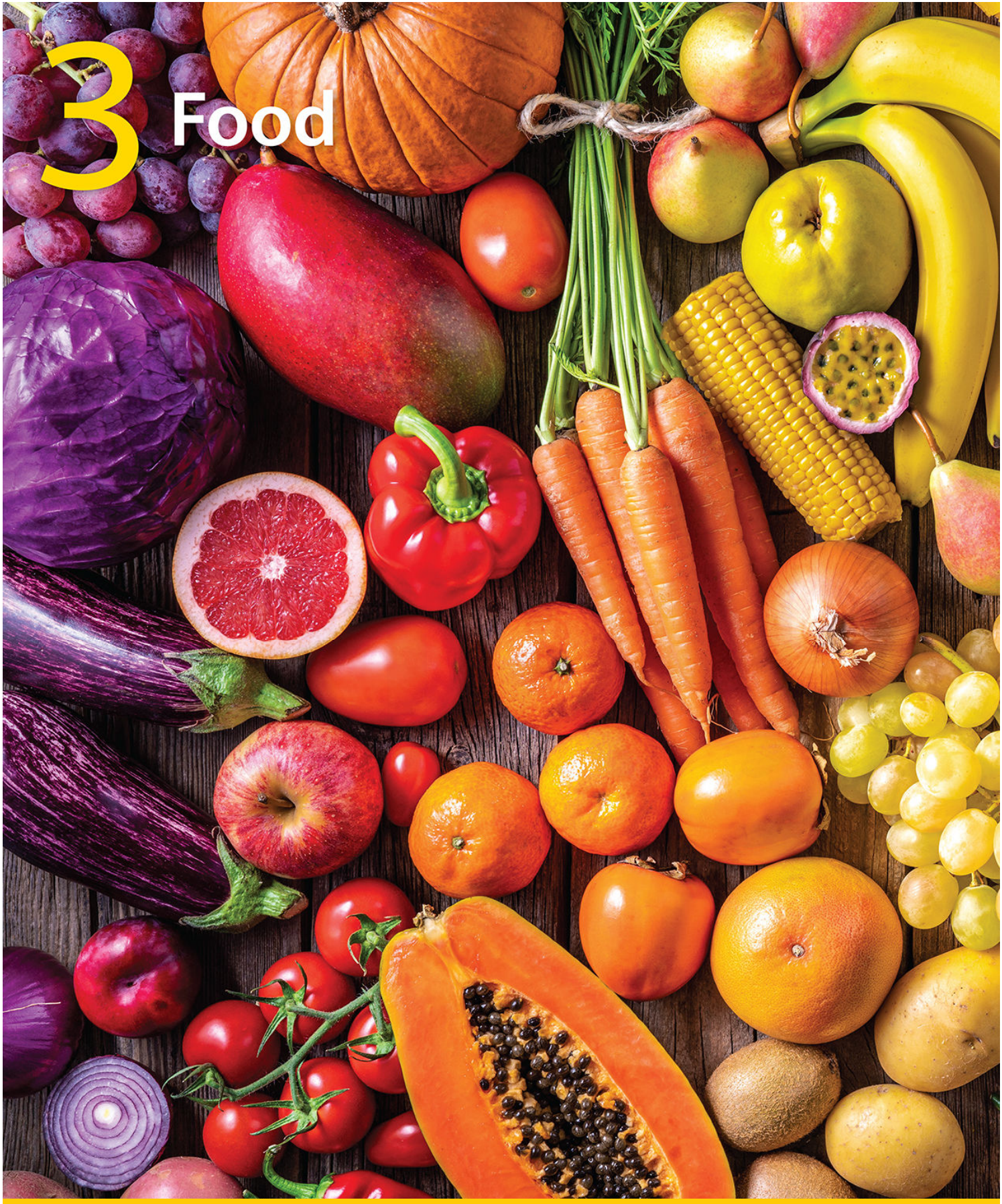
3 Food





UNIT OUTCOMES

- Identify common meals and foods
- Interpret grocery store ads
- Express needs and preferences
- Compare prices
- Take and place orders
- Investigate food service jobs

Look at the photo and answer the questions.

1. What foods do you see?
2. Which of these foods do you like or dislike?
3. Are there any foods in the photo you haven't eaten before?
4. Many doctors say it is healthy to "eat the rainbow." A *rainbow* is all the different colors. What do you think "eat the rainbow" means and why is it good for you?
5. What meals can you make using the fruits and vegetables from the photo?

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LESSON 1

What's for Lunch?

GOAL ▶ Identify common meals and foods

A **Look at the picture. Where is Dave? What foods do you see? Then read about Dave.**



I'm Dave Chen. I'm an English teacher in Florida. I like to eat! I eat a big breakfast in the morning at around seven, a small lunch at noon, and a big dinner at about six o'clock.

