

Unit Overview

Topic: Talking about food

In this unit students focus on talking about food. In the Conversation, students listen as Emi orders lunch. Students learn the rules for count and non-count nouns in How English Works and ask about and order food in different Situations. In the Communication activity, students talk about food, restaurants and menus. In English Out There, students explore restaurants.

Audio CD-1:

Vocabulary Preview	CD 1 track 11	Conversation questions (1-3)	CD 1 track 13
Conversation	CD 1 track 12	How English Works (1-10)	CD 1 track 14
		Situations (1-5)	CD 1 track 15

Warm Up (books closed)

This activity activates vocabulary about food and ordering meals.

1. (Pre-class preparation) Bring some magazine pictures of lunch items or some real food items to class.

2. Introduce the warm up. T: *Hello, class. Today we're going to talk about food. Hold up your lunch or the pictures.* T: *I'll show you what I'm going to have for lunch.*


3. Ask students questions about each of the items. T: *Do you know what this is? Right, it's a (sandwich). And what's this?*

4. After you go through your lunch, ask students what they will eat for lunch. T: *(Name), what are you going to have for lunch? (Name), how about you? What do you usually drink with lunch?*

5. Continue for a few minutes or until all students have had a chance to speak.

Unit Goals & Vocabulary Preview page 21

① Go through the Unit Goals with the students.
 ② Introduce the vocabulary. T: *Let's look at some words and expressions we use to order food.*

③  Read the words or play the audio. T: *First, let's look at drinks.*

④ Provide simple definitions or give examples if students are not familiar with any of the drinks. T: *Are there any drinks here you don't know?*

⑤ Have students repeat the words. Emphasize the word stress. T: *Repeat the words: coffee, soda, etc.*

⑥ Elicit additional drinks. T: *Can anyone think of other drinks?*

⑦ (Have the students work with a partner to think of additional words. Allow 1 minute. Then have the pairs share their new items with the class.

⑧ Repeat Steps 3 through 7 for **Food**, **Counters**, and **At a restaurant**.

Vocabulary Preview: word stress and other examples


Drinks	Food	Other examples	Counters	At a restaurant
tea	fish	<i>salad</i>	a bottle of	menu
coffee	seafood	<i>beef</i>	a glass of	host
soda	meat	<i>pork</i>	a slice of	waiter/waitress/server
juice	chicken	<i>soup</i>	a piece of	order
milk	fruit		a bag of	appetizer
	vegetables		a tube of	main course
Other examples	pasta		a bowl of	dessert
<i>cola</i>	bread			check
<i>ice tea</i>	rice		Other examples	Other examples
<i>lemonade</i>			<i>a cup of</i>	<i>napkin</i>
<i>wine</i>			<i>a sip of</i>	<i>silverware</i>
<i>beer</i>			<i>a serving of</i>	<i>tip</i>
<i>water</i>				<i>side order</i>


Conversation page 22

This section provides models for ordering food.

➊ Introduce the activity by asking students about the illustrations. T: *Now turn to page 22. Look at the illustrations. In Frame 1, where are Emi and Dave? [at The Rock/at a cafe] Look at Frame 2. What is Emi doing? [ordering a meal/ordering lunch] Look at Frame 5. What is Dave doing? [writing Emi's order/taking Emi's order] In Frame 6, what is the man at the door doing? [coming inside/entering the cafe]*

➋ Set up the situation before playing the audio. T: *This is Emi. She's at a cafe. She's going to order a sandwich for lunch. Let's listen.*

➌  Play the audio and ask students to read the conversation as they listen. T: *Listen to the conversation and read along. Play the audio twice. The second time, ask students to close their books.*

➍  Play or read the Conversation questions in Step 2. Have students circle the answers in their books.

T: *Listen to the questions. Circle the best answer for each question.*

Question 1: What does Emi order?

Question 2: What does Dave ask Emi?

Question 3: What does Emi say to Dave?

➎ Elicit answers from students. T: *(Name), what did you circle for number 1?*

Answers

1. (a) a tuna fish sandwich (In Frame 2, Emi says, "I'd like a tuna fish sandwich.")

2. (c) What kind of bread would you like. (He asks in Frame 4.)

3. (b) I don't really care. (She says this in Frame 7.)

