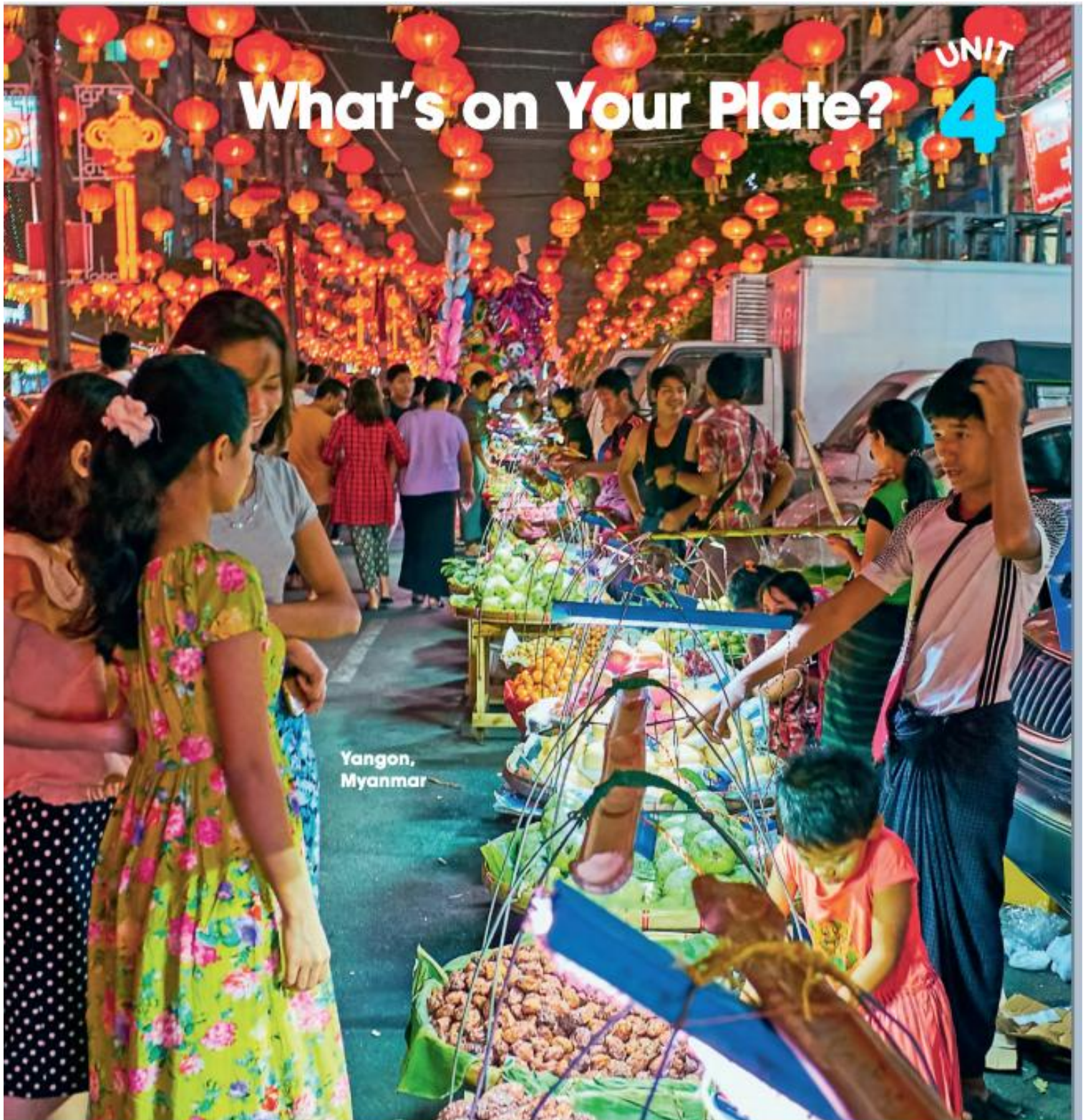


What's on Your Plate?