B **Practice the conversation with a partner.**

Mario: What time do you eat breakfast?
Dave: Oh, at about 7:00 a.m. How about you?
Mario: I eat breakfast at 8:00 a.m.

C **SURVEY** **Ask four students: *What time do you eat breakfast, lunch, and dinner?***

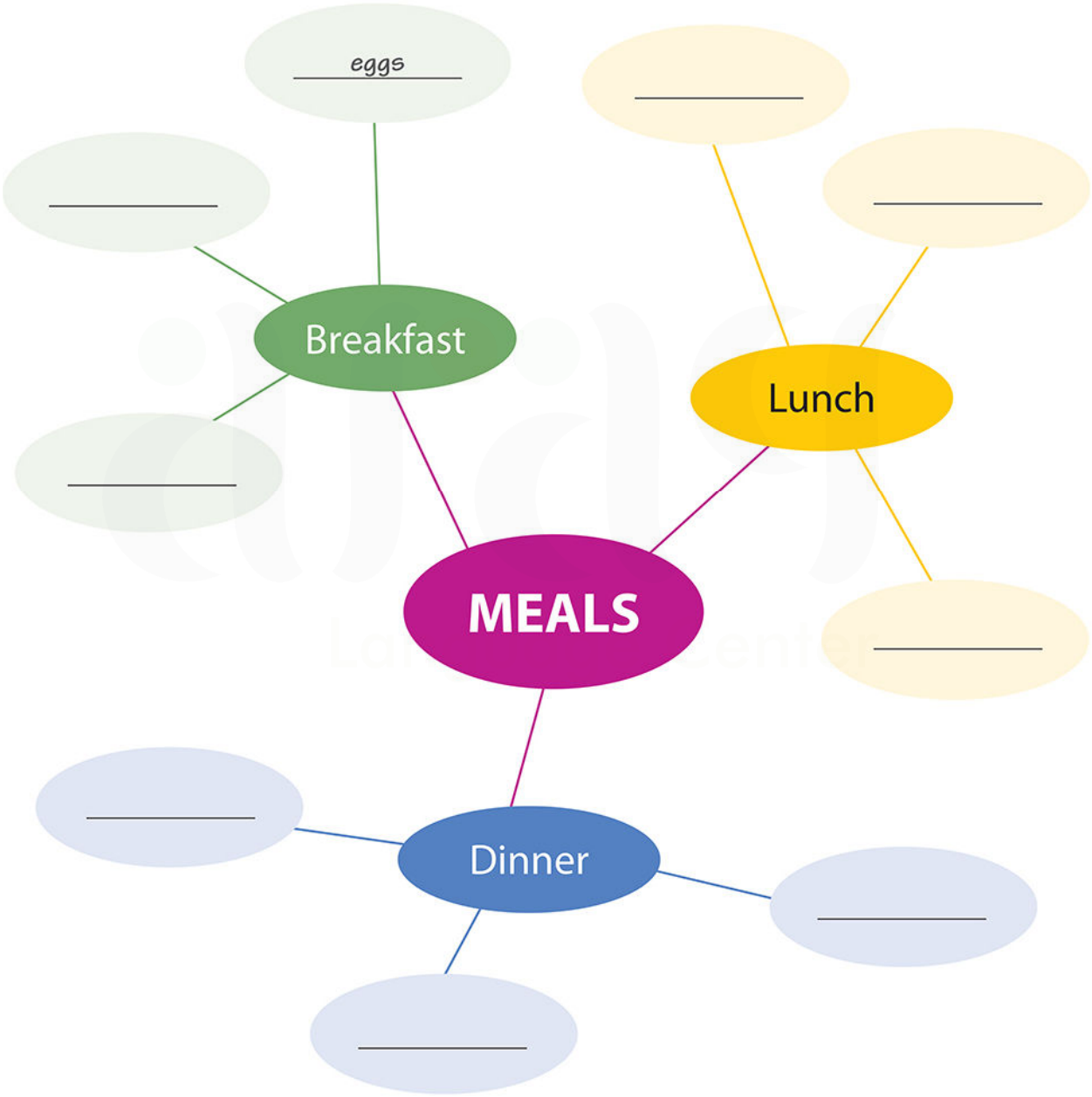
Name	Breakfast	Lunch	Dinner
Dave	7:00 a.m.	12:00 p.m.	6:00 p.m.
(You)			

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D **Study the food words.**

cereal	french fries	a hamburger	roast beef	toast
eggs	fried chicken	pasta	a sandwich	

E **PREDICT** **What do you think Dave eats for breakfast, lunch, and dinner? Complete the diagram with the foods from D.**



F **Listen to Dave and check your answers in E.**

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G **Practice the conversation with a partner. Then make new conversations with the food words.**

Mario: What do you like for lunch?
Jim: I like turkey sandwiches. How about you?
Mario: I like tacos.



soup



rice and beans



pasta



falafel

H **Listen. Then practice in groups of four or five.**

Student A: What do you like for lunch?
Student B: I like hamburgers.
Student C: He likes hamburgers, and I like sandwiches.
Student D: He likes hamburgers, she likes sandwiches, and I like soup.

