

1 VOCABULARY & PRONUNCIATION

food containers; linking

- a 9.6 Match the words and photos. Listen and check.

- a bottle
- a box
- a can
- a carton
- a jar
- a packet
- a tin



- b 9.7 Listen to five people asking for things in shops. Write the things they want to buy.
- c Make phrases with the containers in a and the words below.

biscuits cereal Coke crisps jam milk salt sugar tuna

a packet of biscuits

2 GRAMMAR quantifiers

- a Look at the photos of food and drink. Number the photos 0, 1, 2, or 3 (0 = no sugar / salt – 3 = a lot of sugar / salt).



- b Ask and answer questions about the things in a.



How much sugar is there in dark chocolate?

I'm not sure. Quite a lot?

- c C Communication Sugar and salt p.106 Check your answers to a.

- d Complete the sentences with a food or drink from a.

- 1 There **isn't any** salt in _____.
- 2 There's **a little** sugar in _____.
- 3 There's **quite a lot of** salt in _____.
- 4 There's **a lot of** sugar in _____.

- e G p.140 Grammar Bank 9B

- f Work in pairs. A say how much you eat of the first thing in the list below. Give more information if you can. Then ask *How about you?* B do the same for the second thing, etc.

fish meat potatoes vegetables
chocolate fast food eggs pasta
olive oil butter cheese

I eat a lot of fish. I eat it maybe three or four times a week. How about you?

3 PRONUNCIATION /f/ and /s/

- a 9.9 Listen to the words and sounds. Then listen and repeat.

	shower	sugar fish
	snake	salt sweets

- b 9.10 Put the words in the correct row. Listen and check.

centre cereal cinema crisps delicious
fresh information reception rice salad
science shopping special sure

- c 9.11 Listen and repeat the conversation. Then practise it with a partner.

A Are you **sure** this is **salt**? I think it's **sugar**.
B No, I'm **sure** it's **salt**. I put **some** in the **rice** **salad**.
A Let's **taste** the **salad**. Aargh. It was **sugar**. I told you.
B **Sorry**!