

Warmer

Read out the unit title. Ask students what they think it means. Elicit ideas and encourage discussion.

▶ 07 Get **TH!NKing**

Play the video and discuss the questions with your class.

- 1 Make the second part of the exercise a competition. The winner is the person who writes the most food and drink items in English. Set a time limit of two minutes. Deduct a point for each incorrect item that is not food or drink or not English.  
*A bread B cheese C milk D cereal E orange juice F eggs*

- 2 Review adverbs of frequency from Unit 1. Draw the following on the board.



Point to various points along the line and elicit the appropriate adverbs.

**Check/clarify:** *breakfast, lunch and dinner.*

Write 8 am, 1 pm and 7 pm on the board, and ask students to match them to the meals.

- 3 The photo shows a woman eating insects. Insist on students using *What's ... in English?* to input these.

**Check/clarify:** *vitamins, healthy muscles and bones.*

- 4 **3.01** Before students read the text, get them to read the title. Ask, *What do you think the text is about?*

**Check/clarify:** *creepy-crawlies, superfood.*

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

# 3 WE ARE WHAT WE EAT



Get **TH!NKing**

Watch the video and think: how does what we eat affect our health and the environment?

OBJECTIVES

**FUNCTIONS:** apologising; talking about food; ordering a meal

**GRAMMAR:** countable and uncountable nouns; *a/an, some, any; (how) much / (how) many, a lot of / lots of; too and (not) enough*

**VOCABULARY:** food and drink; adjectives to talk about food; expressions with *have got*



A



B



C



D



E



F

**READING**

- 1 Name the food in the pictures. What other food and drink words do you know in English?

- 2 Make sentences that are true for you. Compare your ideas in class.

I	always	have ... for	breakfast.
	often		lunch.
	sometimes		dinner.
	never		

- 3 Look at the photos on page 31. What do they show? Ask your teacher for the words you don't know. Then answer the questions.

*Can you think of a food that ...*

- comes from another country?
- has got a lot of vitamins?
- is (not) very healthy?
- is unusual for you?
- is good for your muscles and bones?

30

- 4 **3.01** Read and listen to the article.

Match the sentence halves.

- |  |                            |
|--|----------------------------|
| 0 The number of people in the world is | <input type="checkbox"/> c |
| 1 A lot of people                      | <input type="checkbox"/>   |
| 2 Farms cover about                    | <input type="checkbox"/>   |
| 3 It takes a lot of water and energy   | <input type="checkbox"/>   |
| 4 Insects can help                     | <input type="checkbox"/>   |
| 5 They are healthy because             | <input type="checkbox"/>   |
| 6 Many people don't know that          | <input type="checkbox"/>   |

- a one third of land.
- b they've got protein in them.
- c increasing very fast.
- d some food colouring comes from a beetle.
- e eat unhealthy food.
- f to produce the meat people eat.
- g with our problem.

- 5 **SPEAKING** Think about your answers to the questions below. Then work in pairs and compare your ideas. Do you agree?

- Do you think about the planet when you choose what you eat?
- Would you eat insects? Why (not)?
- What foods from your country are perhaps unusual for other people?
- What impact do your choices make?

- 5 Give students two minutes to think about their answers and make notes before comparing ideas in pairs. Then, bring the class together and get feedback. In a mixed-nationality class, the third question could make for an interesting discussion about food in the host country.

## Objectives

**Functions and speaking** Talking about food; ordering a meal; **Developing speaking:** Apologising

**Grammar** Countable and uncountable nouns; *a/an, some, any; (how) much / (how) many, a lot of / lots of; too and (not) enough*

**Vocabulary** Food and drink; adjectives to talk about food; **WordWise:** Expressions with *have got*

**Values** Food and health

**Life Competencies** Saying sorry

## Resources for this unit

All available online

Videos

- Get **TH!NKing**: *How does what we eat affect our health and the environment?*
- Grammar rap! *too many/much, (not) enough + noun*
- Vlog: *Saying sorry*

Tests

- Unit, extension and skills test 3
- End of term test 1

Worksheets

- Grammar and vocabulary: Basic, Standard and Extension Worksheets
- Project: *What we eat*
- Communication: *We are what we eat*
- Literature Worksheets: *Oliver Twist* and *Adventures of Huckleberry Finn*
- Grammar presentation: Countable and uncountable nouns
- Get **TH!NKing**, Grammar rap! and Life Lessons video Worksheets

**Culture note**

Human beings are known to have practised entomophagy, the practice of eating insects, for thousands of years. While entomophagy is rarely practised in North America and Europe, it is common to some cultures in Central and South America, Africa, Asia and New Zealand. It is thought that 80% of the world's nations eat insects and the UN has registered 1,900 different insect species that are considered edible.

Do note that there are some taboos relating to certain insects within different cultures. For example, scorpions are considered haram in Islam, but locusts are halal.