Simple Present

I **like** . . .
He / She **likes** . . .

I **CLASSIFY** **What do you eat for breakfast, lunch, and dinner?**

Breakfast	Lunch	Dinner

J **APPLY** **Write sentences about what you like for breakfast, lunch, and dinner.**

1. I like _____ for breakfast.
2. _____ for lunch.
3. _____.

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LESSON 2

How Much Is It?

GOAL ▶ Interpret grocery store ads

A **INTERPRET** Read the weekly specials. Then answer the questions with a partner.



1. How much is the pasta? _____
2. How much is the peanut butter? _____
3. How much are the tomatoes? _____
4. How much are the avocados? _____

B **Listen to Mario and his wife Lucy make a shopping list. What do they need to buy? Check (✓) the correct items in A.**

C **Write sentences about what Mario and Lucy need.**

1. *They need ground beef.*
2. _____
3. _____
4. _____
5. _____

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D **INTERPRET** Read the weekly specials. What prices look good to you?



E **ANALYZE** Complete the chart with information from **D**.

Product	Container or Quantity	Price
cookies		$2.75
	bag	$2.75
		$2.14
	each	$1.50
	each	$.89
	each	
		$4.50
	jar	$1.89
peanut butter		
	loaf	
	package	$2.20
		$1.00
tomatoes		
	pound	$4.30
	pound	$2.39
	pound	

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F **Study the charts.**

Be Verb (Questions)	
How much **is**	the bread? the peanut butter?
How much **are**	the tomatoes? the potato chips?

Be Verb (Answers)	
The bread **is** (It's)	$1.98 a loaf.
The peanut butter **is** (It's)	$3.25 a jar.
The tomatoes **are** (They're)	$1.75 a pound.
The potato chips **are** (They're)	$2.75 a bag.

G **Make conversations with a partner. Student A asks questions. Student B looks at the ad in D to answer. Ask about peanut butter, tomatoes, milk, and cookies.**

EXAMPLE:

Student A: How much is the peanut butter?

Student B: It's $3.25 a jar.

H **Make conversations with a partner. Student B asks questions. Student A looks at the ad in D to answer. Ask about bread, potato chips, soda, and apples.**

EXAMPLE:

Student B: How much are the potato chips?

Student A: They're $2.75 a bag.

I **DESIGN** **Work in a group. Decide the weekly specials at your local market. Design an ad on a separate piece of paper.**

J **Look online for weekly specials at a grocery store. Are the prices in the ad in D more expensive or cheaper?**

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LESSON 3

What Do We Need?

GOAL ▸ Express needs and preferences

A **Look at the photo. When you're out of the house, do you usually pack a lunch or eat out?**



Eat out
eat out = eat at a restaurant

B **Read about Abdul.**

My name is Abdul. I study at North Creek Adult School. It is very expensive to eat out every day, so I bring my lunch to school. My wife and I go to the store every Saturday. We buy bread and meat for sandwiches.

C **Read the statements. Choose *True* or *False*.**

1. Abdul buys his lunch at school.	True	False
2. Abdul and his son go to the store every Saturday.	True	False
3. Abdul and his wife buy bread and meat for sandwiches.	True	False

D **Listen to the conversation between Abdul and his wife Laila. Check (✓) the foods they need from the supermarket.**

Shopping List

_____ beef	_____ jelly
_____ carrots	_____ peanut butter
_____ cheese	_____ tuna fish
_____ chicken	_____ turkey

Life ONLINE

Shopping Apps There are apps you can use to make shopping lists on your smartphone. This way, you can save your list and share it with others. Some apps can also help you find the best prices for the items on your list. In fact, you sometimes need a membership or an app to get sale prices.

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E **Study the words for food containers. Match the words to the pictures.**

bag	bottle	box	~~can~~	jar	package



1. a *can* of beans



2. a _____ of water



3. a _____ of cheese



4. a _____ of cookies



5. a _____ of mustard



6. a _____ of potato chips

F **Work in a group. Discuss what other foods go in each container.**

Container	Food
can / cans	*soup, coffee*
bottle / bottles	
package / packages	
box / boxes	
jar / jars	
bag / bags	

Plural *-s*

The plural *-s* makes three different sounds.

