I'd like to try chocolate and chilli cake. Let's go to that café now!

Boy OK!

ANSWERS

1 b 2 a 3 b 4 b 5 a

4 What food facts do you know? Talk with your partner.

- Focus on the example exchange. Choose a student to demonstrate the example with you for the class.
- Ask students to work in pairs. They take turns to share a food fact with their partner.

Mixed ability

To help students come up with ideas, write prompts on the board. For example, write in one column: *chips / taco / pizza / pasta / curries / ice cream / cakes / bread*. In another column write: *is/are grown / made / eaten*. Elicit a few example sentences, e.g. *Curries are eaten in India. Curries are eaten with rice. Curries are made with meat and vegetables.*

KEY COMPETENCES: Linguistic communication

Speaking with classmates will develop students' interaction skills and help them consolidate their understanding of the language in different ways. Personalizing the target language gives students a meaningful approach to learning the words and helps them gain autonomy of their communicative abilities.

5 Listen and read. 105 What is *jalfrezi*?

- Focus attention on the messages and the photo of the dish. Elicit what food items they can see. (*chicken, egg, rice, chillies*)
- Read out the gist question in the rubric with the class: *What is jalfrezi?*
- Play the recording for students to listen and follow. Then ask the question again and elicit the answer.

- Play the recording a second time and ask questions to check comprehension, e.g. *Where is nasi goreng eaten? (in Malaysia) Is it spicy? (Yes, it is.) Is jalfrezi spicy? (Yes, it is.)*

ANSWER

It's a curry made from peppers, tomatoes, garlic, spices and lots of chillies.

6 Listen and read. 106

- Play the recording for students to listen to the grammar explanation and to follow the example questions and answers.
- Point out the position of *from* at the end of the *wh-* question.
- Ask students to work with a partner, taking turns to read out the example questions and answers.
- Ask students for feedback, to check understanding. If further practice is needed, use the *Optional activity* below.

Optional activity

Write the example questions as sentences on the board, e.g. *Curries are eaten in the UK*. Draw an arrow from *are* to the left of *Curries*. Then write the question: *Are curries eaten in the UK?* Copy sentences from exercises 1 and 2 on the board. Ask students to turn them into questions in their notebooks. They then take turns to ask and answer the questions with a partner.

7 Choose the correct words to make the questions. Discuss the answers with a partner.

- Ask students to read the questions once. They then choose the correct words in each question.
- Put students in pairs to discuss the answer to each question. They then check their answers with another pair.

ANSWERS

1 are, c 2 is, b 3 eaten, a 4 made, c

8 Make Yes / No questions. Then ask and answer with a partner.

- Ask students to look at the prompts and elicit whether each food item is countable or uncountable.
- Draw students' attention to the example question. Remind students that the verb *be* is placed first in the question form.
- Students make the present simple passive questions using the word prompts. They take turns to ask and answer the questions with a partner.

ANSWERS

- 1 Is rice grown in China? (Yes, it is.)
- 2 Are tomatoes eaten in Spain? (Yes, they are.)
- 3 Are burgers made from eggs? (No, they aren't.)
- 4 Is flour used in rice? (No, it isn't.)

CONTINUOUS ASSESSMENT: Ask the class *Can you make sentences, questions and answers with the present simple passive?* Using the traffic light system, establish how confident students are with the new structure. If they need further practice, do one of the Activity Book exercises with the whole class. Elicit feedback again.

Team Task! 2

- Students do a quiz in pairs on the topics of food, theatre and the environment.

Activity Book pages 50–51

1 ★ Circle the correct words.

- Students circle the correct words to complete the sentences.

ANSWERS

1 is 2 aren't 3 are 4 is 5 isn't 6 are 7 are

2 ★★ Order the words to make present simple passive statements.

- Students put the words in order and write sentences.

ANSWERS

- Bread is made from flour.
- Eggs aren't used in this recipe.
- Chillies are grown in many countries.
- Sushi is eaten in Japan.

3 ★★★ Rewrite the sentences in the present simple passive form.

- Ask students to read the sentences and underline the word that is going to be the object of each passive sentence. (1 *sushi*, 2 *curries*, 3 *apples*, 4 *rice*, 5 *pasta*). Then students write the present simple passive sentences.

ANSWERS

- Sushi isn't made with cooked fish.
- Curries are eaten in the UK.
- Apples are grown on trees.
- Rice isn't used in this recipe.
- Pasta is cooked in very hot water.

4 ★★ Write. Use *is* / *are* and the past participle.

- Students complete the questions with *is* or *are* and the past participle of the verbs.

ANSWERS

- Is, mixed 2 Is, made 3 are used 4 Are, added
- are, baked

5 ★★ Write present simple passive questions.

- Students use the words in brackets to write present simple passive questions.

ANSWERS

- Is the burger made from beans?
- Are the chips made from potatoes?
- Are the potatoes grown in the UK?
- Is the sauce made from tomatoes?
- Are burgers eaten in your country?

6 ★★★ Answer the questions for you.

- Students can discuss the questions in pairs before they write their answers. Ask them to write full sentences.

ANSWERS

Students' own answers.

Mixed ability

Help less confident students by providing word prompts on the board. You may also allow them to do the exercise in pairs.

More confident students can do the exercise independently and then share their answers with a partner.

