

GETTING STARTED**My favourite salad**

 Listen and read.

Nick's mum: Today we're making a prawn salad, which is a favourite of mine.

Mi: Fantastic. I love salad.

Nick's mum: This salad is simple but delicious. Here are the ingredients: prawns, celery, spring onions, mayonnaise, lemon juice, salt and pepper.

Nick: What should I do first, Mum?

Nick's mum: Get a big bowl for me. And then can you wash the celery?

Nick: Sure.

Mi: I can wash the spring onions if you like, Mrs Warner.

Nick's mum: Please, do. I'll boil the prawns.

Mi: So, do English people eat lots of salad?

Nick's mum: Yes, especially in the summertime. People often serve salad as a starter. But salads also make a healthy lunch or supper.

Mi: You're right, they're so versatile. And you can put anything in a salad.

Nick: Mum, the prawns are pink now.

Nick's mum: They're pink?

Nick: Yes.

Nick's mum: Good, they're ready. I'll drain them. Nick, can you peel them? Mi, could you chop the celery and spring onions? You should be careful if you use the red knife – it's sharp.

Mi: Right, everything's ready. What do we do next?

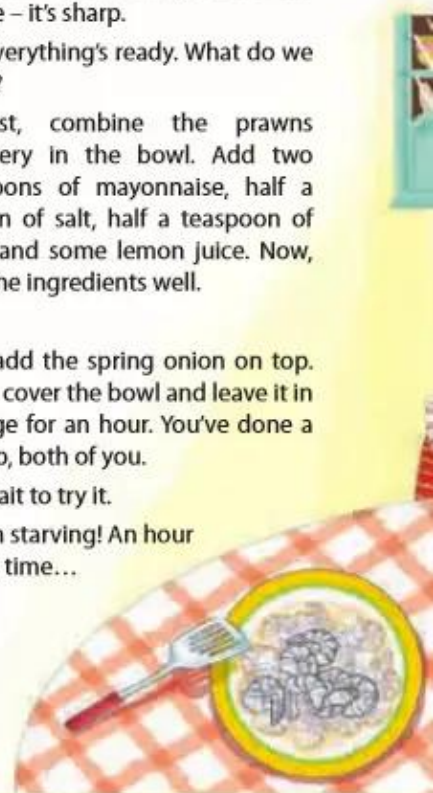
Nick's mum: OK, first, combine the prawns and celery in the bowl. Add two tablespoons of mayonnaise, half a teaspoon of salt, half a teaspoon of pepper and some lemon juice. Now, mix all the ingredients well.

Nick: OK.

Nick's mum: Finally, add the spring onion on top. Now we cover the bowl and leave it in the fridge for an hour. You've done a good job, both of you.

Mi: I can't wait to try it.

Nick: Yeah, I'm starving! An hour is a long time...



1 Ask Ss to open their books and look at the picture and the phrase under **GETTING STARTED**. Ask them some questions:

Who can you see in the picture?

What is there on the table?

Where are the people?

What do you think the people in the picture are talking about?

THIS UNIT INCLUDES:

VOCABULARY

Different dishes

Ways of preparing and cooking

PRONUNCIATION

Tones in statements used as questions

GRAMMAR

Quantifiers: review

Modal verbs in conditional sentences type 1

SKILLS

- Reading for general and specific information about the eating habits of Japanese people
- Talking about the eating habits of Vietnamese people
- Listening for detailed and specific information about teenagers' eating habits
- Writing about the eating habits of a classmate

COMMUNICATION

Discussing the recipe for a dish



Objectives:

By the end of this unit, students can:

- use the lexical items related to dishes and ways of preparing and cooking food
- ask statement questions with the correct intonation
- use some quantifiers correctly
- write and use conditional sentences type 1 with modal verbs
- read for general and specific information about the eating habits of Japanese people
- talk about the eating habits of Vietnamese people
- listen for detailed and specific information about teenagers' eating habits
- write about the eating habits of a classmate

GETTING STARTED

My favourite salad

Introduction

Ask Ss what their favourite dishes are. Elicit answers from Ss and quickly write them on the board.

Write the unit title on the board 'Recipes and eating habits'. Ask Ss to explain the meaning of *recipe* and *eating habits*. After Ss give their answers, explain briefly:

- recipe (n): a set of instructions that tells you how to cook something and the ingredients (items of food, herbs, spices, etc.) you need for it
- eating habits (plural noun): the way a person or group eats, considered in terms of what types of food are eaten, in what quantities, and when

Now start the lesson.

Have Ss answer the questions as a class.

Play the recording and have Ss follow along. After that, Ss can compare their answers with the information in the dialogue and add some more details to their answers.

Reference for teachers: Pronunciation of some dishes

Cobb salad /kɒb 'sæləd/

curry /'kʌrɪ/

fajitas /fə'hi:təs/

steak pie /steɪk paɪ/

lasagne /lə'zænjə/

sushi /'su:ʃi/

a Can you find a word that means:

1. a light dish served as the first part of a meal
2. have lots of uses
3. pour the water away
4. take off the outer layer of food
5. cut food into pieces with a knife
6. mix

Watch out!

Can't wait is used to emphasise that you are very excited about something.

Example:

She *can't wait* to see her cousin again.
I *can't wait* for my birthday party.

I'm starving! is an informal way of saying that you are very hungry.



b Find all the words related to the topic of food in the conversation. Put them in the word webs.



c Answer the questions.

1. Who knows the recipe for this salad?
2. Why does Nick's mum like this salad?
3. When are salads popular in England?
4. What does Mi like about salads?
5. What does each person do to prepare the salad?
6. How do we know that Nick wants to eat the salad?

2 Write the name of each dish in the box under each picture.

lasagne steak pie curry Cobb salad fajitas
beef noodle soup sushi mango sticky rice



A. _____



B. _____



C. _____



D. _____



E. _____



F. _____



G. _____



H. _____

Listen, check, and repeat.

3 a In pairs, discuss which country from the box is associated with each dish in **2**.

Viet Nam Thailand Japan The USA
Mexico The UK Italy India

b Fill each blank with the name of a dish in **2**.