/z/	/s/	/ɪz/
jars	chips	packages
bags	snacks	boxes
cans		

G **Create sentences using words from F. Then read your sentences to a partner.**

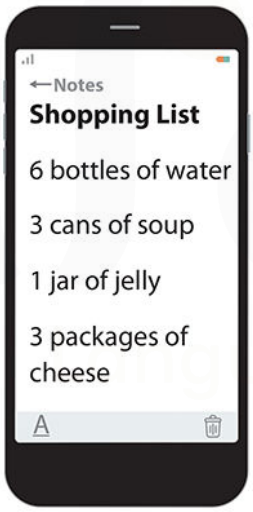
1. Alicia needs three cans of *soup*.
2. She needs four bottles of _____.
3. She needs two packages of _____.
4. _____ three boxes of _____.
5. _____.
6. _____.

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H **Study the chart.**

Simple Present		
Subject	**Verb**	**Example Sentence**
I / You We / They	eat like need want make	I **eat** tacos for lunch. You **like** eggs for breakfast. We **need** three cans of corn. They **want** three boxes of cookies. I **make** sandwiches for lunch.
He / She	eats likes needs wants makes	He **eats** pizza for dinner. She **likes** tomato soup. He **needs** three pounds of apples. She **wants** two bottles of water. She **makes** dinner every night.

I **Read.**



J **Complete the sentences with the correct form of the verbs in parentheses and the correct container. Then listen and check your answers.**

1. Abdul needs (need) one jar of jelly.
2. They _____ (like) soup for dinner.
3. Abdul _____ (eat) sandwiches at school.
4. Laila _____ (make) sandwiches for lunch.
5. They _____ (want) three _____ of cheese.

K **Make a list of things you need at the store. Tell a partner what you need.**

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LESSON 4

What's Cheaper?

GOAL ▶ Compare prices

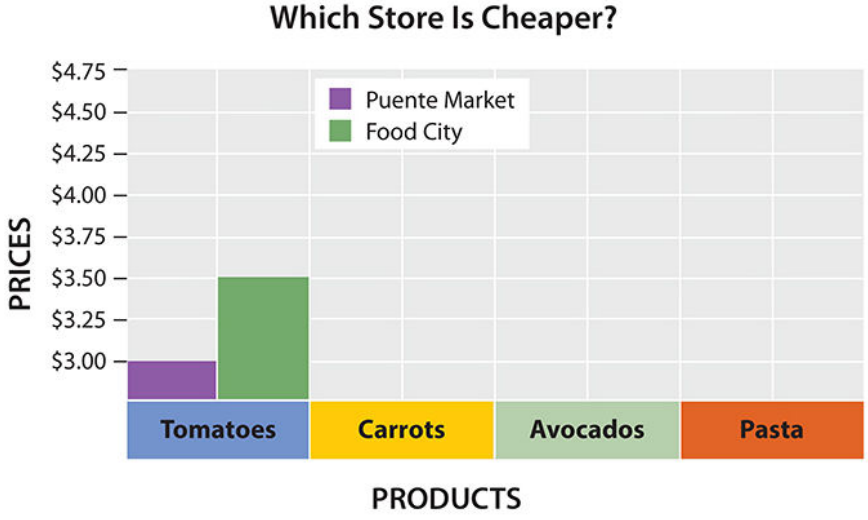
A **EVALUATE** Read Abdul's shopping list. Look at the specials for Puente Market and Food City in Lesson 2. Which store do you think is cheaper for Abdul?



B **CALCULATE** Calculate the prices of the items on Abdul's shopping list. Then calculate the total for each store.

	Puente Market	Food City
Tomatoes	$	$
Carrots	$	$
Avocados	$	$
Pasta	$	$
Total Cost:	$	$

C **COMPARE** Complete the graph with the prices from B.



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D **Study the charts.**

Cheaper		
	Question	**Answer**
Singular	Where is pasta **cheaper**?	It's **cheaper** at Puente Market.
Plural	Where are carrots **cheaper**?	They're **cheaper** at Food City.

More Expensive		
	Question	**Answer**
Singular	Where is pasta **more expensive**?	It's **more expensive** at Food City.
Plural	Where are carrots **more expensive**?	They're **more expensive** at Puente Market.

E **Complete the sentences. Then listen and check your answers.**

Stress
Where are **carrots** cheaper?
They're **cheaper** at **Food City.**

1. Soda is $2.14 at Food City and $2.99 at Puente Market.
   Soda is _____ at Puente Market.
2. Avocados are $1.50 at Food City and $1.25 at Puente Market. Avocados are _____ at Puente Market.
3. Tomatoes are $1.75 at Food City and $1.50 at Puente Market. Tomatoes are _____ at Puente Market.
4. Pasta is $2.20 at Food City and $1.98 at Puente Market. Pasta is _____ at Food City.

F **Practice the conversations with a partner. Then make new conversations using the foods and prices from C.**

Student A: I need some ground beef.
Where is it cheaper?
Student B: It's cheaper at Puente Market.

Student B: I buy pasta at Puente Market.
Student A: Oh, why not at Food City?
Student B: It's more expensive at Food City.



