

# 9 WOULD YOU LIKE DESSERT?

## Objectives

FUNCTIONS	talking about food and eating habits; talking about obligation; asking nicely and offering; offering and asking for help
GRAMMAR	<i>must / mustn't; can</i> (asking for permission); <i>I'd like ... / Would you like ...?</i>
VOCABULARY	food and drink; meals

Student's Book page 84–85

## READING

1 Books closed. As a warm-up, ask students to draw three pictures of food: one picture of a meal they ate yesterday, another picture of their favourite meal and another picture of their least favourite meal. In pairs, students take turns to guess which picture is which, e.g. *I think that is your favourite meal*. Students will not have learnt the past tense yet, so clarify the meaning of *ate* by gesturing to *yesterday*. Ask for examples in open class. Make a note of any food items mentioned on the board.

Books open. If there is an IWB (interactive whiteboard) available in the classroom, this activity would best be done as a heads-up activity with the whole class. Display the photos on the IWB. Say: *a carrot cake*, and nominate a student to call out the correct letter on the board. The rest of the class agree or disagree with the answers. Alternatively, students do the activity in pairs before checking answers with the whole class. Say the words for students to repeat and check pronunciation. Pay attention to the /ʃ/ sound in *chef* and the short vowel sound /ʊ/ in *cooking*. Ask: *Which of these foods do you like best? Why?*

### Answers

2 A 3 F 4 B 5 E 6 C 7 D 8 G

2 **SPEAKING** Divide the class into pairs or small groups for students to write down a list of food words. Encourage them to categorise words into different groups, e.g. *fruit, vegetables, meat*, etc. Monitor and help with spelling if necessary. As feedback, elicit words from different groups and create lists of food words on the IWB. This could be done as a game with students scoring one point for each word they have written and two points if they have a word that no other group has.

- 3 **SPEAKING** Students discuss their likes and dislikes in pairs. Encourage students to develop their conversation, for example by saying how often they eat the foods that they like. As feedback, ask individuals to report back to the whole class on their partner's preferences.
- 4 Students look at the photos on page 85 and read the article quickly to answer the question. Tell them not to worry if they don't understand every word in the text, but to focus on answering the question correctly. Check answers in open class.

### Answer

They are young.

- 5 **▶▶2.21** Read through the sentences with students and check/clarify: *clean*. Encourage students to underline the key information in the questions that they will be looking for in the text. Students read and listen to the text to find out if the statements are true or false or it doesn't say. Clarify that even though the information in some sentences may be true, they should put *doesn't say* if the information does not appear in the text. Suggest that they underline the parts of the text that helped them find their answers. Students check their answers with a partner before feedback. During feedback, ask individuals to correct the false statements.

### Answers

- T
- DS
- F – They are really good cooks.
- F – They must be nine years old or more.
- T
- DS
- T

## THiNK VALUES

### How you eat is important

- 1 **SPEAKING** To introduce the topic, ask students: *Are there any rules at dinner time in your house?* Ask students to discuss the question with a partner. Listen to some of their answers in open class. Look at items a–f and check/clarify: *sit at a table, eat very fast* and *eat and play computer games at the same time*, perhaps using mime. Go through the two examples and encourage students to write answers in full sentences to practise the position of adverbs of frequency. Working individually, students complete the exercise.

- 2 Read through the instructions and check understanding. Do the first one in open class as an example if necessary, explaining that it's OK for students to have different opinions. Working individually, students decide if a–f are good, bad or OK things to do. Monitor and help with any difficulties.

### Suggested answers

a 1 b 3 c 1 d 3 e 2 f 3

- 3 **SPEAKING** Look at the three prompts with students and elicit some example sentences. Point out that students will need to use the *-ing* form of the verb to complete the sentences with *think* (e.g. *I think eating very fast is not so good.*). Students work with a partner and compare their ideas. Monitor and help as necessary, encouraging students to express themselves in English and to use any vocabulary they have learned from the unit. Ask pairs or groups to feedback to the class and discuss any interesting points further.

### Optional extension

Ask students to compare the eating habits of other people they know (friends, older/younger siblings, cousins, etc.). Ask: *Who has good/bad eating habits?* For feedback, make a list of good and bad eating habits on the board.

## Student's Book page 86–87

## GRAMMAR

### *must* / *mustn't*

- 1 Students complete the sentences from the article with the correct form of *must/mustn't*. Ask: *Which of the sentences are positive?* (Sentences 1 and 2) and *Which is negative?* (Sentence 3).

