

Unit Overview

Topic: Talking about food

In this unit students focus on talking about food. In the Conversation, they listen to Ana and Chris discuss food likes and dislikes. Students learn the rules for using the present tense in How English Works and order food in different Situations. The Communication section offers students a chance to talk about personal likes and dislikes with each other. In English Out There, students discuss international foods.

Audio CD-1:

Vocabulary Preview
Conversation

CD track 36
CD track 37

Conversation questions (1-3)
How English Works (1-10)
Situations (1-5)


CD track 38
CD track 39
CD track 40

Warm Up (books closed)

This activity will help the students activate vocabulary about food.

1. Greet students and introduce the warm up. T: *Hello, it's nice to see you again. Today we're going to talk about food.*
2. Bring in some pictures of food; tape them on the board and ask who likes or doesn't like each one. T: *Who likes (olives, chocolate, steak, etc.)? Raise your hand if you like it. What other foods do you like? Who doesn't like (olives, chocolate, steak, etc.)? Raise your hands. What other foods do you dislike?*

Unit Goals & Vocabulary Preview page 55

- ① Read over the Unit Goals with the students.
- ② Introduce the vocabulary. T: *In this unit, we're going to talk about food. Let's look at some words and expressions we use when we talk about food.*
- ③  Read the words or play the audio. T:

First, let's look at some words we use in a restaurant.

- ④ Provide simple definitions or draw sketches on the board if students are not familiar with any of the words. T: *Are there any words you do not know?*
- ⑤ Have students repeat the words. Emphasize the word stress. T: *Repeat the words: waiter, waitress, etc.*
- ⑥ Elicit additional restaurant words. T: *Can anyone think of other things you see at a restaurant?*
- ⑦ Have the students work with a partner to think of other words. Allow 1 minute. Then have the pairs share their new items with the class.
- ⑧ Repeat Steps 3 through 7 for **Foods and Expressing likes and dislikes**.

Vocabulary Preview: word stress and other examples


Restaurants	Other examples	Foods	Other examples	Expressing likes and dislikes
waiter/waitress	waitperson	hamburger	noodles	<i>I love...</i>
menu	wine glass	salad	bread	<i>I like...</i>
glass	dish	seafood	snack	<i>I don't really like...</i>
plate	chef	fish	sweets	<i>It's okay.</i>
napkin	busboy	coffee	candy	<i>I like..., especially...</i>
knife	bill	tea		
fork	check	beef		Other examples
spoon		pork		<i>I adore...</i>
cook		chicken		<i>I can't stand...</i>
cash register		dessert		<i>I hate...</i>
				<i>I'm (not) wild about...</i>
				<i>I can't live without...</i>


Conversation page 56

This Conversation provides models for talking about food.

❶ As a warm up, ask students questions about individual frames in the story. Encourage the students to guess, even if they are not sure. T: *Now turn to page 56. Look at the illustrations. In Frame 1, where are Ana and Chris? [in a restaurant/a cafe] What do you think they are talking about? [food/what to eat] Look at Frame 4. How does Ana feel? [surprised/shocked] What do you think will happen next? [They'll decide what to eat./They'll order.]*

❷ Set up the situation before playing the audio. T: *Ana and Chris often take their lunch break together. They're going to talk about what they want to eat today. Let's listen.*

❸  Play the audio twice and ask students to follow along with the conversation, once with books open, and once with books closed.

❹  Play the Conversation questions in Step 2 or read the questions yourself. Have students listen to the questions and circle the answers. T: *Now we're going to listen to questions about the conversation. Listen to the questions and circle the correct answers.*

Question 1: *Does Ana like seafood?*

Question 2: *Does Chris like salads?*

Question 3: *What does Chris like?*

❺ Go over the answers with the students. T: *(Name), what did you circle for number 1? You can also have students compare answers in pairs, have students vote on the answer as a class, or compare with a partner and then vote.*

Answers

1. (a) Yes. (In Frame 3, Ana says that grilled mahi-mahi is "good".)
2. (b) No. (In Frame 5, Chris says, "I don't really like salads.")
3. (b) hamburgers (In Frame 6, Chris says, "Well, I like hamburgers.")

Optional

Ask students some open-ended questions about the conversation. T: *Do you think Ana and Chris get along? Why or why not? What does Ana think about Chris's taste in food? What does Chris think about Ana's taste in food?*

❻ Put the students into pairs. T: *Say the*

conversation with your partner. After Then switch characters and say it again.