6 1A 2B 3C 4C 5A

7 Encourage students to use the sentence stems.  
1 yes 2 - 3 yes 4 no 5 yes

**Homework**

Ask students to take a photo of their breakfast or dinner and upload the picture to their portfolio with a description in English. As a follow-up, students can bring the picture to the next class and show the picture to a partner. Each partner has to work out what their partner's meal consisted of.

**CREEPY-CRAWLIES**  
the superfood of the future?

WE ARE WHAT WE EAT UNIT 3

The number of people in the world is growing fast – every year there are about 70 million more people. So, we've got two questions that need answers: Have we got enough space on our planet for so many people? and How can we make sure they've all got enough food to live?

Many people eat too much meat – steaks, beef burgers, sausages, etc. That's not good for us and we need big farms to produce all that meat. The farms already use 30% of all the world's land: they create greenhouse gases and use a lot of water and energy. However, we can do something to help. We can eat meat only one or two days a week, for example, and eat more vegetables – that's healthy. We can also eat some different types of meat – creepy-crawlies! That's right, grasshoppers, worms, flies and lots of other insects. They're the superfood of the future. They've got a lot of protein. Protein is very important for our health, and it's good for our hair and our skin.

Protein keeps our muscles and bones in good condition, too. There are two more reasons why insects are good food options: insect farms don't need so much water and energy. Also, they don't use so much space. For some people in countries in Asia and Latin America, eating insects is not unusual. But for people in Europe and many other countries, it seems very strange.

What about you? Do you eat any healthy food? How much meat do you eat in a week? Perhaps you think you don't eat insects? But maybe you're wrong! Why's that? Because the red food colouring that is in many things that we eat comes from ... an insect called the 'cochineal beetle'!

Like 47 Comment 3 Share 101

**THINK values**

**Food and health**

6 Complete the five conversations. Choose the correct answer A, B or C.

- |  |   |
|--|---|
| <p>1 Do you want some ice cream?<br/>A No, thanks. Can I have an apple or a banana?<br/>B She's not hungry.<br/>C They're very good.</p> <p>2 Have some water.<br/>A I drink it.<br/>B No, thanks, I'm not thirsty.<br/>C Look at them.</p> <p>3 Would you like more chocolate?<br/>A It's over there.<br/>B Yes, I do.<br/>C I'd love some, but I'm trying not to eat it.</p> | <p>4 Do you eat any vegetables?<br/>A I hate apples.<br/>B It's fast food.<br/>C No, I don't like them.</p> <p>5 Have some more biscuits.<br/>A Thanks, but one's enough for me.<br/>B You can have a banana.<br/>C I'm very healthy.</p> |
|--|---|

7 **SPEAKING** Work in pairs. Compare your answers. Do the people in Exercise 6 care about healthy food?

The person in number 1	doesn't want a ... likes ... never eats / drinks ...	He/She asks for ... He/She says ... He/She wants ...	I think he/she	cares about ... doesn't care about ...
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**Activity idea A poster**

Present a menu with lots of unhealthy food and drink choices. Put students in pairs.

Ask students to think about how healthy the menu is and to make suggestions for how to improve it. Students can use the internet to find out more.

Ask students to make a poster that shows their suggestions. Students present their poster to the class.

**THINK more**

**Worksheets**

Project National diets  
Communication We are what we eat  
Get **THINKing** How does what we eat affect our health and the environment?

### Warmer

Ask students to tell their partner what they had for breakfast this morning. Ask students to feedback and revise the vocabulary items from page 30.

#### 1 3.02

- 1 tacos 2 salad 3 carrots  
4 omelette 5 chilli con carne  
6 coffee 7 beans 8 peppers  
9 yogurt 10 cake

2 Elicit model phrases for students to use: *Do you like carrots? Yes, I do. No, I don't.* When students have finished, elicit and tally answers on the board.

Workbook p30

3 Highlight that countable nouns can be counted and have plural forms while uncountable nouns can't be counted and don't have plural forms.

RULE: 1 countable 2 uncountable

4 Check comprehension by pointing to the picture of carrots and asking, *Is this countable or uncountable?* (countable)

Countable: *tacos, carrots, peppers, beans, omelette*

Uncountable: *cake, yogurt, chilli con carne, coffee, salad*

5 Highlight that we only use the indefinite article before singular countable nouns. Check that students have put *an* before *apple* in number 2 and check that they are clear on the rule that *an* is used instead of *a* before a noun which begins with a vowel sound.

- 1 some, some 2 an, a 3 some  
4 any 5 any

RULE:

- 1 singular 2 plural 3 negative

### VOCABULARY

#### Food and drink

1 Write the names of the food under the pictures. Listen and check.

2 Work in pairs. Ask and answer questions to find out three things from Exercise 1 your partner likes and doesn't like.

→ workbook page 30

### GRAMMAR

#### Countable and uncountable nouns

3 Read the sentences.

- 1 Can I have a carrot? 3 I don't like peppers.  
2 I don't like rice.

Choose the correct words in the rule.

