9 WHAT'S FOR DINNER?

LEARNING GOALS

In this unit, you

- talk about food you like
- describe how to cook something
- order food
- read about food and memories
- write a restaurant review



GET STARTED

A Read the title and the learning goals.

B Look at the photo. How many different foods can you see?

C Now read Emma's message. Why does she love the farmers' market?



EMMA DAVIS

@EmmaD

I love this great farmers' market near my house. Amazing fruits and vegetables!

LESSON 1 TALK ABOUT FOOD YOU LIKE



EMMA DAVIS
@EmmaD
Can't wait for Saturday and family dinner night! It's the one night we all eat together.

1 VOCABULARY Common foods

A 09-01 Listen. Then listen and repeat.



fruit bowl



vegetable soup



tacos



cherry pie

B Which words from 1A are not fruits or vegetables?

C PAIRS Which foods in 1A do you often eat? Which foods from 1A do you rarely eat?

I eat fruits like oranges and grapes every day, but I rarely eat black beans.

2 GRAMMAR Questions with *How much* and *How many*

How much	Non-count noun		Answers
How much	bread	do we need?	A lot.
	cheese		Not much.
	rice		Three bags.

How many	Plural noun		Answers
How many	vegetables	will there be?	Four.
	desserts		Two.
	people		Not many.

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3 PRONUNCIATION

COACH

A ▶09-03 Listen. Notice the two or three sounds in the consonant groups. Then listen and repeat.

fruit blueberry strawberries carrots
cauliflower grapes

Consonant groups

Many words have groups of two or three consonant sounds next to each other. We say the consonants in a group together, and we do not add a vowel sound between them.

B ▶09-04 Listen. Circle the words with consonant groups. Then listen and repeat the words with consonant groups.

black beans chicken bread parsley pepper milk an orange steak cabbage

C PAIRS Make five sentences with the words in 3A and 3B.

I love to put parsley in my vegetable soup.



4 CONVERSATION

A ▶09-05 Listen or watch. Circle the correct answers.

1. Rosa is having a *good* / *bad* time in New York.
2. Emma invites Rosa to dinner at *her house* / *a restaurant*.
3. Emma *is* / *is not* making soup and salad for dinner.
4. Rosa is bringing *a pie* / *some fruit* to dinner.

B ▶09-06 Listen or watch. Complete the conversation.

Emma: I can make black bean soup and salad for dinner. Is that ok?

Rosa: If it's no trouble. I love black bean soup. What can I bring?

Emma: How about some fruit?

Rosa: Sure. _____ fruit do we need? _____ people will be there?

Emma: Five people.

Rosa: OK. I can bring some grapes and strawberries.

Emma: Thanks. And I can make a cherry pie, too.

CONVERSATION SKILL
Make sure something is OK

To politely make sure something is OK, say:

- If it's no trouble.
- Are you sure?
- Would that be OK?

Listen to or watch the video again. Raise your hand when you hear someone make sure something is OK.

C ▶09-07 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas.

potato blueberries and oranges a cake

5 TRY IT YOURSELF

A MAKE IT PERSONAL Plan a dinner party for your class. Include foods you like. Make a list of things to buy and how much / how many you need. What can you make?

A: How about having a pizza party? We can make pizza.
B: OK, but how many pizzas should we make? And what do we need to buy?



B Describe your dinner plans to the class. Talk about the foods you like the best.

☐ I CAN TALK ABOUT FOOD I LIKE.

LESSON 2 DESCRIBE HOW TO COOK SOMETHING



EMMA DAVIS
@EmmaD
My favorite recipe for cherry pie is so simple … and so, so good.

1 VOCABULARY Measurements and cooking verbs

A MEASUREMENTS 09-08 Listen. Then listen and repeat.



a quart | a pint | a cup | half a cup | a tablespoon | a teaspoon

B COOKING VERBS 09-09 Listen. Then listen and repeat.



boil | fry | bake | chop | mix | add | roll

C 09-10 Listen to the people making food. Then write a cooking verb from 1B before each phrase.