1. _____ is a traditional dish made from layers of pasta, meat sauce and tomato sauce. It's popular all over the world.
2. If you like spicy food, you should try _____. It is a dish of meat or vegetables, cooked in a spicy sauce, often served with rice.
3. A _____ is a traditional meat pie served in Britain. Beef steak and gravy are enclosed in a pastry shell and baked in the oven.
4. _____ is a dish of meat and vegetables cut into strips. It is cooked and wrapped inside a flatbread.
5. If you want to eat something healthy, try _____. It is a dish of small cakes of cold cooked rice, flavoured with vinegar and served with raw fish, avocado, etc.

4 FOOD QUIZ

Name ...

1. ONE kind of meat
2. TWO foods which you have to peel
3. THREE foods which are made from milk
4. FOUR fruits which are red
5. FIVE vegetables which are green

- a** Have Ss work independently to find the words with the given meanings in the dialogue. Allow Ss to share their answers before asking them to discuss as a class. Remember to ask Ss to read out the lines in the dialogue that contain the words. Quickly write the correct answers on the board.

Key: 1. starter 2. versatile 3. drain 4. peel 5. chop 6. combine

Have Ss look at the **Watch out!** box and quickly read the information. If time allows, ask Ss to make some examples with the expressions.

- b** Ask Ss to work in pairs and complete the word webs. Call on one pair to write their answers on the board. Other pairs add more words if needed.



- c** Have Ss read the questions to make sure they understand them. Ask them firstly to answer the questions without reading the dialogue again. Have Ss exchange their answers with a classmate. Now ask them to check their answers by reading the dialogue again. Ask for Ss' answers.

Key: 1. Nick's mum.
 2. Because it's simple and delicious.
 3. In the summertime.
 4. They are versatile, and you can use lots of different ingredients in a salad.
 5. Nick's mum boils and drains the prawns. Nick washes the celery, peels the prawns, and mixes the ingredients. Mi washes the spring onions, chops the celery and spring onions, and mixes the ingredients.
 6. Because he is finding it difficult to wait for one hour.

- 2** Have Ss look at the pictures. Tell Ss that in the box are some dishes from different countries in the world. Ask Ss to write these dishes under the pictures, and then compare their answers in pairs. Play the audio for Ss to check and repeat the answers.



Key + Audio script: A. Cobb salad B. sushi C. steak pie D. fajitas
 E. lasagne F. mango sticky rice G. beef noodle soup H. curry

- 3 a** Have Ss work in pairs to discuss what country in the box is associated with each dish in **2**. Check and confirm the correct answers.

Key: A. The USA B. Japan C. The UK D. Mexico E. Italy F. Thailand G. Viet Nam H. India

- b** Tell Ss to complete the sentences with the names of the dishes in **2**. The complete sentences will give Ss information about these dishes. Call on two Ss to write their answers on the board.

If time allows, T may organise a short activity to check Ss' short-term memory. Have Ss close their books. Point at each of Ss' answers on the board and quickly Ss have to call out the country where the dish comes from.

Key: 1. Lasagne 2. curry 3. steak pie 4. Fajitas 5. sushi

- 4** Ask Ss to work in groups to do the quiz. The group which has the answers the fastest is invited to read out their answers. Elicit feedback from other groups and ask them to add some other answers.

If there is some time left, have Ss work in their groups and write down a similar quiz. Set a time limit of about five minutes. When time is up, ask the first group to read out a question in their quiz. Ss from other groups give the answers. Other Ss decide if their answers are correct. Continue the activity until all the groups have read out all of their questions or when time is up.

Suggested answer: 1. beef 4. strawberry, lychee, cherry, pomegranate
 2. prawn, potato 5. broccoli, spinach, lettuce, celery, kohlrabi
 3. cheese, butter, ice cream

A CLOSER LOOK 1

Vocabulary

1 Write a food preparation verb from the box under each picture.

whisk grate chop sprinkle
slice dip spread marinate



A. _____



B. _____



C. _____



D. _____



E. _____



F. _____



G. _____



H. _____

2 Complete the sentences with the correct form of the verbs in 1.

1. Don't _____ the cucumber into chunks. _____ it thinly.
2. My mother usually _____ some cheese and _____ it over the pasta.
3. _____ the chicken in white wine for one hour before roasting.
4. To make this cake successfully, you should _____ the eggs lightly.
5. _____ the prawns into the batter.
6. Can you _____ the butter on this slice of bread for me?

3 Match each cooking verb in A with its definition in B.

A	B
1. stir-fry	a. place food over boiling water so that it cooks in the steam
2. deep-fry	b. cook something by keeping it almost at boiling point
3. roast	c. cook food under or over a very strong heat
4. grill	d. cook something slowly in liquid in a closed dish
5. bake	e. cook cakes or bread in an oven
6. steam	f. fry food in oil that covers it completely
7. stew	g. cook thin strips of vegetables or meat quickly by stirring them in very hot oil
8. simmer	h. cook meat, or vegetables without liquid in an oven or over a fire

4 What can you see in the pictures? Do you know what dish these ingredients are used for?



A CLOSER LOOK 1

Vocabulary

Ask Ss to call out some verbs for preparing and cooking foods they remember from the previous lesson. Tell them that in this lesson they are going to learn some similar verbs. These will help them use the language correctly when talking about recipes.

1 Have Ss work individually to do this exercise and then compare their answers with a classmate. Elicit the answers from Ss and quickly write them on the board. Do not confirm the correct answers at this stage. Have Ss explain the meaning of each verb in English or Vietnamese. Correct Ss' explanations when needed.

- **whisk:** beat eggs, cream, etc., with a special tool to add air and make the food light (đánh trứng, kem...)
- **slice:** cut something into thin flat pieces (thái lát)
- **grate:** rub food (e.g. cheese) against a grater in order to cut it into very small pieces (nạo)
- **dip:** put something quickly into a drink, sauce or batter and take it out again (nhúng)
- **chop:** cut something into pieces with a knife (chặt, cắt)
- **spread:** put a layer of a substance evenly onto the surface of something (phết)
- **sprinkle:** shake small pieces of something, or drops of a liquid, on something (rắc)
- **marinate:** pour a mixture, usually containing oil, wine or vinegar, and herbs and spices, over meat or fish before it is cooked to add flavour or make it tender (ướp)

Now have Ss look at their answers on the board and say if these are correct.