RULE: Nouns that you can count (*one carrot, two carrots, etc.*) are 'countable / uncountable' nouns. Nouns you cannot count are 'countable / uncountable' nouns. They have no plural forms.

4 Look at the photos in Exercise 1. Which are countable and which are uncountable? Add three more things to the lists.

*a/an, some, any*

5 Complete the sentences with *a/an, some* and *any*. Then choose the correct words in the rule.

- 1 A Would you like \_\_\_\_\_ coffee?  
B No, thanks. I've got \_\_\_\_\_ tea.  
2 Can I have \_\_\_\_\_ apple or \_\_\_\_\_ banana?  
3 Have \_\_\_\_\_ biscuits.  
4 Are there \_\_\_\_\_ peppers in the kitchen?  
5 There isn't \_\_\_\_\_ yogurt in the fridge.

RULE: Use *a/an* with 'singular / plural' countable nouns. Use *some* with 'singular / plural' countable and uncountable nouns. Use *any* in questions and in 'positive / negative' sentences. Use *some* in questions when offering or asking for something.

6 Complete the text with *a/an, some* and *any*.

Do you like pancakes? They are easy to make! All you need is <sup>1</sup> \_\_\_\_\_ milk and flour and <sup>2</sup> \_\_\_\_\_ egg! You also need <sup>3</sup> \_\_\_\_\_ frying pan and <sup>4</sup> \_\_\_\_\_ oil to fry them. After you make the pancakes, you can put <sup>5</sup> \_\_\_\_\_ ice cream on top! Do you know <sup>6</sup> \_\_\_\_\_ easy recipes?

→ workbook page 28

32



1



6



2



7



3



8



4



9



5



10

(how) much / (how) many, a lot of / lots of

7 Look at the examples. Complete the rule.

How much meat do you eat?	How many people eat insects?
I don't drink much coffee.	We haven't got many carrots.
Farms use a lot of water.	For a lot of people eating insects is not unusual.
Insects have got lots of protein.	We can eat lots of creepy-crawlies.

RULE: We usually use (how) much and (how) many in questions and negative sentences. Use many with plural ' nouns and much with ' nouns. Use a lot of / lots of with both countable and uncountable ' nouns.

6 1 some 2 an 3 a 4 some 5 some 6 any

7 Students study the eight examples and work out the rules. Highlight that many is used with countable nouns and much with uncountable nouns.

RULE: 1 countable 2 uncountable 3 nouns

## THINK more

### Workbook

Grammar p28–29, Ex.1–6  
Vocabulary p30, Ex.1  
Vocabulary Extra p31

### Worksheets

Grammar presentation: Countable and uncountable nouns  
Grammar Worksheets 3  
Vocabulary Worksheets 3

## Language notes Countable and uncountable nouns

Some uncountable nouns may be used as countable nouns to refer to a serving. For example, *I'll have a coffee and two teas, please.* There is no need to introduce these points at this level, but students may have queries about this.

### *a/an, some, any*

*a* is used before singular nouns beginning with a consonant sound and *an* before singular nouns beginning with a vowel sound. Practise the sound with the students, highlighting how the *n* sound is natural.

### *how much / how many, a lot of / lots of*

It is possible to use *many* in positive sentences, particularly in written contexts. Since *a lot of / lots of* is much more frequently used in spoken English, the rule has been simplified to avoid overcomplication at this level.

- 8 Complete question 1 as a class. Ask: *Are apples countable or uncountable? (countable); Should I write much or many? (many)*  
1 many b 2 much e 3 many f  
4 many a 5 much c 6 much d

Workbook p28

**Get it Right!**  
much and many

Student's Book p122

- 9 **3.03 Check/clarify:** *tuna, curried, sweet corn, walnut.*  
Before students listen to check, explain that they will hear two people – Steve and Hannah – discussing the menu.  
1 *cheese*, 2 *chicken*, 3 *mushroom*, 4 *potato*, 5 *chocolate*, 6 *coffee*, 7 *apple*, 8 *tea*
- 10 **3.04** Before students listen, explain that they will now hear Steve and Hannah ordering lunch.  
*Steve: cheese and tomato roll, apple juice, carrot cake; Hannah: chicken and mushroom soup, apple juice (and Steve's cake).*
- 11 **3.04**  
1 *It's good.* 2 *It's delicious.*  
3 *For Steve's cake.*
- 12 **3.05**  
1 *help* 2 *milk* 3 *please*  
4 *something* 5 *all* 6 *altogether*  
7 *change* 8 *minutes*
- 13 Allow students six to eight minutes to prepare their roleplays. Monitor to make sure all students are on task.