Optional

Ask students a few additional, open-ended questions about the conversation. T: *Does Emi like the cafe? Do you think Dave likes working here? Why or why not? Would you like to eat at this cafe?*

➏ Put the students into pairs. T: *Work with your partner and practice the conversation. After you read it once, switch characters and read it again.*

Practice Point

As students practice, have them act as if they're in the cafe:

- Stand up. Use a table or desk as the cafe counter.
- Dave: use a notepad and write the order. Emi: look at the menu on the wall.
- Practice the conversation again. Emi: Give a different order. Dave: try to give Emi as many choices as possible. Say, "Would you like (...) or (...)?"

➐ Now ask students to say the conversation again with the substitution words. T: *Now practice the conversation again. (Hold up your book and show the class the substitution words.) Replace the words in red with the words at the bottom of the page.*

➑ Walk around the classroom, helping students as necessary.


Culture Notes

- Many American restaurants, including cafes, have a large number of choices for customers to make. The service person often asks questions like "Would you like A or B?" or "Would you like...?"
- Emi says, "I don't really care." This is very informal because she knows Dave well. More common expressions are "It doesn't matter" or "Anything is fine."
- Emi says, "Just give me a tuna fish sandwich." This shows she is impatient, and doesn't want to make any more choices.

How English Works page 23

In this activity students learn how to use count and non-count nouns.

Checking Students Knowledge

- 1 Have students fill in the blanks.
- 2  Play the audio.
- 3 Answer any questions students have.

Explaining the Grammar Points

Grammar Point 1: Count nouns

- 4 Say the example. T: *I'd like a tuna fish sandwich.*
T: *Can you find this sentence in the Conversation? (Frame 2)*
T: *Can you find a sentence like it? (Frame 7: Just give me a tuna fish sandwich.)*
- 5 Write on the board: I'll have a hamburger. T: *What's the word before hamburger?*
Prompt: "a".
- 6 Underline a hamburger. T: *We can count words like hamburger, sandwich, orange, and banana. (Point to "hamburger" as you speak.) They're count nouns. We use "a" or "an" with singular count nouns. (Point to "a" .)*
You can give other examples to show students when to use "a" (a banana, a sandwich) and when to use "an" (an orange, an egg).
- 7 Read through the rest of the Rule and More about it: plural count nouns and how many.

Grammar Point 2: Non-count nouns

- 8 Say the example. T: *Would you like mustard or mayo?*
T: *Can you find this question in the Conversation? (Frame 7)*
T: *Can you find a question like this? (Frame 6: Would you like a slice of tomato or lettuce on it?)*
- 9 Write on the board: I'd like some mustard. T: *What's the word before "mustard"?*
- 10 Underline: some mustard. T: *We can't count words like mustard, bread, spaghetti, and water. (Point to "mustard" as you speak.) They're non-count nouns. We use "some" or no article with non-count nouns.*
- 11 Give some examples with both some (I'd like some ice cream, please) and no article (I'd like ice cream, please).
- 12 Go over the rest of the Rule and More about it: counters.

Grammar Point 3: Some and any

- 13 Say the example. T: *Sorry, we don't have any whole wheat.*
T: *Can you find this statement in the Conversation? (Frame 5)*
Write on the board: I have some apples. I don't have any apples. T: *When do we use "some" and when do we use "any"?*
Underline: some apples and any apples.
T: *We use "some" and "any" with general amounts. We use "some" in positive statements. We use "any" in negative statements. Give more examples as needed.*
- 14 Read through the rest of the Rule and More about it: using "some" and "any" in questions and answers.

Using the Grammar

- 15 Ask students some questions about food:
 - Count nouns: T: *Do you have any eggs at home? How many? Do you have any sandwiches?*
 - Non-count nouns: T: *Do you have any milk at home? How much? Do you have any rice?*

Grammar Guide

Grammar Point 1: Remind students that count nouns have an article (a/an) or a number before them. (Examples: a dog, two dogs; an egg, six eggs; an apple, six apples)

Grammar Point 2: If we want to refer to a specific amount with non-count nouns, we have to use counters (a kilo of/a glass of). If we only want to talk about the noun generally, we use "some" or no article.

Grammar Point 3: We usually use "any" in questions. (Do we have any milk?) We can use "some" in this question when we expect the person to say "yes" (Do you have some free time tonight?).