Practice Point

As students practice, have them focus on their voice.

- Slow down their speech. Say each expression carefully with clear intonation: *What do you want?/I don't know./How about...?/What's that?/Why don't you...?/You don't like...!/What do you like?/Everybody likes hamburgers!/So?*

❼ After the students have practiced the conversation at least 2 times, have them replace the words in red. T: *Now practice the conversation 1 more time. Replace the words in red. Use the words at the bottom of the page.*

❽ Walk around the classroom, helping students as necessary.

❾ Have students practice a third time, but replace the red phrases with their own ideas. T: *Now practice the conversation and try to replace the words in red with new words.*

❿ Have the students close their books. Ask a few pairs of students to try to say the conversation from memory.


Culture Notes

- For casual friends and co-workers eating together, it's usually expected that each person will pay his or her share of the bill.
- People often give suggestions to their friends at restaurants. The phrases, "Why don't you try...?" and "How about...?" are common expressions.
- Caesar salad is a kind of salad with lettuce and a special egg and lemon dressing. Many salads have special names. A "house salad" means a plain salad.

How English Works page 57

This section focuses on present tense with main verbs.

Checking students knowledge

- 1 Have students work individually or in pairs to fill in the blanks.
- 2  Play the audio so students can check their answers.
- 3 Answer any questions students have.

Explaining the Grammar Points

Grammar Point 1: Statements

- 4 Say the example: *Chris likes hamburgers. Can you find the statement "I like hamburgers" in the Conversation? (Frame 6)*
- 5 Write on the board: *Chris likes hamburgers. Underline: likes. Ask: What is "likes"?* (It's a verb.)

Write on the board: *I like hamburgers. Underline: like. Ask: Are the verbs the same or different? (different) How? (-s for Chris.) Say the rule: We put -s on the end of verbs for "he", "she", "it", names, and singular nouns.*

- 6 Read through the rest of the Rule and add your own examples. (example: *Sunee wears a scarf every day. I wear jeans every day.*) Emphasize the "s" sound.
- 7 Go through More about it: Simple present for facts.

Grammar Point 2: Questions

- 8 Say the example: *What do you want? Can you find a question like this in the Conversation? (Frame 6: What do you like?)*
- 9 Write on the board:
*Ana likes salads. Does Ana like salads?
I like salads. Do you like salads?*
Underline: Does, like; Do, like Ask: *What's different about the questions? (Does - Do). When do we use "does" in questions? When do we use "do"?* Say the rule.
- 10 Go over the rest of the Rule and add your own examples.
- 11 Go through More about it: Object pronouns.

Grammar Point 3: Negatives

- 12 Say the example: *I don't like seafood. Ask: Can you find this sentence in the Conversation? (Frame 3) Can you find a question like this? (Frame 5: I don't really like salads.)*
- 13 Write on the board:

Ana likes seafood. Chris doesn't like seafood.
Underline: doesn't like. Point to the second sentence. T: *This is a negative statement. How do we change a positive statement to a negative statement?* (add *don't* or *doesn't*)

- 14 Read through the rest of the rule and add your own examples.
- 15 Go through More about it: using "really".

Using the grammar

- 16 Ask the students some questions about their likes and dislikes:
 - food: T: *What kind of food do you like? Do you like (name of food or drink)?*
 - entertainment: T: *What kind of music do you like? Who's your favorite band? What kind of movies do you like?*

Grammar Guide

Grammar Point 1: We use the simple present for facts (A million people live in this city) and general statements (I like hamburgers). Third person -s (He likes...) is a simple rule to explain but is acquired quite late by most learners.

Grammar Point 2: The most common errors in forming questions are omitting the "do" auxiliary: "~~What you want?~~" and using the "do" auxiliary for third person "~~What do Chris want?~~" The most common error for answering questions is repeating the auxiliary: *Do you like hamburgers? Yes, I do like.*

Grammar Point 3: The most common error for negatives is for learners to use "no" plus a verb: "~~He no like.~~"

Refer the students to Grammar Tables 4-8 on pages 114-115 in the Student Book for the full grammar paradigms.

Answers

1. They drive to work.
2. She really likes salads.
3. They work Monday through Friday.
4. I know the answer.
5. Do Chris and Ana work for Silica?
6. Does this restaurant serve seafood?
7. Yes, I like them.
8. I don't like meat.
9. He doesn't want a drink.
10. Sam really doesn't like coffee.

Situations page 58

These situations focus on ordering food.

