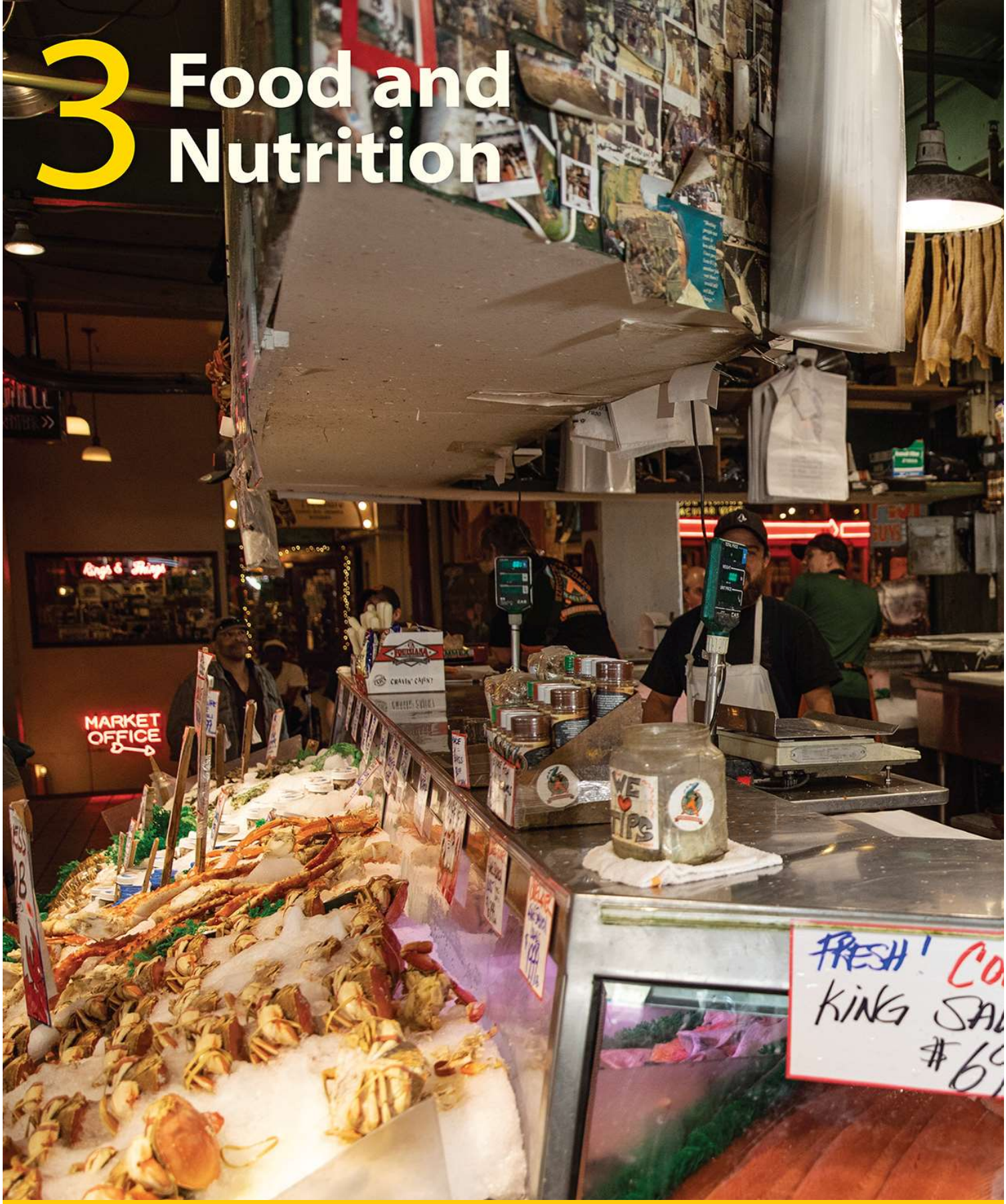
3 Food and Nutrition





UNIT OUTCOMES

- Read a menu
- Make a shopping list
- Locate items in a supermarket
- Identify healthy foods
- Read recipes
- Identify food-related career options

Look at the photo and answer the questions.

1. What kinds of food do they sell in this market?
2. What do you think this man's job is?
3. Do you think this man enjoys his job? Why?
4. This market is in Seattle, Washington. Do you buy food in a place like this?
5. You have $80. What fish do you buy for dinner with your friends?