CONTINUOUS ASSESSMENT: Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson. If further practice is needed, ask them to go to the *Grammar reference* section on page 128 of their Activity Books and read the explanation and examples.

Lesson 3: Words and Grammar

Learning objective

Students will be able to talk about more food from around the world.

Language

Food: *couscous, dumplings, falafel, fried rice, hummus, kebabs, spaghetti, spring rolls*

Grammar: *Hope, think* and *know* statements

Starting the lesson (optional)

- Play a game of *Whispers* (see *Ideas bank* page 170). Instead of individual words, whisper present simple passive questions, e.g. *Is sushi eaten in Japan?* The last student repeats the question aloud and answers it.

Lead-in

- Tell the class the learning objective and write it on the board: *Let's talk about more food from around the world.*
- Elicit the different dishes and countries that came up in lessons 1 and 2: *curry, burgers, stew, pie, taco, sushi, pie / China, Thailand, Mexico, the UK, Japan, the USA.*
- Ask students to guess what foods and countries they will learn about in this lesson. Elicit ideas from different students.

Class Book pages 54–55

1 Listen and read. 🎧 107 What is falafel made from?

- Focus attention on the story pictures. Choose a student and ask *What are the boys' parents doing?* (*They're cooking.*)
- Read out the gist question in the rubric with the class: *What is falafel made from?* Encourage students to guess.
- Play the recording for students to listen, follow and check their guesses. Elicit the answer.
- Play the recording a second time. Then ask questions to check understanding, e.g. *What can the boys smell?* (*garlic*) *Does the garlic smell nice?* (*Yes, it does.*) *How does the boy in the striped jumper know they are having falafel for dinner?* (*because he bought the chickpeas and the spices that afternoon*)

ANSWERS

garlic, chickpeas and spices

2 Listen, point and repeat. 🎧 108

- Play the recording for students to listen and point to the photos. Elicit whether they guessed any of the dishes in the Lead-in.
- Play the recording again for students to repeat the words.

CULTURE NOTE: World food

Spring rolls are typical in Vietnamese and Chinese cuisine. In Vietnam, they're made with fresh rice paper rolls. In China, thin pastry is used to wrap cabbage and other vegetable fillings, which is then deep fried.

Falafel is a typical dish throughout the Middle East, and is commonly sold as street food.

Dumplings of different types can be eaten in China and Japan. The most popular ones are filled with meat and they're known as 'dimsum'. Variations of dumplings are made in other places such as Korea, Nepal and Poland.

Couscous is a staple food that's popular in north Africa, in countries such as Morocco, Algeria, Tunisia and Libya.

Hummus is a dip made from chickpeas and flavored with spices. It's popular in countries such as Egypt and Jordan.

Fried rice is a popular dish in China, as well as South Asian countries like Indonesia and Malaysia. It's usually made with leftovers and rice.

Kebabs originated in Middle Eastern cuisine. They can be made with different types of meat.

3 Copy the table and complete for you.

- Read out the headings in the table. Give an example for you. For example, say *I've eaten dumplings many times. I've never eaten falafel, but I'd like to try it. I've never eaten hummus and I don't want to try it.*
- Allow time for students to think about one or two dishes for each category. They can use dishes from exercise 2, lesson 1 and their own ideas.
- Have students copy the table in their notebooks and fill in the table with their ideas. Then ask students to talk about their answers in pairs.

ANSWERS

Students' own answers.

CONTINUOUS ASSESSMENT: Ask the class *Do you know the new words?* Using your chosen feedback routine, ask students to show you how confident they are with the new vocabulary. If students struggle with some of the words, play recording 108 again for them to repeat the words.

KEY COMPETENCES:  **Personal, Social, and Learning to Learn**

By having students reflect on their own experiences, this exercise provides students with a practical and meaningful approach to learning the target language. Sharing their answers in pairs allows them to work on the development of wider social skills such as communication and respect for others.

4 Ask and answer.

- Read out the question and ask a student to read the example answer. Elicit other adjectives students can use to describe food they like such as *tasty, amazing, great*. Elicit what they can say for food they don't want to try, e.g. *It doesn't look nice. It looks horrible.*
- Students work in pairs. They take turns to ask and answer about food they have or haven't eaten before.

iPack page 55**5 Listen and read.**  109

- If you are using the iPack, ask students to now close their books and show them the cartoon story. Play the recording for students to listen and follow. Then go through the grammar explanation and example sentences with the class. Finally, ask the pupils to open their books again and focus their attention on exercise 6.
- Alternatively, play the recording for students to listen to the grammar explanation and to follow the example sentences in their books.
- Ask students to work with a partner, taking turns to read out the example sentences.

6 Read and choose.

- Ask students to read the sentences once and focus on meaning.
- Ask students to work with a partner to choose the correct verb in each sentence.

ANSWERS

1 hope 2 think 3 think 4 knows

7 Look and say hope, think or know.

- Ask students to look at the pictures. Discuss with the class what is happening in each picture. For example, for picture 1, encourage students to work out the math. For picture 2, point out the shape of the present and the boy's expression.
- Focus on the speech bubbles. Ask students to complete the sentences with *hope, think* or *know* and say the sentences in pairs. Monitor the class as students work and help where necessary.

ANSWERS

1 know 2 think 3 hope 4 think

CONTINUOUS ASSESSMENT: Ask students *How do you feel about the new grammar?* Ask students for feedback about how confident they feel. If further practice is needed, use the *Optional activity* below.