**Pronunciation**  
Vowel Sounds /ɪ/ and /i:/

Student's Book p120

- 14 1 *They've got some great cakes*  
2 *Don't worry. I've got my reasons.*  
3 *Have you got a problem with that?*
- 15 1 *a headache* 2 *my reasons*  
3 *time* 4 *something to do*

Workbook p30

- 8 Complete the questions with *much* or *many*. Then match the questions (1–6) with the answers (a–f).
- How \_\_\_\_\_ apples do you want?
  - How \_\_\_\_\_ sugar is in an avocado?
  - Are there \_\_\_\_\_ boys in your class?
  - How \_\_\_\_\_ peppers are there?
  - How \_\_\_\_\_ time have you got?
  - Have you got \_\_\_\_\_ homework?
- a I think there are about five.  
b Just one, please.  
c Only 10 minutes.  
d No, I haven't.  
e I have no idea. I don't think it's a lot.  
f Yes, there are 12, and 5 girls.

→ workbook page 28

**LISTENING**

- 9 **3.03** Complete the menu with words from the list. Listen and check.

apple | cheese | chicken | chocolate  
coffee | mushroom | potato | tea

**LUNCH STOP**

<b>ROLLS/SANDWICHES:</b>	<b>CAKES: £2</b>
2 fillings £4.50	Carrot
Extra fillings 50p	5 _____
Tomato	6 _____ and walnut
Tuna	
1 _____	<b>DRINKS: £1.50</b>
Curried 2 _____	Orange juice
Sweet corn	7 _____ juice
<b>SOUP (WITH BREAD): £4</b>	8 _____
Chicken and 3 _____	Coffee
4 _____ and onion	Hot chocolate
Spicy red pepper	

- 10 **3.04** Steve and Hannah are in Lunch Stop. Listen and write what they eat and drink.  
Steve: \_\_\_\_\_  
Hannah: \_\_\_\_\_
- 11 **3.04** Listen again. Answer the questions.
- What does Steve say about his roll?
  - What does Hannah say about her soup?
  - Why does Hannah need a fork?

- 12 **3.05** Complete the dialogue with *all, altogether, change, help, milk, minutes, please* and *something*. Then listen and check.

**Café assistant:** \_\_\_\_\_ **Customer:** \_\_\_\_\_

Good morning. Can I \_\_\_\_\_ you?  
I'd like some coffee, please.

Do you want \_\_\_\_\_ or sugar?  
Just milk, \_\_\_\_\_.

Would you like \_\_\_\_\_ to eat?  
Yes, I'd like a cheese and mushroom omelette, please.

Is that \_\_\_\_\_?  
Oh, I'd like a carrot juice, too, please.

That's £9 \_\_\_\_\_.  
Here you are.

Here's your \_\_\_\_\_.  
Your breakfast will be ready in a few \_\_\_\_\_.  
Thank you.

- 13 **SPEAKING** Work in groups of three. One is the café assistant; the others are customers. Order meals. Use the menu in Exercise 9 and the language in Exercise 12.

**PRONUNCIATION**  
Vowel sounds: /ɪ/ and /i:/ Go to page 120.

**WordWise: have got**

- 14 Put the words in order to make sentences.
- got / cakes / some / They've / great
  - I've / Don't / reasons / worry / my / got
  - that / a / problem / got / you / Have / with
- 15 Complete with the expressions from the list.
- a problem | my reasons | a headache  
time | something to do
- A I've got a problem with my homework.  
B History? Sorry! I can't help you.
  - A Are you OK?  
B I've got \_\_\_\_\_ . It hurts.
  - A Why are you not inviting Jane to your party?  
B I've got \_\_\_\_\_ , but I don't want to tell you.
  - A Phil, can you help me, please?  
B Sorry, I'm busy. I haven't got \_\_\_\_\_ .
  - A Let's go to town tomorrow.  
B Sorry, no, I've got \_\_\_\_\_ tomorrow.

→ workbook page 30

**Homework**

Put students in pairs and ask them to find an English-language menu. Students can then use the menu and dialogue in Exercise 12 to prepare their own dialogue. Students should record themselves performing the dialogue and send it to you. Alternatively, students can perform the dialogue in the next class.

**THINK more**

**Workbook**  
Grammar p28–29, Ex.1–6  
Get it Right! p29  
Listening p34  
Pronunciation p118  
WordWise p30

Warmer

Revise food vocabulary. Present the images of food from page 32. Put students in pairs and ask them to name the foods.

1 Before students read the text, ask them to cover it and look at the pictures. Ask: *What do you think the article is about?*

**Check/clarify:** Inuit, iceberg, berry, seaweed, frozen/freezing, seal, whale.

1 Kulusuk; Greenland; 2 short winters; 3 raw and boiled meat

2 **3.08**

- 1 To write a magazine article for a series called *Eating around the World*
- 2 Berries and seaweed
- 3 The summers aren't long enough for vegetables to grow.
- 4 They are quite healthy despite eating lots of fat.

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

4 Students copy this into their notebooks so that they have a correct record of the target phrases, sentences and, crucially, how they are used.

5 This task can be set as homework or done in class.

If done in class, tell students to swap their paragraphs with a partner when they have finished writing. Ask the students to check that their partner has done the following:

- Described what is healthy or unhealthy about their food.
- Described what they eat too much of.
- Described what they don't eat enough of.