Key:

- | | | | |
|----------|----------|-------------|-------------|
| A. chop | B. slice | C. grate | D. marinate |
| E. whisk | F. dip | G. sprinkle | H. spread |

2 The purpose of this exercise is to help Ss use the verbs correctly to talk about food preparation. Ask Ss to work in pairs to do the exercise. Check the answers as a class. If time allows, have Ss make sentences.

Key:

- | | | |
|----------------|----------------------|-------------|
| 1. chop; Slice | 2. grates; sprinkles | 3. Marinate |
| 4. whisk | 5. Dip | 6. spread |

3 Have Ss do this exercise individually and then compare their answers with a partner. Check and confirm the correct answers. Have Ss give the Vietnamese translation of the words if needed.

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

4 a Ask Ss to answer the two questions. Elicit their answers. Ask them if they have ever eaten or made a pizza. If Ss have eaten pizza, ask them if they like the dish. If they have made a pizza themselves, ask them to describe the process of making one briefly.

Key:

tomato sauce, onion, cheese, apple, bacon, pizza base → pizza

b Complete the instructions below with the verbs in **1** and **3**. One verb is used twice.



1. _____ the onion, bacon and an apple.



2. _____ the cheese.



3. _____ the tomato sauce on the pizza base.



4. _____ the cheese on the pizza base.



5. _____ the chopped onion, bacon and apple on top.



6. _____ the pizza in the oven for about 10 minutes.

Do you think you can make a pizza yourself?

Pronunciation

Tones in statements used as questions

REMEMBER!

A statement can be used as a question to check that the information we have is correct. When we pronounce a statement question, our voice goes up at the end.

Listen to this part of the conversation in **GETTING STARTED** again and pay attention to the tone of Nick's mum's statement question.

Nick: Mum, the prawns are pink now. (statement)

Nick's mum: They're pink? (statement question)

Nick: Yes.

In contrast, our voice goes down at the end of a *Wh*-question.

Example:

Where did I put my glasses?



5 Listen to the conversations. Draw  or  at the end of each line. Practise the conversations with a partner.

- A: What do we need to make a pizza?
 B: A pizza base, some cheese, some bacon, an onion, and an apple.
 A: An apple?
 B: Yes, an apple.
- A: What's for dinner?
 B: We're eating out tonight.
 A: We're eating out?
 B: Right.
- A: I can't eat this dish.
 B: Why not?
 A: I'm allergic to prawns.
 B: Allergic to prawns?
 A: Yes, my skin turns red when I eat them.

6 a Work in pairs. Complete the mini-dialogues with suitable statement questions.

- A: Let's have pasta tonight.
 B: I don't like pasta.
 A: _____ ?
 B: No. It makes me fat.
- A: What should I do next?
 B: Add some salt to the salad.
 A: _____ ?
 I thought you didn't like salty food.
 B: But it's so tasteless.

b Practise the mini-dialogues using the correct intonation.

- b** Have Ss complete the instructions individually and then compare their answers with a partner. Check the answers as a class. Ask Ss who have not made a pizza before if they can make a pizza themselves after reading the instructions.

Key:

1. Chop 2. Grate 3. Spread 4. Sprinkle 5. Spread 6. Bake

Pronunciation

Tones in statements used as questions

Explain to Ss the meaning of 'statement' (a telling sentence that ends with a full stop) and 'statement question' (used to check information; has the order of a statement but ends with a question mark).

Play the part of the conversation in **GETTING STARTED** which includes a statement question. Ask Ss to pay attention to the intonation of the sentences. Ask them to give comments.

Now have Ss read the information in the **REMEMBER!** box. Answer any questions from Ss, and ensure that Ss understand the information.

- 5** Ask Ss to read through the three conversations. Play the recording for Ss to draw appropriate arrows to indicate the intonation of each sentence. Have Ss compare their answers in pairs. Call on some pairs to read the conversations out loud. Correct any mistakes.

For a more able class, have Ss work in pairs and draw the arrows first. Then play the recording for them to check their answers.



Audio script + Key:

1. A: What do we need to make a pizza?
B: A pizza base, some cheese, some bacon, an onion, and an apple.
A: An apple?
B: Yes, an apple.
2. A: What's for dinner?
B: We're eating out tonight.
A: We're eating out?
B: Right.
3. A: I can't eat this dish.
B: Why not?
A: I'm allergic to prawns.
B: Allergic to prawns?
A: Yes, my skin turns red when I eat them.

- 6 a** Ask Ss to work in pairs to complete the mini-dialogues with suitable statement questions. Call on some pairs to write their answers on the board. Give comments when needed.

- b** Have Ss practise the mini-dialogues and act them out in front of the class with the correct intonation. Ask other Ss to comment.

If time allows, let Ss write their own mini-dialogues with statement questions.

Suggested answer:

1. You don't like pasta?/Don't like pasta?
2. Add some salt?

A CLOSER LOOK 2

Grammar

Quantifiers: review

1 Fill each blank with *a*, *an*, *some*, or *any*.

Tom: Nina, you're drinking (1) _____ cola for breakfast?

Nina: Yes, (2) _____ glass of Coke and (3) _____ crisps. That's my favourite.

Tom: Don't you know that is a very bad way to start your day?

Nina: Why is it bad?

Tom: Breakfast is the first meal of the day, so it's very important to eat nutritious things.

Nina: Such as?

Tom: If you can't cook (4) _____ food yourself, have (5) _____ bowl of cereal and (6) _____ milk. Then eat (7) _____ apple.

Nina: But there isn't (8) _____ milk in the fridge.

Tom: Go out and buy (9) _____.