Optional activity

In their notebooks, have students rewrite the example sentences in the box in exercise 5 so they are true for themselves. Ask students to share their sentences in pairs.

8 Listen and read. Then sing.  110–111

- Ask students to look at the song. Draw attention to the coloured words. Explain that the song has two verses, but only one appears in the book. The second verse is the same as the first, but the coloured words are replaced by those of the same colour on the right.
- Play the song for students to listen and follow the words.
- Play the song again for students to sing along. If some students are reluctant to sing in class, you can offer them the option of humming along, clapping or playing an imaginary instrument to the rhythm of the song (e.g. *the guitar, the piano, the drums*).
- If you wish, ask the students to close their books. Play the karaoke version of the song for students to sing the words from memory.

Team Task! 3

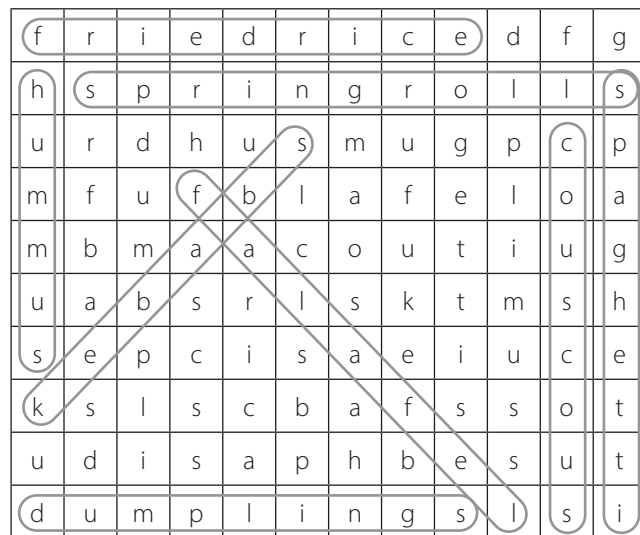
- Students work their way around the maze and make sentences with *hope*, *think* and *know*.

Activity Book pages 52–53

1 Find and circle the food words. ↓ → ↗ ↘

- Students look at the pictures and find eight food words in the grid. Explain that the words can go up, down and diagonally.

ANSWERS



Students should find the words: fried rice, spring rolls, dumplings, spaghetti, couscous, hummus, falafel, kebabs

2 Complete. Use the words from activity 1.

- Students read the definitions and write the words from activity 1.

ANSWERS

1 spaghetti 2 dumplings 3 spring rolls 4 kebabs
5 hummus 6 falafel 7 fried rice 8 couscous

3 Write. Use words from activity 1 and your own ideas.

- Students read the prompts and write three words for each prompt. They can use words from activity 1 and their own ideas.

SUGGESTED ANSWERS

1 sushi, hummus, bread (other answers are possible)
2 burgers, kebabs, fish (other answers are possible)
3 soup, curry, stew (other answers are possible)
4 falafel, hummus, burgers (other answers are possible)

4 Read and write the number.

- Students read the sentences. They number the people in the picture to match them to the sentences.

ANSWERS

(from left to right) 3, 1, 5, 4, 2

5 Write *hope*, *think* or *know*.

- Students look at the pictures and read the sentences. They complete the sentences with the verbs.

ANSWERS

1 hope 2 know 3 think 4 know

6 Write sentences for you.

- Students complete the sentences with their ideas.

ANSWERS

Students' own answers.

Mixed ability

Ask more confident students to share their ideas with the class. You may also share some of your own sentences with the class.

Less confident students can use these ideas for their own sentences. Encourage them to make the sentences their own by changing a few details, such as an action or a place.

CONTINUOUS ASSESSMENT: Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

Lesson 4: Story

Learning objective

Students will be able to read and understand a story about a cooking competition.

Language

Vocabulary and grammar from Lessons 1–3

Starting the lesson (optional)

- Play *Sing the next line* (see *Ideas bank* page 170) with the song from Lesson 3.

Lead-in

- Ask students to look at the page and find the learning objective: *Let's read about a cooking competition.*
- Elicit the meaning of the word *competition* or the word in the students' own language. Ask *Have you ever taken part in a competition? What was it and what happened?* Elicit responses from different students around the class.

Class Book pages 56–57

1 Look at the pictures. What are the children doing? Tell your partner.

- Have students look at the story pictures and ask *How many children are there in the competition?* Elicit the answer. (*three*)
- Read the question in the rubric with the class: *What are the children doing?* Have students discuss in pairs before you elicit the answer.

SUGGESTED ANSWER

They're cooking (in a competition).

MEDIATION:

Students work in pairs. Allow students to use their own language if they need to, but encourage them to ask their partner for help with the English words before they do so.

2 Listen and read. 112 What will the children eat for dinner?

- Tell the class that they are going to listen to and read the story. Focus on the pictures and ask the gist question in the rubric: *What will the children eat for dinner?*
- Play the recording while students follow the story in their books. Choose different students and repeat the question. Elicit the answer.
- Play the recording a second time for students to follow again.

SUGGESTED ANSWER

They will eat the dishes they have made: spring rolls, fish curry and sushi.