Yangon,
Myanmar

Look at the photo. Discuss the questions.

1. Where is this?
2. Are there markets like this where you live?
3. What's your favorite food? Is it healthy or unhealthy?

LESSON 1 Vocabulary

1 Listen and repeat. TR: 25



cookie butter flour honey



pepper salt sugar yogurt

2 Complete the text with the words from the box. You can use a word more than once.

cookies honey pepper salt sugar

Do you eat sweet food like cake and ¹_____? These kinds of foods have a lot of ²_____ in them. Next time you feel hungry, don't eat cake, have some fruit. ³_____ is very sweet, and some people like it on bread. It's OK as a special treat sometimes, but don't eat too much. Do you always put ⁴_____ and ⁵_____ on your food before you eat it? ⁶_____ is OK, but a lot of ⁷_____ isn't good for you.

VALUE Eat healthily.
Workbook, Lesson 6

3 Listen to the report. Then complete the sentences with the words from the box. TR: 26

butter flour honey rice
salt spread sugar

1. People in Argentina eat pancakes with a caramel _____.
2. People in Greece eat pancakes with _____ or chocolate.
3. People in Korea eat pancakes with a brown _____ filling.
4. All around the world, we make pancakes with _____, milk, eggs, and a little _____.
5. People from Russia eat pancakes with _____ and jam.
6. In the UK, there is a famous pancake _____.

4 Work in pairs. Discuss. What kind of pancakes do you eat in your country?

GRAMMAR LESSON 2

1 Study the grammar box.

a/an and the

We use a/an before:

- singular countable nouns, when we mention them for the first time.

*People hold **a** frying pan with **a** pancake in it.*

- jobs.

*My brother is **an** actor.*

We use the before:

- a noun that we have mentioned before.

*People hold **a** frying pan with **a** pancake in it. They throw **the** pancake up into the air.*

- nouns which are always in the singular.

*Pancakes are round and yellow—like **the** sun.*

- some countries, famous buildings, and geographical features.

***the** UK, **the** Netherlands, **the** Eiffel Tower, **the** Himalayas*

- the superlative form.

*It's **the** most famous pancake race in the world.*

2 Complete the text with a/an or the.

¹_____ Netherlands is famous for its Dutch pancakes. Last month, my family went there for a weekend. Of course, we all wanted to try their famous pancakes. We visited ²_____ amazing pancake restaurant. ³_____ restaurant was in Amsterdam, near ⁴_____ Rijksmuseum. I had ⁵_____ pancake with cheese and tomatoes. It was ⁶_____ best pancake I've ever eaten!

3 Complete the questions with a/an or the.

1. What's _____ most unusual food you've ever eaten?
2. Have you ever made _____ pancake?
3. Have you ever been to _____ pancake restaurant?
4. What is _____ most popular type of food in your country?
5. Would you like to try _____ pancake from another country? Which country?
6. Would you like to run in _____ pancake race in _____ UK? Why? / Why not?

4 Work in pairs. Ask and answer the questions in Activity 3.



Pancake race in Olney, UK

LESSON
3 Reading

- 1 Work in pairs. Discuss. Do you ever help with the cooking at home? What can you make?
- 2 Listen and read. TR: 27

The Restaurant Where the Children Cook

There are many different kinds of restaurants in Amsterdam, but one of the most interesting places is the Kinderkookkaté. The Kinderkookkaté—the Children's Cooking Café—opened in 1981. It's a special restaurant where the children are the cooks and the servers for their families.

How does it work? Children from the ages of five to twelve come to the restaurant in the afternoon. The people who work at the restaurant teach the children how to **prepare** and cook the food. There are menus from countries around the world such as Mexico, Greece, and Spain, so the children

can choose what they want to make. There are sandwiches, cookies, fruit salad, pizza, and cake. There's also a place where the children can make **delicious** milkshakes. While the food is cooking, they clean the kitchen and put **knives, forks,** and **spoons** on the tables. When the food is ready, the parents come to the restaurant. The children bring the food to the table and everyone eats together. Then the children even wash the dishes at the end of the meal—parents love that!