2 Match the food quantifiers with the nouns. Some quantifiers can go with more than one noun.

- | | |
|------------------|------------|
| 1. a teaspoon of | a. milk |
| 2. a bottle of | b. garlic |
| 3. 300 grams of | c. celery |
| 4. a stick of | d. cabbage |
| 5. a bunch of | e. salami |
| 6. a head of | f. beef |
| 7. a slice of | g. sugar |
| 8. a clove of | h. grapes |

3 Read the instructions to make a chicken salad. Fill each blank with a word/phrase in the box.

tablespoons
some
an

200 grams
teaspoon (x2)

CHICKEN

Salad



Boil (1) _____ of lean chicken. While the chicken is cooking, wash two cucumbers, chop them in half and slice them. Then peel (2) _____ onion and slice it. Mix the sliced cucumber and onion in a bowl. Add two (3) _____ of vinegar, a (4) _____ of salt and a (5) _____ of sugar into the bowl and mix well. Leave the mixture to marinate for 10 minutes. Now slice the cooked chicken and combine it with the mixture in the bowl. Before eating, add (6) _____ pepper.

Look out!

When talking about food and recipes, we usually use food quantifiers to specify the quantity. Here are some of them:

a teaspoon of 	a bag of 	a pinch of 	a handful of 
a tablespoon of 	a carton of 	a stick of 	a slice of 
a cup of 	a tin of 	a bunch of 	a loaf of 
a bottle of 	a kilo of 	a head of 	a clove of 
			

A CLOSER LOOK 2

Grammar

Quantifiers: review

Ask Ss what a quantifier is. If needed, briefly explain to them that a quantifier is a word or phrase that expresses quantity or amount. Tell Ss that they have already learnt, and know, quite a few quantifiers. Elicit examples from Ss.

T may organise a short warm-up activity with this content. Ss work in pairs to write down all quantifiers they know in two minutes. The winner is the pair which has the most answers.

- 1 Ask Ss about the use of the four quantifiers. Make any necessary comments. Have Ss do this exercise individually and then compare their answers in pairs.

Key:

1. a 2. a 3. some 4. some/any 5. a 6. some 7. an 8. any 9. some

Tell Ss that when talking about recipes people usually use food quantifiers and that the **Look out!** box contains the most common ones.

Have Ss read the information in the **Look out!** box. Explain any unclear points. If time allows, ask Ss to give examples with the quantifiers. Ss may also add some more food quantifiers they know to the list.

- 2 Have Ss do the exercise individually and then compare their answers with a partner. Remind them that some quantifiers can go with more than one noun. Check the answers as a class.

Key:

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

- 3 a Have Ss work in pairs to read the instructions to make a chicken salad and to fill each blank with a word/phrase from the box. Check as a class.

Key:

1. 200 grams 2. an 3. tablespoons 4. teaspoon 5. teaspoon 6. some

- b Ask Ss to work in pairs, and think about a simple salad they know. Together Ss write the instructions to make it. Call on some pairs to read aloud their instructions. Other Ss listen, make comments, and vote for the best salad.

T may also organise a competition. Have Ss work in groups to write the instructions to make a salad on a big piece of paper. Once they have finished, each group sticks their instructions on the board. A board of five Ss act as examiners. This board reads the instructions and gives each group a mark.

Modal verbs in conditional sentences type 1

4 Read these sentences from the conversation in GETTING STARTED. Pay attention to the underlined part and answer the questions.

Mi: I can wash the spring onions if you like, Mrs Warner.

...

Nick's mum: ... You should be careful if you use the red knife – it's sharp.

1. What does *can* in the first sentence express?
2. What does *should* in the second sentence express?

In conditional sentences type 1, we use a **simple present tense** in the *if*-clause and **will + bare infinitive** in the main clause. This is the standard form.

Instead of *will*, we can use other modal verbs such as *can*, *must*, *may*, *might* or *should* in the main clause to express ability, permission, advice, possibilities, necessity, etc.

- Example:**
- If you cut your finger, it **will** bleed. (standard form)
 - If you finish your dinner, you **can** watch TV. (permission)
 - She **can** learn to become a good cook if she tries hard. (ability)
 - If he likes eating spicy food, he **may/might** add chilli. (possibility)
 - If you don't want to get burnt, you **must** follow these safety instructions. (necessity)
 - If you feel unwell, you **shouldn't** eat fast food. (advice)

5 Match the first half of the sentence in A with the second half in B.

A	B
1. If we have more money,	a. if he wants to eat them raw.
2. If she eats less fast food,	b. you should use less salt.
3. He must wash the vegetables carefully	c. we can eat out more often.
4. If you cook for Hung,	d. you can have a bar of chocolate tomorrow.
5. My mum may be surprised	e. she may lose weight.
6. If you eat healthy food tonight,	f. if my dad cooks dinner.

6 What will you say in these situations? Use suitable modal verbs with conditional sentences type 1.

Example:

Your friend, Mai, is not good at cooking, but she wants to study abroad. You think learning to cook is a good idea because she can cook for herself when she's away from home. Give her some advice.

→ *If you want to study abroad, you should learn to cook.*

1. Your father likes salty food, but you think it is necessary to reduce the amount of salt in his food. Otherwise, his health will suffer. You share your opinion with him.

→ _____

2. Your brother is a good eater. He's able to eat three bowls of rice when he's hungry. You tell this to your friend.

→ _____

3. You want to take a cooking class. Your mum agrees but asks you to choose a class at the weekend. Here is what she says to you.

→ _____

4. Your friend offers you a slice of pork, but you see that it is undercooked. You refuse because it is possible that you will have a stomachache. You tell this to her.

→ _____

5. Your sister is making a cake. You advise her to whisk the eggs for 10 minutes so that the cake is lighter.

→ _____

Modal verbs in conditional sentences type 1

- 4 Have Ss read the two given sentences and answer the questions. Elicit their answers and confirm the correct ones.

Key:

1. ability 2. advice

Ask them to give the standard form of conditional sentences type 1. T may call on one student to write the form on the board. Now have Ss read the information and examples in the grammar box. Write the form of the examples on the board:

If + S + V (present simple), S + can/must/may/might/should + V (infinitive).

- 5 Have Ss do the exercise individually and then compare their answers in pairs. Ask some Ss to read out loud the complete sentences.