1. _____ a teaspoon of salt to the flour
2. _____ the cookies
3. _____ some eggs
4. _____ a quart of milk with a cup of sugar
5. _____ some water for the tea
6. _____ the carrots and peppers

D PAIRS Write two foods that go with each cooking verb in 1B. Then share your lists with the class.

A: What are two foods we can boil?
B: Eggs and carrots?
A: Yeah, those work. How about fry?

2 GRAMMAR *Some / any* with count and non-count nouns: Review

COACH

Statements				*Yes / no* questions		
Affirmative	I added	**some**	milk.	Do we need	any	milk?
Negative	I didn't add	**any**	eggs.		some	eggs?

Notes

- Don't use *some* or *any* when speaking about something in general.
  A: I love **fruit**! What about you? Do you like **fruit**?
  B: Yes, but I don't like **cherries**.
- Use *some* to make offers and requests sound more natural.
  A: Do you want **some** soda? Or **some** cookies?
  B: No, thanks, but can I have **some** water?
- You can use *some* and *any* alone when the meaning is clear.
  A: I made coffee. Do you want **some**?
  B: Thank you, but no, I don't want **any** right now.
- Remember, you can use *there* + *be* + *no* + noun.
  There's **no sugar**. = There isn't any sugar.
  There are **no cherries**. = There aren't any cherries.

>> FOR PRACTICE, GO TO PAGE 146

3 PRONUNCIATION

COACH

A ▶09-12 Listen. Notice the way we link unstressed words to the words around them. Then listen and repeat.

an, and = /ən/ — /ən/ /ən/ an hour and a half; /ən/ rice and beans

a, of = /ə/ — /ə/ /ə/ a cup of tea; /ə/ /ə/ a teaspoon of salt

B ▶09-13 Listen. Complete the sentences with *a, of, an,* or *and*. Check your answers with a partner. Then listen and repeat.

1. I'm making _____ Italian cabbage _____ rice soup.
2. To make the soup, you need _____ pound _____ cabbage.
3. Chop _____ onion _____ the cabbage.
4. Add rice _____ four cups _____ water.
5. You don't need _____ lot _____ rice—maybe half _____ cup.
6. Add _____ tablespoon _____butter _____ some cheese at the end.

Unstressed words: *a, of, an, and*

We don't stress short words like *a, of, an,* or *and*. We say all these words with the short, weak vowel /ə/.

The word *and* usually sounds the same as the word *an: an hour and a half*.

In fast speech, *of* often sounds like *a* when the next word begins with a consonant sound: *a cup of tea*.

4 LISTENING

A ▶09-14 Look at the recipe and listen. What does the speaker say to do first?

☐ make cherry filling ☐ make a pie crust

B ▶09-15 Listen again and put the steps of the recipe in the correct order. Write the numbers.

___ Roll the dough into two flat circles.
___ Boil the cherries.
___ Chop the butter.
___ Bake the pie for 50 minutes.
___ Mix the flour, salt, and sugar.
___ Put the first circle of dough in a pan.
___ Put the second pie crust on top.

LISTENING SKILL Listen for sequence

When you listen to steps in a process, listen for words like *then, next, now,* and *after that*. Speakers often use these words to introduce the next step.

RECIPES A TO Z

CHERRY PIE



INGREDIENTS

Crust:
- 1 cup of butter
- 3 cups of flour
- one teaspoon of salt
- one tablespoon of sugar
- about half a cup of ice water

Filling:
- 4 cups of cherries
- 1 cup of sugar
- 4 tablespoons of flour

C PAIRS Close your books. Pretend you are making a cherry pie. Try to remember how to make the crust and the filling.

A: First, chop up the butter. B: Yes. Then ...

5 TRY IT YOURSELF

A PAIRS Choose a dish to make. Write the ingredients on a piece of paper. Talk about how to make the dish.