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LESSON 1

Augustin's Restaurant

GOAL ▸ Read a menu

A **PREDICT** **Look at Gabriel. Where is he? What is his job?**



B **Close your book and listen to Gabriel's story. Then open your book and read.**

My name is Gabriel. I'm a cook in my father's restaurant. His name is Augustin. My mother, sister, and brother work here, too. We have American food in our restaurant. I want to have some food from other countries, too. Maybe someday we can have an international restaurant.

C **Choose the correct answers.**

1. Gabriel works in a restaurant.	True	False
2. Gabriel only cooks American food in his father's restaurant.	True	False
3. His sister doesn't work in the restaurant.	True	False
4. He wants the restaurant to have food from different countries.	True	False

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D **INTERPRET** Read the menu. What do you want for lunch? Calculate the cost.

Augustin's Restaurant

LUNCH MENU



Soups and Salads

Caesar salad	$4.49
Dinner salad	$10.99
Potato soup	$5.99



Sandwiches

Big burger	$9.99
Big cheeseburger	$12.99
Super burger combo	$16.49
Turkey sandwich	$11.25

Main Courses

(All main courses come with the vegetable of the day.)

Sirloin steak and potatoes	$22.00
Fried chicken and french fries	$14.99

Desserts

Chocolate cake	$6.99
Cheesecake	$7.75
Vanilla or chocolate ice cream	$3.75
Fresh fruit	$4.00

Beverages

Soda	$3.39
Milk	$3.00
Coffee	$2.89
Tea	$3.75

Side Orders

French fries	$3.85
Potato chips	$2.85
Rice	$3.25
Beans	$3.25
Vegetable of the day	$4.00

E **CALCULATE** Listen to the people ordering food in a restaurant. Write down the orders and calculate the cost.

Table No. 1	Check No. 1001	
1	Super burger combo	$ 16.49
1	Dinner salad	$ 10.99
		$
		$
		$
	Total:	$

Table No. 2	Check No. 1002	
		$
		$
		$
		$
		$
	Total:	$

Table No. 3	Check No. 1003	
		$
		$
		$
		$
		$
	Total:	$

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F **Study the chart with your classmates and teacher.**

Questions with *Can*			
Can	**Pronoun**	**Base Verb**	**Example Question**
Can	I	take help	Can I take your order? Can I help you?
Can	you		Can you take my order? Can you take our order, please? Can you help me? Can you help us?

G **Practice the conversation. Use the menu in D to make new conversations.**

Server: Can I take your order?

Customer: Yes, I want a Caesar salad, please.

H **CREATE** **Work in a group. Make a menu. Include food from your home country.**

_____			
Soups and Salads	Price	Side Orders	Price
_____	$ _____	_____	$ _____
_____	$ _____	_____	$ _____
Sandwiches	Price	Beverages	Price
_____	$ _____	_____	$ _____
_____	$ _____	_____	$ _____
Main Courses	Price	Desserts	Price
_____	$ _____	_____	$ _____
_____	$ _____	_____	$ _____

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LESSON 2

Do We Need Carrots?

GOAL ▶ Make a shopping list

A **PREDICT** Look at the picture. What are Augustin and Silvia doing?



B Read the paragraph. Who makes the shopping list?

Augustin is the owner of the family restaurant. Every Thursday morning, he and his wife, Silvia, make a shopping list. In the afternoon, Augustin visits different stores to buy the supplies for the week.

C Listen to Augustin and Silvia make their shopping list. Check (✓) each item they need.

☐ bacon	☐ fresh fruit	☐ sugar
☐ carrots	☑ ground beef	☐ tomatoes
☐ chicken	☐ ham	☐ tuna fish
☐ flour	☐ lettuce	☐ turkey

D Write sentences about what Augustin and Silvia need and don't need.

1. They need ground beef.
2. They don't need turkey, tuna fish, or chicken.
3. _____
4. _____
5. _____

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E **IDENTIFY** Complete Augustin's shopping list with the words from the photos.



carton(s)



box(es)



jar(s)



pound(s)



loaf (loaves)



bottle(s)



can(s)



gallon(s)

Shopping List

milk 3 gallons	ground beef 2 _____
flour 2 bags	sugar 3 bags
tomatoes 5 _____	jam 1 _____
bread 3 _____	oil 2 _____
cake mix 2 _____	oranges 3 _____
ice cream 4 _____	chicken soup 4 _____

Plurals

/s/	/z/		/ɪz/
carrots	cartons	loaves	boxes
soups	pounds	bags	oranges
cakes	jars	cans	sandwiches
	bottles	gallons	

F **Practice the conversation with a partner. Use items from the shopping list to make new conversations.**

Augustin: Do we need any milk at the store?