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

- 6 Have Ss work in pairs to read the situations and write appropriate *if*-sentences. Call on some Ss to write their sentences on the board. Give necessary correction.

If time allows, organise a quick game. Ss work in groups and write down two situations. After five minutes, have a representative from one group stand up and read out one situation. This student points at a random student in another group to give a conditional sentence type 1 with a modal verb. If the sentence is correct, the group gets one point. The groups take turns to read their situations. The winner is the group with the most points. Make sure the groups have equal opportunities to give the answers.

Suggested answers:

1. If you want to have good health, you must reduce the amount of salt in your food.
2. If my brother is hungry, he can eat three bowls of rice.
3. You can take a cooking class if it is at the weekend.
4. If I eat this undercooked pork, I may have a stomachache.
5. You should whisk the eggs for 10 minutes if you want a lighter cake.

COMMUNICATION

1 Look at the picture. Answer the questions.

1. Can you guess the name of the dish in the picture?
2. What do you think the ingredients are for this dish?



2a Now listen to the first part of a talk where MI is presenting how to prepare the ingredients. Check your answers.

b Listen to the first part of the talk again. Fill each blank with a word/phrase.



Ingredients:

- (1) _____ of pumpkin
- (2) _____ shallots
- (3) _____ of celery
- (4) _____ of butter
- (5) _____ of fresh cream
- (6) _____ of salt

Preparation:

- (7) _____ the pumpkin, and
- (8) _____ it into cubes
- (9) _____ the shallots and
- (10) _____ them
- wash the celery and remove the (11) _____

3 a Read the steps to make the dish. Rearrange them into the correct order.

- a. Add the cream and simmer for 2 to 3 minutes.
- b. Heat the butter in a deep pan, add the shallots and celery and stir fry for a few minutes.
- c. Purée the soup in a mixer until it is smooth.
- d. For the finishing touch, garnish it with some celery leaves.
- e. Add the pumpkin and stir fry for a few more minutes.
- f. Add 750ml of water and a pinch of salt and cook until the pumpkin is tender. Cool for 10 minutes.

b Listen to the second part of the talk and check your answer.

c Listen to the second part again. What are the health benefits of this dish?

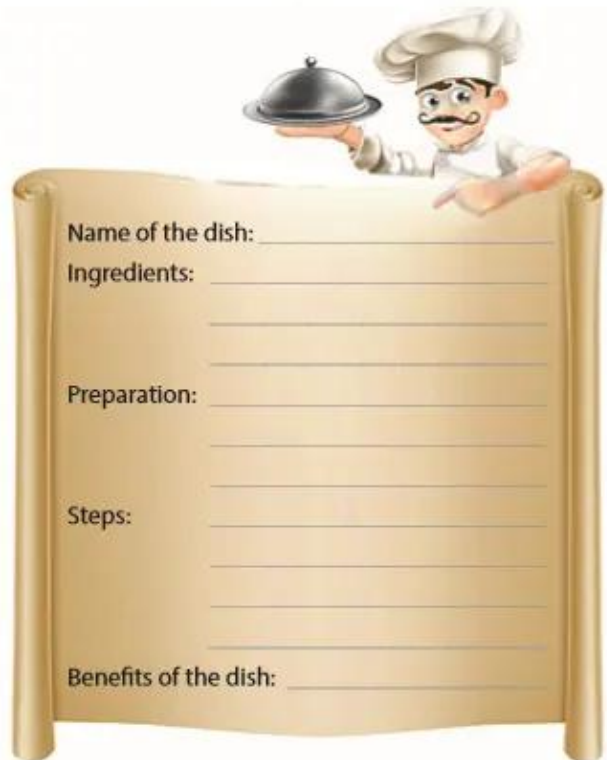
Extra vocabulary

purée
cube

shallot
tender

garnish

4 a Work in groups. Choose a dish you like. Discuss its ingredients, how to prepare it and the steps to cook it. Write your ideas on a large sheet of paper.



Name of the dish: _____

Ingredients: _____

Preparation: _____

Steps: _____

Benefits of the dish: _____

b Organise a gallery walk. Move around to each group and listen to their presentation. Vote for the best dish.



COMMUNICATION

Tell Ss that in this lesson they will have the opportunity to learn how to cook one kind of soup. Go through the Extra vocabulary with Ss. If Ss do not know any word in the box, quickly teach it. To teach the words *shallot* and *cube*, T may draw the pictures on the board. To teach other words, use simple explanations and examples or give definitions.

- *purée* (v): make fruit or vegetables into a thick, smooth sauce, usually in a blender
- *garnish* (v): decorate a dish of food with a small amount of another food
- *tender* (adj): soft or easy to chew e.g. 'my grandmother can only eat beef if it is tender, so my mother has to stew it for one hour'

1 Have Ss look at the picture and answer the questions. Quickly elicit their answers and write them on the board. Do not confirm the correct answers now.

2 a Play the first part of the recording for Ss to check their answers. Confirm the correct ones.

Key: 1. pumpkin, celery, shallots, butter, salt, cream

b Play the recording again for Ss to do the exercise. Have them compare their answers in pairs. Call on two Ss to write their answers on the board. Ask other Ss to correct these answers if needed. Play the recording one more time for Ss to check their answers.



Audio script (part 1): Pumpkin soup is my family's favourite soup. We usually have it for breakfast with some slices of bread. It's quick and simple to cook.
The ingredients are: a kilo of pumpkin, two shallots, two sticks of celery, two tablespoons of butter, two tablespoons of fresh cream, and a pinch of salt.
Before cooking, peel the pumpkin and chop it into cubes. Peel the shallots and slice them. Next, wash the celery and remove the leaves.

Key: 1. a kilo/one kilo 2. two 3. two sticks 4. two tablespoons 5. two tablespoons
6. a pinch 7. peel 8. chop 9. peel 10. slice 11. leaves

3 a + b Have Ss read the steps to cook the soup and try to rearrange the steps. Ask some Ss to write their order on the board. Play the recording for Ss to check their answers. Ask Ss to comment on the orders on the board. If there are any unclear points, play the recording a second time.