Ask students to give their partner feedback on how to include these in their text.

READING

1 Read the article quickly and answer the questions.

- 1 Where is the writer?
- 2 Why is it difficult to get vegetables there?
- 3 What do the Inuits eat a lot of?

2 **3.08** Read and listen to the article and answer the questions.

- 1 Why is the writer staying in an Inuit village?
- 2 What other food apart from meat can the people find there?
- 3 What is the problem with growing vegetables there?
- 4 What is surprising about the Inuits' health situation?

WRITING

What you eat

3 **INPUT** Match the sentence halves and read Matt Silver's paragraph about what 15-year-old Amanda eats.

- |   |  |
|---|--|
| 1 Hello, I'm Matt Silver and today I'm <u>d</u> .                         | a shops and restaurants.                               |
| 2 Amanda has lots of choices <u>—</u> .                                   | b but not too much.                                    |
| 3 There are many good <u>—</u> .  | c a lot of healthy food.                               |
| 4 Amanda tries to eat <u>—</u> .  | d writing about 15-year-old Amanda Claxton.            |
| 5 She likes fruit <u>—</u> .  | e and that's very healthy.                             |
| 6 She sometimes eats meat, <u>—</u> .                                     | f she loves sweets, but she tries not to eat too many. |
| 7 Amanda loves fish, <u>—</u> .   | g for food here.                                       |
| 8 There is only one little problem with Amanda's food choices; <u>—</u> . | h and vegetables.                                      |

4 Write out the paragraph in your notebooks.

5 **PRODUCE** Imagine Matt Silver is writing about what you eat. What is healthy or unhealthy about your food? What do you eat too much / not enough of? Write Matt's paragraph.



Part I: The Inuits

Hello, I'm Matt Silver, and this is an article from our new series 'Eating around the world'.

I'm writing this from Kulusuk, an Inuit village in Greenland. It's a pleasant place in summer, with mild temperatures and fantastic views of the icebergs on the sea just in front of the village.



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It's a popular place for tourists in those months. But winters are long and hard, and the life for the 250 people in the village isn't easy at all. The roads are covered in ice, and the sea is frozen, too.

The Inuits don't have a lot of choices for food. The summer is too short and not long enough for the Inuits to grow vegetables. They sometimes find berries during the warmer months. And they eat seaweed. But there are no other vegetables, so they don't eat enough greens. There is a shop in the village, but during the winter it doesn't get any fresh vegetables.

This is why the Inuits eat lots of raw and boiled meat. They eat sea animals – seals, whales and fish – and they eat reindeer and other land animals. These animals have a lot of fat on them because it keeps them warm in the freezing temperatures. Do the Inuits eat too much fat? Isn't that very dangerous?

Well, here's the surprise: in the western world, people say 'Don't eat too much fat!' But the Inuits eat a lot of animal fat and they are healthy, perhaps because they eat boiled rather than fried meat. Life for the people from Kulusuk can be difficult but they are healthy. Maybe we can learn a lot from them!

Culture note

Greenland is a semi-autonomous country of the Kingdom of Denmark. It lies between the Atlantic and Arctic oceans. It is the world's largest island and has a population of approximately 55,000, 89% of whom are Inuit.

The Inuit are a group of culturally similar indigenous people who live in the arctic regions of North America and Greenland. It is thought that the majority of the Greenlandic Inuit descended from the Canadian Inuit who started populating the island in the 13th century.

THINK more

Workbook  
Reading p32  
Developing Writing p33

► 08 Grammar rap!  
too many/much, (not)  
enough + noun

- 6 Use scenarios to check students have understood the meaning of the different expressions:  
1 many 2 much 3 enough  
4 many 5 enough  
RULE: 1 many 2 much  
3 countable 4 uncountable nouns
- 7 During feedback, elicit the difference in meaning between the two possible solutions for Question 2.  
1 too many  
2 too much / not enough  
3 not enough 4 not enough  
5 too much 6 not enough

Get it Right!  
too + adjective and (not) +  
adjective + enough

Student's Book p123

- 8 RULE: 1 more 2 less
- 9 Ask students to think back to the text about Greenland. Ask: *Why can't they grow vegetables there?*  
1 too boring 2 not cheap enough  
3 too cold 4 not big enough  
5 too slow
- 10 Ask the students to read the text to find out where the writer likes to go on holiday (Italy).  
1 too 2 not ... enough 3 too  
4 too 5 too

Workbook p29

- 11 Ask students to focus on the photos and the four adjectives. Ask: *What do they have in common?* (They are all ways to cook food.)  
A grilled B roast C fried D boiled
- 12 Draw a scale on the board from good to bad. Nominate students to say where each of the adjectives should be on the scale.  
delicious nice a bit boring horrible
- 13 Ask: *What question can we ask to find out what someone likes?* (Do you prefer?)
- 14 Point out that while *yummy* and *tasty* are synonyms, *yummy* is very informal.  
positive: fresh, tasty, yummy.  
negative: fatty, disgusting.  
neutral: spicy, savoury, sweet, salty

Workbook p30



GRAMMAR  
too many/much, (not) enough + noun

- 6 Choose the correct word and complete the rule.
- I try not to eat too much / many sweets.
  - He eats too much / many fat.
  - They don't eat much / enough greens.
  - There are too many / much people in the city.
  - She doesn't eat many / enough meat.