### Mixed-ability

Stronger classes: Ask students to try to complete the gaps from memory without looking back at the article.

Weaker classes: Students refer to the article to complete the exercise.

### Answers

1 must 2 must 3 mustn't

Read through the rule in open class and elicit the answers. Give further examples of your own to clarify if necessary. To check understanding, ask students: *What are some of the things you must/mustn't do at school?*

### Rule

1 must 2 mustn't / must not

- 2 If you're short on time, set this exercise for homework. Ask students to read through dialogues 1–3. Check/clarify: *forget, borrow*. Ask students to work in pairs and complete the exercise. Remind them to decide if the sentence is positive or negative before they select which form of *must* to use. Check answers with the whole class, checking students' pronunciation of *must* and *mustn't*. Draw attention to the silent *t* in *mustn't*. If necessary, refer back to the rule to clarify understanding of *must/mustn't*. To extend practice, ask students to practise saying the dialogues.

### Answers

- 1 mustn't eat  
2 mustn't forget  
3 must buy

### Fast finishers

Ask students to write down some of the rules that they have at home using *must/mustn't*. Listen to some examples after feedback on Exercise 2.

- 3 **SPEAKING** Divide the class into pairs. Clarify that we can use *must/mustn't* to describe things that are necessary in the future. Give one or two examples of your own to get them started, e.g. *I must phone my uncle. I mustn't forget to buy my friend a birthday present.* Students work together to complete the exercise. Monitor and help with any difficulties. For further practice, put students with a different partner to tell each other about their first conversation. Listen to some examples in open class as feedback.



Be aware of common errors related to the spelling of modal verbs, go to Get it right on Student's Book page 125.

Workbook page 82 and page 126

## VOCABULARY

### Food and drink

- 1 **2.22** Books closed. To introduce this activity, quickly review food vocabulary by writing the four categories (*meat, fruit, vegetables, drinks*) on the board and brainstorming words for each category. This could be done as a game of vocab tennis with the class split into two (or more) groups and each group taking turns to say a word until one group can't think of any more words.

Books open. Students work with a partner to write the name of the food under each photo. Monitor and check for any problems with spelling. Play the audio. Get the students to listen and repeat, and check pronunciation. Draw attention to the long vowel sounds: /eɪ/ in *potato* and /ɑ:/ in *banana* and *tomato*.

### Mixed-ability

Stronger students cover Exercise 2 to complete the exercise.

Weaker students can look at the words in Exercise 2 to help them complete Exercise 1.

**Answers**

1 beef 2 lamb 3 burger 4 banana 5 orange  
6 apple 7 strawberry 8 potato 9 carrot 10 tomato  
11 pepper 12 coffee 13 tea 14 milk 15 juice

**Optional extension**

As a review exercise, ask students to work with a partner and divide the food words into countable and uncountable nouns. Check answers. In open class, elicit or remind students of the rules concerning articles with these nouns (we use *a/an* with countable nouns, but *some* with uncountable nouns).

**Answers**

Countable: burger, banana, orange, apple, strawberry, potato, carrot, tomato, pepper  
Uncountable: chicken, beef, lamb, coffee, tea, milk, juice

- 2 **SPEAKING** Read through the instructions and groups of words. Do Question 1 as an example. Students work in pairs or small groups to decide which word in each group is different and why. During whole-class feedback, ask students to explain why the word is different.

**Answers**

1 potato – vegetable; the others are drinks  
2 burger – meat; the others are kinds of fruit  
3 carrot – vegetable; the others are kinds of meat  
4 milk – drink; the others are kinds of fruit  
5 lamb – meat; the others are vegetables

**Fast finishers**

Ask students to prepare more examples of groups of words with one word that is different. Ask them to read out their groups of words after feedback on Exercise 2 for students to find the odd one out.

- 3 **SPEAKING** Read through the examples. Point out the use of *them* to refer to *tomatoes* (because *tomatoes* is plural) and *it* to refer to *tea* (because *tea* is uncountable). In pairs, students complete the exercise. This could be done as a mingle, with each student standing up and talking to another student until they find three things they have in common, then changing partners. Monitor and check students are using pronouns correctly when referring to countable or uncountable and also pronouncing food words correctly. Listen to some of their findings in open class as feedback.

