

9 WOULD YOU LIKE DESSERT?

OBJECTIVES

FUNCTIONS: talking about food and eating habits; talking about obligation; asking nicely and offering; offering and asking for help

GRAMMAR: *must / mustn't; can* (asking for permission); *I'd like ... / Would you like ...?*

VOCABULARY: food and drink; meals



A

B



C



D



E

F



G



H

READING

- 1 Look at the photos. Where can you see the words in the list? Write 1–8 in the boxes.

- 1 a carrot cake | 2 a chef
3 a plate | 4 cooking
5 an omelette | 6 tomato soup
7 some salad | 8 steak

- 2 **SPEAKING** What other food words do you know?

pizza, apples, hamburgers, ...

- 3 **SPEAKING** Tell your partner what food you like and don't like.

I like ... I don't like ...

- 4 Look at the photos on page 85. What is unusual about the chefs? Read and check.

- 5 **2.21** Read and listen to the article. Mark the sentences T (true), F (false) or DS (doesn't say).

- 0 Harry is ten years old and he's from New York.
- 1 He wants to be a star chef.
- 2 His sister likes cooking too, but she's not very good.
- 3 The other children on the TV show aren't very good cooks.
- 4 Children must be ten years old to be on *Star Junior Chefs*.
- 5 The chefs' hands must be clean.
- 6 It's OK for the children to eat the food they are cooking.
- 7 After the TV show Harry goes home to study.

T

Young kitchen stars

Harry doesn't want to be a star chef when he's 20. He wants to be one now. This is why he's on the *Star Junior Chefs* TV programme.

The ten-year-old New Yorker likes cooking. He can make fantastic soups and salads, excellent omelettes and the best cakes. But there are many other children on the show, too. And they are all very good.

More and more young people are interested in cooking. Many of them learn it from their parents. Others watch special cooking videos for children on YouTube®. In many cities, there are special cooking classes for young people. Some of them are for children from the age of three!



But what must you do to become a star chef? Of course, it's important that you like cooking and are really good at it. But there are some rules. You must be nine years old or more to be on *Star Junior Chefs*. 'We must wash our hands before we start cooking,' Harry says. 'And of course we mustn't put them in our mouths. A chef doesn't do that! And we must be very careful with hot plates.'



The show starts. Harry is excited. He knows he's an excellent cook. This time he makes tomato soup, some salad, steak and carrot cake. The experts in the studio love Harry's food, and he stays on the show.

It's 5 pm. The show is over. Harry is happy, and a little tired. He goes home. It's time to do his homework.



THINK VALUES

How you eat is important

- 1 **SPEAKING** How often do you do these things? Write *always*, *sometimes*, *often* or *never*. Then tell the class.

- | | | |
|----------------------------|--|-------|
| <input type="checkbox"/> a | sit at a table to eat | _____ |
| <input type="checkbox"/> b | eat alone | _____ |
| <input type="checkbox"/> c | eat slowly | _____ |
| <input type="checkbox"/> d | eat very fast | _____ |
| <input type="checkbox"/> e | eat with other people | _____ |
| <input type="checkbox"/> f | eat and play computer games at the same time | _____ |

I always eat slowly. I sometimes eat with other people.

- 2 Look again at the things in Exercise 1. Are they good things to do? Write 1–3 in the boxes: 1 = a good thing to do, 2 = an OK thing to do, 3 = a bad thing to do.

- 3 **SPEAKING** Compare your ideas with a partner.

I often eat ...

I think ... is good.

I think ... is not so good.

GRAMMAR

must / mustn't

1 Complete the sentences from the article on page 85 with **must** or **mustn't**. Then complete the rule.

- 1 You _____ be nine years old or more to be on *Star Junior Chefs*.
- 2 We _____ wash our hands before we start cooking.
- 3 We _____ put them in our mouths.

RULE: We use *must* and *mustn't* to talk about rules.

Use ¹_____ to say that it's necessary to do something.

Use ²_____ to say that it's not OK to do something.

2 Complete the dialogues. Use *must* or *mustn't* and a verb from the list.

buy | eat | forget | give

- 0 A Hey, can I borrow this book?
B Sure, but you must give it back next week.
- 1 A Mum, can I have some chocolate?
B Of course not! You know you _____ chocolate before lunch.
- 2 A It's Julia's birthday next week.
B That's right. We _____ to buy her a present.
- 3 A Oh, no. There isn't any milk.
B I _____ some after work.

3 **SPEAKING** Work in pairs. Think of some things that are important for you to do (or not do) in the next few days.

I must write an email to my friend Mark.

I mustn't forget to clean my room.