RULE: Use *too* ' \_\_\_\_\_ with countable nouns, and *too* \_\_\_\_\_ with uncountable nouns.  
Use *(not) enough* with ' \_\_\_\_\_ and ' \_\_\_\_\_.

- 7 Complete with *too much*, *too many* or *not enough*.
- There are \_\_\_\_\_ onions on this pizza. I don't like them.
  - There's \_\_\_\_\_ salt in this soup. I can't eat it.
  - There is \_\_\_\_\_ sugar in my coffee. Can I have some more, please?
  - There are \_\_\_\_\_ cars on the road. It's dangerous to ride my bike.
  - We've got \_\_\_\_\_ homework tonight. I want to watch TV.
  - There are \_\_\_\_\_ chairs. Can you stand?

too + adjective, (not +) adjective + enough

- 8 Use the example sentences to choose the correct words in the rule.  
*The winters are too long there.*  
*The summers are not long enough.*

RULE: We use *too* + adjective to say that something is 'more / less than we like or want.'  
We use *not + adjective + enough* to say that something is 'more / less than we like or want.'

- 9 Complete the sentences.
- The test is too easy. It's not hard enough.
  - The film isn't exciting enough. It's \_\_\_\_\_.
  - The T-shirt is too expensive. It's \_\_\_\_\_.
  - It's not warm enough today. It's \_\_\_\_\_.
  - Your bike's too small for me. It's \_\_\_\_\_.
  - His car's not fast enough. It's \_\_\_\_\_.

Language notes too many / too much / not enough + noun

Students at this level often confuse *many* and *much* – *much* is used with uncountable nouns and *many* with plural countable nouns.

too + adjective, not + adjective + enough

Exercise 8 uses sentences from the reading text. Highlight that the two sentences use opposite adjectives to express the same thing.

Homework

Ask the students to keep a food journal for two or three days. In their journal, students have to keep a record of what they ate, how it was cooked and a description of the food.

THINK more

Practice Extra  
Unit 3 Practise it!

Workbook  
Grammar p29, Ex.7-9  
Vocabulary p30, Ex.2-5

Worksheets  
Grammar rap! too many/much, (not) enough + noun  
Grammar Worksheets 3  
Vocabulary Worksheets 3

10 Complete with *not enough* or *too*.

My dad always says there's ' \_\_\_\_\_ much rain in the UK in the summer, and that it's ' \_\_\_\_\_ hot \_\_\_\_\_. He's right. And I feel that it's ' \_\_\_\_\_ boring to spend holidays here. We usually go to the south of Italy for our holidays. There are lots of beaches, so there are never ' \_\_\_\_\_ many tourists. I love the food; that's why I often eat ' \_\_\_\_\_ much.

→ workbook page 29

VOCABULARY  
Adjectives to talk about food

11 Write the adjectives under the photos.

boiled | fried | grilled | roast



12 Put the words in the list in order from 'very good' to 'very bad'.

(a bit) boring | delicious | horrible | nice

13 SPEAKING Work in pairs. Ask and answer questions. Use the words from Exercise 12.

boiled or roast beef? | grilled or fried chicken? | boiled or roast potatoes?  
boiled or fried eggs? | grilled or fried fish?

What do you prefer, boiled or roast beef?

Roast beef. It's delicious

Look

Savoury means not sweet, for example, salty or spicy. *Savoury* is a positive adjective. *Salty* is a negative adjective, meaning food has too much salt.

14 How do you say these words in your language? Write two types of food for each category.

delicious | disgusting | fatty | fresh | salty  
savoury | spicy | sweet | tasty | yummy

sweet: chocolate, strawberries

→ workbook page 30

### Warmer

Draw a pizza on the board and ten images of different foods – some that are traditional pizza toppings (e.g. cheese, peppers, mushrooms) and some that aren't (e.g. yogurt, cake, ice cream). Give the students five minutes to make their own pizza using the toppings given.

- 1 **3.09** Tell students to cover the dialogue and discuss the questions in pairs before reading to check their answers.

*It's a pizza. There is dough, tomato sauce, cheese, vegetables; it's round; it's on a pan.*

- 2 **3.09** Have students underline the answers in the text.