Silvia: Yes, we need some milk.

Augustin: How many gallons do we need?

Silvia: We need three gallons.

Some / Any	
Question	Do we need **any** milk?
Statement	We need **some** milk.

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G **Study the chart with your classmates and teacher.**

Count and Noncount Nouns		
Count Nouns	Use *many* with nouns you can count.	How *many* tomatoes do we need? How *many* pounds of tomatoes do we need?
Noncount Nouns	Use *much* with nouns you cannot count.	How *much* flour do we need? How *much* rice do we need?

H **Complete the sentences with *much* or *many*.**

1. How _____ bananas do we need?
2. How _____ bottles of oil do we need?
3. How _____ oil do we need?
4. How _____ flour do we need?
5. How _____ apples do we need?
6. How _____ pounds of apples do we need?

I **PLAN** **Work in a group. You are planning a party for twenty people. Make a shopping list on a separate piece of paper.**

J **APPLY** **Go online and find a store to purchase your items. Find the total cost of your food items in I and share with the class.**



Some people get creative with their party food. What food items can you see here?

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LESSON 3

At the Supermarket

GOAL ▸ Locate items in a supermarket

A **CLASSIFY** **Look at the photos. Discuss the supermarket sections with your teacher and class.**



1. Produce



2. Baking



3. Meats



4. Canned Goods



5. Dairy



6. Frozen Foods

B **CLASSIFY** **Listen and complete the chart.**

Item	Section	Aisle or Location
flour	Baking	Aisle 4
milk		
tomatoes		
chicken		
canned vegetables		
ice cream		

C **Work with a partner. Practice the conversation. Make new conversations with *milk*, *tomatoes*, *canned corn*, *chicken*, *pears*, *ice cream*, *butter*, *soup*, *sugar*, and *oranges*.**

Customer: Excuse me. Where is the flour?

Team Member: It's in Aisle 4.

Customer: Where are the oranges?

Team Member: They are on the right side of the store.

The Verb *Be*	
Singular	Where **is** the flour? It **is** in Aisle 4.
Plural	Where **are** the oranges? They **are** on the right side of the store.

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D **INTERPRET** **Read the store directory.**

Product	Section	Aisle	Product	Section	Aisle	Product	Section	Aisle
Apples	*Produce*	**1**	Cheese	*Dairy*	**12**	Ice cream	*Frozen Foods /Dessert*	**5**
Bread	*Bakery*	**2**	Chicken	*Meats*	**back**	Lettuce	*Produce*	**1**
Brown sugar	*Baking*	**4**	Cookies	*Bakery*	**2**	Milk	*Dairy*	**12**
Butter	*Dairy*	**12**	Cream	*Dairy*	**12**	Oranges	*Produce*	**1**
Cake	*Bakery*	**2**	Cucumbers	*Produce*	**1**	Pears	*Produce*	**1**
Cake mix	*Baking*	**4**	Eggs	*Dairy*	**12**	Soup	*Canned Goods*	**3**
Canned corn	*Canned Goods*	**3**	Flour	*Baking*	**4**	Sugar	*Baking*	**4**
Canned peas	*Canned Goods*	**3**	Ground beef	*Meats*	**back**	Turkey	*Meats*	**back**
Cantaloupe	*Produce*	**1**	Ham	*Meats*	**back**	Yogurt	*Dairy*	**12**

E **Answer the questions with complete sentences.**

1. Where are the cookies? They are in the Bakery section in Aisle 2.
2. Where is the brown sugar? _____
3. Where is the ground beef? _____
4. Where are the eggs? _____

F **Practice the conversation with a partner. Use the directory in D to make new conversations.**

Customer: Can you help me? I'm looking for the canned corn.

Store Clerk: It's in the Canned Goods section.

Customer: Where's the Canned Goods section?

Store Clerk: It's in Aisle 3.

Customer: Thanks!

Rhythm

_____ . . _____ .

Where are the cookies?

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G **PREDICT** Read the shopping list. Predict the section for each item. Then listen to the conversation and complete the table.