It's a great way for children to learn about food and cooking, and for parents to enjoy a delicious meal!

New words: prepare delicious
knives (plural of *knife*) forks spoons

The Kinderkookkaté,
the Netherlands

Grammar
4 LESSON

- 1 Study the grammar box.

Relative pronouns

We use *who* or *that* for people.

*The people **who** work at the restaurant teach the children.*

We use *that* for things.

*This is the pizza **that** I cooked.*

We use *where* for places.

*It's a restaurant **where** the children are the cooks.*

- 2 Complete the food quiz with *who, that,* or *where*.

1. A fortune cookie is a type of cookie that.
A. has a piece of paper inside it.
B. people eat before their tests.
C. is very expensive.
2. A chef is a person _____.
A. eats a lot of food.
B. cooks food.
C. writes about food.
3. A food stall is a place _____.
A. you buy books about food.
B. you buy food on the street.
C. you learn how to cook.
4. Sushi is a type of food _____.
A. is from Africa.
B. is from South America.
C. is from Asia.



- 3 Work in pairs. Ask and answer the quiz questions in Activity 2. Then listen and check. TR: 28
- 4 Work in small groups. Write two more questions for the food quiz. Give three answers (one true and two false) for each question. Then ask and answer with another group.

Ayran is a drink from Turkey that has A - yogurt and salt; B - fruit and honey; C - tea and jam?

I think the answer is B - fruit and honey.

No, it's A - yogurt and salt.

LESSON 5 Chant

- 1 Work in pairs. Do you like pizza? What's your favorite kind of pizza?
- 2 Listen and read. Which of the food words from the chant can you see? TR: 29
- 3 Listen and chant. TR: 30 and 31

What Do You Want on Your Pizza?

Chorus

What do you want on your pizza?
What's your favorite food?
What do you want on your pizza?
What tastes really good?

I like cheese and tomatoes
with a little onion, too.
Sometimes, I add mushrooms.
How about you?
Chorus

I like chicken and meatballs
with salt and pepper, too.
Sometimes, I add olives.
How about you?
Chorus

I like fish and noodles
with beans and carrots, too.
Sometimes, I add eggs and peas.
How about you?
Chorus

I like banana and pineapple
with a coconut syrup, too.
And then I add some honey.
How about you?



Writing A Review LESSON 6

1 Read the review. Answer the questions.

1. Did the writer like the café?
2. Check the things included in the review.
 1. The café was very busy.
 2. The milkshake wasn't very good.
 3. The table was big.
 4. There were many pictures of bees.
 5. The tea wasn't hot.
 6. The pieces of cake were big.
 7. The cake was bad.
 8. The café was expensive.

Review of the Honey Bee Café



Last week, my friend Mayumi and I visited the Honey Bee Café on Main Street. I was really looking forward to a chocolate milkshake and a piece of their famous honey cake.

When we arrived, we had to wait ten minutes before the server found a table for us because it was very busy. Our table was a little small and the café was very noisy, but we loved all the pictures of bees in the café. It looked great!

My milkshake was delicious, but Mayumi's cup of tea was cold. We were really hungry, so we asked for two pieces of honey cake. They were very good and very big!

I would recommend the Honey Bee Café. It isn't expensive, the milkshakes are delicious, and the cake is excellent. It is often very busy, so you should get there early for lunch!



2 Read the information in the box. Then match sentences A-D with 1-4 in the box.

When we write a review of a café or a restaurant, we usually include the following information:

1. the name of the café and where it is
2. the general look of the restaurant—the tables, chairs, etc.
3. the food—was it good or bad, hot, or cold?
4. the price—was it cheap or expensive?

- A. The soup was delicious and I loved the warm bread. 3
- B. The Thai Kitchen is in Bangkok.
- C. The cheapest pizza was \$18.00.
- D. There were beautiful flowers on the tables.