Answers

1. I'd like an orange soda.
2. How much are two drinks?
3. Can I have six hot dogs?
4. I'd like some mustard.
5. We have some milk.
6. I bought a kilo of meat.
7. We have some milk.
8. I don't have any apples.
9. Do you have any rice?
10. No, I don't want any.

Situations page 24

In this activity, students focus on ordering food.

- ① Introduce the activity by asking questions about the illustrations. T: *Let's look at the illustrations. In Frame 1, look at the man on the left. Who is he? [a waiter] In Frame 2, where are they? [a sushi bar] What are the people in Frame 3 doing? [shopping/grocery shopping] Where are the people in Frame 4? [at a cafe/at a restaurant] In Frame 5, what are the two people doing? [having a picnic]*
- ② Have students work in pairs to fill in the missing words. T: *Work with your partner and fill in the blanks.*
- ③ Allow some time for students to fill in all the blanks. Ask if there are any questions.
- ④ Have the students say the conversations together. (For Frame 2, ask 1 student to choose 2 roles.) T: *Now, say conversations 1 to 5 with your partner.*

Everyday Expressions

Write these expressions on the board. Students who finish early can practice again, using them as substitutions.

Frame 1: Are you ready to order? = Can I take your order?

And something to drink? = Would you like something to drink?

Frame 2: How about you, sir? = And what would you like, sir?

Coming right up. = I'll get that for you right away.

Frame 3: One jar isn't enough. = One jar might not be enough.


Let's get two jars. = Maybe we'd better get two jars.

Frame 4: Would you like a sip? = Would you like some?

I think I'll order one. = Maybe I'll order one, too.

Frame 5: Do you want a sandwich? = Would you like a sandwich?

Are there any...? = Do you have any...?

- ⑤ Have students switch roles and read the conversations again. T: *Now switch roles and say the conversations again.*
- ⑥  Play the audio so students can check their answers. T: *Now let's listen to*

the conversations. Check your answers.

- ⑦ Have students say the conversations from memory. T: *Now, cover the words with a piece of paper. (Demonstrate with your book.) Try to say the conversations again.*
- ⑧ After students have practiced all 5 conversations, have them make their own conversation. T: *Now look at number 6. Pretend that you are at a cafe. (Hold up your book and point to the illustration.) Order a drink and something to eat from your partner.*
- ⑨ Ask a few students to repeat their conversation. T: *(Names), would you please show us how you ordered?*

Extension for Frame 6

Ask students to choose 1 of the following situations and create a dialogue.

Situation 1: *You are at a burger restaurant.*

Order for your friend who doesn't eat meat.

Situation 2: *You are at a hotel. Order from room service.*

It's okay if students write out their dialogues. Have volunteers stand up and present their dialogues to the class.

Answers

1. A: Are you ready to order?
B: Yes. I'd like a ham sandwich and a cup of soup. (bowl)
A: And something to drink?
B: Some water, please.
2. A: I'd like an order of sushi and some green tea.
B: Yes, ma'am. How about you, sir?
C: I'd like a cup (bowl) of miso soup and a seaweed salad.
B: Coming right up.
3. A: We need a bag of tortilla chips and some salsa.
B: Here. A bag of chips and a jar of salsa.
A: One jar isn't enough. Let's get two jars.
4. A: What are you drinking?
B: This is a café au lait. Would you like a sip?
A: Sure. Oh, that's good. I think I'll order one.
5. A: Do you want a sandwich?
B: Yeah. Are there any peanut butter sandwiches? (some)
A: No, but I have some cheese sandwiches.

Communication page 25

This section focuses on international foods.

❶ Warm up: Bring in a map of the world or of different countries (or draw a quick map on the board). Point to a country and ask students about that country's foods. T: *What foods can you find in Italy? (pizza, pasta)*

What foods can you find in Thailand? (curry, rice)

❷ Introduce the main activity. T: *Now let's look at the pictures on page 25. Hold up your book and show the class the pictures in Step 1. T: Which foods do you like? Which ones do you never eat? Explain what the foods are, if necessary.*

❸ Put students into pairs. T: *Now create a new restaurant. Give it a name. Create the menu. Check to see if students understand the directions. T: Do you understand what to do?*

❹ Walk around the room offering help. After about 5-10 minutes, have students switch partners. T: *Okay, let's stop there. Keep your menus and find a new partner.*

❺ Ask for volunteers to model the dialogue. T: *Who would like to be the waiter and read the example? Okay, who would like to be the customer?*

❻ After students have ordered food, have them switch roles. T: *After you order, switch roles and let your partner order from you.*

Bonus

❼ Introduce the activity. T: *Now we're going to survey our partners about food. Hold up your book and point to the bottom of page 25. T: Let's read the questions together.*

❽ Put students into pairs. T: *Now ask your partner the questions. Then ask your own question.*

❾ Walk around the class and offer help when needed.