Workbook page 85 →

**LISTENING**

- 1 Books closed. As a lead-in, ask: *Do you like cooking? What do you cook?* Ask students to discuss the questions with a partner and listen to some of their answers in open class. Ask: *Who likes cooking more – the boys or the girls?*

Books open. Look at the picture and ask students to describe what they can see.

**Answer**

A boy is cooking. He is making a mess. There are eggs and milk on the table. His mother looks worried.

- 2 **2.23** Tell students they are going to hear a dialogue about cooking. Play the audio while students listen and answer the questions. Tell them to focus on answering the questions and not to worry if they do not understand every word. Check answers.

**Answers**

He is cooking an omelette. No, he decides to have pizza.

**Audio Script Track 2.23**

George Mum?  
Mum Yes, George?  
George Can I make an omelette?  
Mum George? You? You want to make an omelette?  
George I know, Mum. But I want to learn to cook. So can I try?  
Mum Yes, of course you can. Would you like some help?  
George Well, no, Mum. I really want to do it by myself. OK?  
Mum Sure. Have fun.  
George OK, omelette here we come. Erm ... Mum?  
Mum What is it, George?  
George Have we got any eggs?  
Mum Yes, of course.  
George Great. Where are they?  
Mum In the fridge, George.  
George OK, cool. And what about some milk? Have we got any?  
Mum Yes, George. It's just in front of you. In the fridge.  
George Ah, alright ... eggs, milk, erm ... tomatoes. Mum? I need tomatoes.  
Mum Can I come into the kitchen now?  
George No, wait, Mum!  
Mum OK, the tomatoes are on the table.  
George Thanks, Mum.  
Oh, no! I must be quick now. Oh, no. Oh, no!  
Mum Oh, dear!  
George Mum?  
Mum What is it, George?  
George Can I go to the pizza place? I'm hungry!  
Mum Yes, you can. But look at the kitchen.  
George Can I clean the kitchen later?  
Mum OK. But don't forget to do it.

- 3 2.23 Look at the example in open class. Ask students: *Who asks this question – George or his mum? (George). Does he want to make an omelette or does he want his mum to make an omelette?* (He wants to make an omelette.) Give students time to read through sentences a–f. Play the audio again while students order the sentences. Check answers. If necessary, play the audio again, pausing to clarify answers. Say the sentences for students to repeat and check pronunciation.

#### Answers

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

## GRAMMAR

### can (asking for permission)

- 1 Read through the answers in open class. Students work with a partner to match the answers to the questions in Listening Exercise 3. Check answers. Read through the rule in open class and refer back to examples from the listening to clarify the use of *can*.

#### Answers

1 a 2 f 3 c

- 2 2.24 Give students time to read through the instructions and sentences 1–5. Check/clarify: *try on*. Students work with a partner to complete the questions. During feedback, play the audio for students to check their answers and practise pronunciation and intonation of the questions.

#### Answers

- 1 Can, try on
- 2 Can, use
- 3 can, go out
- 4 Can, play
- 5 Can, eat

#### Fast finishers

Ask students to write further examples of questions with *can*, asking for permission. Suggest that they write questions they could ask members of their family or friends.

- 3 Read through the answers with students. Point out the use of imperatives in sentences a (*Do it now.*) and b (... *be careful.*). Students work with partner to complete the exercise. Check answers in open class. Draw attention to the short answer forms of *can* in sentences a–c. Say the sentences for students to repeat and pay special attention to the long vowel sound in *can't* and the short vowel sound in *can*. Ask students to practise saying the dialogues and listen to some examples in open class.

#### Answers

b 4 c 3 d 2 e 1 f 5

Workbook page 82 and page 126

## THINK SELF-ESTEEM

### You are what you eat

- 1 To give an example of this activity, write the following on the IWB:

*I often eat apples ... 1 2 3 4 5 ... I never eat apples.*

Answer the question yourself and circle one of the numbers. Point out that 1 means you often eat apples and 5 means you never eat apples. Elicit the meaning of 3 (*I sometimes eat apples.*). Ask some students to answer the question to check understanding.

Working individually, students complete the exercise. Monitor and help with any difficulties.

- 2 **SPEAKING** Divide the class into pairs or small groups. Students compare their answers. Monitor and make a note of any repeated errors to refer to anonymously during feedback.

#### Optional extension

Tell students they are going to prepare a survey to find out about healthy eating habits. Ask students to work in small groups and write statements like those in Exercise 1. Point out that all the statements should score 1 for a healthy habit and 5 for an unhealthy habit.