Shopping list	Section	Aisle or Location
beets		
muffins		
strawberries		
chicken breasts		

H **BRAINSTORM** In a group, create a cluster diagram on a separate piece of paper with items from your local supermarket.

I Read about buying groceries online.

Life ONLINE

Buying groceries online is convenient, but it's important to check your order so there are no surprises. Always check the size of containers. Photos online can be misleading. Also, make sure the quantities are correct. And look out for additional fees.

J It's Wednesday, and Nico needs a few groceries before he can go to the store on Saturday. Work with a partner. Look at Nico's online order and identify any problems.

GROCERY STORE | ONLINE ORDER

Item	Item Price	Quantity	Price
water 12 pack (12 x 12.5 fl oz)	$3.49	12	$41.88
apples $3.29 / lb	$3.29	15	$49.35
strawberries (2 lb container)	$4.99	1	$4.99
milk (quart)	$1.75	1	$1.75
peach yogurt (32 oz)	$2.30	1	$2.30
chocolate ice cream (48 oz)	$7.50	2	$15.00
		Delivery Fee (free delivery on orders over $120.00 only)	$20.00
		Total	**$135.27**

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LESSON 4

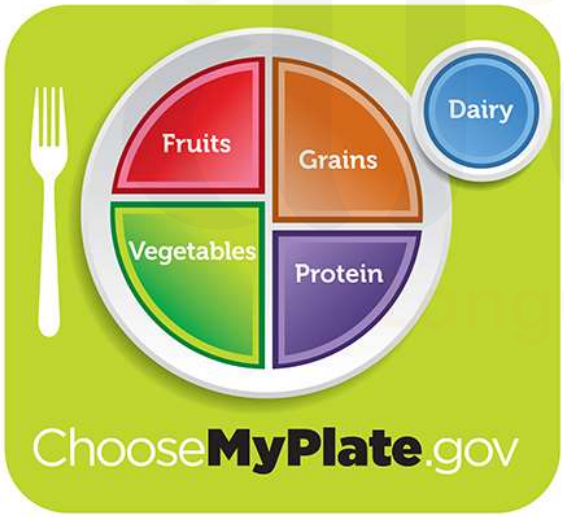
A Healthy Diet

GOAL ▶ Identify healthy foods

A **Close your books and listen. Then read about nutrition and discuss the paragraph with the class.**

Nutrition means the food we eat and how much we eat of each food group. Good nutrition is important. When we eat good food, our bodies are stronger, and we stay healthy. MyPlate is a guide that helps people choose the best foods for a balanced diet. It's healthy to eat food from each of the main food groups.

B **INTERPRET** **Look at the MyPlate nutrition guide. What foods can you put into the different groups?**



C **CLASSIFY** **Write nutritious foods for each category.**

Grains	Vegetables	Fruits	Protein	Dairy

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D **Augustin and his family didn't eat together yesterday because they were very busy. Read what everyone ate.**



Silvia

Breakfast: cereal and milk
Lunch: green salad and fruit juice
Dinner: spaghetti with meatballs, and ice cream



Augustin

Breakfast: coffee
Lunch: sausage, beans, rice, and water
Dinner: cheese, bread, green salad, and fruit



Fernando

Breakfast: fruit, cereal, milk, and toast
Lunch: pepperoni pizza and milk
Dinner: fried chicken and a baked potato



Rosa

Breakfast: toast and coffee
Lunch: soup, bread, fruit, and yogurt
Dinner: turkey, potatoes, green salad, and water



Gabriel

Breakfast: doughnut and coffee
Lunch: hamburger, fries, and soda
Dinner: pepperoni pizza and beer

Simple Past: *had / ate*

I **had / ate** . . .
You **had / ate** . . .
He / She **had / ate** . . .

E **RANK** **Who has the best diet? In a group, rank the family members in order from the best diet to the worst. *1* is the best.**