❿ Ask students a few questions to wrap up. T: *(Name), what does your partner usually eat for lunch? Who eats snacks? What kind of snacks do you like to eat?*

Communication activity) with at least 15 items on it. Then have the groups think of 3 items that they do not serve at their restaurant.

2. Have at least 3 groups remain seated "at their restaurant" and have all the other groups walk around the classroom and try to order the items they do not serve at their own restaurant.
3. Encourage students to use the questions they practiced in their books to ask about and order the food.
4. Allow 5-10 minutes for students to try to find a restaurant that serves their food and then have the students trade places (the students at their restaurants get up and the other students sit down).
5. As a wrap up, ask students about the food they ordered. T: *Did everyone find the food they wanted? What restaurant had the most unusual food? What restaurant would you most like to eat at?*

Optional Writing Activity

1. Write 3 sentences describing their favorite meal.
2. Write 3 or 4 sentences about a meal they would never eat, and why.

Communication Expansion

1. Split the class up into groups of about 5 students each. Have each group create a restaurant menu (as in the

English Out There page 26

This activity encourages students to explore different kinds of restaurants.

❶ Warm up: Take a quick survey of the class to find out who has eaten international foods. T: *Who likes international foods? What kinds?*

❷ Introduce the activity. T: *Let's look at the restaurants on page 26. What kind of restaurant is the first one? (Hold up your book and point to it.) Right, French. How about Louisa's Big Burgers: what kind of restaurant is that?*

❸ Have students choose a restaurant. T: *Now read the descriptions and choose a restaurant.*

❹ Put the students in pairs. Give the students a few minutes to talk about their favorite restaurants. T: *What's your favorite restaurant? Ask your partner. Describe your favorite restaurant.*

❺ Wrap up with a few questions. T: *(Names), what are your favorite restaurants? Do you like the same kinds of food?*

Out There Homework

❻ Read instructions for the homework assignment. T: *Look at the bottom of page 26. Read the homework instructions.*

❼ Give students ideas of how to find some different menus. T: *Look at page 111. It has a list of websites where you can find menus.*

❽ Explain how the homework will be presented in a later class. T: *Don't forget to bring your order to the next class. We'll try to guess the restaurant and the type of food you ordered.*

In the Computer Lab

Page 111 lists resources for finding menus.

1. Students can click on the words "restaurant", "dining", or "menu." Or, they can click on the name of a city or neighborhood to find restaurant menus by location.
2. After the new page loads, students will see a menu or a list of restaurants organized by type. If a list of restaurants appears, ask them to click on one.
3. Students should now see a menu or a link to a menu.

Encourage your students to browse and to discover something new.

T: *Don't choose a menu right away. Look at different menus. Find some dishes you like, and find some new dishes.*

Remind your students that they might encounter difficult vocabulary and grammar, but they should try to read just for the main ideas. T: *Don't worry if there are words or sentences you don't understand. Just try to understand the main idea. Have fun finding the dishes.*

Out There Follow Up (next class)

If you have assigned the homework:

❹ Have students bring their orders to the next class and post them on the walls with numbers next to them.

❺ Have all the students walk around the room and read the orders. They should write the order number and a guess at the type of food on a piece of paper (#3, French, for example).

❻ After a few minutes, ask students to return to their seats and ask some questions. T: *How many different types of food do we have here? Can anyone guess one of the restaurants? What type of food can you order in number 1?*

If you haven't assigned the homework:

1. Use one or more of the websites on page 111 to print out a few menus for the students. Before class post them on the walls with numbers next to them.
2. Follow instructions 2-3 above.

English in the Real World

Here are some ways to use the ideas in this unit outside of class.

With another student or a native speaker

Find a new food. Taste it and describe it to your partner.

Take it further

Go to an international restaurant and try a new food.