3 What did you think of the story? Answer the questions with your partner.

- Explain to students that they are going to assess the story for themselves. Point out that there is no right or wrong answer.
- Give students time to scan the story again if necessary.
- Ask students to discuss the questions in pairs. Encourage them to give reasons for their answers.

ANSWERS

Students' own answers.

4 Read the story again and say a, b or c.

- Ask students to read the story again silently for themselves.
- When they are finished, ask students to work with a partner to read the sentences and say the correct answer a, b, or c. Walk around the class and help students where necessary.

ANSWERS

1 c 2 b 3 b 4 a

5 Are the sentences true or false?

- Ask students to read the sentences and discuss in pairs whether they are true or false.
- In class feedback, ask the students to correct the false sentences in their notebooks.

ANSWERS

1 false 2 false 3 true 4 true 5 false

Mixed ability

Less confident students can work in pairs to read the sentences and say true or false.

More confident students can read the sentences and say true or false from memory before rereading the story to check.

6 Read and answer the questions.

- Ask students to read the questions and discuss them in pairs before checking as a class.

SUGGESTED ANSWERS

- 1 Because she thinks she isn't good enough.
- 2 Because it's made from raw fish.
- 3 Yes, he does. Because he says he knows he's the best cook.

Think, Feel, Grow

- Focus students' attention on the task and read the questions aloud. Ask students to think about the answers.

- Choose different students to answer the first question. If the students have ideas they can't express in English, allow them to use their own language to get the discussion going. Reformulate their answers in English, if possible, for them to repeat.
- Look at the second question. Invite different students to share their opinions with the class. Elicit what other things they would say to cheer up Sam, e.g. *You did your best. You might win next time.*
- For the third question, ask students to tell their partner what they think before getting feedback from the whole class.

SUGGESTED ANSWERS

- 1 Amy says, "Well done, Tia!"; but Sam says "But my curry is made from 20 ingredients! The fish is cooked perfectly!" Amy is happy for Tia, but Sam is angry.
- 2 Amy helps Sam to realize it's OK that they didn't win. All their dishes look delicious.
- 3 students' own answers.

GLOBAL SKILLS: Emotional self-regulation and wellbeing

Students will have experiences of winning and losing at games, competitions, sport matches, etc. Being a good winner and a good loser are important qualities in life. The story illustrates that losing is tough, but it isn't the end of the world. Having a different perspective helps us make a sad or disappointing experience an opportunity to learn new things and grow as people. Ask students to work in pairs and talk about a time when they won or lost at something. How did they react and how did they feel? Were they good winners / losers? Invite different students to share their story.

7 Read the story at home.

- Ask students to read the story again at home.
- Suggest that they tell the story to a family member or guardian and explain the lesson they learned from the story.

Team Task! 4

- Students complete what good winners and good losers say in six different situations. They then act out the situations and discuss about their own experiences of being good winners or good losers.

KEY COMPETENCES: Citizenship

This task encourages students to think about what it means to win and lose with grace. Developing good sportsmanship helps to develop good character. It requires students to support each other and treat each other with respect.

Activity Book pages 54–55

1 Look at the pictures. What is Ibrahim doing?

- Tell students that they are going to read a different story. Ask students to look at the pictures. Allow time for them to discuss the question with their partner before checking with the class.

ANSWER

He's cooking.

2 **★★** Read the story.

- Ask students to look at the story pictures again and the title, and tell you what they think happens in the story.
- The students read the story quietly to themselves to check their predictions.

3 **★★** Find and underline these words in the story. Then choose the correct meaning.

- Students find the words in the story and choose the correct meaning. Encourage them to replace the word with the three possible meanings to help them make the right choice.

ANSWERS

1 b 2 c

4 **★★** Read the story again and write *T* (true) or *F* (false).

- Students read the story again and decide if the sentences are true or false. Elicit corrections to the false sentences.

ANSWERS

1 F 2 T 3 T 4 F 5 T

5 **★★★** Answer the questions.

- Ask students to discuss the questions in pairs before writing their answers.

SUGGESTED ANSWERS

- 1 Ibrahim was worried because he was cooking in a competition.
- 2 Ibrahim feels disappointed that he didn't win at first.
- 3 Baraz thinks it's more important to try hard.

6 Complete.

- Read through the task and give students time to think about how they feel about the story before they complete the exercise.

ANSWERS

1 1 c 2 a 3 b

2 Students' own answers.

3 Students' own answers.

CONTINUOUS ASSESSMENT: Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

Lesson 5: Skills and Culture

Learning objective

Students will learn about bread in France and India.

Language

Bread: coffee, ingredients, oven, wheat

Starting the lesson (optional)

- Play a game of *Descriptions* (see *Ideas bank* page 170) with the following food words: *bakery, bread, cake, flour, salt, butter, jam, orange juice, garlic, spaghetti, stew, breakfast, dinner.*
- Then ask *What do you usually have for breakfast? What do you usually have for dinner?* Have students answer the questions in pairs.

Lead-in

- Ask the class to look at the photos and try to work out which countries they will be learning about today (*France and India*). If there is a map in the classroom, ask students to find the two countries on it.
- Ask students to think about what the learning objective might be. Then ask them to find it on the page: *Let's learn about bread in France and India.*

iPack page 58

1 Listen, point and repeat. 113

- Play the recording for students to listen and point to the photos.
- Play the recording again for students to repeat.

