



APEX ENGLISH

Your voice. Global.

B1 · GENERAL ENGLISH

UNIT 4 · B1·4A

Eating well

Theme · Food & health

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Eating well

Theme: Food & health

B1 · General English



Learning objectives

- Talk about what and how much you eat during a normal week.
- Use quantifiers correctly: some / any / much / many / a lot of / a few / a little.
- Give a short, honest opinion about a food trend.

Ask the teacher — notes to bring to class



Class Book

Warm-up · Your fridge right now

Without looking, describe what is in your fridge right now in FIVE items. Then rank them: which one will disappear first, which one will still be there in two weeks?

Something fresh you bought this week.

Something you should throw away.

Something you always have.

Lead-in · Recipe autopsy

A friend sent you this pasta recipe. Something is wrong with each step. Find the mistake and reveal the fix.

1. Step 1 — Bring 500 ml of cold water to the boil in a small frying pan.

2. Step 2 — Add pasta to the water BEFORE it boils, and stir once.

3. Step 3 — Do NOT add salt to the water. Season only at the end.

4. Step 4 — Drain and rinse the pasta under cold water.

5. Step 5 — Add lots of oil to the drained pasta so it doesn't stick.

followUp: Which of these mistakes have YOU made? Which was your worst kitchen disaster?

Reading · Why food trends age badly

Every year, a new food trend explodes on social media. Ten years ago it was quinoa. Then kale, avocado toast, açai bowls, oat milk, cauliflower rice, activated charcoal ice cream. Some become part of daily life. Most disappear within two years.

The pattern is almost always the same. Step 1: one clever cook or magazine calls a normal ingredient a 'superfood'. Step 2: influencers post pretty photos and the price triples. Step 3: nutritionists point out, quietly, that a bowl of black beans has almost the same nutritional value at a tenth of the cost. Step 4: everyone moves on to the next trend.

The truth is boring, and always the same: eat a lot of vegetables, some fruit, some good protein, not too much sugar, plenty of water, and enjoy the meal. The best 'superfood' is usually already on your grandmother's shopping list — much cheaper than the influencer version and about a hundred times more delicious.

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1. How long do most food trends usually last?
 - (A) Ten years
 - (B) Two years
 - (C) One month
2. What normal ingredient has almost the same nutritional value as quinoa?
 - (A) White rice
 - (B) Black beans
 - (C) Pasta
3. What does the text suggest about your grandmother's shopping list?
 - (A) It's outdated
 - (B) It contains the best food already
 - (C) It's too expensive

Vocabulary in context

Match the phrase to its meaning.

superfood — a marketing term for a food said to be extremely healthy

influencer — someone with many followers on social media

nutritionist — a professional who studies food and health

shopping list — the list of items you plan to buy

True / False / Not Given

Based only on the text.

1. All food trends disappear within two years.
 - (A) True
 - (B) False
 - (C) Not Given
2. Quinoa was popular ten years ago.
 - (A) True
 - (B) False
 - (C) Not Given
3. Black beans are more expensive than quinoa.
 - (A) True
 - (B) False
 - (C) Not Given

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4. Nutritionists usually love new trends.

- (A) True
- (B) False
- (C) Not Given

React to the text

Answer in 2–3 sentences.

1. What is a food trend you fell for — that you now think was silly?

2. What is ONE 'boring' food from your grandmother that is actually amazing?

Scan for meaning

Find the word or phrase from the text.

1. a marketing term for very healthy food

2. a professional who studies food and health

3. the list you take to the supermarket

Vocabulary · Food & meals

ingredient — one of the things used to make a dish

portion — the amount of food for one person

leftovers — food from a meal that wasn't eaten

takeaway — food ordered from a restaurant to eat at home

ready meal — a pre-cooked meal you just heat up

home-made — made at home, not bought

ravenous — very hungry

full — can't eat any more

fussy eater — someone who dislikes many foods

sweet tooth — a strong preference for sweet food

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grab a quick bite — eat something quickly

eat out — eat in a restaurant

practice

Complete each sentence with ONE word or phrase from the lists.

1. I'm ____ — I haven't eaten since breakfast.

2. My daughter is a real ____ — she only eats pasta with butter.

3. Let's ____ before the film starts.

4. This recipe has only 4 ____.

5. We rarely ____ — it's too expensive during the week.

6. I always freeze the ____ from Sunday lunch.

Collocations · verbs + food nouns

Match each verb with the noun it usually goes with.

chop — onions / vegetables / herbs

boil — water / potatoes / eggs

fry — chicken / an egg / onions

bake — a cake / bread / potatoes

grill — meat / vegetables / cheese

Odd one out

Choose the word that does NOT belong.