Fruit for sale at a market in Seattle, Washington

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G **INTERPRET** **Read the paragraph about Sonia. Underline words you don't know.**

I shop at Food City. They have a lot of different fruits and vegetables there. The fruit is cheaper at Puente Market, but there aren't many choices. Food City has good specials too. It is also near my home.

H **Read the statements. Choose *True* or *False*.**

1. Sonia shops at Puente Market.	True	False
2. The fruit at Food City is more expensive.	True	False
3. Food City has a lot of choices.	True	False

I **COMPARE** **Listen to Sonia ask about prices. Complete the chart.**

Fruit	Price at Puente Market	Price at Food City
bananas	$.92	$.98
oranges		
pears		
apples		

J **Shopping for groceries online has advantages and disadvantages. Read. Then add your own ideas.**

Life ONLINE

Shopping for Groceries Online	
Advantages	**Disadvantages**
You can compare prices from home.	You pay more for delivery.
You can save money on gasoline.	Sometimes the driver makes mistakes.
You can save time.	You can't see the food before you buy it.

K **Work in a group. Ask each member of the group if it is better to shop for groceries online or at the store. Where do they shop and why?**

L **As a class, choose one food item. Choose two stores in your neighborhood or go online. Compare prices. Which store is cheaper?**

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LESSON 5

Buying Lunch

GOAL ▶ Take and place orders

A **CLASSIFY** **Look at the menu. Write *Beverages*, *Side Orders*, and *Sandwiches*.**

Jim's Lunch Truck

_____	_____	_____
Hamburger $5.00	French Fries $2.00	Milk $3.00
Cheeseburger $5.50	Fruit Cup $2.00	Orange Juice $3.50
Hot Dog $3.00	Green Salad ..... $_____	Soda $3.50
Grilled Cheese $3.50		Bottled Water ..... $ _____
Turkey ..... $ _____		

B **Listen and write the prices you hear in the menu in A.**

C **Practice the conversation with a partner. Then make new conversations using the menu from A.**

Sebastian: Hi! I want a turkey sandwich, please.
Server: Do you want a side order?
Sebastian: Yes, a green salad.
Server: Great! Do you want a drink?
Sebastian: A bottle of water, thanks.

Singular	Plural
a burger	two burgers
a salad	three salads
	french fries

D **Look at the menu in A. Talk to your classmates and teacher. What do you like to eat? What is cheap?**

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E **Listen and write each person's order. Write the menu sections and prices from A. Which order is the most expensive?**

1. Manny's order

Item	Section	Price
cheeseburger	sandwiches	
green salad	side orders	
soda	beverages	
	Total	

2. Tran's order

Item	Section	Price
	Total	

3. Delia's order

Item	Section	Price
	Total	



A man buys lunch from a food truck in Richmond, Virginia.

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F **Study the chart.**

Yes / No Questions and Answers		
Question	***Yes***	***No***
Do you want a hamburger?	Yes, I do.	No, I don't.
Do they want sandwiches?	Yes, they do.	No, they don't.
Does he want a sandwich?	Yes, he does.	No, he doesn't.
Does she want a hot dog?	Yes, she does.	No, she doesn't.

G **Read the orders.**



José
Sandwich: turkey
Side order: salad
Beverage: water



Fatimah
Sandwich: cheeseburger
Side order: french fries
Beverage: water



Beatrice
Sandwich: hot dog
Side order: french fries
Beverage: orange juice

H **Answer the questions.**

1. Does José want a salad? *Yes, he does.*
2. Does Beatrice want orange juice? _____
3. Do José and Fatimah want orange juice? _____
4. Do José and Fatimah want water? _____
5. Do Fatimah and Beatrice want turkey sandwiches? _____
6. Does Beatrice want a cheeseburger? _____

I **Look at the menu in A. Choose your order. Then practice taking an order with a partner. Use the conversation in C as a model.**