Workbook page 82

VOCABULARY

Food and drink

1 **2.22** Write the names of the food and drink under the photos. Listen and check.

2 **SPEAKING** Which word in each group is different? Why?

- 1 coffee – potato – tea
- 2 banana – orange – burger
- 3 carrot – chicken – beef
- 4 milk – strawberry – apple
- 5 pepper – potato – lamb

Number 1 is potato – coffee and tea are drinks.

3 **SPEAKING** Look at the food words in Exercise 1. Work in pairs. Ask and answer questions to find three things you both like.

Do you like tomatoes?

Yes, I love them. And you?

I like them. Do you like ...?

Workbook page 85

Meat



0 chicken 1 _____ 2 _____ 3 _____

Fruit



4 _____ 5 _____ 6 _____ 7 _____

Vegetables



8 _____ 9 _____ 10 _____ 11 _____

Drinks



12 _____ 13 _____ 14 _____ 15 _____

LISTENING

- 1 Look at the picture. What's happening?
- 2 2.23 Listen to the dialogue. What is George cooking? Does he eat it?
- 3 2.23 Listen again. Put the sentences in the order you hear them. Write 1–6 in the boxes.

- | | | |
|-------------------------------------|---|----------------------------------|
| <input type="checkbox"/> | a | Can I clean the kitchen later? |
| <input checked="" type="checkbox"/> | b | Can I make an omelette? |
| <input type="checkbox"/> | c | Can I come into the kitchen now? |
| <input type="checkbox"/> | d | I must be quick now. |
| <input type="checkbox"/> | e | Would you like some help? |
| <input type="checkbox"/> | f | Can I go to the pizza place? |

GRAMMAR

can (asking for permission)

- 1 Match these answers to the questions in Listening Exercise 3. Then read the rule.

- 1 OK, but don't forget to do it. ☐
- 2 Yes, you can. ☐
- 3 No, wait, Mum. ☐

RULE: We use *can* + subject to ask if it's OK to do something.

- 2 2.24 Complete the questions with *can* and a verb from the list. Listen and check.

~~do~~ | eat | go out | play | try on | use

- 0 Can I do my homework later, please?
- 1 _____ I _____ these jeans, please?
- 2 _____ I _____ your laptop, please?
- 3 Dad, _____ I _____ tonight?
- 4 _____ we _____ football in the garden?
- 5 _____ we _____ dinner in front of the TV?

- 3 Match the answers with the questions in Exercise 2.

- | | | |
|-------------------------------------|---|---|
| <input checked="" type="checkbox"/> | a | No, you can't. Do it now. |
| <input type="checkbox"/> | b | Of course you can. But be careful. |
| <input type="checkbox"/> | c | No you can't, you've got school tomorrow. |
| <input type="checkbox"/> | d | Sorry, I need it to write some emails. |
| <input type="checkbox"/> | e | Yes, the changing room is over there. |
| <input type="checkbox"/> | f | Well, OK ... , it's your birthday. |

Workbook page 82



THINK SELF-ESTEEM

You are what you eat

- 1 Think about what is true for you. Circle 1–5: 1 = certainly true, 5 = certainly not true.


- | | |
|---|-------------------|
| 1 I often eat between meals. | 1 – 2 – 3 – 4 – 5 |
| 2 I always eat breakfast. | 1 – 2 – 3 – 4 – 5 |
| 3 I eat fruit and vegetables every day. | 1 – 2 – 3 – 4 – 5 |
| 4 I drink lots of water. | 1 – 2 – 3 – 4 – 5 |
| 5 I eat lots of sweets. | 1 – 2 – 3 – 4 – 5 |
| 6 I brush my teeth after every meal. | 1 – 2 – 3 – 4 – 5 |

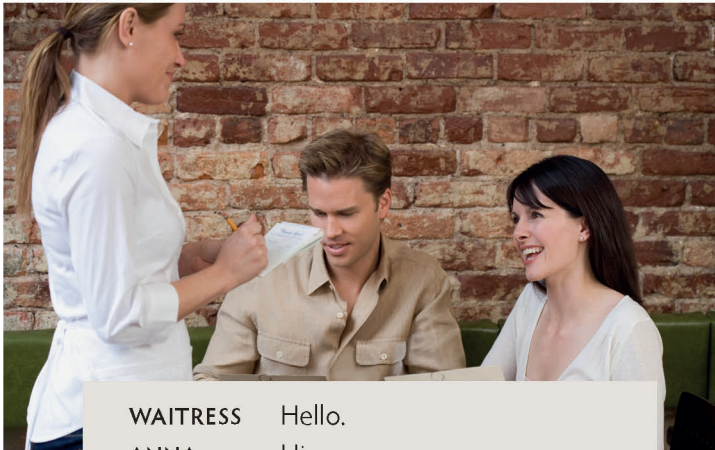
- 2 **SPEAKING** Compare your answers with a partner.