1. ravenous · hungry · full · peckish

(A) ravenous

(B) hungry

(C) full

(D) peckish

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2. boil · fry · bake · run

(A) boil

(B) fry

(C) bake

(D) run

3. ingredient · portion · leftovers · pillow

(A) ingredient

(B) portion

(C) leftovers

(D) pillow

Word building · noun ↔ adjective

Complete each pair.

1. salt → adjective: ____

2. spice → adjective: ____

3. sweetness → adjective: ____

4. cream → adjective: ____



Grammar · Quantifiers (some / any / much / many / a lot of / a few / a little)

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1. Countable vs uncountable — Countable nouns have a plural (apple → apples). Uncountable don't (water, sugar, bread, advice, information). • one apple, two apples ✓ • one water ✗ → 'a glass of water' ✓

2. some / any — SOME in positive sentences and polite offers/requests. • There's some milk in the fridge. • Would you like some coffee? ANY in questions and negatives. • Is there any milk? No, there isn't any milk.

3. much / many / a lot of — MANY + countable (in questions/negatives). MUCH + uncountable (in questions/negatives). A LOT OF works with both, and is preferred in positive sentences. • How many eggs do we have? • How much sugar do you need? • We have a lot of vegetables / a lot of rice.

4. a few / a little / (not) enough / too much / too many — A FEW + countable (positive, meaning 'some'). A LITTLE + uncountable. • A few apples / A little milk. Too much + uncountable, too many + countable. • Too much salt / too many biscuits.

Exercise A — some or any?

Complete each gap.

1. There's ____ bread in the cupboard.

2. Is there ____ milk left?

3. We don't have ____ eggs.

4. Would you like ____ tea?

5. I bought ____ apples at the market.

6. Is there ____ sugar in this coffee?

Exercise B — much or many?

Complete each gap.

1. How ____ eggs do we need?

2. How ____ water should I add?

3. There aren't ____ vegetables in the fridge.

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4. There isn't ____ milk left.

5. There are too ____ biscuits in that packet.

6. You put too ____ salt in the soup.

Exercise C — a few or a little?

Complete each gap.

1. Can you buy ____ apples?

2. I only want ____ milk in my coffee.

3. There are ____ biscuits left, if you want.

4. I've got ____ time before the meeting.

Exercise D — Find and fix the mistake

Each sentence has ONE mistake.

1. How much apples do we need?

2. I have too many sugar in my coffee.

3. There isn't some milk left.

4. I bought a little apples at the market.

5. There are much people in the queue.

Exercise E — About you

Answer with a full sentence.

1. How many portions of fruit do you eat in a normal day?

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2. How much coffee do you drink in a normal week?

3. Is there anything in your fridge you know you should throw away?

Exercise F — Complete the shopping-list message

Complete each gap.

1. Can you get ____ (a) milk, ____ (b) eggs, and ____ (c) very good bread? Not too ____ (d) — just enough for two days.

2. We already have ____ (a) apples, but we don't have ____ (b) bananas. And we're running out of ____ (c) coffee.

Listening · At the supermarket

Two friends are shopping together on a Sunday morning. They're planning dinner for six people that same evening.

pre

Do you plan meals in advance, or decide at the supermarket?

What's the WORST thing about food shopping for a dinner party?

gist

1. How many people are they cooking for?

2. What is the main course?

3. Do they agree on the wine?

detail

1. How many aubergines does Voice A think they need?

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2. What do they realise they've forgotten?

3. How much cheese do they end up buying?

Third listen — read between the lines

Answer from what is IMPLIED.

1. Who is the more experienced cook — Voice A or Voice B? How do you know?

2. Are they going to spend a lot? How do you know?

Useful language from the audio

Match each phrase to what it does.

"How many aubergines do we need?" — asks about a countable quantity

"How much cheese should we buy?" — asks about an uncountable quantity

"A couple isn't enough for six." — corrects a quantity

"We're running out of..." — says something is almost finished

"This is turning into a €70 lasagne." — playful complaint about the total cost

Voice A: OK — vegetable lasagne for six. How many aubergines do we need?

Voice B: A couple?

Voice A: A couple isn't enough for six. We need at least four, maybe five if they're small.

Voice B: OK, four. Cheese?

Voice A: How much cheese should we buy? For a big tray... 500 grams of mozzarella and about 200 of parmesan.

Voice B: That much? Really?

Voice A: Trust me. And we're running out of olive oil at home — grab a bottle.

Voice B: Do we have garlic?

Voice A: Oh no. No, we don't. We can't do a lasagne without garlic. Two bulbs.

Voice B: Salad for the side — some lettuce, a few tomatoes, some cucumber?