Item	Section	Price

J **Go to a food truck or restaurant and order your lunch in English.**

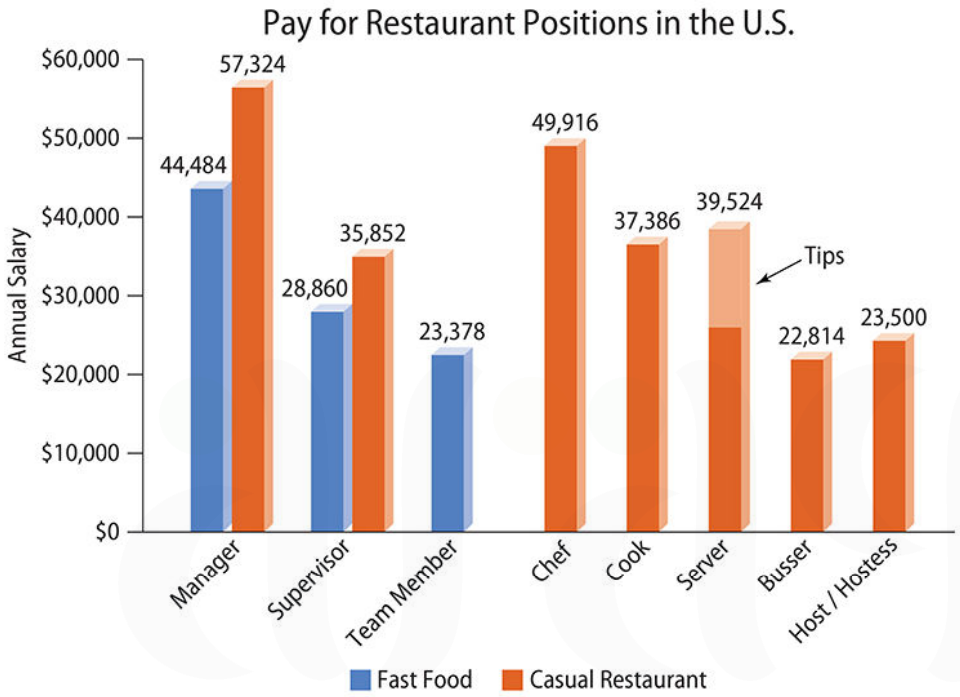
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LESSON 6

Explore the Workforce

GOAL ▶ Investigate food service jobs

A **INTERPRET** **Read the graph.**



B **Choose the correct words to complete the sentences.**

1. In the graph, fast food is **blue / orange**.
2. The salaries in the graph are for a **month / year**.
3. Chefs at casual restaurants usually make **over / under** $50,000.

C **Study the chart.**

Estimating Words	
under	Fast-food team members make **under** $25,000 a year. ($23,378)
almost	Fast-food supervisors make **almost** $29,000 a year. ($28,860)
just over	Restaurant managers make **just over** $57,000 a year. ($57,324)
over	Hosts make **over** $23,000 a year. ($23,500)

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D **Practice the conversation with a partner. Then make new conversations.**

Student A: How much do fast-food supervisors make a year?

Student B: They make under $30,000 a year.

E **Read about positions in restaurants. Underline any words you don't know.**

There are many different restaurant jobs. For these jobs, you don't always need to know a lot of English and there are opportunities to move up. For example, people often start working in restaurants as bussers. A busser cleans tables, gives customers water, and sets the tables. Many bussers work hard and become servers or cooks. Over time, servers and hosts can become supervisors and managers. Many cooks work hard to become chefs. In restaurants, there are a lot of opportunities to learn and grow.

F **CALCULATE** **Read. Then calculate a 20% tip for each check.**

A tip is money a customer pays for good service. You can give a tip in cash or with a credit card. In the U.S., servers' salaries are sometimes low because they also get tips. A tip is usually 20–25% of the check.

To calculate a 20% tip, multiply the check amount by .20. For example: $25.00 x .20 = $5.00 (20% of 25).

Then add the tip to the check amount to get the total: $25.00 + $5.00 = $30.00.



1.	2.	3.	4.
Check amount: $25.00	Check amount: $55.00	Check amount: $40.00	Check amount: $35.50
Tip: $5.00	Tip: _____	Tip: _____	Tip: _____
Total: $30.00	Total: _____	Total: _____	Total: _____

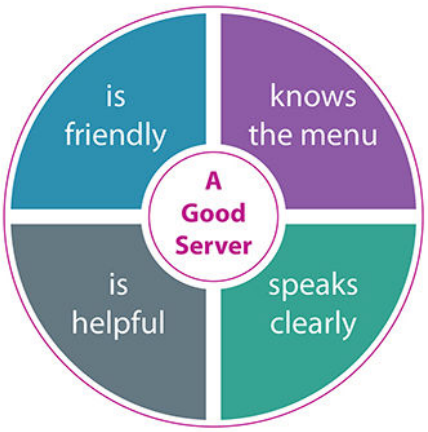
G **Read the diagram.**

H **Work with a partner. Use the sentences from the box to talk about yourself.**

I am friendly.	I can learn the menu quickly.
I am helpful.	I speak clearly.

Student A: Tell me about yourself.

Student B: I _____.



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I **REFLECT** **Check (✓) how true the statements are about you. These are often true for servers in restaurants.**

	not true									very true
	1	2	3	4	5	6	7	8	9	10
1. I like to work on a team.										
2. I am a good listener.										
3. I am friendly.										
4. I like people.										
5. I like to help people.										
6. I like to work inside.										

J **Practice the conversations with a partner. Then make new conversations with the information from I.**

Student A: What do you have for "I like to work on a team"?
Student B: I have 7. What do you have?
Student A: I have 3. I usually like to work alone.

Student B: What do you have for "I am a good listener"?
Student A: I have 7. What about you?
Student B: I have 10. I think I'm a very good listener.