I often eat between meals.

I eat fruit every day.

READING

- 1 Read the menu. What would you choose to eat?
- 2  2.25 Read and listen to the dialogue. What doesn't Jack like?



WAITRESS Hello.
ANNA Hi.
WAITRESS Would you like a table for two?
ANNA Yes, please.
WAITRESS Here are the menus.

Two minutes later ...
WAITRESS Are you ready to order?
ANNA For me, the potato salad, please. And then the pasta with tomato sauce.
WAITRESS OK, and what would you like to drink?
ANNA A cola, please.
WAITRESS OK. And what would you like?
JACK I'd like the tuna salad, please. But without the tomatoes.
WAITRESS I'm sorry, the salads are ready. We can't take the tomatoes out.
JACK I see. I don't like tomatoes. Erm ... I'd like the vegetable soup, then.
WAITRESS Excellent. And for the main course?
JACK I'd like fish and chips, please. And a cola, too.
WAITRESS Lovely.

One hour later ...
JACK We'd like the bill, please.
WAITRESS Of course. Everything OK?
JACK Great, thanks.
WAITRESS Thanks very much. Here's your bill.
ANNA Thank you.

- 3 Read the dialogue again. What does Anna eat? What does Jack eat?

Zoe's
café

Menu

Our starters

Potato salad£5.25

Salad (tuna fish and tomato)£7.50

Vegetable soup£6.60

Our main courses

Steak£15.80

Pasta with tomato sauce£8.50

Fish and chips£8.50

Hamburger and chips£7.80

Chicken and tomato sandwich£6.50

Jacket potato£5.20

Our desserts

Ice cream (per scoop)£1.20

Vanilla, strawberry, lemon and chocolate

Our drinks

Fruit juice (orange or apple)£1.90

Cola£1.70

Coffee£2.20

Tea£1.60

Water£1.10

- 4 Who says these things in a restaurant? Write W (waiter/ waitress) or C (customer) in the boxes.

0 Can I help you?

1 A table for two, please.

2 Here are the menus.

3 Are you ready to order?

4 What would you like to drink?

5 I'd like the vegetable soup, then.

6 Can we have the bill, please?

7 Would you like dessert?

W

GRAMMAR

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

- 1 Complete these sentences from the dialogue on page 88. Then complete the rule.

- 1 Would you _____ a table for two?
- 2 _____ like the vegetable soup, then.
- 3 What _____ you like to drink?
- 4 _____ like the bill, please.

RULE: We use *I + would ('d) + 1* _____ to ask for something in a nice way.
We use *Would + you + 2* _____ ? to offer something.

- 2 How do you say *I'd like ...* and *Would you like ...?* in your language?

- 3 Put the words in the correct order to make sentences or questions.

- 0 like / a / I'd / please / banana .
I'd like a banana, please.
- 1 like / some / you / would / coffee ?
- 2 like / fish / I'd / and / please / chips ,
- 3 you / what / to / would / like / eat ?
- 4 to / we'd / like / here / sit .
- 5 would / this afternoon / what / you / like / to / do ?

- 4 Complete what the people are saying.



- 5 **SPEAKING** Work in groups. One of you is the waiter at Zoe's café, the others order food and drinks. Act out the situation.

Workbook page 83

Pronunciation

Intonation – giving two choices

Go to page 121.

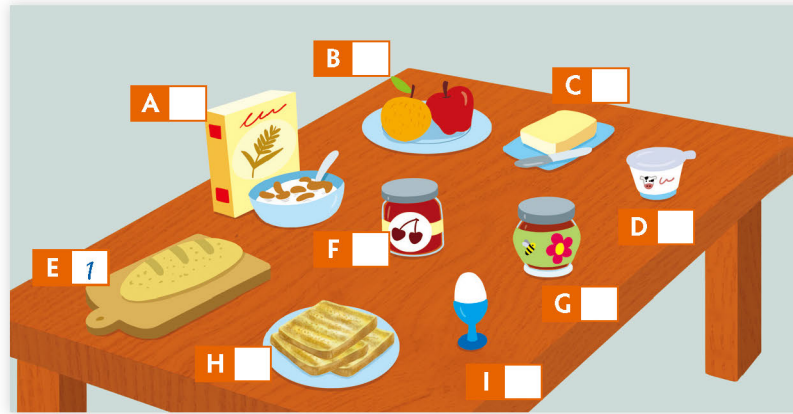


VOCABULARY

Meals

- 1 **2.28** Match the words in the list to the items in the picture. Write 1–9 in the boxes. Listen and check.