B Report to the class. What ingredients do you need for your dish? How can you make it?

This is how to make chicken soup. First, chop the chicken into pieces. Then chop potatoes and celery ...

☐ I CAN DESCRIBE HOW TO COOK SOMETHING.

LESSON 3 ORDER FOOD

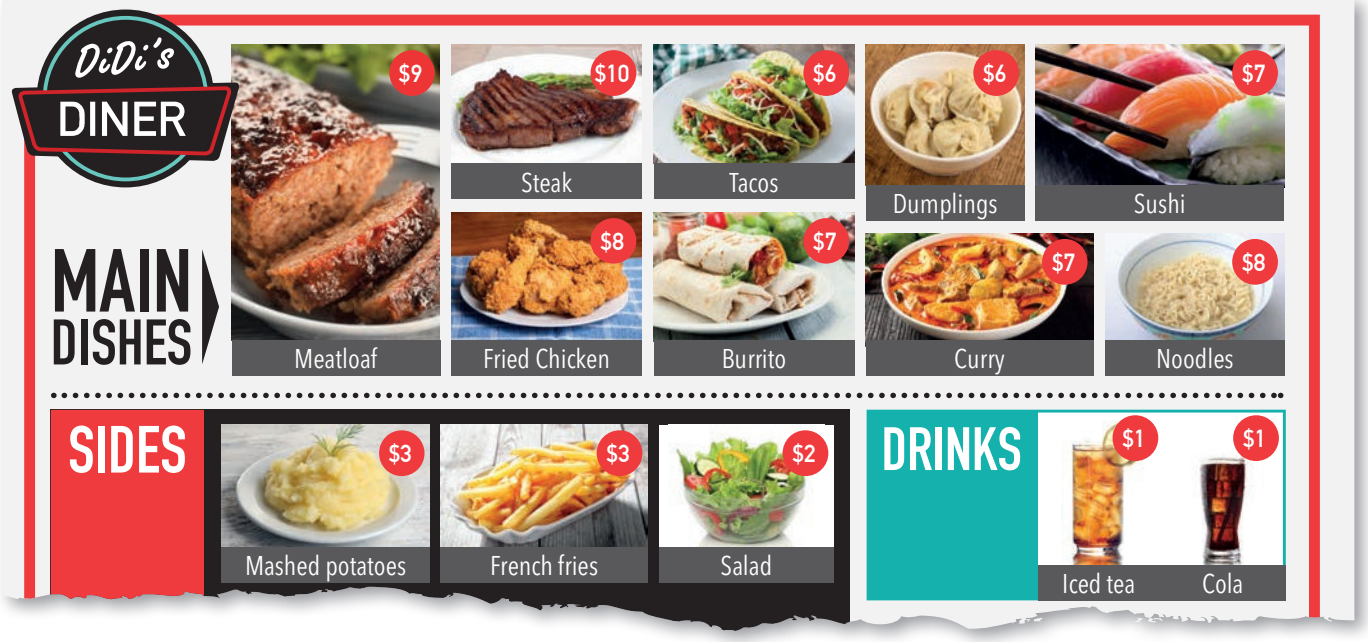


EMMA DAVIS
@EmmaD

Just made a cherry pie for dinner! Makes me think of my mom's kitchen when I was a kid.

1 VOCABULARY Foods on a menu

A 09-16 Listen. Then listen and repeat.



B PAIRS Which foods in 1A are good to eat together?

I like eating fried chicken with french fries. They're great together!

2 GRAMMAR *Would like* for preferences and polite requests

COACH

Affirmative statements		
Subject	***Would like***	**Noun**
I	**would like**	Mexican food.
She		a salad.

Questions					Answers
***Wh-* word**	***Would***	**Subject**	***Like***		
	Would	you	**like**	a burrito?	Yes, please. / No, thank you.
		anyone		fried chicken?	I would!
What	**would**	you		for dinner?	Steak, please.
		they		on their pizza?	Mushrooms and peppers.