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Voice A: Perfect. And a bottle of white for the aperitivo, and one red for the meal.

Voice B: One red isn't much for six people.

Voice A: You're right. Two reds. Fine.

Voice B: This is turning into a €70 lasagne, you realise.

Voice A: And it will be worth every cent.

Fourth listen — fill the gaps

Listen again and complete the exact phrases.

1. How ____ aubergines do we need?

2. A couple isn't ____ for six.

3. How ____ cheese should we buy?

4. We're ____ ____ of olive oil.

Speaking · Plan a dinner for six

In pairs, plan a real dinner for six friends. Agree on: a starter, a main, a side, a drink and a dessert. Use at least 3 quantifiers correctly ('a lot of', 'a few', 'too much'...).

Scene: You have €40 total and 90 minutes to cook

A: You: love cooking, want something impressive.

B: You: prefer simple food that everyone eats.

Scene: Two guests are vegetarian, one is gluten-free

A: You: propose a menu that works for everyone.

B: You: check every dish and suggest swaps.

Scene: It's the middle of summer, 35°C outside

A: You: want cold food only.

B: You: still want at least one warm dish.

Ask the teacher — notes to bring to class



Discussion · food

Choose 2 questions.

How often do you cook a full meal from scratch?

What is one food you loved as a child and hate now — and vice versa?

Is takeaway food in your city cheap or expensive compared to cooking at home?

Do you follow any food trend right now? Honest answer.

Role-play · At the restaurant

Read your role card, prepare, run the conversation for 2 minutes.

Scene: The dish that arrives has clearly too much salt

A: You: politely complain, ask for a change or a discount. Be firm but friendly.

B: You: the waiter. Apologise, offer 2 options (new dish, or take it off the bill), and be genuine.

Mini-presentation · 60-second 'How I eat'

Prepare and deliver a 60-second honest summary of how you eat during a normal week.

Beat 1 (10s) — Breakfast: what and how much.

Beat 2 (15s) — Lunch: cooked at home, takeaway, or restaurant?

Beat 3 (20s) — Dinner: your best meal of the week AND one you'd rather forget.

Beat 4 (15s) — One food habit you're proud of, one you should probably change.

sample: For breakfast I usually have coffee and two slices of bread with butter — nothing exciting, but reliable. Lunch during the week is almost always leftovers from the night before; on weekends I eat out. My best meal of the week is Sunday lunch at my parents' — feijoada, rice, greens, orange. My worst is Thursday, when I'm too tired to cook and end up ordering pizza. I'm proud that I drink a lot of water — about 2 litres a day. But I probably eat too much sugar at the office, and I should really change that.

Writing · A short restaurant review

Write 70–90 words reviewing a real restaurant you know. Include: the dish you had, the portion size, the price, and ONE honest comment. Use at least 2 quantifiers.

bonus: Bonus — Rewrite the review as a single one-line rating with 3 hashtags.

Wrap-up · What did we cover?

COUNTABLE nouns: many / a few / how many. UNCOUNTABLE: much / a little / how much.

SOME in positive sentences and offers; ANY in questions and negatives.

'A lot of' works with both — the safest option in positive sentences.

Trends fade. Grandmothers don't.

Quiz

Ask the teacher — notes to bring to class



1. "How ____ eggs do we need?"
(A) much
(B) many
(C) some
2. "There isn't ____ milk left."
(A) some
(B) any
(C) many
3. "I put too ____ salt in the soup."
(A) much
(B) many
(C) a lot
4. 'Leftovers' means...
(A) food you left at the restaurant
(B) food from a meal that wasn't eaten
(C) food that is out of date
5. "Would you like ____ tea?"
(A) any
(B) many
(C) some

Ask the teacher — notes to bring to class

Workbook — home practice



1. Vocabulary recall

Complete each sentence with the best word.

1. Write ONE new word from the lesson and its meaning in your own words.

2. Write ONE collocation from the lesson and use it in a sentence about your life.

3. Write ONE phrase you'd use in real conversation this week.

2. Grammar practice · Quantifiers: much / many / a few / a little

Rewrite each sentence using the target grammar of this lesson.

1. Sentence 1 → rewrite it correctly with the target grammar.

2. Sentence 2 → rewrite it correctly with the target grammar.

Ask the teacher — notes to bring to class



3. Sentence 3 → find and fix ONE mistake.

4. Sentence 4 → complete the gap with the correct form.

5. Sentence 5 → write your own example, true about you.

3. Reading recall

Look back at the class-book reading. Answer briefly in your own words.