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

c Without playing the recording again, ask Ss about the benefits of the soup. If Ss are not sure about any points, play the recording again. Have one student talk about the benefits.

Key: - a good source of fibre, minerals, and vitamins, especially vitamin A
- improve your eyesight and protect yourself from certain cancers



Audio script (part 2): Here are the steps to make the soup:
– Heat the butter in a deep pan, add the shallots and celery and stir fry for a few minutes.
– Add the pumpkin and stir fry for a few more minutes.
– Add 750ml of water and a pinch of salt and cook until the pumpkin is tender. Cool for 10 minutes.
– Purée the soup in a mixer until it is smooth.
– Add the cream and simmer for 2 to 3 minutes.
– For the finishing touch, garnish it with some celery leaves.
Pumpkin soup is very healthy. It's a good source of fibre, minerals, and vitamins, especially vitamin A. If you eat this soup regularly, you can improve your eyesight and protect yourself from certain cancers.

4 a Have Ss work in groups to discuss a dish they like. Ss take notes of the ingredients, how to prepare the dish, and the steps to cook it on a big piece of paper. Move around to provide any necessary help.

b Ask groups to stick their answers on the walls around the class. Ask other Ss to move around to each group and listen to the group's presentation about the dish. Have Ss vote for the best dish and explain the reasons.

SKILLS 1

Reading

1 Work in pairs. Answer the questions.



1. What can you see in each picture?
2. Have you ever tried the dishes in the pictures? If so, how did you find them?

2 Now read an article about Japanese eating habits. Match the headings (1-3) with the paragraphs (A-C).

1. The art of arranging dishes
 2. The habit of having raw food and simple sauces
 3. Components in a typical Japanese meal
- Japanese people are famous for their well-balanced and healthy diet. That is the main reason for their longevity.

A Typically, a Japanese meal consists of rice, miso soup, the main dish(es) and pickles. Rice is the staple and plays a central part in people's eating habits. Japanese rice is sticky and nutritious, so when combined with the main dishes and the soup, they make a complete meal. The portions of each dish are individually served.



B The most important characteristic of their eating habits is they like raw food and do not use sauces with a strong flavour. Two typical examples are sashimi and sushi. The Japanese make sashimi simply by cutting fresh fish. Then they serve it with a dipping sauce made from soy sauce and spicy Japanese horseradish (wasabi). Sushi is similar. The cooked, vinegared rice can be combined with raw fish, prawn, avocado, cucumber or egg. Sushi is usually served with soy sauce and pickled ginger.

C It is said that the Japanese eat with their eyes. Therefore, the arrangement of dishes is another significant feature of their eating habits. If you join a Japanese meal, you may be excited to see how the colourful dishes are arranged according to a traditional pattern. In addition, there are plates and bowls of different sizes and designs. They are carefully presented to match the food they carry.

Speaking

4 Work in groups. Discuss the eating habits of Vietnamese people. You can use the following questions as cues.

3 Read the article again and answer the questions.

1. What is the most important feature of Japanese eating habits?
2. How do they make sashimi?
3. What sauce can both sashimi and sushi be served with?
4. How many components are there in a typical Japanese meal?
5. How is rice important in Japanese meals?
6. Why do people say that the Japanese eat with their eyes?

1. What is the most important feature of Vietnamese eating habits?
2. What are the typical components in a Vietnamese meal?
3. What is the staple of our country?
4. How are the dishes arranged?
5. Are there any other characteristics of our eating habits that you know?
6. In general, do Vietnamese people have healthy eating habits?

5 Imagine that you take part in an international competition in which competitors talk about the eating habits of their own country. Present your group's ideas about Vietnamese eating habits.

SKILLS 1

Reading

- 1 Have Ss work in pairs to discuss the questions. Elicit their answers. Because it is an open activity, accept different answers.

Suggested answers: Picture A: different types of sushi
Picture B: miso soup
Picture C: a bowl of rice
Picture D: sliced cucumber/pickled cucumber

- 2 Ask Ss to read the headings quickly. Make sure they understand the meaning of each heading. Now Ss read the paragraphs and match them with the headings. Ask them to compare their answers with a classmate. Elicit their answers.

Key: A. 3 B. 2 C. 1

- 3 Have Ss read the article again to answer the questions. Ss can underline parts of the text that help them with the answers. Ask Ss to compare their answers before giving the answers to T. Ask them to give evidence when giving the answers.

Key: 1. They like raw food and do not use sauces with a strong flavour.
2. They cut fresh fish.
3. Both can be served with soy sauce.
4. There are four (rice, miso soup, main dish(es), pickles).
5. Rice is the staple food and is very nutritious.
6. Because the dishes are presented in different bowls and plates, and are arranged carefully according to a traditional pattern.

Speaking

This part helps Ss understand more about the eating habits of Vietnamese people.

- 4 Have Ss work in groups to discuss the eating habits of Vietnamese people. Ss use the questions provided as cues. Move around the class to provide help. Ask the groups to organise their ideas to prepare for a short presentation.
- 5 Have one group of Ss act as examiners and other groups as competitors. The groups take turns to present their ideas. If there is not much time left, allow about two or three groups to present. Invite comments from the examiners. Give additional comments.

Reference for teachers (this note provides some general information; T can add more specific details to match the context of each area)

Vietnamese eating habits

Vietnamese food is varied and distinctive. It is considerably low fat and high in carbohydrates. Traditional Vietnamese cooking usually uses fresh ingredients, little dairy and oil, and various herbs and vegetables. Different sauces such as fish sauce, shrimp paste, and soya sauce are quite popular in various regions.

There is no concept of 'courses' in a Vietnamese meal. A meal consists of various dishes: main dish (meat, fish, egg or tofu), vegetable, soup and rice. Rice is the staple in Viet Nam. In many families, people eat around a tray of food with a small bowl of fish sauce in the middle. Around this bowl are the dishes. If people place the food on a table, a similar arrangement is followed. Dishes are served communally. Usually there is a big dish/bowl of each dish, and people use chopsticks and spoons to get their share.

In general, Vietnamese food is considered healthy and is popular in other countries.