1 *A pizza* 2 *His friends*  
3 *mushrooms and chilli pepper*  
4 *crisps*  
5 *Order a pizza and ice cream.*

- 3 When checking answers, ask students which person said each expression. Was it Dad or Jordan?

a 5 *as well* b 6 *upset with*  
c 3 *a couple of* d 1 *What about me?*  
e 2 *Actually* f 4 *So what?*

- 4 When students have completed the task, ask them to role-play the mini-dialogues in pairs.

1 *what about, a couple of, as well*  
2 *upset with, Actually* 3 *So what*

- 5 Establish which sentences are used for apologising (*I'm really sorry* & *I feel really bad*) and which are responses to an apology (*Don't worry* & *It's OK*). Elicit examples of when and why these sentences are used from the class.

- 6 **3.10**  
1 *sorry* 2 *Don't* 3 *feel* 4 *It's*

- 7 Encourage students to use the dialogue in Exercise 6 as a model.

### DEVELOPING SPEAKING

- 1 **3.09** Look at the photo. What food is it? How do you know? Listen and read to check.

Dad: Hi, Jordan! I'm home.  
Jordan: Hi, Dad!  
Dad: So, what are you doing?  
Jordan: I'm making pizza – for me and my friends.  
Dad: Hmm ... 'What about me?'  
Jordan: I'm really sorry, Dad, it's just for us.  
Dad: Oh right. Look at this kitchen! What a mess!  
Jordan: Sorry, Dad. But don't worry. I'm finishing now!  
Dad: OK then. Now, how can I help?  
Jordan: 'Actually, I'm OK. It's just a pizza.  
Dad: Onion? Red pepper? Just that? We can make that better, I'm sure.  
Jordan: Really?  
Dad: Let's add 'a couple of mushrooms. There we are.



Jordan: But I don't like mushrooms.  
Dad: 'So what?' You can always take them off. I think you need some chilli pepper 'as well.  
Jordan: Dad, stop it. It's horrible. Thanks a lot.  
Dad: Are you 'upset with me? Now I feel bad. I just wanted to help.  
Jordan: Don't worry, Dad. We can just eat crisps.  
Dad: No, you can't. You can eat pizza. Get me the phone and I'll order one. Ice cream, too!  
Jordan: Really, Dad? Thanks!  
Dad: And I can eat this one here!

- 2 **3.09** Read and listen again and answer the questions.

- What is Jordan doing?
- Who is he making it for?
- What does his dad put on the pizza?
- What does Jordan decide to give his friends?
- What does his dad offer to do?

#### Phrases for fluency

- 3 Match the underlined expressions (1–6) in the dialogue to the definitions (a–f).

- a too – *as well*  
b unhappy with – \_\_\_\_\_  
c one or two (but not many) – \_\_\_\_\_  
d What is the situation (for me)? – \_\_\_\_\_  
e In fact, – \_\_\_\_\_  
f Why is that a problem? – \_\_\_\_\_

- 4 Use the expressions from Exercise 3 to complete the mini-dialogues.

- 1 A Mum? John's got his sandwiches.  
But \_\_\_\_\_ me?  
B Well, I'm making \_\_\_\_\_ cheese and tomato sandwiches for you right now.  
A Cool! Can I have an apple \_\_\_\_\_?  
2 A I broke your watch. I'm sorry.  
Are you \_\_\_\_\_ me?  
B Don't worry about it. \_\_\_\_\_, it wasn't very good.  
3 A I can't go to the cinema. I've got homework.  
B \_\_\_\_\_? You can do it at the weekend.

### FUNCTIONS

#### Apologising

- 5 Look at the phrases. When and why might you use them?

#### KEY LANGUAGE

- 1 *I'm really sorry.* 3 *Don't worry.*  
2 *I feel really bad.* 4 *It's OK.*

- 6 **3.10** Complete the dialogue with words from the Key Language box. Listen and check. Then act it out in pairs.

Man Oh no, I'm really <sup>1</sup> \_\_\_\_\_.  
Woman <sup>2</sup> \_\_\_\_\_ worry. It's not my favourite picture.  
Man But it's broken. I <sup>3</sup> \_\_\_\_\_ really bad.  
Woman <sup>4</sup> \_\_\_\_\_ OK. Really. I don't really like it anyway.

- 7 In pairs write a short dialogue for the picture. Act it out.



### Activity idea Disappearing sentences

Write out the dialogue on the board. Put students in AB pairs and get students to practise the conversation.

Cover a small section of the dialogue, beginning from the right-hand side of the screen or board. Students practise the dialogue again, including the covered part, which they have to try to remember.

Students have to try to remember the part they can no longer see. Repeat the activity again and again, covering more and more of the dialogue each time. Continue until all the dialogue is covered and students are practising the text from memory.

## THINK more

Workbook  
Listening p34

► 09 Life Lessons:  
Saying sorry

Write *sorry* on the board and elicit situations when people would use it. Encourage students to come up with as many different situations as they can. Then watch the video. Were any of the situations mentioned?