1. What was the main idea in ONE sentence?

2. What is ONE opinion of the writer you agree with?

3. What is ONE opinion you disagree with, and why?

4. Listening · a follow-up dialogue

Two voices talk about food & health for about a minute. Notice the target grammar in use.

1. What is the main topic of the conversation?

2. Who sounds more confident and why?

3. Which target-grammar phrase appears TWICE in the audio?

Voice A: So — tell me about your food & health this week. Anything different?

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Voice B: Honestly, yes. I've been trying something new — and it's changed how I feel completely.

Voice A: Give me one specific example — I want the small detail, not the big story.

Voice B: OK: I stopped checking my phone before bed. Just that. And I already sleep better.

5. Writing · a short reflection

Write 70–100 words about the theme of this lesson. Use at least 2 examples of the target grammar and 3 words from the vocabulary list.

6. Reflection

Look back at your notes from class. Answer briefly.

1. What is ONE thing from this lesson you already use naturally?

2. What is ONE thing you'd like to practise more this week? How exactly?

Ask the teacher — notes to bring to class



Answer key — Class Book

Lead-in · Recipe autopsy

1. Two mistakes: (1) 500 ml is far too little for pasta — use 4–5 litres. (2) Use a large pot, not a frying pan.
2. Wrong — always add pasta AFTER the water is fully boiling, and stir 3–4 times to stop it sticking.
3. Wrong — salt the water generously (like the sea) before adding the pasta; you can't fix flat pasta at the end.
4. Wrong — never rinse pasta if you're serving it hot; you'll wash off the starch that makes the sauce stick.
5. Wrong — a thin layer of oil is fine, but 'lots' will make the sauce slide off. Better: toss immediately with the sauce.

Reading · Why food trends age badly

1. (B) Two years
2. (B) Black beans
3. (B) It contains the best food already
1. (B) False
2. (A) True
3. (B) False
4. (C) Not Given
1. Model: I bought expensive matcha powder for a year — most of it went off in the cupboard. Green tea gave me exactly the same effect for a third of the price.
2. Model: my grandmother's arroz e feijão — beans, rice, garlic, cheap, and honestly still the best meal I know.
1. superfood
2. nutritionist
3. shopping list

Vocabulary · Food & meals

1. ravenous
2. fussy eater
3. grab a quick bite
4. ingredients
5. eat out
6. leftovers
1. (C) full
2. (D) run
3. (D) pillow
1. salty
2. spicy
3. sweet
4. creamy

Grammar · Quantifiers (some / any / much / many / a lot of / a few / a little)

1. some
2. any
3. any
4. some
5. some
6. any
1. many
2. much
3. many
4. much
5. many
6. much
1. a few
2. a little
3. a few

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4. a little
1. How many apples do we need?
2. I have too much sugar in my coffee.
3. There isn't any milk left.
4. I bought a few apples at the market.
5. There are many / a lot of people in the queue.
1. Model: I eat about two portions of fruit a day — usually a banana and an apple.
2. Model: I drink a lot of coffee — probably 15 cups a week, which is too many.
3. Model: yes, there's a little cheese in the corner that's been there for two weeks.
1. a) some / b) some (a few, e.g. 6) / c) some / d) much
2. a) a few / b) any / c) coffee (no quantifier needed) — or 'we've got very little coffee left'.

Listening · At the supermarket

1. Six — three couples.
2. A big vegetable lasagne, plus a green salad.
3. Not really — they compromise on one bottle of white and one of red.
1. Four — 'a couple isn't enough for six people'.
2. Garlic — 'we can't do a lasagne without garlic'.
3. 500 grams of mozzarella and about 200 grams of parmesan.
1. Voice A — she knows exact quantities and corrects Voice B ('two isn't enough for six').
2. Yes — Voice B says 'this is turning into a €70 lasagne' at the end.
1. many
2. enough
3. much
4. running out

Quiz

1. (B) many
2. (B) any
3. (A) much
4. (B) food from a meal that wasn't eaten
5. (C) some

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Answer key — Workbook

1. Vocabulary recall

1. Open answer — check with your teacher.
2. Open answer.
3. Open answer.

2. Grammar practice · Quantifiers: much / many / a few / a little

1. Model answer — see class notes.
2. Model answer — see class notes.
3. Model answer — see class notes.
4. Model answer — see class notes.
5. Open answer.

3. Reading recall

1. Open answer — around 15 words.
2. Open answer.
3. Open answer — 2 sentences.

4. Listening · a follow-up dialogue

1. Model: both speakers compare their own experience of food & health.
2. Open answer — look for specific detail and full sentences.
3. Open answer — see transcript.

6. Reflection

1. Open answer.
2. Open answer — be specific: what, when, how often.

Ask the teacher — notes to bring to class