K **INVESTIGATE** **Choose a job title from A. Go to a job search site online and see if there are any openings within 25 miles of your school or home.**


A good server is friendly and helpful.

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Review

A **Write the names of the foods and drinks in the chart. Are they for breakfast, lunch, or dinner? Add more foods to each list.**



Breakfast	Lunch	Dinner

B **Work with a partner. Ask the questions and write your partner's answers.**

1. What do you eat for breakfast? _____
2. What do you eat for lunch? _____
3. What do you eat for dinner? _____

C **Write foods you like for each meal.**

Breakfast	Lunch	Dinner

D **Complete the sentences.**

1. I _____ like toast _____ for breakfast.
2. My partner _____ for breakfast.
3. I _____ for lunch.
4. My partner _____ for lunch.
5. I _____ for dinner.
6. My partner _____ for dinner.

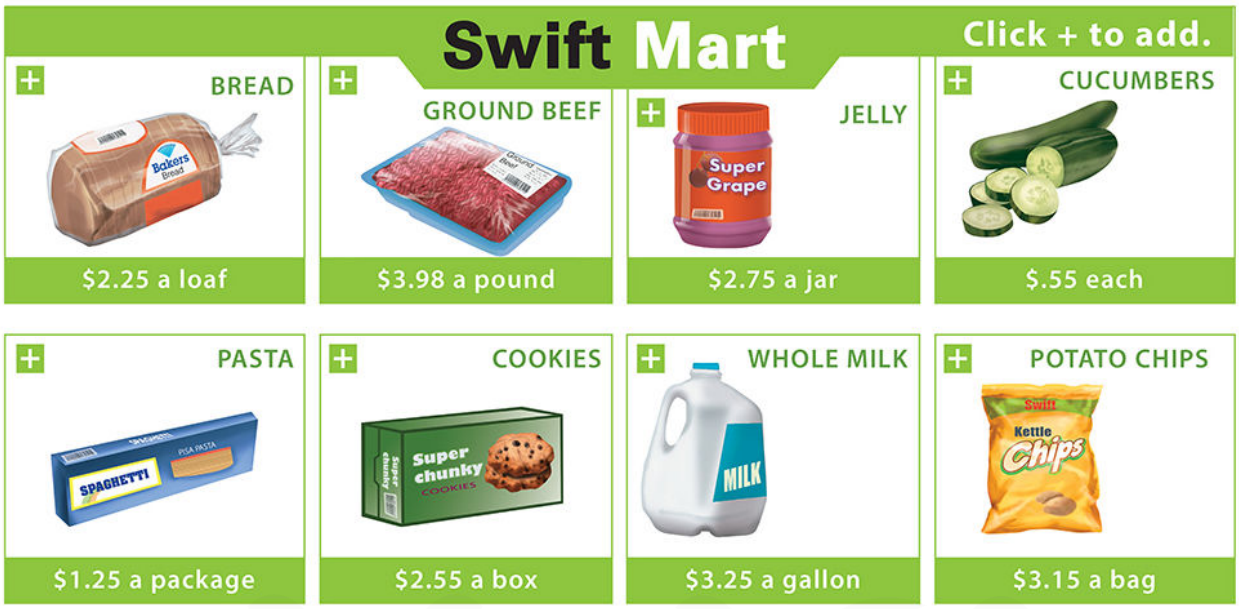
Learner Log

I can identify common meals and foods.

☐ Yes ☐ No ☐ Maybe

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E Read the weekly specials and complete the chart.



Product	Container or Quantity	Price
bread		
cucumbers		
pasta		
milk		
potato chips		

F Work with a partner. Take turns asking questions about the specials in E. Ask: *How much is . . .?* or *How much are . . .?*

G Complete the sentences.

~~bottle~~	box	jar	pound

1. Sebastian needs (need) a bottle of water.
2. Amani _____ (want) a _____ of cookies.
3. Amani _____ (need) a _____ of oranges.
4. Sebastian _____ (like) potato chips.
5. They both _____ (want) a _____ of peanut butter.

Learner Log

I can interpret grocery store ads.
☐ Yes ☐ No ☐ Maybe

I can express needs and preferences.
☐ Yes ☐ No ☐ Maybe

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Review

H **Read the menus. Then choose *R* for Rudolf's Café or *A* for Allen's Home Cooking.**