Notes

- Use *would like* to make polite requests. *Would like* is more polite than *want*.
- *Like* and *would like* have different meanings.
  I **like** noodles. = I enjoy noodles. **I'd like** some noodles. = I want some noodles, please.
- We almost always contract *would* with pronouns in affirmative statements.
  She'd like a cola.

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3 CONVERSATION



A 09-18 Listen or watch. Then choose the correct answers.

1. Why is Emma upset?
   a. There are no black beans.
   b. Rosa is late for dinner.
2. What does Emma decide to do?
   a. buy more food at the supermarket
   b. order food over the phone
3. What are Emma and the others eating for dinner?
   a. black bean soup and vegetables
   b. tacos, burritos, and salads

B 09-19 Listen or watch. Complete the conversation.

Sam: DiDi's Diner. How can I help you?
Emma: Hi. _____ some food for delivery.
Sam: Sure. What_____ ?
Emma: Let's see. _____ five chicken tacos, two black bean burritos, plus five mixed salads.
Sam: OK. _____ anything to drink?
Emma: No, that's it. Thanks.

C 09-20 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas.

noodles with chicken vegetable curries orders of mashed potatoes

4 TRY IT YOURSELF

A MAKE IT PERSONAL Take turns ordering take-out food over the phone for dinner. Use foods from 1A and your own ideas.

B WALK AROUND Take food orders from three other students. Which dishes are the most popular?

Name	Order

☐ I CAN ORDER FOOD.

LESSON 4 READ ABOUT FOOD AND MEMORIES



EMMA DAVIS
@EmmaD
This article made me want to eat tortillas. 😊

1 BEFORE YOU READ

A PAIRS What were your favorite foods when you were a child?

B ▶09-21 Listen. Then listen and repeat.

suddenly: happening quickly when you don't expect it
a memory: something that you remember from the past
childhood: the time in your life when you were young
a smell: You notice smells with your nose.
flavor: the taste of a food or drink
an emotion: a feeling such as love, hate, or anger

2 READ

A PREVIEW Read the title and look at the photo. What memories will the author discuss?

B ▶09-22 Read and listen to a blog post about food and memory. What foods does the writer describe?

Home | About | Photo Gallery | Restaurant Reviews | Recipes

Search

Food and memories

Last week, I walked by a small taco restaurant. There was a wonderful smell of fresh tortillas. I have lived in the U.S. for forty years, but when I smell fresh tortillas, I am in Mexico again. The smell took me back to the small town in Mexico where I grew up. Suddenly, I was at my family's dinner table, with fresh tortillas and my grandmother's delicious chicken. The memory was so strong. I almost cried.

Later, I talked to some friends about my experience. They said that some foods bring back powerful memories from their childhood, too. My friend Anna remembers her family's Sunday dinners when she smells fried chicken.

There are also many stories about food and memories in books. French author Marcel Proust begins one of his novels with a cookie and a cup of tea. The taste brings back many memories—more than 4,000 pages of them! The author Eduardo Machado writes about foods that make him hungry for his home in Cuba. The smell of boiling fresh milk takes him back to his childhood.

Why does food make us remember things? Well, a food's smell has most of the food's flavor. And the part of the brain that is responsible for smell is directly connected to the parts of the brain that are responsible for memories and for emotions. So, it is not surprising that the smell of food often brings back memories, especially memories that include strong emotions.

What are your special food memories?