When students have completed at least three statements, put them into groups. Students take turns to read out their statements while the others in the group listen and choose a number. They then agree on who has the healthiest diet in the group. Monitor as they are doing this to input any unfamiliar vocabulary that students need and to make a note of common errors as well as good usage. Write these up on the board, without naming students, and ask students to correct errors during whole-class feedback. Listen to some of the findings from each group as feedback.

### Student's Book page 88–89

## READING

- 1 Books closed. As a lead-in, write the following questions on the board:

*What do you eat in restaurants?*

*Do you have a favourite restaurant?*

*How often do you go to restaurants?*

Students discuss the questions with a partner or in small groups. Ask some of the groups to report back on their conversations in open class.

Books open. Give students time to individually read through the menu and decide what they would like to eat. Check/clarify: *steak, jacket potato, scoop*. Ask students to compare their choices with a partner before having a quick show of hands to find out which are the most popular choices.

- 2 2.25 Students read and listen to the dialogue and answer the question. Students compare answers with a partner before a whole-class check.

#### Answer

tomatoes

- 3 Students read through the dialogue again and answer the questions. Ask students to focus on the phrases used to order as well as what they order. Students compare answers with a partner before checking in open class. During feedback, elicit the phrases which were used to order the meal.

#### Answers

Anna: potato salad  
pasta with tomato sauce  
Jack: vegetable soup  
fish and chips

- 4 Ask students to cover the dialogue and read through sentences 0–7. Check/clarify: *customer*. Students work in pairs to decide who says the sentences in a restaurant. When they have completed the exercise, they can find out which of sentences 0–7 appear in the dialogue (Sentences 2, 3 and 5) and find small differences between the remaining sentences and those in the dialogue. Check answers in open class. During feedback, say the sentences for students to repeat and check pronunciation and intonation.

#### Answers

1 C 2 W 3 W 4 W 5 C 6 C 7 W

## GRAMMAR

### *I'd like ... / Would you like ...?*

- 1 Working in pairs, students complete the sentences while looking back at the dialogue on page 88. Check answers. Ask students to find further examples of *would like* in the dialogue.

#### Mixed-ability

Stronger students may like to try to complete the sentences from memory without referring to the dialogue. Let them then read the dialogue quickly to check their ideas before a whole-class check.

#### Answers

1 like  
2 I'd  
3 would  
4 We'd

Students work with a partner to complete the rule. Check answers.

#### Rule

1 like  
2 like

- 2 Divide the class into pairs for students to complete the exercise. Listen to some of their answers in open class. Make sure students are translating the meaning of the expressions rather than giving a literal translation of the individual words.

- 3 If you're short on time, set this exercise for homework. Read through the instructions and go through the example in open class. Students work with a partner to order the words in sentences 1–5. Check answers in open class.

#### Answers

1 Would you like some coffee?  
2 I'd like fish and chips, please.  
3 What would you like to eat?  
4 We'd like to sit here.  
5 What would you like to do this afternoon?

#### Fast finishers

Students write sentences describing five things they would like to do or wouldn't like to do. Listen to some examples after feedback on Exercise 3.

- 4 In pairs, students complete the sentences. Check answers in open class.

#### Answers

1 Would you like  
2 Would you like  
3 'd/would like  
4 'd/would like

- 5 **SPEAKING** Divide the class into groups of three. Ask students to do a restaurant role play using the dialogue on page 88 as a guide, where one student is the waiter/waitress and the other two are customers. Tell them they can order from the menu or add new choices of their own if they wish. Students take it in turns to be the waiter/waitress. Monitor and help with any difficulties but do not interrupt unless errors impede communication. Ask volunteers to act out their dialogues in open class.


Workbook page 83 and page 126

## PRONUNCIATION

For practice of intonation when giving two choices, go to Student's Book page 121.

## VOCABULARY

### Meals

- 1  2.28 If there is an IWB available in the classroom, this activity would best be done as a heads-up activity with the whole class. Read through the words one by one with the class, nominating individuals to match the words to items in the picture. Alternatively, students do the matching activity in pairs before checking answers with the whole class. Play the audio for students to check answers. Check/clarify: *cereal, yoghurt*. Play the audio again for students to repeat the words together and check pronunciation.