1 ► 09

Ben & Kate

2 ► 09

1 mistakes 2 better 3 bad  
4 wrong 5 fault 6 better  
7 hardest

3 **Check/clarify:** *detention, lazy, forget, terrible, upset, tell someone not to do something, order.*

- A Tom, for arriving late.
- B Abby, for not tidying her bedroom.
- C Zoe, for forgetting her friend's birthday.
- D Amy, for criticising Emily's shoes. / Emily, for telling friends not to speak to Amy.
- E The waiter, for bringing the wrong pizza.
- F Kevin, for letting the cake burn.

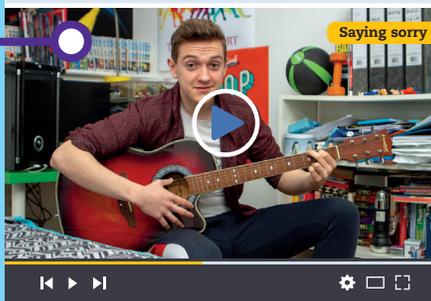
4 Engage students in a class discussion. Try to come to an agreement about who in each situation should apologise.

5 Explain that some situations are more serious than others and require different responses. Ask students to add their own suggestions as well.

6 Ask students to think of a situation where someone has done something wrong and needs to say sorry. If they feel comfortable sharing with the rest of the class, they can suggest a situation from their own life.

7 Students should use these questions to reflect on their own behaviour. There are no right and wrong answers, but students should be encouraged to think about their answers.

**LIFE COMPETENCIES**  
We all make mistakes. We say we're sorry so that the person feels better and understands that we care. Saying sorry is important, but sometimes we also need to show we are sorry by our actions.



1 ► 09 Watch the vlog. What are the names of Jack's brother and sister?

2 ► 09 Watch again and complete the sentences.

We all make <sup>1</sup> \_\_\_\_\_.  
Saying 'sorry' helps make things <sup>2</sup> \_\_\_\_\_.  
When you say sorry, you should mean it.  
A <sup>3</sup> \_\_\_\_\_ sorry is worse than no sorry (probably).  
A good sorry says three things:  
• I am <sup>4</sup> \_\_\_\_\_.  
• It's my <sup>5</sup> \_\_\_\_\_.  
• How can I make things <sup>6</sup> \_\_\_\_\_?  
Is sorry really the <sup>7</sup> \_\_\_\_\_ word? Probably not.

3 Read these situations. Who do you think needs to say sorry and why?

- A Tom arrives late to school for the second time in a week. The teacher gives him a detention.  
*Tom needs to say sorry because he's late.*
- B Abby's dad calls her lazy because she never tidies her bedroom.
- C Zoe forgets her friend's birthday. The next day, her friend doesn't speak to her.
- D Emily is wearing her new shoes. Amy says they look terrible. Emily is upset and tells her friends not to speak to Amy.
- E George orders a cheese and onion pizza. The waiter brings him a tuna and pepper pizza.
- F Kevin's mum asks him to watch her cake in the oven. He forgets and it burns.

4 Work in pairs. Compare your answers to Exercise 3. Do you agree?

5 **SPEAKING** Work in pairs. Discuss which of these things is a good idea for the people in Exercise 3. More than one answer is possible.

- Can you think of other ways of apologising?
- Say sorry immediately.
- Say 'I'm here for you'.
- Change our future actions.
- Be quiet.
- Write a short letter or card to say sorry.
- Say something funny.
- Buy a present or flowers.
- Wait and say sorry later.
- Say 'I love you!' and smile.

6 Work in pairs. Write a situation similar to the ones in Exercise 3 where someone needs to apologise.

7 **SPEAKING** Read your situation to the rest of the class. Discuss these questions:

- 1 Who needs to say sorry?
- 2 What is the best way to say sorry?
- 3 What does the person saying sorry have to say? Do they need to do anything else?
- 4 How do you feel after you apologise?

Me and my world

8 Tick (✓) the sentences you agree with. Compare with a partner.

- I say sorry a lot.
- I find it difficult to say sorry.
- I don't always mean it when I say sorry.
- Sometimes sorry is not enough.
- Saying sorry solves a lot of problems.

**TIPS FOR SAYING SORRY**

- Don't be afraid to recognise when you make a mistake.
- Say sorry when you make a mistake. It shows that you care about others.
- Saying sorry isn't always enough. Sometimes you also have to change your actions.

8 Ask students to think about the tips for saying sorry. Encourage students to link these tips to situations in their own lives.

**Homework**

Ask students to make a presentation about an incident in a TV show or film where a character makes a mistake and either apologises and makes the situation better, or doesn't and makes the situation worse.

**THINK more**

**Practice Extra**  
Unit 3 Master it!

**Worksheets**  
Life Lessons: Saying sorry

**Tests**  
Unit, extension and skills test 3  
End of term test 1

**Communication**  
Competency: Managing conversations  
Students can use appropriate language to show understanding.

**Emotional Development**  
Competency: Empathy and relationship skills  
Students can show understanding of other people's perspectives and feelings.