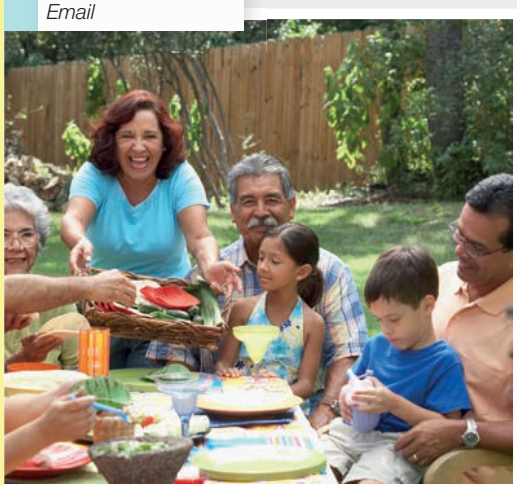
Luz López

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Luz's Food Blog

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3 CHECK YOUR UNDERSTANDING

A What is the main idea of the blog post?

a. The flavor of food comes more from its smell than its taste.
b. Foods and their smells can bring back powerful memories.
c. Memories are connected to strong emotions.

B Choose the correct answer.

1. The author remembered her childhood because of the smell of ***fried chicken*** / ***fresh tortillas*** / ***a little taco***.
2. The smell of boiling milk brings back memories for ***the author*** / ***Marcel Proust*** / ***Eduardo Machado***.
3. Smell and ***childhood*** / ***food*** / ***memories*** are connected in the brain.

C FOCUS ON LANGUAGE Read. What do the underlined words mean?

1. The smell <u>took me back</u> to the small town in Mexico where I grew up.
   a. made me remember b. traveled with me
2. The part of the brain that <u>is responsible for</u> smell is directly connected to the parts of the brain that <u>are responsible for</u> memory and for emotions.
   a. be sensitive about b. manage

D READING SKILL Read the Reading Skill. What information can you infer?

Luz writes …	So I know …
1. I walked by a small taco restaurant. There was a wonderful smell…	a. Luz doesn't like to eat at home. b. Luz likes tacos.
2. I almost cried.	a. Luz misses her childhood. b. Luz wants to move back to Mexico.
3. The smell of boiling fresh milk takes him back to his childhood.	a. Eduardo Machado often drank milk. b. Eduardo Machado rarely drank milk.

READING SKILL
Infer meaning

To infer is to know what an author believes or means but doesn't write. Reread the text. What things does the author believe or mean but not write?

E PAIRS What is the blog post about? Retell the most important ideas in the blog post. Use your own words.

The post is about food and memories …

Find out about foods with a strong or special smell.

4 MAKE IT PERSONAL

Think of an experience like the one in the blog post. Write notes. Then tell a partner about it.

What food makes you think about your past?	
What person or experience do you remember when you smell or eat it?	
How do you feel when this happens?	

When I taste sweet peaches, I remember …

☐ I CAN READ ABOUT FOOD AND MEMORIES.

LESSON 5 WRITE A RESTAURANT REVIEW



EMMA DAVIS

@EmmaD

I'll be in Arizona next week for work. Any suggestions for a good place to eat?

1 BEFORE YOU WRITE

A Read the review. Why did Mike decide to try this restaurant?



Mike H.
Scottsdale, Arizona
76 friends
210 restaurant reviews
125 photos

map view

"Try this one!"

★★★★ April 14

I read a review of Pancake Shack in the newspaper. It gave the restaurant 4 stars. I love pancakes, so I decided to try it. I went to Pancake Shack the next day, and I can tell you that this is the best pancake restaurant in the city. It has many different kinds of pancakes, like sweet ones with blueberries, cherries, or strawberries. It also has unusual choices. For example, there are pancakes with chicken and mushrooms. I guess pancakes are not only for breakfast! I tried four different kinds. They were all delicious. And everyone there was so nice! So, if you like pancakes, this is the place for you!

Was this review helpful? Yes 23 No 3

B Read the review again. Why does Mike like the pancakes? Take notes in the chart. Write each reason in a circle.

Pancake Shack

★

★

★

C Read the sentences. Are they positive or negative? Complete the chart. Then add one positive and one negative sentence.