❶ Preview the situations by asking questions about each frame. T: *Let's look at the illustrations. In Frame 1, where are the boys? [a pizza shop/a pizza parlor] In Frame 2, what is the man ordering? [coffee] Where are the people in Frame 3? [a restaurant/a fancy restaurant] What is the man ordering in Frame 4? [a hamburger] In Frame 5, what kind of food does this store sell? [bagels]*

❷ Have students work in pairs to fill in the blanks. Check to see if they have questions.

T: *Are there any questions?*

❸ Have the students practice the conversations with their partners. T: *Now, say the conversations with your partner.*

Everyday Expressions

Write these expressions on the board.

Students who finish early can practice the dialogs with these substitutions.

Frame 1: I don't like olives. = I don't care for olives.

Frame 2: Do you want cream in your coffee? = Would you like cream in your coffee?


Frame 3: I don't know which one. = I can't decide which one to order.

How about a spinach salad? = Why don't you try a spinach salad?

Frame 4: Do you want a hamburger? = Do you want a hamburger instead?

Frame 5: I want six egg bagels. = I'll have six egg bagels.

❹ Have students switch roles. T: *Now switch roles and practice again.*

❺  Play the audio and have students check their answers. T: *Now listen and check your answers.*

❻ Have students try to say the conversations from memory. Remind them that looking at the pictures can help them remember. T: *Now, cover all the words. It helps to look at the pictures, but try not to look at the words.*

❼ After students have practiced all 5 conversations, have them talk about their own likes and dislikes. T: *Now look at number 6. Ask your partner about foods he or she likes.*

❸ Ask for volunteers to say their partners likes and dislikes. T: *What does your partner like? What doesn't your partner like?*

Extension for Frame 6

Ask students to choose one of the following situations and create a dialogue.

Situation 1: *You are ordering food for several of your friends at a drive-through window in a fast food restaurant.*

Situation 2: *You are at the store with your sister or brother, shopping for a birthday gift for your mother or father.*

After students have created their own dialogues, have volunteers stand up and present their dialogues to the class.

Answers

1. A: What do you want?

B: I love olives. Let's order a pizza with olives.

A: Hmm... I don't like olives.

B: Okay. Let's order a pizza with mushrooms.

2. A: Do you want cream in your coffee?

B: No, I don't. Do you have nonfat milk?

A: Sure.

3. A: Do you want a salad?

B: Yes, I do. But I don't know which one.

A: How about a spinach salad with blue cheese dressing?

B: Mmm. Sounds delicious. I love spinach.

4. A: This hamburger has cheese on it.

B: Of course! It's a cheeseburger, sir.

A: But I don't like cheese.

B: Okay. Do you want a hamburger?

5. A: Do you have egg bagels?

B: Yes. They're very fresh.

A: Okay. I want six egg bagels, please.

Communication page 59

In this activity, students talk about their likes and dislikes.

① Warm up: Ask students about likes and dislikes. Ask both first- and third-person questions. T: *(Name), do you like noodles? (Yes.) What kind of noodles do you like?* Then ask another student about the first student's preferences. T: *(Name), does (name) like noodles? Does he/she like soccer? (I don't know.) Well, then ask him/her. Prompt, if necessary: (Name), repeat, "Do you like soccer?"* Continue with a few more students.

② Introduce the first activity. T: *Look at the items at the top of page 59. Put a check next to the ones you like. Demonstrate this part of the activity with a student. T: (Name), do you like pets? You do? Me, too.*

③ Introduce the main activity. T: *Now ask your classmates what they like and don't like. Ask 3 people about each of the items. Make sure everyone understands the instructions.*

④ Choose 2 students to model the example. T: *(Names), would you read the example together? Great. Now start the activity. Walk around the room, and ask your classmates about the items.*

⑤ Walk around the room and offer help as needed.

⑥ Give students about 10 minutes to do the activity. Then move on to number 3. T: *Now see what you can remember. Who did you talk to? Write the name. What do they like? What don't they like? Do you like the same things?*

⑦ After all groups are finished, ask for volunteers to share with the class. T: *Would anyone like to tell the class what your partners like and don't like?*

Optional

For small classes, you can put everyone's name on a chart and then fill in the class's likes and dislikes.

example found on page 59.)