_____ Silvia

_____ Augustin

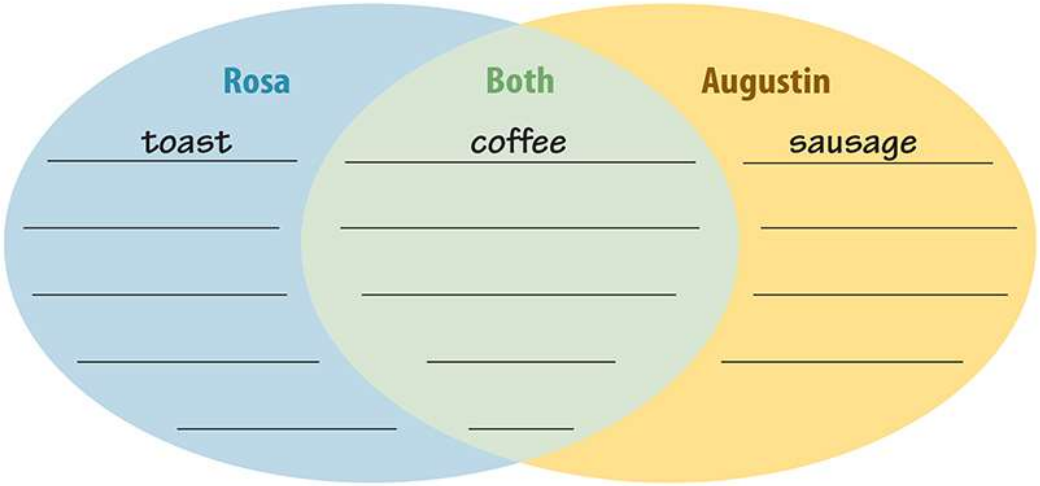
_____ Fernando

_____ Rosa

_____ Gabriel

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F **COMPARE** Complete the diagram. Write the foods Rosa and Augustin eat for breakfast, lunch, and dinner.



G **APPLY** What do you and your family eat for breakfast, lunch, and dinner? Complete the table.

Breakfast	Lunch	Dinner

H **Work with a partner. Ask and answer the questions.**

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

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LESSON 5

Following Instructions

GOAL ▶ Read recipes

A **INTERPRET** **Read the recipe.**

RECIPE BOX | SHOPPING LISTS | MEAL PLANNER | COOKING SCHOOL | Sign In

Spaghetti and Meatballs



Ingredients: *Serves 6 people*

2 jars of tomato sauce
2 eggs
1 onion
2 packages of spaghetti
2 pounds of ground beef, salt, pepper

Instructions:

1. Cook the pasta according to package directions.
2. Combine the eggs, chopped onion, salt, and pepper in a large bowl. Add the beef and mix well.
3. Shape the mixture into approximately 48 balls and fry until cooked.
4. Heat the tomato sauce for 10 minutes on medium heat.
5. Add the meatballs and simmer for 15 minutes. Then add to pasta and serve.

Save Recipe | Email | Print

B **Practice the conversation. Use the recipe in A to make new conversations.**

Student A: How much tomato sauce do we need?

Student B: We need two jars.

Student A: How many?

Student B: Two jars.

How much? / How many?
How many eggs do we need?
How much sauce do we need?

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C **Read the recipe for mashed potatoes. Underline the new words.**

RECIPE BOX | SHOPPING LISTS | MEAL PLANNER | COOKING SCHOOL | Sign In

Mashed Potatoes



Ingredients:

Serves 6 people

6 potatoes
1/4 cup of milk
2 tablespoons of butter or margarine
1 teaspoon of salt; garlic salt to taste

Instructions:

1. Peel the potatoes. Then chop them.
2. Boil water. Add potatoes to boiling water.
3. Cook for 10 minutes.
4. Drain.
5. Mix all ingredients.
6. Whip with a whisk or blender.

Save Recipe | Email | Print

D **SEQUENCE** **Match the pictures with the words. Then order the steps.**



_____



_____



1



_____

peel

mix

add

drain

chop

whip

boil

cook



_____



_____



_____



_____

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E **Study the charts with your classmates and teacher.**

Imperatives		
	Base Verb	**Example Sentence**
~~you~~	drain	**Drain** the water.
	chop	**Chop** the potatoes.
	peel	**Peel** the potatoes.

Negative Imperatives			
	Negative	**Base Verb**	**Example Sentence**
~~you~~	do not don't	boil	**Do not boil** the water. (**Don't boil** the water.)
		use	**Do not use** salt. (**Don't use** salt.)
		cook	**Do not cook** in the microwave. (**Don't cook** in the microwave.)