### Mixed-ability

Stronger classes: If you are using an IWB, zoom in on the picture and ask students to work with a partner to describe the food and try to say the names. When the majority of the students have finished, zoom out to show the words. Ask students to compare their ideas with the words in the book, and to match the words to the items in the picture.

### Answers

2 C 3 A 4 I 5 B 6 G 7 F 8 H 9 D

### Fast finishers

Ask students to think about different members of their family and write sentences to describe what they have for breakfast.

- 2 **SPEAKING** Students copy the table into their notebooks. Working individually, students complete the table with items from Exercise 1 and others of their choice. Monitor and help with any questions about vocabulary. When the majority of students have completed their tables, divide the class into pairs for students to compare their tables. Listen to some examples in open class as feedback.

Workbook page 85

## WRITING

### A meal plan for your friend

- 1 Read through the instructions in open class. In pairs, students exchange their tables from Vocabulary Exercise 2. Give them a minute or two to read through and check they understand everything. Working individually, students write a menu for their partner.
- 2 Students give the menu to their partner and decide if they are happy with the meals. Students might like to suggest ways to change the meal plans if they are not happy.

Student's Book page 90–91

## PHOTOSTORY: EPISODE 5

### The pizza

- 1 Ask students: *Can you remember what happened in previous episodes of the Photostory?* If you are using an IWB, project the images onto the board and ask students to close their books. Students look at the photos and read the questions. Ask them to guess answers to the questions. Write some of their ideas on the board.

### Answers

Tom's dad, Dan, Tom  
They're in the kitchen making pizza.

- 2 **2.29** Play the audio for students to listen and check their answers from Exercise 1 and answer the question. During whole-class feedback, refer to students' ideas on the board. Ask: *Who guessed correctly?*

### Answer

Ruby hates cheese.

- 3 **EP5** Ask students: *What do you think happens next?* Ask them to brainstorm possible endings for the story. Students work in groups with one student in each group acting as secretary and taking notes. During whole-class feedback, write students' ideas on the board to refer back to once they have watched the video. Don't give away answers at this stage. Play the video for students to watch and check their answers. During whole-class feedback, refer to students' ideas on the board. Ask: *Who guessed correctly?*

### Answers

- 1 Andy's Chicken House
- 2 Ruby says the pizza is delicious, although the boys think she hates cheese.

- 4 **EP5** Read through the sentences with the whole class. Play the video again while students watch and complete the exercise. Let them compare answers with a partner before checking with the whole class.

### Mixed-ability

Stronger classes: Students can attempt to complete the exercise from memory before watching the video again to check their answers.

### Answers

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

## PHRASES FOR FLUENCY

- 1 Ask students to locate expressions 1–4 in the story on page 90 and underline them. To encourage speed-reading, you could do this as a race and ask students to find the expressions as quickly as possible. Ask students to compare their answers with a partner before whole-class feedback.

### Answers

- 1 Dad
- 2 Dad
- 3 Dad
- 4 Dan

- 2 Students work with a partner to complete the exercise. Listen to some of their answers in open class. Make sure students are translating the meaning of the expressions rather than giving a literal translation of the individual words.

- 3 Ask students to find and underline the expressions from Exercise 2 in the dialogue. Working in pairs, students order the dialogue. Check answers. Drill the dialogue in open class (for students to repeat together), paying attention to the intonation of sentences and questions.

#### Answers

3 1 5 4 2 6

- 4 Ask students to read through and complete the dialogues. Go through the first sentence with them as an example. During feedback, say the sentences for students to repeat. Drill sentences to ensure correct pronunciation. In pairs, students practise the dialogues.

#### Answers

- 1 The thing is
- 2 Of course, be careful

## FUNCTIONS

### Offering and asking for help

- 1 Students find the expressions in the Photostory. Check answers.

#### Answers

- 1 Dan
- 2 Dad

- 2 Read through the answers and check understanding. Working in pairs, students match the answers to the questions in Exercise 1. During whole-class feedback, say the questions and answers for students to repeat and check pronunciation and intonation.

#### Suggested answers

Question 1:

- a
- c

Question 2:

- b
- d

- 3 Look at the pictures and ask students to describe what they see. Students work in pairs to write a short dialogue for each picture. Encourage them to use expressions from Exercises 1 and 2. Monitor and help with vocabulary.
- 4 **SPEAKING** Students act out their dialogues. Monitor and check students are using the correct intonation. Listen to some examples in open class as feedback.