	+	-
This is the best pancake restaurant in the city.	✓	
Everyone was so nice.	✓	
They were all terrible.		✓
This is the place for you!	✓	
Don't go here!		✓
	✓	
		✓

2 FOCUS ON WRITING

A Read the Writing Skill.

WRITING SKILL

Connect ideas with *this, that,* and other pronouns

You can use *this, that,* and other pronouns (*he, she, it, they, him, her, them*) when you mention people, things, and ideas again later in the text. Using pronouns helps you connect ideas in different sentences. It makes your writing less boring and easier to read.

I like mushrooms on everything. **They** are my favorite vegetable.

When I was 22, I learned how to bake bread. **That** was one of the most important experiences in my life.

B Read the review in 1A again. Find examples of *this, that,* and other pronouns that connect people, things, or ideas. Circle the pronouns.

Try this one!

★★★★☆ April 14

I read a review of Pancake Shack in the newspaper. It gave the restaurant 4 stars.

3 PLAN YOUR WRITING

A Think about your favorite restaurant. What can you say about the food? Complete the chart. Put reasons in the circles.

My favorite restaurant: _____

B PAIRS Tell your partner about the restaurant.

I went to Ricardo's for the first time two years ago. It was ...

4 WRITE

Write a review of your favorite restaurant. Explain why you like it. Use pronouns to refer to people, things, and ideas the second time you write about them.

5 REVISE YOUR WRITING

A PAIRS Exchange reviews and read your partner's review.

1. Circle pronouns. Find the people, things, or ideas that they refer to.
2. Did your partner explain why this is his or her favorite restaurant?

B PAIRS Can your partner improve his or her review? Make suggestions.

Check your
- spelling
- punctuation
- capitalization

6 PROOFREAD

Read your review again. Can you improve your writing?

☐ I CAN WRITE A RESTAURANT REVIEW.

PUT IT TOGETHER

1 MEDIA PROJECT



A 09-23 Listen or watch. What food does Pedro make?

B 09-24 Listen or watch again. Answer the questions.

1. Why does Pedro like smoothies? _____
2. What do you need to make a smoothie? _____
3. How do you make a smoothie? _____

C Make your own video.

Step 1 Think about a simple food you can make. Get the ingredients and any other things you'll need to make your food.

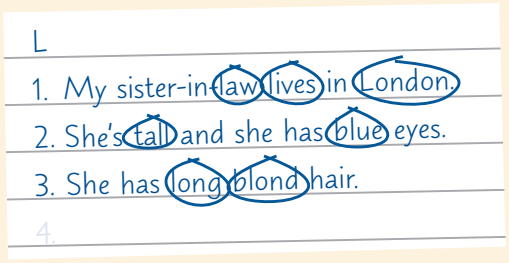
Step 2 Make a 30-second video. Show the ingredients, describe how to make your food, and show the finished food.

Step 3 Share your video. Answer questions and get feedback.

2 LEARNING STRATEGY

SENTENCES WITH SOUNDS

Think of a sound that's hard for you to say. Then find ten words that have that sound. On a piece of paper, write sentences with the words. Try to use more than one word in each sentence.



Choose a sound that is difficult for you. Find food words that have the sound. Write sentences with the words and practice saying them.

3 REFLECT AND PLAN

A Look back through the unit. Check the things you learned. Highlight the things you need to learn.

Speaking objectives
- ☐ Talk about food you like
- ☐ Describe how to cook something
- ☐ Order food

Vocabulary
- ☐ Common foods
- ☐ Measurements
- ☐ Cooking verbs
- ☐ Foods on a menu

Pronunciation
- ☐ Consonant groups
- ☐ Unstressed words: *a*, *of*, *an*, *and*

Grammar
- ☐ Questions with *How much* and *How many*
- ☐ *Some* / *any* with count and non-count nouns: Review
- ☐ *Would like* for preferences

Reading
- ☐ Infer meaning

Writing
- ☐ Connect ideas with *this*, *that*, and other pronouns

B What will you do to learn the things you highlighted? Write notes.