F **SEQUENCE** **Listen to the instructions. Number them in the correct order.**

1. **Recipe: Cake**

_____ Bake for 35 minutes.

_____ Combine cake mix, water, oil, and eggs in a large bowl.

__1__ Heat oven to 350 degrees.

_____ Pour mixture into a pan.

2. **Recipe: Tacos**

_____ Add ground beef, cheese, tomatoes, and lettuce to the fried tortillas.

_____ Cut tomatoes, onions, cheese, and lettuce.

_____ Drain grease.

_____ Fry corn tortillas.

_____ Fry ground beef.

G **CREATE** **In a group, choose a dish and write a recipe on a separate piece of paper.**

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LESSON 6

Explore the Workforce

GOAL ▶ Identify food-related career options

A **INTERPRET** **Look at the infographic and answer the questions.**

1. Which career has the greatest earning potential?
2. Which career has the smallest earning potential?
3. Which career has the greatest openings potential?
4. Which career has the smallest openings potential?



Adjective	Superlative
great (big)	the greatest
	the next greatest
small	the smallest

B **ANALYZE** **Ask your partner questions about the information in A and complete the chart with the four careers that have the greatest earning potential in order.**

Student A: Which career has the greatest earning potential? How much is it?

Student B: Food scientist, and it's $124,660 a year.

Student A: That's $124,660, right?

Student B: That's right.

Job Title	Potential Salary	Potential Openings
Food scientist		

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C **Read the text and the information in the chart. Look up new words in a dictionary.**

Chefs are trained cooks. They usually go to school and earn certificates to qualify for jobs in high-end restaurants. Cooking students who want to be chefs have different choices for education. Some want to be master chefs and create a personal way of cooking. Others want to learn just enough to have a steady career. A few may want to go from being a chef to owning a restaurant. Good education choices will help them reach their goals.

	Associate Degree	Bachelor's Degree	Online Certificate
I love cooking. I just don't have a lot of time. I want to cook better. Maybe I will get a part-time job or do catering.			✓
I am interested in the restaurant business. Maybe one day I can own a restaurant.		✓	
I want to become a trained cook as soon as possible. I want to go to school, but I only want to take classes related to cooking.	✓		

D **CLASSIFY** **Look at the chart in C. Read the sentences and choose the correct answers.**

1. I want to be a chef who gives direction to my assistants in a high-end restaurant.

☐ Associate ☐ Bachelor's ☐ Online

2. I may want to cook part-time to earn some extra money.

☐ Associate ☐ Bachelor's ☐ Online

3. I want to know everything about cooking and will study as much as I can to learn about it.

☐ Associate ☐ Bachelor's ☐ Online

4. I plan to own my own restaurant one day.

☐ Associate ☐ Bachelor's ☐ Online

5. I want to impress my friends with my cooking skills.

☐ Associate ☐ Bachelor's ☐ Online

E **Work in a group. Discuss which level of education would be best for you in your food-related career. Explain why.**

EXAMPLE: I think the associate level is the best for me because I can make a good salary, but I don't have to go to school for very long.

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F **SELF-EVALUATE** **Read the list of characteristics for people who choose a career as a chef. Check what is true about you.**

- ☐ I like to lead people.
- ☐ I think my ideas are the best ideas.
- ☐ I am very organized.
- ☐ I am dependable and responsible.
- ☐ I work hard.
- ☐ I like making lists.
- ☐ I'm a perfectionist.
- ☐ I like to plan.

G **INVESTIGATE** **Work in a group. Follow the steps and research food-related careers.**

1. Go to your favorite search engine.
2. Type "food-related careers."
3. Open at least three webpages.
4. Write five new things you learn.

1. _____
2. _____
3. _____
4. _____
5. _____

H **Choose a job title related to food. Go to a job search site online and see if there are any openings within 25 miles of your school or home.**