SKILLS 2

Listening

- 1** Work in pairs. One of you looks at Picture A, and the other looks at Picture B on page 17. Ask each other questions to find out the differences between your pictures.

Picture A



What do the pictures tell you?

- 2** Teen Radio is asking two students about their eating habits. Listen to what they say and decide if the statements are true (T) or false (F).

	T	F
1. Nicolas gets up too late to have a real breakfast.		
2. It's difficult to buy his lunch at the school canteen.		
3. He's considering changing his eating habits.		
4. Both Maya and her brother have good eating habits.		
5. She thinks breakfast should include nutritious food.		
6. She cooks dinner for her family.		

- 3** Listen again and complete the table. Use no more than three words for each blank.

Name	Breakfast	Lunch	Dinner
Nicolas	some (1) _____	buys at school canteen - a (2) _____ - a packet of (3) _____ - a cola	- (4) _____ - noodles - egg - few (5) _____
Maya	- a bowl of (6) _____ - a glass of milk - (7) _____	brings lunch box - (8) two _____ - (9) a _____ - salad - sometimes sushi	favourite: (10) _____ - lean grilled chicken

Writing

- 4** Work in pairs. Ask and answer questions about each other's eating habits. Take notes of your partner's answers in the table.

Name	Breakfast	Lunch	Dinner

Do you think your partner has healthy eating habits? Why/Why not?

Is there anything he/she should change if he/she wants to be healthier?

- 5 a** Write about your partner's eating habits. Include information about his/her meals, your opinion about his/her eating habits and possible changes.

- b** Exchange your work and give comments.

SKILLS 2

Listening

- 1 Have Ss do this activity in pairs. They ask each other questions to find out the differences between the two pictures. Elicit the answers from Ss. Ask them to describe the underlying meaning of the pictures.

Suggested answers:

- Picture A: A boy is eating chocolate. On the table there are junk foods such as crisps, a hamburger, soft drinks, and sweets. The boy looks fat.
- Picture B: A girl is having rice. On the table we can see soup, fish, vegetables, and watermelon. The girl looks slim and fit.
- Meaning: They show the contrast between healthy eating and unhealthy eating.

- 2 Tell Ss that they are going to listen to two students talking about their eating habits. Before listening, Ss read through the statements to make sure they understand them and to underline key words. Play the recording for them to do the exercise. Call on one student to write the answers on the board. Ask other Ss if they agree with them. Play the recording a second time for Ss to check. Don't confirm the correct answers now.
- 3 Without listening to the recording again, Ss complete the table by filling each blank with no more than three words. Have Ss compare their answers with a classmate before giving T the answers. Ask two Ss to write their answers on the board. Play the recording one last time to confirm the answers for both 2 and 3.

Key:

- | | | | | | | |
|---|-------------|--------------|--------------------|---------------|------------------|------|
| 2 | 1. T | 2. F | 3. T | 4. F | 5. T | 6. F |
| 3 | 1. biscuits | 2. hamburger | 3. crisps | 4. fried beef | 5. vegetables | |
| | 6. cereal | 7. a banana | 8. slices of bread | 9. boiled egg | 10. steamed fish | |



Audio script:

Nicolas: I don't have a proper breakfast. I never have time because I always get up late. Normally, my mum buys a packet of biscuits and I have some on the school bus. At lunchtime, I'm always hungry, so I have a hamburger, a packet of crisps, and a cola. I can easily get them at the school canteen. For dinner, I like fried beef, noodles, and eggs. I don't really eat vegetables because they aren't tasty. My mum says my eating habits are unhealthy. I'm thinking about changing them. If I continue eating like this, I may become overweight.

Maya: My brother doesn't have healthy eating habits, but I do. For breakfast, I usually have a bowl of cereal, a glass of milk, and a banana. It's important to start a new day with a good breakfast, so I tend to have nutritious things. I don't buy lunch at school; instead, I prepare my lunch box with two slices of bread, a boiled egg, and salad. Sometimes, my mum makes sushi for my lunch. In the evening, my mum and I cook dinner. My favourite is steamed fish. Lean grilled chicken is also a dish I like for dinner.

Writing

- 4 Ask Ss to work in pairs. They ask and answer questions about each other's eating habits, and take notes of their partner's answers in the table. After that give Ss a few minutes to read their notes again to answer the questions provided. T should move around to give comments as there may not be enough time for checking with the whole class.
- 5 **a + b** Ask Ss to write about their partner's eating habits. When they have finished, Ss exchange their writing to spot any mistakes. Have Ss share the mistakes with the whole class. T may collect some Ss' work to mark at home, or T may ask them to rewrite the exercise as homework. In this case, remember to ask for Ss' revised work in the next lesson.

Sample writing:

My friend, Trang, does not have healthy eating habits. She sometimes skips breakfast. When she has it, she usually buys a hamburger and a soft drink from a café near our school. For lunch, her favourite is fried rice and deep-fried chicken. The good thing is that she prefers to have dinner at home. However, she likes eating a lot of rice and fatty pork for dinner. She rarely eats vegetables, but loves fruits.

I think Trang should change her diet. First, if she wants to have more energy for the day, she should never skip breakfast. Second, she must reduce the amount of fast food she eats. Also, eating more vegetables would be good for her. She should also eat less rice for dinner. These changes will definitely keep her fit.

LOOKING BACK

Vocabulary

1 Match the words in A with their description or definition in B.

A	B
1. garnish	a. drop a few pieces or drops of something over a surface
2. versatile	b. put something quickly into a sauce and take it out again
3. purée	c. pour a mixture, usually containing oil, wine or vinegar and herbs and spices, over meat or fish before it is cooked to add flavour or make it tender
4. dip	d. decorate a dish of food with a small amount of another food
5. sprinkle	e. having many different uses
6. marinate	f. remove the outer layer of food
7. whisk	g. make fruit or vegetables into a thick, smooth sauce, usually in a blender
8. peel	h. beat eggs, cream, etc., to add air and make the food light

2 Write a verb for a cooking method under each picture. The first letter has been provided.



A. s _____



B. d _____



C. s _____



D. b _____



E. r _____



F. g _____



G. s _____



H. s _____

3 Fill each blank with a word/phrase in the box. There is one extra word.

stew sushi grill
steam hamburger deep-fry



Well, I think there are some ways to keep fit. Firstly, we should eat healthily. Don't eat too much fast food. Some people have a big (1) _____ and a soft drink for lunch. It isn't a good idea because that meal doesn't include any vegetables. Instead, if they want to have a quick healthy lunch, they



should buy some avocado (2) _____. Secondly, we shouldn't (3) _____ food. We should (4) _____ it. Steamed dishes don't use any fat. If you like, you can also (5) _____ lean meat with vegetables. It's healthy and nutritious.