3 Writing Skill Adjectives Find these adjectives from the review in Activity 1. Are they positive or negative?

busy	cold	delicious
excellent	great	noisy

4 Write a review of a café or restaurant that you have visited.

Positive
I loved the...
The...was excellent.
It wasn't expensive.
I would recommend...

Negative
I didn't like the...
The...wasn't very good.
It was very expensive.
I wouldn't recommend...

LESSON 7 Video



A. lunch delivery

1 Watch the video. Match the countries (1-3) with the photos (A-C). ▶ Video 5

- 1. India Shiven
- 2. Argentina Rhiane
- 3. UK Aliyah



B. pasta with tomato sauce



C. empanadas

2 Watch the video again. Match the words (1-4) with the descriptions (A-D). ▶ Video 5

- | | |
|-----------------|-----------------------------------------------------------------------------------------------|
| 1. tiffin | A. It's like a pie. |
| 2. flatbread | B. lunch you take with you—for example, a cheese sandwich, a cookie, some fruit, and a yogurt |
| 3. empanada | C. a special lunch box that keeps food hot |
| 4. packed lunch | D. a food that looks like a pancake |

3 Circle the correct words.

1. Shiven's *mom / school* cooks his lunch.
2. Shiven usually has *meat / vegetable* curry.
3. Rhiane eats her lunch with a *knife and fork / her hands*.
4. She also has fruit, like *bananas or strawberries / an apple or a pear*.
5. Aliyah usually eats *the same thing / different things* every day.
6. She often eats a baked potato with *tomato sauce / cheese and baked beans*.

4 Work in groups. Discuss the questions.

1. Do you eat a school lunch or do you take a packed lunch?
2. What's your favorite food for lunch?
3. Describe a typical food from your country.

Game 1

1 Work in pairs. Play the game. Answer all the questions.

Explorers' Base Start here.

AFRICA

1. Circle the correct words.

I was *traveling / traveled* through the desert when I was *seeing / saw* some Tuareg nomads.

2. Complete the words.

This is a r _____ in the Sahara. The w _____ gets a p _____ of \$5,000.

EUROPE

3. Complete the sentences.

I'm _____, I'm not here at the moment. Please leave a _____.

6. Complete the sentences with *a/an* or *the*.

New York City is _____ big city in _____ US. It's _____ most exciting place I've ever visited.

NORTH AMERICA

5. Write the food words.



4. Circle the correct words.

We've *already / yet* been to Germany, but we haven't been to Spain *already / yet*.

ASIA

7. Write the words for things in a house. Put the letters in order.

- A. terpac
- B. ilopwl
- C. flseh

8. Complete each sentence with one word.

A: Have you _____ been to Hong Kong?
B: Yes, I have, but I've _____ been to Singapore.

AUSTRALIA

9. Write the food words. Put the letters in order.

- A. flas
- B. rugas
- C. rtebut

Hooray! You have completed your around-the-world trip!

12. Circle the correct words.

She's the girl *who / which* lives in Cancun, Mexico. That's the place *which / where* I went on vacation last year.

11. Complete the words in the conversation.

A: I want to send this _____ to my aunt in Peru.
B: Don't forget to put a _____ on the e_____!

10. Circle the correct words.

I've lived in Sydney *for / since* twelve years, *for / since* 2007.

The Story Behind the Marathon

Marathons Around the World

There are thousands of marathons in different countries all around the world every year. People run marathons because they like taking part in competitions, because they want to raise money for charity, or simply because they love running. In the Great Wall marathon in China, runners have to climb 5,164 steps; in Greenland, there is a marathon on ice, and an English man, Lloyd Scott, once walked a marathon underwater in Loch Ness, Scotland. It took him twelve days!

The Origins of the Marathon

About two thousand five hundred years ago, there was a big battle near the town of Marathon in Greece. Greece won the battle and, according to legend, the Greek soldier Pheidippides ran from Marathon to Athens to tell them about the Greek victory. This was a distance of about forty kilometers. When he arrived in Athens, he delivered his message, "We have won!" and then immediately died!