2 Listen and say the number. 114

- Focus on the photo of Paul. Ask *Which country is Paul from?* (*France*)
- Tell students that they are going to hear Paul talking about a type of bread that is eaten in his country. They must listen and when they hear a beep, they say the number of the photo.
- Play the recording, pausing after the beeps for students to call out the number.

Audio transcript

Hello! I'm Paul from France. Today, I want to tell you about a very special food in my country. It's bread!

It's very easy to make bread. You need only four ingredients. Ingredients are the food items you need to make a dish or meal. For example, the ingredients for fried rice are rice, eggs, oil and some vegetables.

An important ingredient in bread is flour. Did you know that flour is made from a plant? This plant is called wheat. Wheat is a tall, yellow plant that is grown in fields. The wheat is collected from the fields at the end of the summer and it is made into flour.

After you mix all the ingredients for bread, you have to bake the bread in an oven. An oven is a machine which is very hot. It is used to cook or bake food. After you bake the bread, you must remember to turn off the oven.

In France, lots of people like to eat bread and drink coffee for breakfast. Coffee is a hot, brown drink. It's made from a bean. The beans are grown in countries like Brazil and Vietnam. Some people add milk to coffee.

ANSWERS

1 1 (ingredients)

2 3 (wheat)

3 2 (oven)

4 4 (coffee)

KEY COMPETENCES: Cultural Awareness and Expression

Listening to someone talk about how food is produced in other countries broadens students' understanding of the world. Learning about routines or customs relating to food encourages students to think about similarities or differences between cultures.

3 Listen to Paul and choose. 115

- Tell the class that now they are going to hear Paul talking in more detail about bread in France.
- Ask students to read through the sentences before they listen.
- Play the recording, pausing for students to choose the correct words.
- Play the recording a second time for students to check their answers.

Audio transcript

I live in a beautiful village in France. In my village, there's a small bakery. At the bakery, you can buy bread and cakes. Every morning at half past six, I walk to the bakery in my village and I buy two *baguettes*. A *baguette* is a long stick of bread. It's delicious!

The baker works at the bakery. He makes 100 *baguettes* every morning. He uses flour made from wheat. There are lots of wheat fields near our village. The other ingredients in bread are salt, water and yeast. Yeast is a special ingredient in bread. It makes the bread grow.

The baker mixes the ingredients. Then the bread is baked in an oven for 20 minutes. After that, it's ready to sell in the bakery! After I buy the *baguettes*, I go home. Then my family and I eat breakfast together. We put butter and fruit jam on the *baguette*. My mum and dad drink coffee from a bowl, but I prefer a glass of orange juice.

Sometimes we eat *baguettes* for dinner, too. My mum mixes garlic and butter, and she puts this on the *baguette*. Then it's baked in the oven. This is called 'garlic bread'. We eat garlic bread with spaghetti or stew. It's delicious!

ANSWERS

1 bread 2 long 3 wheat 4 Yeast 5 20 6 coffee

CULTURE NOTE: French bread

Bread is an important part of people's diet in France. Throughout the country there are artisan bakeries called 'boulangeries'. The French *baguette* is one of the most popular types of bread. There's a law that states that a traditional *baguette* must be made in the bakery where it is sold and it can only be made from wheat flour, water, salt and yeast. There can be no additives or preservatives in a *baguette*, which means that it goes stale in 24 hours.

4 Watch. What do people eat with *baguettes* at dinner time in France?

- Play the video for students to watch and find out what people eat with *baguettes* at dinner time in France.

Video transcript

See page 159.

ANSWERS

stews, soups or spaghetti

Optional activity

Ask students to think about everything they have learned about bread in France from the Class Book page, the audio and the video.

Ask students to work in pairs. They take turns to tell each other facts about French bread, e.g., *There are four ingredients in a baguette. Yes! There's flour from wheat, salt, water and yeast.*

5 Listen and read. 116 Then talk with a partner.

- Play the conversation for students to listen and follow.
- If your class has watched the video in exercise 4, point out that the exchange in the Class Book comes from the conversation at the end of the video. Play the video for students to listen to the conversation again.
- Ask students to work in pairs to discuss how often they eat bread. Less confident students use the conversation on the page to guide them. Confident students can change pairs and repeat the conversation.
- Walk around the class as students talk, helping where necessary.
- Ask some of the pairs to act out their conversation for the class.

Class Book page 59

6 Look at the photos. What foods can you see? Tell your partner.

- Focus attention on the photos. Ask *What foods can you see?* Ask students to discuss in pairs. Elicit the answer from different pairs.
- Encourage students to share any experiences they have had with Indian food.

ANSWER

bread and a curry

MEDIATION:

In this exercise, students use their own words to interpret the photos, working in pairs. Allow students to use their own language if they need to, but encourage them to ask their partner for help with the English words first.

7 Listen and read. 117 What are Saira's two favourite types of bread?

- Read the gist question in the rubric with the class: *What are Saira's two favourite types of bread?*
- Play the recording for students to follow the text in their books.
- Then ask the question again. Allow students to discuss with their partner before you elicit the answer.

ANSWERS

Naans and chapatis

CULTURE NOTE: Bread in India

Bread is essential in the food culture of India. There are many types of bread and three ways of cooking it: roasted on a griddle, fried and baked. Most types of bread are made from wheat flour, but there are others that are made from corn, rice or lentils. The most popular type of roasted bread is the *chapati* and the most popular type of baked bread is the *naan*. Fried breads are also very popular in India, such as the *paratha* or the *puri*.