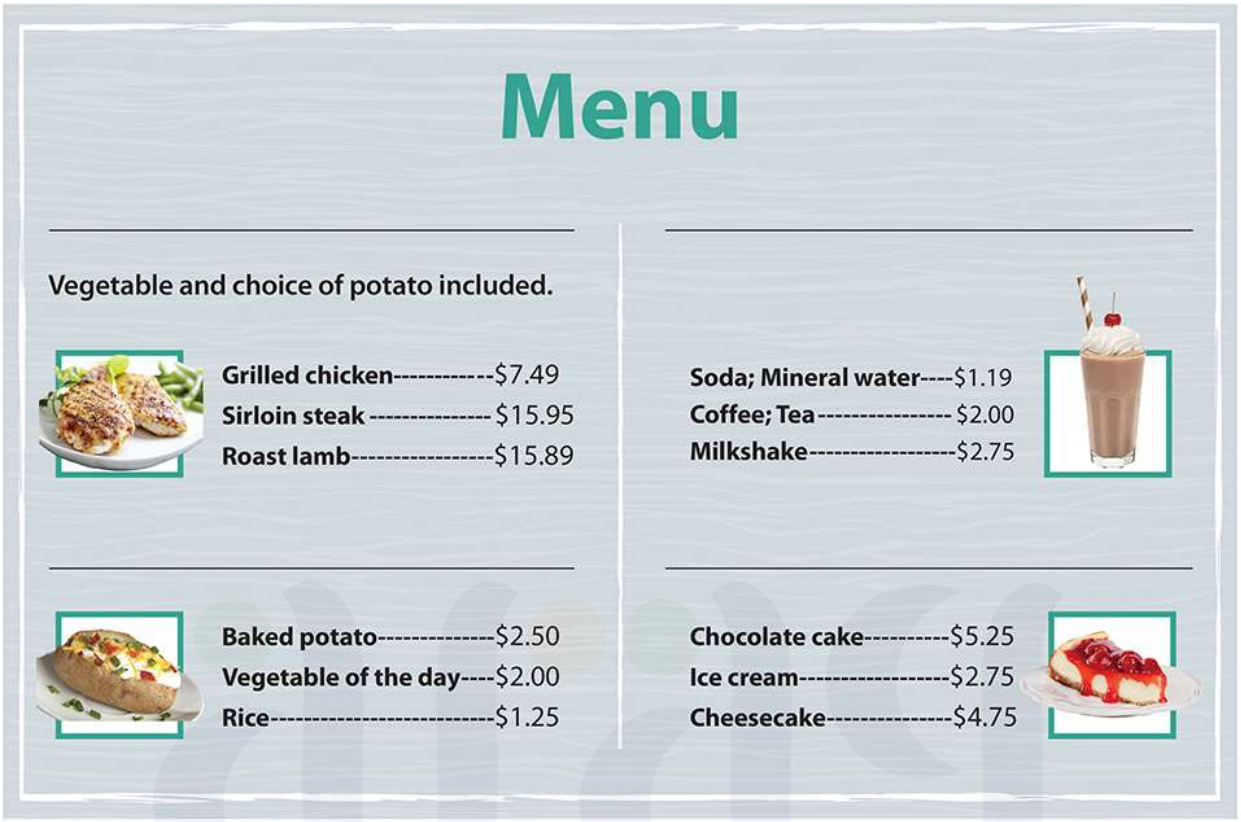


A chef prepares food for customers in the kitchen of a burger bar.

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Review

A **Read the menu. Fill in the name of each section.**



B **Number the conversation in the correct order.**

_____ **Server:** What do you want to drink?

_____ **Customer:** That's all, thank you.

_____ **Customer:** Yes, I'll have the steak and a baked potato, please.

_____ **Customer:** Mineral water, please.

_____ **Server:** Can I take your order?

_____ **Server:** Anything else?

C **Make more conversations with food from the menu in A.**

Learner Log

I can read a menu.
☐ Yes ☐ No ☐ Maybe

I can make a shopping list.
☐ Yes ☐ No ☐ Maybe

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D Write *How much* or *How many*.

1. _____ oranges do we need?
2. _____ tomatoes do we need?
3. _____ milk do we need?
4. _____ gallons of milk do we need?
5. _____ bread do we need?
6. _____ ice cream do we need?

E Write a word from the box under each photo.

bottle	box	can	carton	gallon	jar	loaf	pound

1. 
_____

2. 
_____

3. 

_____

4. 
_____

5. 
_____

6. 
_____

7. 
_____

8. 

_____

Learner Log

I can locate items in a supermarket.
☐ Yes ☐ No ☐ Maybe

I can identify healthy foods.
☐ Yes ☐ No ☐ Maybe

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Review

F **Read the recipe. Underline the verbs in the instructions.**

RECIPE BOX | SHOPPING LISTS | MEAL PLANNER | COOKING SCHOOL | Sign In

Beef Stew



Ingredients: *Serves 10 people*

3 pounds of beef
4 carrots
1-1/2 onions
2 potatoes
1 cup of chili sauce
1 cup of brown sugar

Instructions:

1. Chop carrots, potatoes, and onions.
2. Boil water. Add potatoes, carrots, and onions to water. Boil for 15 minutes.
3. Cook beef until brown in separate pan.
4. Add chili sauce. Mix in brown sugar.
5. Add all ingredients to vegetables and cook over low heat for two hours.