Why is a Marathon Exactly 42.195 Kilometers?

When the first modern Olympic Games started in Greece in 1896, they celebrated the legend of Pheidippides with a race from Marathon Bridge to the Olympic Stadium in Athens. They called this race a *marathon*. Seventeen runners took part, but only eight finished the race. The winner was Spyridon Louis, who was a Greek water carrier.

In 1908, the Olympic Games were in London, England. The marathon route started at Windsor Castle, outside London, and finished at the Olympic stadium in London. Inside the stadium there was a special "royal box" with seats for the British royal family. The organizers of the race made the route longer so that the runners finished in front of the royal box. The total route was 42.195 kilometers, and a few years later this became the official length of the marathon.

Athens, Greece



- 1 **Work in pairs. Do you know what a marathon is? Discuss.**
- 2 **Listen and read. Check your answers to Activity 1.** TR: 32
- 3 **Which reason for running in a marathon is NOT mentioned in the text?**
 - A. to win a prize
 - B. to be in a competition
 - C. to raise money for charity
 - D. to enjoy running
- 4 **Read again. Answer the questions.**
 1. What was unusual about Lloyd Scott's marathon?
 2. Why did Pheidippides run to Athens?
 3. Why was there a race from Marathon Bridge to Athens in 1896?
 4. How many runners did NOT finish the Athens Olympics marathon in 1896?
 5. Why did the organizers make the London Olympics marathon route longer?
- 5 **Work in pairs. Do activities 1 and 2.**
 1. Many runners take part in marathons to raise money for charity. Imagine you want to take part in a marathon for charity. Which charity will you choose? Why?
 2. Plan a 42-kilometer marathon route in your local area. Think about these questions.
 - Where does your marathon start?
 - Where does your marathon end?
 - Are there any steps, rivers, dangerous roads, or other problems on your route?

GLOSSARY

raise money collect/get money from other people
steps you walk up or down these
battle fight
legend old story
end opposite of "start"

Review 2: Units 3–4

1 Complete the story with the words from the box. There are two words you don't need.

competition prize race riders stadium took part winners won

George is a student at Fairview School. Last weekend, there was a big festival at his school. A lot of children from different schools ¹ _____ in the festival. They sang songs and danced. There was also a sports ² _____. George is good at running, so he ran in the 800-meter ³ _____. There were a lot of very fast runners, and it was exciting to watch. Everyone was clapping and shouting! In the end, George ⁴ _____. There wasn't a ⁵ _____, but there was an article about the festival in the newspaper the next day. There was also a big photograph of all the ⁶ _____. George was very happy.

2 Circle the correct word.

- Many people put this on their bread. butter / yogurt
- We put this on the table with salt. honey / pepper
- This is sweet. People sometimes have one for a snack. butter / cookie
- You make cake and bread with this. pepper / flour
- Some people put this in their tea or coffee. sugar / salt

3 Complete the sentences with the verbs in parentheses. Use the past simple or past progressive.

- When our uncle arrived (arrive), we were eating (eat) lunch.
- A: What _____ you _____ (do) when I _____ (call) last night?
B: I _____ (play) chess with my sister.
- They _____ (talk) about Emily when she _____ (come) into the room.
- He _____ (walk) to school when he _____ (see) his friend on the bus.
- At eight o'clock last night, I _____ (listen) to some music and my brother _____ (read) a book.
- We _____ (play) soccer when it _____ (start) to rain.
- When I _____ (wake up) this morning, my dad _____ (make) pancakes for breakfast.

4 Circle the correct word.

I just read ¹ *a / the* book about India. It's by a man ² *who / where* lived in India for 25 years. ³ *A / The* book was really interesting, and I'd love to travel there when I'm older. I'd also love to go to Agra. That's the place ⁴ *where / that* you can see ⁵ *a / the* most famous building in India— ⁶ *a / the* Taj Mahal. The girl ⁷ *who / where* lives next to my school went there last year. I'd also love to climb ⁸ *a / the* Himalayas one day.