8 Read again. Are the sentences true or false?

- Ask the students to read the sentences and discuss in pairs whether they are true or false.
- Check the answers with the class. If appropriate, have students correct the false sentences in their notebooks.

ANSWERS

1 true 2 true 3 false 4 false

9 Answer the questions for you.

- Read out the two questions and allow time for students to think about their answers.
- Then divide the class into small groups to share their answers.
- Ask different groups, at random, to share their thoughts on bread from France, India and their own country.

ANSWERS

Students' own answers.

Team Task! 5

- Students complete factfiles for three types of bread and then make a factfile for a type of bread from their country.

KEY COMPETENCES: Digital

As a digital alternative to the worksheet, instruct students to do some research online about the type of bread they are going to write about and create a presentation for the class.

CONTINUOUS ASSESSMENT: Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

Lesson 6: Writing focus

Learning objective

Students will learn how to write a recipe.

Language

Vocabulary and grammar from lessons 1–5

Starting the lesson (optional)

- Play a game of *Race the bear!* (see *Ideas bank* page 170) with *spaghetti with tomatoes and pepper*.
- When students find the dish, ask *Do you like spaghetti with tomatoes and pepper? What ingredients are there in this dish?* Have students discuss the questions in pairs before you elicit answers from different students.

Lead-in

- Write the objective on the board: *Let's learn how to write a recipe.*
- Ask students to talk about recipes they have read and/or used. Write these questions on the board: *What dish was the recipe for? What was in the recipe? Was it easy or difficult to make the dish?* Have students discuss in small groups.
- Have students share their answers with the class.

Activity Book pages 56–57

CONTINUOUS ASSESSMENT: To encourage learner autonomy, it is important to make use of classroom time to prepare students for the writing task. The recipe on Activity Book page 56 is a model for the students to refer to for support. Ensure that students have the opportunity to share ideas and that they fully understand the writing focus.

1 Look at the photo. What is served with the spaghetti?

- Focus on the photo and ask the question. Elicit and accept ideas from different students. Don't confirm the answer yet.

SUGGESTED ANSWER

(garlic) bread

2 Read. Which ingredient is boiled in water?

- Read the gist question in the rubric with the class: *Which ingredient is boiled in water?*
- Give students time to read the recipe. Ask the question again and allow students to discuss the question with their partner before you elicit the answer. Also ask if their predictions were correct in exercise 1.

ANSWER

spaghetti

3 Read again. Then answer the questions with a partner.

- Allow time for students to read the recipe again and discuss the questions in pairs.

ANSWERS

1 2 tablespoons

2 While cooking the tomatoes, pepper, onion, chilli and garlic

4 Read. Then write the labels in activity 2.

- Point out the headings and read through the information with the class.
- Ask students to read the recipe again and write the headings in the labels in exercise 2. Point out that when cooking a dish, we do some things at the same time. For example, steps 2 and 3 happen at the same time. Students must think about this and make it clear in their recipe.

ANSWERS

First label: Title

Second label: Photo

Third label: Ingredients

Fourth label: Method

Fifth label: Tip

Mixed ability

With less confident students, elicit the meaning of the cooking verbs: *chop, pour, cook, put, boil, drain, mix, add, serve, fry, bake, slice*, etc.

More confident students can give an example of a food item for each verb, e.g. *chop onions, pour milk, cook the spaghetti*, etc.

5 Complete.

- Students look at the pictures and complete the sentences with the verbs in the box.

ANSWERS

1 Chop 2 Pour 3 Add, Cook 4 Put 5 Mix 6 Serve

6 Plan your ideas for a recipe. Write.

- Refer students back to the recipe in their Class Book. Remind students that this is what a good recipe looks like,

and they should use this model to help them in their own writing.

- Focus attention on the three questions in the Activity Book activity. Ask students to think of a dish they like first.
- Ask students to make notes about the dish, e.g. *what ingredients are in it, and the steps in cooking the dish.*
- Ask the students to show their notes to a partner and explain how their dish is made.

ANSWERS

Students' own answers.

Mixed ability

Allow less confident students to plan and write the recipe in pairs. They can choose an easier dish to write about. You may provide students with a list of simple dishes that students are likely to be familiar with.

More confident students should plan and write their recipes independently.

7 ★★★ Write a recipe for your favourite dish. Use your notebook.

- Allow time for students to write out their recipes in their notebooks using their notes. Encourage them to use a photo or draw a picture for it.
- When they are ready, ask students to exchange recipes with a partner. They read their partner's recipe and say whether they would like to make the dish.

ANSWERS

Students' own answers.

CONTINUOUS ASSESSMENT: Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

Review and Learning Situation 5 & 6

Learning objectives

Students will consolidate their understanding of the target language from the units.

Students will make a menu for a restaurant and act out a role play.

Language

Vocabulary and grammar from lessons 1–3 and lesson 5

Materials

Several A4 pieces of plain paper, pens and pencils for each group.

Team Task! 6 worksheet: one copy of the first two worksheets and two copies of the third worksheet for each group.