Save Recipe | Email | Print

G **Answer the questions about the recipe.**

1. What is the recipe for? _____
2. How many people does the recipe serve? _____
3. Write three important ingredients. _____

H **Write the section in the supermarket and the food group for each food below.**

Food	Section	Food Group
canned green beans	*Canned Goods*	*vegetables*
loaf of bread		
onions		
ground beef		
milk		
eggs		

Learner Log

I can read recipes.
☐ Yes ☐ No ☐ Maybe

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Plan a Menu

SOFT SKILL ▶ Active Listening

In this project, you will plan a family menu. You are a family of four or five people. You have $300 to spend on food for the next week. What can you make for breakfast, lunch, and dinner? Make a menu and go shopping.

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**	Plan meals for the family with help from the team.	
Student 3: **Shopper**	Write a shopping list for the family with help from the team.	
Students 4/5: **Spokespeople**	Prepare a class presentation with help from the team.	

2. Choose a name for your family.

3. Fill in a calendar with your meal plans for breakfast, lunch, and dinner for one week.

Student 1: Let's have eggs for breakfast and sandwiches for lunch.

Student 2: That's a good idea. *Eggs and sandwiches.* What about a drink?

Student 3: How about orange juice for breakfast and water for lunch.

Student 4: So, let me be sure I understand, you all want *eggs and orange juice for breakfast and sandwiches and water for lunch.* Is that right?

4. Make a shopping list. How much of each item do you need? Estimate the prices of the items on your list. Make sure the total is under $300.

5. Write a recipe for one of your meals.

6. Make a family presentation to the class. Tell the class about the meals on your menu. How much money will you spend? How much money will be left? What can you do with the money that will be left over?

ACTIVE LISTENING:
Effective Communication

Listening very carefully and repeating back what you hear improves communication. It shows someone in a conversation you are listening and that you understand.

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Reading Challenge

A **SURVEY** **Work in a group. Discuss the questions about shopping habits. Share your answers with the class.**

1. How do you choose where to buy groceries or food?
2. Do you get all your food at the same store or do you shop at different stores for good deals?
3. How do you choose what food you buy in the supermarket?
4. Do you think some *brands* are better than others? If yes, what are some examples?
5. Do you *avoid* some types of food in your home? Which ones?

---

brands companies or producers of a product
avoid to stay away from something

B **DEFINE** **Use an online dictionary to look up each word and write the English definition. Then look up a translation to complete the table.**

Word	Short Definition	Translation
pesticide		
organic (food)		
gluten		
increase		
conventional		

C **Read the text. Underline words you don't know. After you read, look up the new words.**

D **Choose the main idea for the first two paragraphs.**

1. **Paragraph 1:** a. choices b. cheap food c. organic is best
2. **Paragraph 2:** a. health food stores b. organic is expensive c. who sells organic

E **A topic sentence describes the main idea of a paragraph. Underline the topic sentences for the first two paragraphs.**

F **In a group, discuss how you choose what produce you buy. Do you choose organic? Do you think it is too expensive?**

G **Use your ideas from F to write a paragraph on a separate piece of paper. Think carefully about your topic sentence.**

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People shop at Lancaster Central Market, in Lancaster, PA.

Healthy Choices vs. Budgets

1 Walk into most supermarkets, and you are faced with choices—maybe too many. The average shopper is looking for something cheap that will feed the family. Some shoppers will look for healthy choices for their families. Organic, natural, hormone-free, sugar-free, gluten-free... the choices are endless.

2 For years, only health food stores carried organic produce. Today, *USDA Organic* labels are on many products in our local supermarkets. Farmer's markets are no exception. For example, at Lancaster Central Market in Lancaster, Pennsylvania—the oldest farmer's market in the US—people can buy certified organic produce, eggs, and even flowers!

3 Organic produce is grown without pesticides and is safer for the environment. So, if health food stores carry organic foods, does that mean they are healthier? The short answer is: probably. There are many studies looking at this question. We do know that there are small increases in some nutrients and very few pesticides in organic produce. So, if it is healthier, why not buy it? You probably already know the answer. Studies have shown that organic foods are as much as 47% more expensive!

4 So, it is up to you and your budget to choose organic or conventional. What will you do?

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