- 1 bread | 2 butter | 3 cereal | 4 egg | 5 fruit
6 honey | 7 jam | 8 toast | 9 yoghurt



- 2 **SPEAKING** Copy the table into your notebook and complete it. Then tell the class.

	always	often	sometimes	never
breakfast				
lunch				
dinner				

For breakfast I always drink ...

I never have (any) ... for lunch.

Workbook page 85

WRITING

A meal plan for your friend

- 1 Ask a partner to give you his/her table from Vocabulary Exercise 2. Imagine he/she is staying at your home for the weekend. You want to make meals that he/she likes. Write a menu for him/her.
- 2 Show your ideas to your partner. Is he/she happy with the meals?

Saturday

Sunday

Breakfast:

Breakfast:

Lunch:

Lunch:

Dinner:

Dinner:

The pizza

1 Look at the photos and answer the questions.

Who can you see in the photos?
Where are they and what are they doing?

2  2.29 Now read and listen to the photostory. What does Ruby hate?



DAD So what are you doing, boys?

DAN Tom is making pizza for the girls, and I'm helping him.

TOM Is that OK, Dad?

DAD Of course. No problem. You make great pizza! What time do they get here?

TOM Six o'clock. We've got half an hour.



DAD Do you want some help, Tom?

TOM No, I'm OK, thanks. OK, first we need to add the tomato sauce.

DAN Can I cut the peppers for you?

TOM OK.

DAD Just be careful with the knife.



TOM What are you doing, Dad?

DAD I'm putting a bit of cheese on the pizza.

DAN Don't do that!

DAD Too late.



DAD It's only cheese.

DAN The thing is, Ruby hates cheese.

DAD She hates cheese? Oh, dear.

TOM Now what?

DAD We can't make another one. We haven't got time.

TOM What can we do?

DEVELOPING SPEAKING

3  EP5 Watch to find out how the story continues.

- 1 Who does Tom's dad call?
- 2 Why are the boys surprised?

4  EP5 Watch again. Put the events in order. Write 1–6 in the boxes.

- | | | |
|-------------------------------------|---|--|
| <input type="checkbox"/> | a | The man from Andy's Chicken House arrives. |
| <input type="checkbox"/> | b | The girls eat the pizza. |
| <input type="checkbox"/> | c | They all wait in the hall. |
| <input checked="" type="checkbox"/> | d | Tom's dad calls Andy's Chicken House. |
| <input type="checkbox"/> | e | The girls arrive. |
| <input type="checkbox"/> | f | The girls say hello to Tom's dad. |

PHRASES FOR FLUENCY

1 Find the expressions 1–4 in the story. Who says them?

- 1 Of course.
- 2 be careful ...
- 3 a bit (of) ...
- 4 The thing is, ...

2 How do you say the expressions in Exercise 1 in your language?

3 Put the sentences in the correct order to make a dialogue.

- | | | |
|-------------------------------------|-------|---|
| <input type="checkbox"/> | GREG | Well, the thing is, I want to cook some Italian food. |
| <input checked="" type="checkbox"/> | GREG | Do you like Italian food? |
| <input type="checkbox"/> | GREG | That's right. I don't know how to cook very well. |
| <input type="checkbox"/> | NADIA | Oh. And you need a bit of help. |
| <input type="checkbox"/> | NADIA | Of course. I love spaghetti and stuff. Why? |
| <input type="checkbox"/> | NADIA | OK. You can use my mum's cookbook. But be careful! She loves that book! |

4 Complete the dialogues with the expressions from Exercise 1.

- 1 A Let's go to the cinema tonight.
B No thanks. I've got a bit of work to do.
A Really? On Saturday?
B No, not really. I'm sorry. _____, I haven't got any money.
- 2 A Can I look at your new phone?
B _____. Here it is.
A Oh, it's really nice!
B Thanks, I love it. Oh, _____! Don't break it!

FUNCTIONS

Offering and asking for help

1 Look at the photostory again. Who says these expressions?

- 1 Can I cut the peppers for you?
- 2 Do you want some help?

2 Match the possible answers to questions 1 and 2 in Exercise 1.

- a OK.
- b Yes, please.
- c Sure, thanks.
- d No, I'm OK, thanks.

1

3 Work in pairs. Write a short dialogue for each picture. Use expressions from Exercises 1 and 2.

4  SPEAKING Act out your dialogues.