Starting the lesson (optional)

- Play a game of *Find the answer* (see *Ideas bank* page 170). You can use these example questions: *How many grams of spaghetti do you need for spaghetti with tomatoes and pepper?* (300) *What dish did Sam make in the story The cooking competition?* (a fish curry) *Which is hotter:*

the jalapeno pepper or the Carolina Reaper? (the Carolina Reaper) *What ingredients are there in a taco?* (beans, bread, salad) *Why didn't Zak 11 like the taco in The Yellow Chili?* (the vegetables were raw) *What are chips made from?* (potatoes)

Lead-in

- Write the learning objective on the board: *Make a menu for a restaurant and act out a role play.*
- Discuss as a class what makes a good menu for a restaurant, e.g. *clear names for dishes, dishes listed in categories, prices included, photos of the dishes, etc.*

Review

Class Book page 70

1 Think about the words in Units 5 and 6. Which do you like to eat, do or use?

- Ask students to look at the picture prompts and discuss in pairs which of these they like to eat, do or use.
- Ask a few students to share their answers with the class.

ANSWERS

Students' own answers.

2 Order the words to make passive sentences.

- Ask the students to read the word prompts. They then work in pairs to put the words in order and make sentences.
- Elicit answers from around the class to check understanding.

ANSWERS

- 1 Tacos are eaten in Mexico.
- 2 Emojis were first used in 1997.
- 3 The game was downloaded yesterday.
- 4 Flour is made from wheat.

3 Choose and do three activities.

- Allow time for students to read all of the activities and choose three that they want to do.
- Make sure that all students are sitting next to someone who chose the same activity. Move students if necessary.
- Ask the students to complete the tasks. Walk around the class as they work and help where necessary.

KEY COMPETENCES: Linguistic communication

Speaking with classmates will develop students' interaction skills and help them consolidate their understanding of the language in different ways. Personalizing the target language gives students a meaningful approach to internalizing the language and helps them gain autonomy of their communicative abilities.

Learning Situation

Lead-in

- Ask students to look at the menu on Class Book page 71. Invite different students to make predictions about what they are going to make.

- Ask students to find the learning situation context on the page: *What is a healthy menu?*
- Confirm to students in their own language that they will be making a menu and role-playing ordering dishes from it with their classmates.
- As a class, discuss real menus students have seen in restaurants or online. Encourage them to say what information was included. If they haven't seen one, have them guess what information should be included.

Team Task! 6

- The Team Task! 6 worksheets are integral to the project. Before the lesson, you will need to download and make a copy for each group of four students in your class. Use the worksheets to help explain the task and processes involved.
- If you are not using the video in your class, complete exercises 1 and 3 in the Class Book, then hand out the worksheets for students to make the menu and act out the roleplay.

KEY COMPETENCES: Entrepreneurship

In this exercise, students collaborate in groups to make a healthy menu. They make use of their organizational skills when organizing their ideas. They then use their creativity to present their ideas in a menu.

iPack page 71

1 Watch. What is the name of the group's restaurant? Look and choose the correct answer.

- Read out the question with the class. Have students look at the four options.
- Play the video for the students to watch and find the answer.
- Ask further questions about the video, e.g. *What dishes do they choose for their menu?* (*spaghetti, dumplings, salad, curry, fish and chips, pizza, sushi, shepherd's pie*) *What drinks are there on their menu?* (*juice, water, lemonade*) *Is the curry spicy?* (*Yes, it is.*) Have students discuss the questions in pairs.
- Play the video again for students to check their answers.

Video transcript

See page 159.

ANSWER

The Big Spoon

2 Watch again. Read and answer the questions.

- Have students read the questions in their Class Book.
- Play the video again for students to find out the answers.
- Allow students to discuss the questions in pairs before checking the answers as a class.

ANSWERS

- 1 eight
- 2 juice, water and lemonade
- 3 meat and vegetables
- 4 the waiter

3 Read and match. Then listen and check. 139 Work in groups.

- Ask students to work in pairs or small groups. They read the sentence halves and match the beginning and the end of each sentence in their notebooks.
- Play the recording for students to listen and check their answers.

ANSWERS

1 b 2 d 3 c 4 a

RESEARCH:

Support students by breaking down the project into smaller steps for students to follow. Breaking down a task is a strategy that helps students manage bigger projects. Have students use the steps as a checklist to see what they have completed and what they have yet to do.

4 Work together to create your menu. Practise ordering dishes.

- Ask students to work in groups of four. Give out the Team Task! worksheets (see separate teaching notes) for students to make their menu and act out the roleplay.
- Before students start, display the *Let's present!* poster and go through the four steps with the class.
- Monitor while students are working and provide help if necessary. You may also go around the class asking questions about their dishes, e.g. *What ingredients are there in the (dish)? What's the (dish) made from? Is the (dish) made from ...? Is the (dish / food) spicy / salty / sweet / raw? What makes the (dish) healthy?*

MEDIATION:

In this exercise, students work together in groups to create their menu. They must collaborate to express their ideas clearly. They then take turns to role play a waiter and a customer in ordering dishes. Make sure that every student has a role and has a chance to practise the role play.

5 Present your menu and act out a role play with your group.

- Invite groups to present their menu to the class. If time is limited, pair up groups for the presentations.
- Next students act out their role play. First, tell them to decide who is going to be the waiter. You can ask the waiter in each group to note down the order. Encourage the customers to use the questions on the board during the role play.
- Invite groups to act out their role play to the class. If time is limited, pair up groups to act out their role play.