3. Tell students that as they find someone with the same "like," they should write that student's name on their paper. If they find someone with both the same "like" and "dislike," they should stay with that person and form a group.
4. After 10 minutes or so, stop the students and have them stand in place. Ask the largest group to tell the class what they like and dislike. Continue with the other groups.
5. If there are some students alone, ask them to read their "like" and "dislike" and then find out if anyone else in the class shares their opinion. T: *(Name), you're still alone. What did you write on your paper? Does anyone else like the same thing? Raise your hands.*

Bonus

- ⑧ Introduce the activity. T: *Now we're going to write sentences about our own likes and dislikes. Let's read through the expressions at the bottom of page 59. You may need to explain or give examples for some of the expressions. (T: We use "especially" when we talk about kinds of foods or items. For example, I like dessert, especially chocolate cake.)* Give students a few minutes to write their sentences.
- ⑨ Put the students into pairs and have them say their sentences. Encourage them to express agreement or disagreement with each other.
- ⑩ Check to see that students understand what to do. T: *Does everyone understand?*
- ⑪ Walk around the room, offering help as needed.
- ⑫ After a few minutes, allow students to return to their seats. Wrap up the activity with a few questions. T: *(Name), who was your partner? Do you like the same things? Who likes all the same things their partner likes? Raise your hand. Who doesn't like anything their partner likes? Raise your hand.*

Communication expansion

1. Have each student write one thing they like and one thing they dislike on a piece of paper.
2. Ask all of the students to stand up and walk around the room and talk to as many other students as they can. They should ask each other what they like and dislike. (Students can use the

Extension Writing Activity

1. Write 3 or 4 short sentences about your food preferences.
2. Write 3 or 4 sentences about pastimes.

English Out There page 60

The students talk about and research international foods.

- 1 Warm up: Ask students about international foods they have eaten. T: *What international foods do you know? Have you tried them? Do you like them?*
- 2 Introduce the activity. T: *Now we're going to talk about international foods. Turn to page 60. Look at the pictures. Can you match the names with the pictures?*
- 3 After students have had a few minutes to match the pictures with the names, put them in pairs. T: *Now work with your partner and look at each picture together. What kind of food is it? Where is it from?*
- 4 Walk around the room as students discuss the foods, offering help as needed. Possible answers: espresso: Italy; shish kebab: Turkey; bagel: Israel; lobster: England; lasagna: Italy; caviar: Russia; Ak-mak crackers: Iran; Gouda cheese: Holland; enchiladas: Spain; nachos: Mexico.
- 5 After a few minutes, have students work with their partners to fill out the chart. T: *Now think of 5 more international foods. Don't use the same country twice-think of foods from 5 different countries.*
- 6 After a few minutes, ask students about their new foods.

Out There homework

- 7 Read instructions for the homework assignment. T: *Look at the bottom of page 60. Read the homework instructions. What are your favorite foods? Write down your favorite drink, main dish, snack, international food, and dessert. Find a picture or a label of one of them, or make a dish.*
- 8 Give students ideas of how to find information online. T: *Page 111 has a list of websites about food. You can use these sites or find your own.*
- 9 Explain how the homework will be presented in a later class. T: *Bring your picture, label, or dish to class. We'll all share information about our favorite foods.*

In the Computer Lab

Page 111 lists resources about food and cooking from around the world.

1. Students can click on a picture of an interesting food, or they can click on the words "recipes", "specialty foods", or "restaurants".
 2. If students are interested in international foods from a specific country, they can type the name of that country into the site's search box and hit "Return". If students are interested in a specific food, they can type the name of that food into the site's search box.
- Encourage students to compare results with each other. T: *When you find a food or a recipe you like, show the page to a classmate. Does your classmate like it, too?*

Out There follow up (next class)

If you have assigned the homework:

- 10 Divide the class into small groups and have students group their items according to category (drink, main dish, etc.).
- 11 Once the items are grouped, have students compile a rank order of their favorite foods for each category.
- 12 If time permits, have each group present their rankings to the rest of the class.
- 13 In groups, have students discuss the food items (or taste the foods, if students brought in real food) and decide which is the "strangest" food.
- 14 Have each group present its strangest food to the class and then vote, as a class, on the overall strangest food.

If you haven't assigned the homework:

1. Divide the class into small groups and have students create lists of favorite foods by category (drink, main dish, etc.).
2. Continue with Step 2 above.

English in the Real World

Here are some ideas for using the ideas of this unit outside of class:

With another student or a native speaker

Find out what kinds of international restaurants are in your neighborhood.

Take it further

Go to a store and find a kind of food that you don't know. Find out what the food is, how it is cooked, and what it tastes like.