Grammar

4 Circle the correct answer.

- Don't put too much bacon in the dish. A *pinch/slice* is enough.
- To make this soup, you need two *slices/sticks* of celery.
- There isn't *some/any* butter in the fridge. We should go to the supermarket to buy *some/any*.
- Can you go to the convenience store and buy me a *tin/bag* of rice?
- Slice a *clove/loaf* of garlic, then add some honey.
- Look! This *bunch/cup* of grapes is so fresh.

5 Complete the sentences with your own ideas. Use the modal verbs provided.

- If you keep eating fast food, _____ . (might)
- If you promise to finish your homework tonight, _____ . (can)
- _____ if he doesn't want to have toothache. (should)
- _____ if she wants to lose weight. (must)
- If you join this cooking lesson, _____ . (can)

LOOKING BACK

Encourage Ss not to refer back to the unit. Ask them to keep a record of their answers to each exercise so that they can use that information to complete the self-assessment box at the end of the unit.

Vocabulary

- 1 Have Ss do this exercise individually and then compare their answers with a partner. Call on Ss to read out loud their answers.

Key:

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

- 2 Ask Ss to complete the words individually. Check Ss' answers as a class. If time allows, call on one or two Ss to write their answers on the board.

Key:

A. steam B. deep-fry C. stir-fry D. bake
E. roast F. grill G. simmer H. stew

- 3 Ask Ss to do this exercise individually. Have some Ss read out their answers. Confirm the correct ones.

Key:

1. hamburger 2. sushi 3. deep-fry 4. steam 5. stew

Grammar

- 4 Have Ss do this exercise individually. Check the answers as a class. T may ask Ss to explain their choice.

Key:

1. slice 2. sticks 3. any - some 4. bag 5. clove 6. bunch

- 5 Ask Ss to write the sentences individually. Have two Ss write the sentences on the board. Ask other Ss to give comments. Correct the sentences if needed.

Suggested answers:

1. If you keep eating fast food, you might become overweight.
2. If you promise to finish your homework tonight, you can go to the cinema with your friend.
3. He should eat less sweets if he doesn't want to have toothache.
4. She must eat less rice and bread if she wants to lose weight.
5. If you join this cooking lesson, you can cook many delicious dishes.

Communication

6 Rearrange the lines to make a complete conversation.

- A. That's right. It's the first time I've made them.
- B. What a pleasant Sunday morning it is!
- C. Shall I peel the bananas for you?
- D. I can't wait to try your first pancakes! They look delicious.
- E. Yes. It's cool and sunny. What are you doing?
- F. I'm making some pancakes.
- G. Sure, you can give me a hand if you want to.
- H. Really? Will we have them with honey?
- I. Some pancakes?
- J. Yes, some honey and some slices of banana.

Picture B



Finished! Now I can...	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> • use lexical items related to dishes and ways of preparing and cooking some food • ask statement questions with the correct intonation • use some quantifiers correctly • write and use conditional sentences type 1 with modal verbs • read for general and specific information about the eating habits of Japanese people • talk about the eating habits of Vietnamese people • listen for specific and detailed information about teenagers' eating habits • write about the eating habits of a classmate 			

PROJECT

A survey on eating habits

1 Work in groups. Go to other classes and ask different students about their eating habits. Write the students' answers in the table.

Question	Student 1	Student 2	Student 3	Student 4	Student 5
1. How often do you eat fast food?					
2. How often do you eat homemade food?					
3. How many meals do you have per day?					
4. Which meal is the most important to you?					
5. Which do you prefer: eating at home or eating out?					
6. What is your favourite dish?					



- 2** Now work together again. Analyse the answers you have got and organise them in the form of an answer to each question. This could be done using a visual organiser such as a chart.
- 3** In general, do the students at your school have healthy eating habits? Present your group's findings to the class.

Communication

- 6 Have Ss rearrange the lines to make a complete conversation, first individually and then share their answers with a partner. Ask some pairs to read out loud the conversation.

Key:

1. B 2. E 3. F 4. I 5. A 6. H 7. J 8. C 9. G 10. D

Finished!

Ask Ss to complete the self-assessment. Identify any difficulties and weak areas and provide further practice if necessary.

PROJECT

A survey on eating habits

The project helps Ss to learn more about their schoolmates' eating habits. To gain the best results, tell Ss about the project early in the unit (i.e. when you teach the **COMMUNICATION** section), so that they have enough time to gather and analyse the information. Activities **1** and **2** can be done as homework.

- 1 Have Ss work in groups of four or five. They go to other classes and ask different Ss about their eating habits. To reduce the workload, each student interviews three other Ss and records their answers in the table. This should be done early in the unit.
- 2 Group members meet together and organise the answers in the form of an answer to each question. The following table can serve as an example. This summarises the answers of 12 Ss (Ss work in groups of 4).

Question	St 1	St 2	St 3	St 4	St 5	St 6	St 7	St 8	St 9	St 10	St 11	St 12
1. How often do you eat fast food?												
2. How often do you eat homemade food?												
3. How many meals do you have per day?												
4. Which meal is the most important to you?												
5. Which do you prefer: eating at home or eating out?												
6. What is your favourite dish?												

Their findings might look like this:

- Question 1: Of 12 students answered, only three usually eat fast food. Four of them sometimes eat fast food, and five never have this kind of food.
- Question 2: ...

- 3 Have groups present their findings to the class. Finally, they conclude whether Ss at the school have healthy eating habits.