Activity Book pages 68–69

1 Write.

- Students look at the picture and label the dishes.

ANSWERS

1 kebabs 2 couscous 3 chicken curry 4 hummus
5 spring rolls 6 stew 7 pies 8 falafel

2 Look at the pictures and find the words in the puzzle. Each word starts in a green square.

- Students look at the pictures to identify the words.
- They identify the beginning letter first before looking at the adjacent boxes to spell out the rest of the word.

ANSWERS

delete save upload emoji smartwatch
headphones

3 Write the technology words in the table. Then write your own ideas.

- Students read the review and complete the missing words. Point out that the missing words are adjectives.

ANSWERS

Technology items: app, website, headphones, social media, screen

Ways of using technology: make a video call, print a document, text a friend, track, upload

4 Match.

- Students match the sentence halves to make sentences.

ANSWERS

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

5 Write *hope*, *think* or *know*.

- Students look at the pictures and complete the sentences with *hope*, *think* or *know*.

ANSWERS

1 hope 2 know 3 think 4 know

Units 5 & 6: My progress

Ask students to read the sentences and tick them to show how well they have achieved each learning objective. They then tick the final sentence to show how well they tried.

Unit 5 Cambridge English: A2 Flyers

Learning objectives

Develop language skills and exam techniques to prepare students for the Cambridge English: A2 Flyers Listening Part 3 and Speaking Part 4, Reading and Writing Part 3.

Familiarize students with the style of questions for this exam.

Language

Review vocabulary: (food) *burger, burnt, couscous, curry, delicious, dumplings, falafel, fried rice, hummus, kebabs, pie, raw, spaghetti, spicy, spring rolls, stew, sushi, taco*

Review grammar: *Hope, think* and *know* statements;
Present simple passive statements

Starting the lesson (optional)

- Play *What's missing?* (see *Ideas bank* page 170) to review the food vocabulary.

Class Book page 120

1 Ask and answer with a partner.

- Students do the speaking exercise in pairs.

Mixed ability

Support less confident students by practising the speaking exercise as a class before students do the exercise in pairs.

Stretch more confident students by asking them to add one or two extra descriptions, e.g. *The kitchen is downstairs.*

2 Copy the menu. Listen and complete. 🎧 237

- Students copy the menu in their notebooks and write the missing words.

Audio transcript

Woman Chicken curry with chillies and rice

Burger and chips with salad

Pie, chips and peas

Couscous with spicy vegetables

Falafel with salad and yoghurt

Spring rolls with fried rice

Spaghetti with tomato sauce

Sushi with white rice

ANSWERS

1 chicken curry 2 burger 3 pie 4 couscous
5 falafel 6 spring rolls 7 spaghetti 8 sushi

3 What does Sarah decide to eat? What does Fred decide to eat? Listen and say. 🎧 238

- Students listen to the recording and discuss the answers in pairs.

Audio transcript

Boy What are you going to have, Sarah?

Girl I'm not sure. I love couscous, but I also really like falafel. I'm also a big fan of sushi. I just can't decide. Actually, I think I'll have the chicken curry. I love spicy food. What about you, Fred?

Boy Well, I don't like spicy food at all so I'm not going to have curry or anything like that. And I don't fancy raw fish, so sushi is out. I want something simple, like a pie or a burger, or maybe spaghetti with tomato sauce. Yes, I'll have the pasta.

ANSWERS

Sarah: chicken curry

Fred: spaghetti with tomato sauce

4 What did each person decide to eat? Listen and say the letters. 🎧 239

- Students listen to the recording and match the people to the food.

Audio transcript

Sarah Have you been to that new restaurant in town? They've got all kinds of dishes there.

Fred Yes, I have. I went there with my family last week. It's great isn't it? There are lots of things to choose from!

Sarah What did you have?

Fred Well, at first I couldn't decide. There are so many things on the menu. But in the end, I decided to have spaghetti and tomato sauce.

Sarah What did your mum have?

Fred My mum loves Japanese food so she had sushi. It looked delicious.

Sarah And your dad?

Fred Well, he doesn't like spicy food, so we suggested he have something like the burger and chips, but in the end he ordered pie, chips and peas.

Sarah What about your brothers?

Fred Well my older brother didn't know what to have at first. He said the couscous looked delicious, but he decided to have falafel because it's his favourite. My younger brother had fried rice and spring rolls. He loved it.

Sarah And what about your sister?

Fred My sister always has spicy food if she can, so she had chicken curry.

ANSWERS

Me b Mum g Dad d My older brother h
My younger brother a My sister f

Activity Book page 118

1 Complete the sentences. Use one of the words in the box.

- Students complete the reading and writing exercise by choosing the correct words.

ANSWERS

1 meat 2 grown 3 terrible 4 know 5 oven

2 Read and complete the story. Use the words in the box. There are four words that you don't need to use.

- Students complete the story with the words in the box.

ANSWERS

1 expensive 2 famous 3 bowl 4 delicious
5 made 6 bought

Mixed ability

Allow less confident students to complete the exercise in pairs. The words around the gap will give them clues about the missing word.

More confident students can complete the exercise independently and check answers with a partner.

3 Choose the best name for the story.

- Students choose the title that best matches the story.

ANSWER

2