Rudolf's Café

Lunch Menu

SANDWICHES

Turkey	$5.75
Tuna	$4.75
Hamburger	$4.50

SIDE ORDERS

Salad	$3.98
Soup	$2.75
French Fries	$2.50

BEVERAGES

Soda	$2.50
Milk	$2.00
Coffee	$2.50



ALLEN'S Home Cooking

Lunch Menu

SANDWICHES

Turkey	$5.50
Cheese	$3.25
Hamburger	$5.95

SIDE ORDERS

Salad	$4.75
French Fries	$2.95

BEVERAGES

Soda	$3.00
Milk	$2.25
Coffee	$3.00

1. Which is cheaper—a hamburger at Rudolf's Café or at Allen's Home Cooking? R A
2. Which is more expensive—a salad at Rudolf's or at Allen's? R A
3. Which is cheaper—coffee at Rudolf's or at Allen's? R A
4. Which is more expensive—soda at Rudolf's or at Allen's? R A

I **With a partner, make a conversation about one of the menus in H.**

Student A: Hello. Can I take your order?
Student B: Yes, I want _____.
Student A: Great. Do you want a side order?
Student B: _____.
Student A: Do you want a drink?
Student B: _____. I want _____.
Student A: OK. Thank you.

J **Practice the conversation with your partner.**

Learner Log

I can compare prices.
☐ Yes ☐ No ☐ Maybe

I can take and place orders.
☐ Yes ☐ No ☐ Maybe

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Create a Menu for a New Restaurant

SOFT SKILL ▶ Collaboration

In this project, you will create a menu for a new restaurant (including foods and prices) and an ad for your restaurant. You will also write a conversation between a server and customers in your restaurant as the server takes their orders.

1. Form a team of four or five students. In your team, you need:

Position	Job Description	Student Name
Student 1: **Team Leader**	Check that everyone speaks English. Check that everyone participates.	
Student 2: **Chef**	With help from the team, write a list of foods for the menu. Design the menu.	
Student 3: **Advertising Agent**	With help from the team, make an ad for your restaurant with a few prices.	
Students 4/5: **Trainers**	With help from the team, write a conversation between a server and customers in a restaurant.	

2. Choose a name for your restaurant.

3. Make a list of foods your restaurant serves.

Student A: What can we serve?
Student B: Maybe burgers and fries.
Student A: OK, I can write that down.
Student C: How about fish?
Student A: OK. I can write everything down and then we can decide what to do.

4. Design the restaurant menu.

5. Create an advertisement for your restaurant, giving some prices.

6. Write a conversation between a server and customers.

7. Present your menu, advertisement, and conversation to the class.

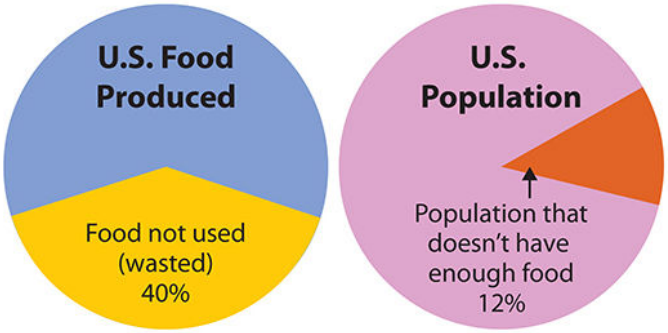
8. Compare prices on your menu with prices from other teams' menus.

COLLABORATION:
Brainstorming
Brainstorming means thinking of many new ideas as a group. It's important to write down everyone's ideas before making a choice.

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Reading Challenge

A **INTERPRET** Read the pie charts. Do you think there is enough food for everyone in the United States?



B **Match the words to the photos.**

donate	expiration date	food waste	ugly food



1. _____



2. _____



3. _____



4. _____

C **Read the infographic about food waste.**

D **INFER** **Match the quotes to the ways of stopping food waste.**

_____ 1. "Ugly tomatoes make the best sauce!"

_____ 2. "7/17… Hmm, will we use all this milk before Friday?"

_____ 3. "I bought too many cans of beans. Can you bring some to the community center?"

_____ 4. "This week, we're having chicken on Monday, pasta on Tuesday, and tacos on Wednesday."

a. Donate extra food.

b. Plan your meals every week.

c. Learn about dates.

d. Buy ugly food.

E **Check (✓) three things you can do to stop food waste in your life.**

- ☐ Buy only what I need.
- ☐ Buy ugly food.
- ☐ Store food correctly.
- ☐ Give extra to pets.
- ☐ Plan my meals.
- ☐ Donate food.
- ☐ Learn about dates.
- ☐ Use in my garden.

F **Write sentences with your choices from E. Then share your sentences in a group.**

EXAMPLE: I can plan my meals every week.

_____

_____

_____

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HOW TO STOP FOOD WASTE AT HOME

Food waste is food that is wasted, or not used. Restaurants, stores, and families throw away food every day. At the same time, some people go hungry. What can we do?



1. Only buy what you need. Check your refrigerator and cabinets before you shop.



2. Plan your meals every week.



3. Choose ugly fruits and vegetables.

4. Donate extra food that you have at home.



5. Learn how to store food safely.





6. Learn about expiration dates.

7. Give extra food to pets.





8. Use old food in your garden.

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